

高等学校试用教材



上册

英语 ENGLISH

(英语专业用)

上海译文出版社

高等学校试用教材

英 语

(英语专业用)

第一册

(上)

上海外国语学院英语系编

上海译文出版社

高等学校试用教材

英 语

(英语专业用)

第 一 册

(上)

上海外国语学院英语系编

上海译文出版社出版

上海延安中路 967 号

新华书店上海发行所发行

上海市印刷三厂印刷

开本 850×1156 1/32 印张 7 字数 167,000

1979 年 8 月第 1 版 1979 年 8 月第 1 次印刷

印数: 1—65,000 册

书号: 9188·58 定价: 0.72 元

前 言

这套教材共四册，供四年制大学英语专业一、二年级学生使用。本书是这套教材的第一册，教学对象是当前入学时已具有一些英语基础的学生。通过教学，要求学生在听说能力方面得到充分的训练，能就日常生活题材正确地进行会话，并在大量听说的基础上培养读、写的技能。

根据多年来英语教学中的经验教训，并参考了国外语言学和外语教学法各种流派的发展情况，我们编写了这册教材。其编写原则概述如下：

(1) 本书的布局根据语法句型进行编排。第一、二册由浅入深、循序渐进地介绍了最基本的语法句型结构，为升入二年级学习较为系统的语法知识打好基础。

(2) 句型不是通过机械性的单句操练进行介绍，而是溶化在有情景的对话或短文中，力求使学生在操练句型时就学到现实生活中有交际价值的语言。

(3) 在全书的句型安排上，我们打破了一些典型结构派教材的框框，把某些具有相同功能的语言点适当集中。有些句型在结构上可能较难，可是交际价值高，提前出现对语言训练有好处，我们就先予介绍。对于交际价值不高的，我们就不介绍或少介绍。

(4) 我们认为，在基础阶段，用翻译对比法进行外语教学是不适宜的，学生往往会受到本族语的干扰，影响熟练运用外语的能力，但也并不完全排斥翻译对比。对于某些中国学生在学习时特别容易搞错的地方，我们在注释中适当运用了英汉对比，使学生能确切地理解和掌握所学内容。

现将每一课书的各个组成部分及其教学目的、要求分述如下：

(1) Language in Context (语言活用): 这是每一课书的核心。要求学生通过听说训练熟练掌握各个情景对话(或短文)中提供的语法句型。本书提供的情景对话(或短文)只不过是一个模式。教师可根据不同情况设想出更多的情景,供学生操练句型之用。必须精讲多练,使学生通过反复操练真正掌握不同的句型。

(2) Text (课文): 课文应在学生反复操练句型后再学,让他们进一步领会所学句型在各种情景中的灵活运用,以复习巩固、加深理解。在教学处理上,课文应该是从属于操练的,而不应该看作一课的中心。

(3) Notes (注释): 主要供学生参考使用,教师不必详细讲解,更不必另行补充理论知识。

(4) Oral Work (口头练习): 这里提供一定数量的口语复习材料,供学生灵活运用本课学到的语法句型和其他语言材料。

(5) Written Work (笔头练习): 这部分练习应该在大量反复听说训练的基础上做,目的是进一步巩固复习。要求学生熟练运用所学词汇、句型和表达方式进行书面作业,切忌漫无边际地自由写作。

由于学生在入学前一般已学过一些英语,接触过一定数量的词汇和短语,本书 Oral Work 和 Written Work 中的用词比较灵活。

(6) Intonation, Rhythm and Pronunciation (语调、节奏和发音): 这一部分以若干有代表性的语言材料,较系统地介绍了最基本的语调、节奏和发音知识,使学生在这方面有一些初步的感性认识。其中的例词、例句大多是已学过的词汇、短语和句型,但也有一些材料超出了所学内容。这些材料仅仅用于语调、节奏和发音的训练,其中新的词汇、短语和句型不要求学生掌握。

(7) Language Points (语言要点): 这一部分扼要归纳本课

的重点语法句型。除了供教师备课和学生复习使用之外，还可以用作换词练习的模式。

(8) Words, Phrases and Expressions (单词、短语和表达方式)：第一次出现的单词、短语和表达方式按照出现前后的次序排列，不加汉译，也不鼓励学生用汉语标注词义。希望学生记住它们在本课中出现在什么样的句子中，以及这一句子用在什么情景和什么上下文之中。

全书使用的单词、短语和表达方式(除 Intonation, Rhythm and Pronunciation 一部分中的以外)，按字母顺序列在书末，标注音标、词义和出现的课次，供参考使用。

参加本书编写工作的有：李观仪、关可光、赵九龄、颜一德、朱炳荪、陈文达等同志。插图由王志伟等同志绘制。

本书初稿完成后，各方面的有关同志帮助我们审阅了全书，提出了许多宝贵意见，谨此致谢。

在编写过程中，我们参考了一些国外教材，有些例句和语言材料采自这些教材。

本书的编写原则和使用要求是否行之有效，尚待教学实践来检验。希望使用本教材的广大师生提出宝贵意见。

上海外国语学院英语系

一九七九年四月

Contents

Lesson One 1

1. I am (not) /You are (not) _____.

2. Are you _____?

3. You are _____, aren't you?

Text: Pan Laoshi and Zhu Ping

Lesson Two 9

1. This/That/He/She is (not) _____.

2. Is this/that/he/she _____?

3. He/She is _____, isn't he/she?

Text: Mr. Johnson and Miss Brown

Lesson Three21

1. Who is _____?

2. — Is this/that _____?

— Yes, it is. / No, it is not.

3. Is this/that/he/she _____ or _____?

Text: Xiao Wang's Family

Lesson Four33

1. — What is this/that?

2. — It is _____.

3. Whose _____ is this/that?

4. Where is _____?

5. Look at _____.

Text: Xiao Hu's Family

Lesson Five47

1. We/You/They are _____.

2. We are both/all _____.

Both/All of us are _____.

3. There is (not) a pen / There are (not) two pens on the desk.

4. Is there/Are there _____?

5. How many _____?

Text: A Classroom

Lesson Six60

1. — What time is it/What's the time/Can you tell me the time?

— It is _____.

2. I am (not) —ing.

3. Are you —ing?

4. What are you —ing?

Text: Wang Dagang in the Morning

Lesson Seven81

1. I have (got)/He has (got) _____.

2. I have not (got)/He has not (got) _____.

3. Have you (got)/Has he (got) _____?

4. Do you/Does he have classes every morning?

Text: Calling on Comrade Cai

Revision (I) 96

Lesson Eight 104

1. I read/He reads the newspaper every morning.

2. I do not/He does not go there every morning.

3. Do you/Does he _____?

4. I usually/often/seldom go to bed at ten.

Text: Li Fang's Day

Lesson Nine 118

1. January/February ... is the first/second ... month of the year.
2. — What day is it/What is the date today?
— It is _____.

Text: Red-letter Days

Lesson Ten 132

1. There are many boxes/shelves/potatoes/children here.
2. There is little money/bread/water here.
3. There is a sheet of/There are three sheets of paper there.

Text: Going to the Country

Lesson Eleven 151

1. Whose is _____?
2. — Which one is/Which ones are yours?
— The big one is/ones are.

Text: Mending a Tape-recorder

Lesson Twelve 163

1. I am _____ing tomorrow.
2. I am going to _____ tomorrow.
3. There is _____ tomorrow.
4. The new term begins on September 1.

Text: Li Fang's Grandparents Are Going to
Take a Trip

Lesson Thirteen 177

1. — What is the climate/weather like in Shanghai?

— It is _____ .

2. The sun rises in the east.

Text: Talking About the Weather

Lesson Fourteen 190

1. Would you please come here?

2. Would you like some tea/to come with us?

3. I'd like some tea/to go with you.

4. I can _____ .

5. Can you _____ ?

6. Shall I/we _____ ?

7. Let's _____ .

Text: At the Library

Revision (II) 209

Lesson One

(First Lesson)

Language in Context

1. Wang: Hello. I'm Wang Dagang. I'm a first-year student. Are you Li Fang?

Li: Yes, I am. I'm a first-year student, too.

Wang: I'm in Class One. Are you in Class One, too?

Li: Yes, I am.

2. Zhu: Are you Wang Dagang?

Zhang: No, I'm not. I'm Zhang Hua. Are you Li Fang?



Zhu: No. I'm Zhu Ping. I'm from Harbin. Are you from Beijing?

Zhang: No. I'm from Nanjing.

3. Zhu: You're a new student, aren't you?

Wang: Yes, I am. You're new, too, aren't you?

Zhu: Yes. I'm in Class One.

4. Wang: You're from Beijing, aren't you?

Li: No. I'm from Shanghai. What about you?

Wang: I'm from Beijing.

Text

Pan Laoshi and Zhu Ping

Pan: Hello. Are you Li Fang?

Zhu: No. I'm Zhu Ping.

Pan: You're in Class One, aren't you?

Zhu: Yes, I am. Are you in Class One, too?

Pan: No, I'm not a student. I'm a teacher. I'm Pan Jiadong.

Zhu: Oh, how do you do, Pan *Laoshi*? I'm very glad to meet you.

Pan: How do you do, Xiao Zhu? You're from Beijing, aren't you?

Zhu: No. I'm from Harbin.

Pan: Good-bye, Xiao Zhu.

Zhu: Good-bye, Pan *Laoshi*.

Notes

1. Hello. 你好。

在非正式场合，初次见面时可用 *hello* 问候，平时熟人见面也用 *hello* 打招呼。

2. I'm = I am; You're = You are

You aren't = You are not

I'm, You're 和 You aren't 都是口语中常用的简略形式。

3. Wang Dagang 王大刚

拼写我国人名地名，一律根据国务院一九七八年十二月的通

知，采用汉语拼音方案作为我国人名地名罗马字母拼写法的统一规范。

4. I'm a *first-year* student, too. 我也是一年级学生。

注意：1) *first-year* 中的连字号 “-” (hyphen/'haifən/)

2) *too* 一般放在句尾，前面有逗号。

5. What about you? 你呢?

根据上文，这句话的意思是：“那么你是哪里人?”

6. *How do you do*, Pan *Laoshi*? 您好，潘老师?

1) *How do you do?* 这句话只用于初次见面，对方也以 *How do you do?* 回答。它实际上并不是问句，句末也可用句号。

2) *Laoshi* 是“老师”的汉语拼音。

按照英语国家的习惯，学生对教师的称呼是 Mr. — (×先生)，Mrs. — (×太太) 或 Miss — (×小姐)。Mr., Mrs. 和 Miss 后跟姓，不跟名。例如：Mr. Smith, Mrs. Jones 和 Miss Blake. 我国一般不采用这种称呼，但不能根据汉语的“×老师”译成“Teacher —”，也不应以“teacher”一词称呼老师，这都不符合英语表达习惯。

Oral Work

1. Give response to the following:

Example

A: Hello. I'm Wang Li. I'm a student.

B: Hello, Xiao Wang. I'm Pan Fang. I'm a student, too.

- 1) A: Hello. I'm Li Ta. I'm a doctor.

B: _____.

- 2) A: Hello. I'm Pan Hua. I'm a nurse.

B: _____.

- 3) A: Hello. I'm Hua Gang. I'm from Guangzhou.

B: _____.

4) A: Hello. I'm Zhang Xiaonan. I'm a teacher.

B: _____.

5) A: Hello. I'm Fang Ping. I'm in Class Three.

B: _____.

2. Guided talk:

1) Introduce yourself to the class.

Example

I'm Li Gang. I'm from Nanjing. I'm a first-year student. I'm in Class One.

2) Ask each other questions.

Example

Are you Zhang Jiafang? Are you a new student? You're from Harbin, aren't you? You're in Class One, aren't you?

Written Work

1. Fill in the blanks:

1) A: _____ you _____ second-year student?

B: Yes, I _____. What _____ you?

2) A: Are _____ Li Fang?

B: No, I _____. I _____ Zhu Ping.

3) A: You _____ from Beijing, _____ you?

B: _____. I'm _____ Nanjing.

4) I'm _____ Shanghai. I'm _____ Wuxi.

5) You're _____ Class Three. I'm _____.

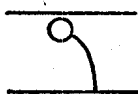
2. Dictation:

Hello. I'm Wang Fang. I'm from Nanjing. I'm not a teacher. I'm a student. I'm in Class One. You aren't in Class One. You're from Shanghai, aren't you?

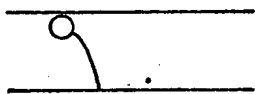
3. Copy the text.

Intonation, Rhythm and Pronunciation

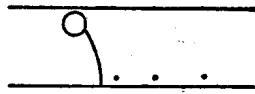
1. Basic Tone-patterns (I) The Fall



\Now.



\Sometimes.



\Regularly.

1) \Five.

\Take.

\Thank.

\Tall.

\Last.

\Desk.

\Who.

\Sit.

\Class.

2) \Monday.

\Student.

\Paper.

\Country.

\Lesson.

\Teacher.

\Industry.

\Agriculture.

\Everybody.

2.

1) A: I'm a 'first-year \student.

B: \I'm a ,first-year ,student, \too.

2) A: I'm 'Zhang \Hua. I'm from 'Nan\jing.

B: I'm 'Zhu \Ping. I'm from 'Har\bin.

3) A: You're a 'new \student, \aren't you?

B: \Yes, I \am. \You're ,new, \too, \aren't you?

A: \Yes. \I'm in 'Class \One.

4) A: 'How do you \do?

B: 'How do you \do? 'Glad to \meet you.

3. Pronunciation of /ei/

1) ei — ei — ei — ei — ei
 e — e — e — e — e
 ei — e — ei — e — ei
 ei — ei — ei — ei — ei

2) (1)	day	say	play
	stay	way	may
(2)	age	tape	late
	spade	face	make
(3)	game	same	rain
	fail	male	bail
(4)	April	labour	daily
	greater	mistake	explain

3) (1) He ,has a 'bad \pain.

(2) He ,has a 'bad \pen.

4) (1) 'Pass me some \paper, ,please.

(2) 'Pass me some \pepper, ,please.

Language Points

1.

I am	Wang Dagang a student new from Beijing
You are	

2.

I am	not	Wang Dagang a student new from Beijing
You are		

3. —

Are you	Wang Dagang a student new from Beijing
---------	---

 ?

—

Yes,	I am
No,	I am not

 .

4. —

You are	Wang Dagang a student new from Beijing	, aren't you
---------	---	--------------

 ?

—

Yes,	I am
No,	I am not

Words, Phrases and Expressions

lesson	student	from
one	are	Harbin
first	you	Beijing
drill	yes	Nanjing
hello	too	new
I	in	Shanghai
am	class	what
a	no	about
year	not	What about ... ?