

高等师范专科学校通用教材

A COMPREHENSIVE ENGLISH COURSE

BOOK ONE

中南五省(区)师专《综合英语教程》编写组



华中师范大学出版社

A Comprehensive English Course

Book One



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前 言

教材编写是学校三大基本建设之一。长期以来，高等师范专科学校教育没有一套具有自己特点、较为系统的教材，影响了教育质量的提高。为了深化高等师范专科学校教育的改革，为普及九年制义务教育培养更多的合格教师，中南五省（区）教委（高教局）高教（教学）处，共同组织五省（区）师专及部分有关高校的教师，协作编写了师专12个专业85门主干课程的通用教材，《综合英语教程》便是其中规模最大的一种。编写这套教材的指导思想是，从高等师范专科学校教育人才培养的目标出发，紧密结合师专英语专业和当前中学英语教学的实际，根据二年制师专英语专业教学计划及《综合英语》教学大纲的要求，兼顾三年制专业的需要，力求突出适用性、科学性、先进性及高等师范专科学校教育的特点。这套教材不仅适用于普通高等师范专科学校的英语专业，而且也适用于教育学院和电大普通师范教育的英语专业，同时，还可作在职初中英语教师的培训和自修教材。

《综合英语教程》共编四册，每学期一册，本书为第一册。根据需要与可能，还将续编第五、六册，供三年制师专的第三学年选用。这套教材的交际会话、课文及语音、听写等部分均配有录音磁带。另编有配套的教师参考书、练习答案和自测题。

《综合英语教程》编写组由中南五省（区）15所师范院校的人员组成。鲁恩宁（鄂西大学）、王素娟（荆州师专）、罗善翠（宜昌师专）、张本慎（黄冈师专）等同志参加了第一册的编写。本书审稿会有中南地区的雷州师专、衡阳师专、河池师专、荆州师专、信阳师院、新乡师专、许昌师专的代表参加，由张后华副教授主审。

美籍教师 Debra Smart 女士和 Mathew Hurlock 先生审阅了全部书稿；北京外国语学院丁往道教授、吴一安副教授，上海外国语学院李现仪教授，上海师范大学黄次栋教授，华中理工大学周之鑑教授等审阅了本教材的编写说明和第一册样课，提出了修改意见和许多宝贵的建议；特别是华中师范大学秦秀白教授，自始至终关心和支持我们的编写工作，给予我们热情的、无私的帮助和指导；本教材编写组的其他成员参加了第一册书稿的全部讨论和定稿工作，在此一并表示感谢。

这套教材是按照主编负责、分工编写的原则编成的。这样大规模、有组织地进行教材编写对我们来说还是第一次，因而错误、缺点在所难免，恳请读者批评、指正。

中南五省（区）师专
协作教材编委会

1988年10月

使 用 说 明

1. 《综合英语教程》以课文为主体,着重对学生进行语音、语法、词汇等基本知识和听、说、读、写等基本技能的综合训练;在培养语言能力(linguistic competence)的同时,加强对 学生交际能力(communivative competence)的培养。前者重点传授语言知识(usage),训练学生使用语言的正确性(correctness);后者则重点介绍语言使用知识(use),培养学生使用语言的得体性(appropriateness)和有效性(effectiveness)。只有将两者有机地结合起来,才能全面地培养学生的能力,从而实现语言教学的最终目的。

2. 考虑到各地新生入学水平不齐,要求他们在使用本套教材前至少应具备初步的英语知识,对英语语音和语法规则有基本的了解,并掌握1500个单词和一定量的常用词组。

3. 《综合英语教程》第一册分两个部分。第一部分供新生入学后在语音整理阶段使用。整理阶段的重点在于训练正确的语音、语调,培养学生的良好学习习惯,从而为以后的学习打下比较坚实的基础。在集中训练四周后,语音将分散到各课练习中进行经常性的复习和巩固。

第一部分共有12个单元。第1—6单元为音素训练,第7—11单元为句子朗读训练,第12单元为复习检查,并附有语音测试题。在音素训练中,我们对少数难度较大的音素作了简单的说明。单个音素练习分为:单音练习;音素对比练习;含有此音的例词练习;辨音练习;谚语、格言、短句及小诗、儿歌、绕口令等练习。在句子朗读训练部分,我们尽量使练习条理化、系统化、规范化,以便让学生通过大量语音实践掌握朗读技巧。

语音整理阶段的课时应相对集中，每周以12学时为宜，共48学时。其中24学时为课堂讲授、训练，另24学时可分小班辅导、个别训练，还可配合语音电影教学片、录相、录音等手段进行教学。

4. 第二部分在语音阶段后开始使用，共14课，每周一课，周课时8节。每课内容和课时大体分配如下：

交际功能会话	2节
课文	3节
语法和 word study	1节
口、笔头练习	2节

5. 每课的会话部分，都根据师专的实际安排了1—2个交际功能项目，采用情景对话的形式并补充套语、注释和练习，对学生进行言语行为的训练，使其了解在一定的社会情况下需要用某种特定的语言进行交际，该说什么则会说什么。每课的交际功能项目与课文既有一定联系，又保持相对的独立性，教学安排应相应地集中。

6. 每课课文的编排不受语法项目顺序的限制，但在总体安排上照顾了句子结构和其他语法项目的难易程度。课文选材力求符合师专教学的特点，注意了思想性、师范性、启发性和趣味性，阅读量与生词量适当。选文题材广泛、体裁多样，除第一课外，全部选自原文，部分课文略加改写，以英、美文章为主，酌量选取其他英语国家文字，用词与拼写形式均保留各自的特点。

7. 词汇表及课文注释以英文为主，个别地方用汉语。课文注释主要包括背景知识和内容理解。语法注释根据课文中出现的语法现象，有计划地选择了1—2个项目给予较简明的阐释，并配以相应的练习，使学生能较系统地复习巩固并加深中学所学过的语法知识。Word study 是对课文中出现的常用动词的用法进行较全面的小结，通过例句及课后练习，使学生能掌握其基本用法，并能正确运用。

8. 每课练习的编排大体一致, 题型较固定。有些项目是根据师专培养目标的需要设计的, 练习量较大。尤其注意安排了较多的语音、听写和口头会话练习, 以便加强语音、语调训练和培养提高学生的听说能力与交际能力。由于练习量较大, 宜分散安排, 如课文理解、词汇、语法部分; 有些练习则可布置学生课外进行, 教师负责检查, 如语音、会话等。

9. 每课后还安排了一篇补充阅读材料及阅读理解练习。该材料在内容和体裁上与课文相近, 一般不在课堂上处理, 学生可在教师的指导下课外阅读和完成练习。

10. 本册书后的附录部分安排了英文书法 (包括音标符号的书写)、标点符号的用法和英文大写规则等内容, 可组织学生自学或由教师举办讲座。

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Unit One

1. Practice for Front Vowels [i:, i, e, æ]

In producing the front vowels, we should pay attention to the following features:

1) The front of the tongue is raised to various levels in the direction of the hard palate.

2) The tip of the tongue is usually kept down behind the lower teeth.

3) The lips are spread.

I. Read aloud the following:

[i:]: [mi:] [bi:] [ki:] [bi:d] [mi:d] [ki:p] [li:v] [ki:n]

[kwi:n] ['i:zi] [ri:tʃ] [tʃi:k] ['i:kwəl]

[i]: [it] [bit] [mid] [kid] [lip] [nib] [hiz] [stik]

[rits] [tʃik] [bridʒ] ['priti]

[e]: [eg] [leg] [bed] [pek] [def] [best] [wet] [hel]

[tʃek] [retʃ] [tend] [lest]

[æ]: [mæp] [kæp] [bæg] [dæd] [hæv] [bæk] [læk]

[tæn] [kæt] [hændz] ['hæpi]

II. Read and compare:

[i:]	[i]
ti:	tit
di:p	dip

[i]	[e]
pik	pek
big	beg

[e]	[æ]
pen	pæn
bet	bæt

[i:]	[i]	[i]	[e]	[e]	[æ]
bi:t	bit	did	ded	bed	bæd
di:d	did	hid	hed	men	mæn
bi:n	bin	lift	left	send	sænd
sik	sik	tin	ten	seks	sæks
wik	wik	tjik	tjek	mes	mæs

III. Read the following words containing [i:] [i] [e] and [æ]:

we, three, please, teach, equal, piece, believe, deceive, these, field, people, machinery, this, will, bridge, city, rhythm, begin, comrade, private, built, ticket, village, countries, mountain, valley, minutes, busy, pretty, coffee, Sunday, women, then, says, head, again, friend, energetic, many, rash, happy, plaid, plait, carry

IV. Read the following English proverbs and key sentences:

1. Easy come, easy go.
2. Seeing is believing.
3. A friend in need is a friend indeed.
4. The teacher repeated the speech to please the people.
5. We eat meat, peas, beans and cheese for our three meals.
6. A little learning is a dangerous thing.
7. He lives twice who lives well.
8. Fit six thin bricks into a big tin lid.
9. He will bring his sister with him this evening.

10. All is well that ends well.
11. Better to do well than to say well.
12. Today's fresh bread is ready already.
13. Tell them to get ready at ten to ten.
14. I felt better when I went to bed at ten instead of eleven.
15. Ten wealthy men met twelve beggars and fed them with fresh eggs and bread.
16. Cat, cat, catch that fat rat.
17. They have carried cash to the bank.
18. The man ran back to gather his black hand-bag.
19. That handsome man standing with his back to the track has a hat in his hand.
20. Pat married a handsome young man and had a happy family.

V. Read the following nursery rhymes:

(A)

What are you going to be?

What are you going to be?

I shall be a teacher.

That's the life for me.

(B)

The cat is sleeping in my hat,

It makes a very pleasant bed.

But can I go to work like that?