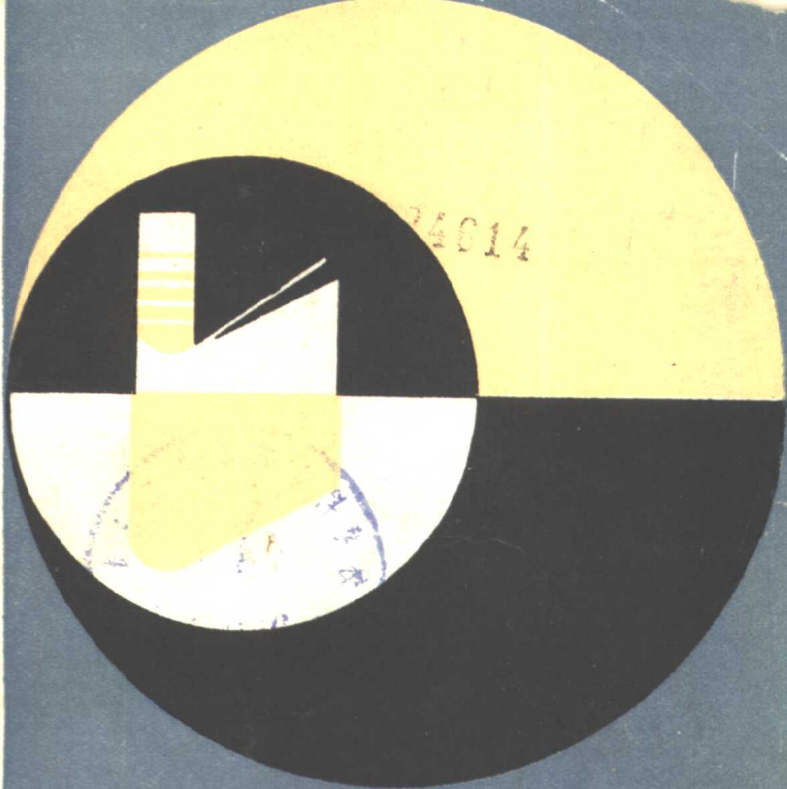


高等
师专
教材



贾德霖 主编

English, Learn It Better

Book 1

基础英语 ①

华东师范大学出版社

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高等师范专科学校教材

基础

Learn It Better 英语 ①

Book 1

陈子奇

王

江苏工业学院图书馆
藏书章

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English, Learn It Better (Book 1)

基础英语 ①

贾德霖 主编

陈子奇 王海银 许振仁 贾德霖 编写

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出版说明

我国高等师范专科学校长期以来没有一套适合自己要求的、比较系统和完整的教材。1986年，我们受国家教委有关部门的委托，与华东六省教育委员会协作，组织编写一套供华东地区高等师范专科学校使用的教材。这套教材包括中文、历史、政治教育、外语、数学、物理、化学、地理等八个专业的主干课程和公共课程，共五十余种。从今年下半年开始陆续出版，计划到明年年底出齐。

为了组织编写这套教材，华东各省教委和我们对各地师专的教学、科研、师资、教材和教育改革等情况，作了广泛的调查，在此基础上，又对编写这套教材的目的要求、人员组织、协作方式、具体步骤等，进行了深入细致的研究。各地师专的领导和广大教师都热烈支持，都把本校具有学科优势又有丰富教学经验和较高学术水平的教师推荐为这套教材的主编或编写成员，这对于保证这套教材在较高程度上反映当前华东地区师专教学和科研的新水平，起了十分重要的作用。

在编写的指导思想和具体实践上，我们力求使这套教材具有以下特点：

一、坚持以马列主义、毛泽东思想为指导，注意培养学生科学的世界观和人生观，培养他们为社会主义的四个现代化，特别是为教育事业献身的精神和为人师表的高尚品德。但这些又不是

作空洞的说教，而是寓于教材的具体内容之中。

二、严格以新的师专教学计划和教学大纲为依据，坚决立足于师专这个特定层次上，从师专的培养目标和教学实际出发，教材内容的深度、广度乃至篇幅，都要充分体现培养初中教师的要求，坚决防止跨越师专层次，盲目攀比、随意拔高的偏向。

三、贯彻理论联系实际的原则，系统阐述本课程的基本理论、基本知识和基本技能。要吸收科学上的新成果，具有时代的先进性。要贯彻百花齐放、百家争鸣的方针，对不同学派的意见，选择一种能被多数人接受的意见做为基础，同时也介绍不同观点的意见。要充分注意学生思维能力、自学能力和表达能力的培养。

四、力求反映华东地区师专教育改革状况和教学、科学水平，以便更好地适应华东地区师专的教学需要。同时还注意反映华东地区政治、经济、历史、文化、改革开放、风土人情的特点，以为地方经济建设服务。

这套教材不仅可作为华东地区的师专教材，也可供其他地区的师专选用，还可供在职的初中教师学习和参考。

当把这套教材奉献给读者时，我们首先要向为此而作出重大指导和积极支持的国家教委和华东各省教委的有关同志，向为此付出辛勤劳动的各师专的负责同志和所有参加编写的教师以及许多热心帮助的同志，致以衷心的感谢。

组织编写和出版师专教材，在我们还属首次，由于实际经验和思想水平等的限制，其中缺点、错误在所难免，诚恳欢迎师专广大师生和其他读者批评指正。

华东师范大学出版社

1988年7月30日

前 言

高等师范专科学校英语教材 (English, Learn It Better) 是为适应我国培养师专生之需而编写的, 其编写原则和要求等已如“出版说明”所说, 这里不再重复。

English, Learn It Better 全套共 4 册, 供师专英语专业一、二年级使用。这是第 1 册。

第 1 册以情景语境为依托, 系统安排语言功能项目, 以培养英语交际能力为目标, 着重培养初中英语教师所必备的语言实践能力及语言教学能力, 即教师本职业务范围内的英语交际能力, 使学生经过两年修业后, 能用英语组织课堂教学、组织课外活动。为此安排了问候、介绍、邀请、约会、认领、命令、请求、建议、问路、劝告、致歉、征询……等交际功能项目。

在课文的选材方面, 力求语言浅显而地道, 便于摹仿; 知识理论条文少而精, 而与之相配合的练习项目则力求形式多样, 从不同的侧面训练学生的语言能力与技巧。Text A 供主讲用; Text B 供学生阅读理解用, 一般设两篇短文, 让学生通过阅读实践来提高阅读理解的水平。课文内容照顾到社会生活的覆盖面, 注重知识性、趣味性与语言的实用性。体裁也力求多样。课文后不列生词表及其释义, 其目的是为了培养学生使用工具书的能力, 提高语义的判断与选择能力。在各课间深度递升的进程中, 设了两个回降坡, 即在期中 and 期末两个区段上, 使上升度趋缓或稍有回降。

希望这样做有利于知识的巩固和技能熟巧的掌握，有利于学习积极性的提高。

本书由复旦大学外文系主任孙骊教授审阅，并作了一些修改。参加本册通稿会议的还有曹匡国、邵志洪、张平功三位同志。

编者水平有限、经验缺乏，疏漏不当之处在所难免。恳请使用本书者不吝赐教。

编 者
1989年3月

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Unit 1

Communicative Functions



I. Greetings:

(Smith meets Wang in front of the classroom building.)

Smith: Hello, Wang.

Wang: Hello, Mr Smith. How are you this morning?

Smith: I'm fine, and you?

Wang: Not bad. Lovely day, isn't it?

Smith: Yes, isn't it?

Wang: Have you been out for a walk?

Smith: Yes, it's such a fine day that I thought I'd come out for some fresh air.

II. Introducing someone:

A

(Wang introduces Mr Brown to Mr Liu, Dean of the English Department.)

Wang: Mr Brown, may I introduce you to Mr Liu, Dean of the English Department of our college?

(To Liu) This is Mr Brown. Mr Brown heads the visiting delegation.

(To Mr Brown) Mr Liu.

Brown & Liu: How do you do?

Liu: Welcome to our college, Mr Brown.

Brown: Thank you. We're very glad to have this chance to visit your school. Now, Mr Liu, let me introduce the other members of the delegation

B

(Wang introduces his English teacher to Professor Zhao.)

Wang: Good morning, Professor Zhao.

Zhao: Good morning, Wang Yan.

Wang: I'd like to introduce my English teacher to you.

This is Mrs Hill.

Zhao: Pleased to meet you.

Hill: The pleasure is mine.

C

(A foreign teacher is introduced to a class.)

This is Mrs Hill.

She is from the U.S.A., from the state of Kentucky.

She is a teacher of English literature.

She likes music and sports.

She'll be with us as a teacher of English this term.

D

(A speaker is introduced to an audience.)

Ladies and gentlemen:

It gives me great pleasure to introduce our speaker for today, Dr Richard Maxton from Sydney, Australia. He is a professor in the English Department at Sydney University and has published many books on the subject of modern English literature. We're very happy, therefore, to meet Dr Maxton here today. He will give us a talk on Shakespeare's influence on Modern Literature — a theme which no doubt will be of great interest to every one here.

So may I ask you to join me in giving Dr Maxton a very warm welcome.

Useful Expressions

Greetings:

- 1. Hi./ Hello.**

2. How are you (this morning) ?
3. How are you doing ?
4. How is it going ?
5. How are you getting on with your studies ?

Responses:

1. (I am) fine, thank you. And you ?
2. Very well. How about you ?
3. Quite all right. And you ?
4. Not bad. (So so; Not too bad.)
5. I'm doing fine.

Introducing someone:

1. Meet Mr Smith.
2. I'd like you to meet Mr Smith.
3. You haven't met Mr Smith, have you ?
4. Do you know Mr Smith ?
5. May I introduce you to Mr Smith ?
6. Let me introduce you to Mr Smith.
7. I'd like to introduce you to Mr Smith.
8. Chen, this is Mr Smith.

Response:

1. We have already met actually.
2. No, I haven't had the pleasure.
3. I've heard a lot about you.
4. I've been wanting to meet you.
5. How do you do ?
6. Nice meeting you (Nice to meet you).
7. It's a pleasure to meet you.
8. The pleasure is mine.

Practice

1. Open dialogues:
 - a. A: Good morning, Maria.

- B: _____, Mr Freeman. _____ ?
 A: Not very well. I think I'm catching the flu.
 B: _____. I hope _____.
 b. A: Good evening, Mr Wright. How are you ?
 B: _____ ! _____ ?
 A: Fine, thanks. It's a beautiful evening, isn't it ?
 B: _____. I hope tomorrow _____.
 c. A: Comrade Wu, this is Helen.
 B: _____ ?
 C: _____ ?
 d. A: _____.
 B: Hello, A. You have never met my wife before, have you ?
 Darling, this is my friend A. He has recently joined our firm.
 W: _____, Mr A ? My husband has often told me about you.
 A: _____ ? _____.
 2. Work in pairs:
 Practise dialogues on the following situations:
 a. It's early morning. You meet Song, an old friend of yours who has just returned from the countryside.
 b. You meet Professor James. It's a cold day.
 c. Introduce your teacher to your mother. They have never met but have heard a lot of each other.
 d. Introduce your friend to your brother. It turns out that they are old acquaintances themselves.

Patterns

I

Who is that ... ?

Do you know (Any idea) who that is ?