

综合英语

Comprehensive English Book One

(上册)

刘彦峰 胡 蓉 / 编

云南出版集团公司

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前 言

《综合英语》上、下册是一套集英语口语、读写训练，语音、语法知识，翻译基本技巧，诗歌欣赏，谚语品读和相关练习于一体的综合性英语教材，旨在使学生通过学习本教材得到英语综合能力的全方位提高。此外，本教材的会话、课文和诗歌部分配有由美籍专家朗读的录音，可用于听力训练。本套教材适用于各类大专院校（含普通高校、成人教育学院和电大）非英语专业本专科一、二年级学生和具有高中毕业英语水平的成人自学者，也可做大学英语四、六级，公共英语三、四级和非英语专业硕士研究生英语考前辅导用书。

本教材的编写力求内容的知识性、趣味性、实用性，语言的示范性和体裁、题材的多样性。

语言是由语音、语法和语义构成的，词汇是语音和语义的结合体。要想真正学好一门外语，就要花大力气学习这门外语的语音、语法、词汇知识并训练听、说、读、写等多方面的能力。同时，语言不是孤立存在的社会现象，语言与社会发生着千丝万缕的联系，它是折射经济与社会发展的一面镜子，所以，要学好一门外语，还应该了解以这门外语为母语的国家的文化与社会背景等相关知识。

基于以上的宗旨和认识，本套教材的编写在内容架构、选材和练习设计上尽可能全面而不过分庞杂。其中，日常英语会话、阅读、英语诗歌名篇欣赏、谚语品读和相关练习贯穿上下册；英语语音基础知识在上册内完成；英语语法基础知识在上下册中均有系统讲解并辅以针对性练习；英语写作和翻译基本技巧在下册中有选择地精讲精练。每篇课文都有生词解释和难点注释；精选的著名诗人均有生平和文学成就简介，并在作者的代表性诗歌作品后配有相应注释；每个单元后的谚语均配有汉语译文。

教学建议：（1）语音，较系统地介绍英语的基本发音方法、规则。其中，1~8单元主要讲解英语48个音位的特征、分类和发音方法，教师可把重点放在学生正音上，通过课堂领读和学生练习及分别纠错来达到目的。9~16单元主要讲述音节、句子重读、语流音变、语调、英美语音差异等基础语音知识，通过教学使学生掌握这些内容并自觉地运用于英语口语实践。（2）语法，较系统地全面讲述英语语法基础理论和基本规则并辅以相应练习题，这部分适合学生自学、教师辅导答疑。教师应引导学生克服对英语语法学习的恐惧心理，让学生确信学好英语语法是提高英语听、说、读、写能力的基础。（3）会话，每单元编有3段当代英语日常会话，通过教师课堂领读和学生练习（可

分角色朗读)来提高学生英语口语水平,教学中要注意口语语体和书面语体的差别,还应该让学生了解中国与英语国家的文化差异在日常交际中的体现。(4) 阅读,每单元有两篇精选课文,分多种题材和体裁。每篇课文后均配有生词解释、难点注释、理解练习和针对性讨论话题。通过课文阅读和教师对重点、难点的讲解,要达到使学生扩大单词量、了解不同体裁的写作特点、掌握规范的书面语写作规则、吸取课文中的有益知识的目的。话题讨论应在教师的指导下进行,该练习适合英语水平较高的学生。(5) 诗歌欣赏,本部分为学生提供了欣赏著名诗人经典作品的机会,使学生初步了解英语诗歌的写作特点,适用于英语水平较高的学生。(6) 谚语品读,英语谚语主要来源于《圣经》、英语文学作品和英语国家人民的日常工作和生活。谚语是一个民族生产、生活经验的总结和智慧的结晶。学生可以用批评的眼光去品味和解读课后的精选谚语。(7) 写作和翻译基本技巧,本部分编排在下册的后半部,旨在使学生了解并掌握英语常用文体写作的格式和基本规则,掌握常用翻译的基本技巧。

在本教材编写过程中,我们得到了深圳大学有关部门领导、美籍专家英迪博士、云南人民出版社有关领导和编辑的大力支持,在此我们向他们表示由衷的感谢!本书的编写重点参考了张道真教授编著的《实用英语语法》(最新版)、A.J.Thomson 和 A.V.Martinet 编著的《牛津实用英语语法》、申葆青编著的《实用英语语音》、公开出版的大学英语四、六级部分考题及其他书籍、资料。我们向这些著作的编者和出版社表示衷心的感谢!由于各种原因,我们无法与本教材中部分课文的原著作权人取得联系,在此,向他们表示歉意。请原著作权人看到本教材后,速与我们联系,我们将按照中国有关规定给予合理的报酬。

由于时间仓促,本套教材存在的错误、疏漏在所难免,我们恳请各位专家、同仁、读者不吝指正。

编 者

2005 年 12 月 18 日

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UNIT 1

DIALOGUES

Introducing Yourself (1)

DIALOGUE 1

Dianne: Hello, I'm Dianne Wilson.

Jim: Hi, I'm Jim Davis. How are you?

Dianne: I'm fine, thanks. Do you like the party?

Jim: Yes, everyone is so friendly. Nice to meet you, Dianne.

Dianne: Nice to meet you too, Jim. Have you been here very long?

Jim: Yes, I came early to help Bev and Don. They are friends of mine.

Dianne: Really? I work with Don. He invited me. Could you introduce me to Bev? I am dying to meet her.

Jim: Sure. I'd be happy to.

DIALOGUE 2

Dianne: Hello, I'm Dianne Wilson.

Beverly: Hi, I'm Beverly Davis. How are you?

Dianne: I'm fine, thanks. Do you like the party?

Beverly: I should hope so. I'm the hostess.

Dianne: Oh, I'm sorry. Jim asked me to come with him, but didn't say much about you. Nice to meet you, Beverly.

Beverly: Oh, that's all right. Please call me Bev. Nice to meet you, Dianne.

Dianne: Jim said that you were giving a house warming party. Do you like your new place?

Beverly: Yes, it is so much more comfortable than our old place, and the location is much better too.

Dianne: Oh, would you show me around? I am always looking for new ideas.

Beverly: Sure, just let me make sure the guests are settled, first.

Dianne: Thanks!

DIALOGUE 3

Dianne: Hi, Bev! May I introduce my boy friend Jim Nelson?

Beverly: Sure. Nice to meet you, Jim.

Jim: Nice to meet you too, Bev. How are you?

Bev: I'm fine, thanks, do you like the party?

Jim: Yes. The decorations are very nice. Did you make them?

Bev: No, my friends Anne and Elaine did them.

Dianne: Anne is so artistic. You must meet her, Jim.

Beverly: That's right. As a matter of fact, she's here. Would you like to meet her, Jim?

Jim: Of course. Perhaps she could give me a few pointers. I want to give a party next month, and need new ideas.

Dianne: Well, let's go and meet her!

Beverly: Yes, let's go.

Dianne: Excuse me, are you Anne?

Anne: Yes. Who do I have the pleasure of meeting?

Dianne: I'm Dianne Wilson, and this is my friend Jim Nelson. Bev said that you did all the decorations.

Anne: Nice to meet you, Dianne. Well, yes, I and Elaine did. Do you like them?

Dianne: Of course. Jim wants to chat with you about them. He wants a few pointers for a party next month.

Jim: Nice to meet you, Anne. How are you?

Anne: I'm fine, thanks.

TEXT A

Who Uses English?

There are two important meanings of the word "English" which we often confuse. The two meanings in question¹ can be illustrated by the following statements:

A: He is English.

B: He speaks English.

Now of course we say "If *A*, then *B*" and this will not be denied. Indeed, it will still be true if we replace "English" in *A* and *B* by other words that can refer both to nationality and to language. "If he is *French*, he speaks *French*" and we may go on doing this in turn with "*German*", "*Swedish*", "*Spanish*" and many others. But this is not always true, and an attempt to continue with the experiment will soon help us to recognize the identification of nation and language, which causes a good deal of trouble in the world. One comes up against² examples like these:

If he is Swiss, he speaks _____.

If he is Belgian, he speaks _____.

So far as English is concerned³, the truth of "If *A*, then *B*" simply points out the fact that in England everybody speaks English. But for English people the truth of "If *A*, then *B*" is unfortunate because they tend to identify the name of the language with the name of one of the peoples using it⁴ and often to think of English as the private property of the English. In other words⁵, there is a danger in switching the argument to "If *B*, then *A*".

The desire to use language as a sign of national identity ("If *B*, then *A*") is a very natural one, and as a result language has played a large part in national movements. People have often felt the need to use their own language to show that they are

different from others. This was true when the United States split off from Britain⁶. At that time some patriots even suggested that the Americans should adopt Hebrew or Greek⁷! In the end, as everyone knows, the two countries adopted the practical solution of carrying on with the same language they had used before⁸. For 200 years Britain and the United States have shown the world that political independence and national identity can be complete without losing all the mutual advantages of a common language.

In other words, language is not necessarily the private property of those who use it, just as French is not the private property of French people, nor English of English people. English is spoken as a first language in the United States, in Australia, in New Zealand, in most of Canada, in certain nations of Africa, and in other areas of the world. It is unreasonable to regard any language as the possession of a particular nation, and with no other language is it more unreasonable than with English⁹. This is not to say that English is used by a greater number of speakers than any other language, for it is easily outnumbered in this respect by Chinese. But it is the most *international* of languages. A Dane and a Dutch person meeting in Rome will almost automatically find themselves speaking to each other in English. The pilots of a Russian plane approaching Cairo will use English to ask for landing instructions. Malaysian lecturers use English when addressing their Malaysian students in Kuala Lumpur¹⁰. To people in Africa, Asia, and South America, English is an important foreign language to master, not merely because it is the language of Britain or the United States, but because it provides ready access to world scholarship and world trade. It is understood more widely than any other language.

It's true, then, that a great many people—and a great many *peoples*—are involved in the use of English. Millions of men and women in four continents have English as their first language, and millions in every part of the world use it as their second or foreign language. This gives us some idea of the importance of English, and it shows both the United States and Britain that the language is not the possession of these two nations alone. It is also the property of the Canadian and the Indian, the Australian and the Nigerian. It belongs to all those who use it.

New Words

confuse [kən'fju:z] *v.* to think wrongly that sb. /sth. is sb. /sth. else (将……) 混淆, 混同

illustrate ['iləstreit] *v.* to make the meaning of sth. clearer by using examples, pictures, etc. (用示例、图画等) 说明, 解释

deny [di'nai] *v.* to say that sth. is not true 否认; 否定

identification [ai,identifi'keiʃn] *n.* the process of showing, proving or recognizing who or what sb. /sth. is 鉴定; 辨认

private ['praɪvət] *adj.* belonging to or for the use of a particular person or group; not for public use 私有的; 私用的; 私用的

property ['prɒpəti] *n.* a thing or things that are owned by sb.; a possession or possessions 所有物; 财产; 财物

switch [switʃ] *v.* to change or make sth. change from one thing to another (使) 改变, 转变, 突变

identity [aɪ'dentəti] *n.* who or what sb. /sth. is 身份; 本身; 本体

patriot ['peɪtriət] *n.* a person who loves their country and who is ready to defend it against an enemy 爱国者

adopt [ə'dɒpt] *v.* to start to use a particular method or to show a particular attitude towards sb. /sth. 采用 (某方法); 采取 (某态度)

outnumber [aʊt'nʌmbə] *v.* to be greater in number than sb. /sth. (在数量上) 压倒, 比……多

approach [ə'prəʊtʃ] *v.* to come near to sb. /sth. in distance or time (在距离或时间上) 靠近, 接近

Notes

1. in question: that is being discussed 讨论 (或议论) 中的。
2. One comes up against...: One is faced with or opposed by... 面对; 遭到……的反对, 此词组不能用被动语态。
3. So far as English is concerned: 就英语而言。“so far as” is used to give facts or an opinion about a particular aspect of sth. so far as = as far as
4. ...to identify the name of the language with the name of one of the peoples using it: ...to consider the name of the language to be the same as the name of one of the peoples using it 认为语

言的名称等同于使用该语言的某个民族的名称。

5. in other words: used to introduce an explanation of sth. 换句话说; 也就是说; 换言之。
6. ...split off from Britain: ...separated from Britain 脱离英国, 从英国分裂出去; off 亦可改用 away。
7. Hebrew or Greek: 希伯来语或希腊语。
8. ...carrying on with the same language they had used before: ...continuing to use English.
9. ...and with no other language is it more unreasonable than with English: 认为只有英国人才使用英语是尤其缺乏道理的。此分句是含否定词 no 的介词短语放在分句句首, 所以用倒装语序。
10. Kuala Lumpur: 吉隆坡 (马来西亚首都)。

Comprehension and Discussion

1. What are the two important meanings of the word “English” that are often confused?
2. What nations are named or mentioned in which English is spoken as the first language?
3. Why is it unreasonable to regard any language as the possession of a particular nation?
4. People around the world learn English “not merely because it is the language of Britain or the United States”. What is the more important reason for learning English, according to the author?
5. According to the author, to whom does English belong?

PHONETICS



语音导论

1. 学好语音的意义

人类进行语言交际主要通过有声语言和书面语言。接收有声语言需要听觉, 接收书面语言需要视觉 (盲文作为记录有声语言的特殊符号系统, 其接收用触觉)。听觉用来