



普通高等教育“九五”国家级重点教材

新编英语教程

A NEW ENGLISH COURSE

主 编 李观仪

副主编 梅德明

英语专业用

(修订版)

(REVISED EDITION)

预
备
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学生用书

STUDENT'S BOOK



上海外语教育出版社

教育部推荐 全国重点教材

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修订版前言

本教材原系《新编英语教程》第1A册,与原第1B册同为第一册,但内容与要求不尽相同。为了避免在选择和使用教材中产生不必要的误解和不便,在修订本教材时,把原第1A册改称为预备级,原第1B册称为第一册。

本预备级教程的使用对象是具有一定的英语语法知识,也就是说对英语语法规则有一定的了解,并且有一定数量的英语基础词汇的英语学习者。但是他们几乎没有使用英语的实际能力。也许他们有能力看懂一些浅近的英文短文,但是他们的听、说、写能力都极其薄弱。

本教材的主要目的就是帮助这样的英语学习者学习并掌握实际使用英语的能力,包括听、说、读、写四种基本技能。本教材的编写原则已在初版前言中阐明,兹不再赘。

我们认为要培养和掌握英语四会能力,必须从最基本的语言材料入手,必须进行大量的四会操练,并且要持之以恒。这样才会有牢固的语言技能基础。在这样的基础上不断提高,那就会有无穷的潜力和无限发展的余地。就如建造高楼大厦,必须有牢固坚实的基础。

本教材共十八个单元。每单元由下列部分组成:

基础句型。基础英语语法句型以表格形式出现。

句型操练。本部分提供各种句型的提示和短小情景对话举例。要求学生不仅能按照举例进行操练,更要求他们充分利用提示进行较灵活的操练。

情景语言。本部分提供较长的结合语言点的情景对话和若干短文。要求学生不仅能以正确的语音语调熟练地朗读对话和短文,更要求他们利用已有语言材料进行较为灵活的语言活动。

有指导讲话。本部分提供各种贴近学生生活的情景以及有关对话句型,引导学生进行较自由的对话。

交流活动。这是在有指导讲话的基础上培养学生进行接近真实生活的更灵活自由的口头交际活动。希望学生能进行自然活泼的交流。

阅读理解。每单元有阅读课文一篇,主要是训练学生的阅读技能。

注释。有关英语语法、惯用法、一定的背景知识等都用法语注释。

词汇表。本部分收集出现在各单元内的单词短语以及专有名词。专有名词以国际音标注音。

如何使所有进入高校英语专业的学生掌握比较标准的英语语音语调一直是困扰我们的一个大问题。我们必须承认,在高校英语专业的入学学生中,有为数不少的学生存在着这样或那样的语音语调问题。为了帮助这些学生达到《高等学校英语专业基础阶段英语教学大纲》内规定的英语语音语调的要求,集中一段时间为他们进行正音教学很有必要。有鉴于此,我们在本教材预备级修订本中增加了“基础英语语音语调练习”附录,供教师根据教学对象的实际情况,有选择地安排语音语调强化教学。

本教程除学生用书外,尚有练习册和语音语调录音磁带。练习册里的笔头练习紧密结合

各单元内容。帮助学生把他们学到的语言材料能够用文字来表达。

我们希望本教程预备级修订版能更好地为高校英语专业学生奠定最基本的语言基础服务。

编 者

2000 年 4 月

初版前言

《新编英语教程》是一套综合训练英语教材,供外语院校和其他高校英语专业学生在基础阶段使用。本教材共分 1A、1B、2、3、4 等五册,每册由学生用书、练习册、教师用书、录音资料等组成一套。

由于不同来源学生的英语水平各不相同,供一年级第一学期学生使用的教程分为 1A 和 1B 两册,以适应不同英语水平学生的需要。教师可以根据入学新生的实际需要而选择采用第 1A 册或第 1B 册作为起点。整套教材可以在两年或两年半内学完。

高等学校基础阶段的学生必须狠抓基本功,英语专业学生也不例外。英语专业学生在入学后两年或两年半之内的主要任务是打好坚实的英语基础。《新编英语教程》就是为帮助学生打好基础而编写的。我们认为,坚实的基础包括语言能力和交际能力两个方面。在基础阶段,所谓语言能力就是指能够正确、自然而流畅地运用本阶段所学的语言本身,而交际能力则是指能在某些场合恰当地并机动灵活地使用语言的能力。学完整套《新编英语教程》后,在其他单项语言技能训练课程的配合下,学生应能达到高校英语专业基础阶段英语教学大纲的要求。

编写本教材的原则列举如下:

1. 全面考虑、合理评估当前我国英语教学的情况。

在编写《新编英语教程》时,我们充分考虑了有关教材设计的各种因素,例如教师和学生的素质、以汉语为母语的学习环境、传统英语教学法的影响等等。我们研究了这些因素并设计了这套能够满足多数教师和学生要求的、真正能为使用者所接受的教材。

2. 兼顾传统英语教学法和当代英语教学法中某些观点。

我国传统英语教学法中有用和有效的部分,我们予以保留,而交际法中值得采用而确能为我所用的,予以采纳。

3. 对准确与流利的关系和语言能力与交际能力的关系进行研究。

鉴于我们的英语专业毕业生必须熟练地掌握高水平的英语,而他们却在以汉语为母语的环境中学习,我们认为在这两对关系中,准确和语言能力更为重要;当然我们也决不忽视流利和交际能力。我们试图在培养语言准确性的同时要求流利,而在进行流利训练的同时也不忽视准确性。在训练学生语言能力的同时,尽可能给他们以大量的交际能力训练。

4. 综合训练听、说、读、写四项语言能力,并运用翻译练习。

本教材的目的是全面发展四项语言能力,但在不同学习阶段侧重点不同。具体地说,第 1A 册、1B 册和第 2 册侧重听说,第 3、4 两册侧重读写。从第 1B 册到第 4 册也提供了翻译练习,以引起学生对两种语言对比的注意。

5. 以学生为主,但又不忽视教师作为语言学习指导者和促进者的作用。

要把一种语言学到手,学生必须在基础阶段进行大量实践。为此,我们试图在教材中设计大量有一定难度的、可供学生进行实践活动的练习。同时教师必须起到学习指导者和促进者的作用,在需要时给学生以指导和帮助。

《新编英语教程》第1A册、1B册和第2册以语法结构为基础。主要的语法结构有规律地循环加深,并都在有一定情景的上下文中出现。每一单元有一至两篇有知识性和趣味性的阅读材料,还有较大量的启发式口笔语练习。在第1B册和第2册中每个单元都有两篇对话,一篇以语言结构、情节和题材为重点;另一篇以语言功能为重点。

《新编英语教程》第3、4册以课文为中心,侧重阅读和写作技能训练,但也不偏废听、说训练。在这两册教材中,对语言的控制逐步减少,而对学生创造力的发挥则不断加强。要求学生逐步从有控制的练习过渡到自然的交际。

总之,《新编英语教程》的原则是博采众长。我们的意图是把当代的和传统的教学法相结合,以适应中国成年学生的需要。在本教程编写过程中,我们参考了不少英语教学法参考书和各类英语教材。我们从后者选用了各种材料,有的用原文,有的加以节选或改写,有的加以改编。由于这是英语教材编写的一次新尝试,我们恳切希望国内外同行教师提出批评和意见。凡参考或选用各种资料的书籍,我们在书后附录了参考书目。特此向各该书编著者表示感谢。

本书承中山大学、山东大学、北京大学、辽宁大学、南开大学、南京大学、复旦大学、上海师范大学、华东师范大学、广州外国语学院、北京外国语学院、国际关系学院等十二所高等学校和上海外语教育出版社的代表参加审稿并提出了宝贵的意见和建议。中山大学方淑珍教授担任主审,并作了最后的润饰。上海外语教育出版社的编辑同志在付梓前仔细编审、精心设计。编者在此一并表示衷心感谢。

外籍专家 Betty Barr 女士和 Brian Smith 先生为本书的课文和对话录了音。参加本书编写工作的还有陈华琴、施秋萍等同志。龙纯立、曾秀龙等同志为本书绘制了插图。特此一并致谢。

编 者

一九八五年九月

Preface to the Revised Edition

The present coursebook was originally *A New English Course*, Level 1A, which, together with Level 1B, constitutes Level 1. The two coursebooks catered for the first-year college and university English majors with different English attainments. The contents and requirements of the two books were quite different. In order not to cause misunderstanding and inconvenience in choosing between the two books, we have now renamed the former Level 1A the Preparatory Level, and the former Level 1B is now Level 1.

The Preparatory Level is meant for those English learners who have learned the basic English grammar rules and who have accumulated an adequate number of English words for everyday use. They may have already acquired the basic reading skills and are able to read simple English texts, though they are as yet weak in listening, speaking, and writing. The main aim of this coursebook is to help such students to learn and use English in all four skills in a practical way.

It is our belief that the acquisition and development of the four basic skills in English must begin with the learning of the very basic language materials, a great amount of drills in listening, speaking, reading, and writing, and constant and persistent language practice. In this way, a solid foundation in language skills will be laid, and continual and rigorous training on this foundation will bring about infinite potential and limitless development of the language skills. Just as the construction of towering edifices calls for a solid and sturdy foundation, learning a foreign language, likewise, requires just as solid and sturdy a foundation.

Moreover, how to help college and university English majors to acquire a satisfactory and acceptable pronunciation and intonation remains a major problem facing the English teacher. It is undeniable that among the beginning college and university English majors, large numbers of them have pronunciation and intonation difficulties of various kinds. To help these students to meet the requirements for English pronunciation and intonation as set in the *National English Syllabus for Foundation Stage English Majors in Tertiary Educational Institutions*, we have compiled a collection of Basic English Pronunciation and Intonation Exercises which is included in the appendix for the use of those teachers whose students need intensive training in English pronunciation and intonation.

It is our hope that the revised edition of the Preparatory Level of *A New English Course* will better help English majors in colleges and universities to lay a solid foundation in English.

Preface to the First Edition

A New English Course is an integrated English course intended for English majors doing their foundation stage English language learning in foreign language institutes, colleges and universities in China. It is a set of five coursebooks ranging from the post-elementary to the post-intermediate level, comprising Level 1A, Level 1B, Level 2, Level 3 and Level 4. Each level consists of a Student's Book(SB), a Workbook(WB), a Teacher's Book(TB), and cassette tapes.

As there clearly exists a considerable difference in the level of English among students from different backgrounds, Level 1, which is meant for the first-term first-year students, is subdivided into 1A and 1B, catering for students with different English language attainments. The teacher may choose to begin with either 1A or 1B, depending on the needs of the students. Therefore *A New English Course* can be completed in either two or two and a half years.

It is generally acknowledged that students at the foundation stage in tertiary institutions must be given a rigorous training, and the same is true for English majors. As a matter of fact, the main task of the English majors during their first two or two and a half years in foreign language institutes, colleges and universities, is to lay a solid foundation in English. *A New English Course* has been produced with this in view. A solid foundation, in our opinion, comprises both linguistic competence and communicative competence. At the foundation stage, what we mean by linguistic competence is the spontaneous and flexible as well as the correct manipulation of the essentials of the language system, whereas communicative competence involves principles of appropriacy and a readiness on the part of the learner to use relevant strategies to cope with certain language situations. On completing *A New English Course*, and on being given adequate single-skill training courses, the students are expected to fulfil the requirements set in the National Foundation Stage English Syllabus for English Majors.

The general principles underlying the coursebooks are as follows:

1. An overall consideration and rational estimation of the current English language teaching situation in China.

In producing *A New English Course*, we have taken into consideration various factors affecting the course design, e. g., teacher capacity, student capacity, Chinese as the first language environment, and the existing influence of traditional English language teaching methodology. We have studied these factors and designed a course that is relevant to the needs of many of our teachers and students and that can be readily accepted by the users of the course.

2. Due attention to the traditional English language teaching methodology in China and to current views on ELT methodology.

What has been useful and effective in China's English language teaching methodology is retained and those principles of communicative language teaching which are practicable and

applicable to the Chinese situation are adopted.

3. A careful study of the relationship between accuracy and fluency and that between linguistic competence and communicative competence.

In view of the fact that our English majors, upon graduation, must acquire a high degree of proficiency in English and that they are studying in an environment where Chinese is the first language, we consider accuracy and linguistic competence to be of primary importance, though we do not by any means overlook fluency or communicative competence. What we advocate is to require fluency in the practice for accuracy and not to be neglectful of accuracy when fluency practice is carried on. Moreover, we attempt to provide as much practice as possible for students to develop communicative competence at the same time as practice for the achievement of linguistic competence is given.

4. Integration of listening, speaking, reading and writing and the use of translation exercises.

The aim of this integrated English course is an all-round development of the four language skills, but at different stages emphasis is laid on different aspects of language learning. To be specific, listening and speaking are given priority in Levels 1 and 2, while reading and writing are given more attention in Levels 3 and 4. Translation exercises are provided from Level 1B to Level 4 to call the students' attention to the contrast between the two languages.

5. Student-centred orientation, while not neglecting the teacher's role as a facilitator.

As language acquisition requires a large amount of practice on the part of the students at the foundation stage, we attempt to keep the students involved as much as possible in various kinds of classroom activities. In the meantime, the teacher must function as a facilitator, giving guidance and advice when necessary.

Levels 1A, 1B and 2 of *A New English Course* are structure-based, with essential grammatical structures cycled regularly. The language structure practice is contextualized throughout. There are dialogues focusing on language structures, situations and topics as well as dialogues focusing on language functions. Interesting reading materials and challenging oral and written work are given.

Levels 3 and 4 of *A New English Course* are text-based; here reading and writing skills are given emphasis. But speaking and listening are still given adequate attention. In these two books, there is less and less control, and more and more initiative on the students' part is called for. In other words, the students gradually advance from controlled practice to spontaneous communication.

To sum up, *A New English Course* is eclectic in approach. What we have done is an attempt at combining the new with the old to suit the needs of adult learners in China. In the process of writing this coursebook, we have had recourse to large numbers of books on English language teaching methodology and English coursebooks of many types. From the latter we have adopted various kinds of materials, some of which in the original, some having been simplified and adapted, and some reedited. As this is a novel undertaking in English language teaching materials production, we sincerely invite comments and criticism from our colleagues at home and abroad. At the back of this coursebook there is a list of books that we have consulted and availed ourselves of. We are very grateful to the authors.

TO THE STUDENT

Each of the eighteen teaching units in *A New English Course*, Preparatory Level, STUDENT'S BOOK, consists of:

BASIC STRUCTURES. Basic English grammatical structures are given in tables to show the main learning points.

DRILLS. In this section, cues for drills in basic grammatical structures are given, and examples of short dialogues are provided for each set of cues to show how the cues can be used. The dialogues are only examples, the patterns of which you may follow to make as many dialogues as you can by fully exploiting the cues. You are encouraged to make creative use of the cues and form new dialogues of your own provided that the required structural patterns are followed.

To make a dialogue, you need a partner to team up with you. It is advisable for you to change your partner as often as possible.

LANGUAGE IN CONTEXT. This section gives you longer dialogues in various situations and occasional prose passages, both of which exemplify the use of the language points to be learned in each unit. Do not learn the dialogues and passages mechanically by rote, but read them aloud with correct pronunciation and intonation by following the tapes until you can read them properly with ease. Then say the dialogues and talk about their contents with your partner in as natural a way as possible. As to the prose passages, talk about their contents and form dialogues with your partner by using the contents. As a final step in oral practice for this section, you are given extra cues by your teacher to form more dialogues with your partner.

GUIDED TALK. After doing the first two sections, you should be quite familiar with the language points presented in each unit. The next step is for you to speak a little more freely in some new and more complicated contexts. Ample language materials are provided in this section to help you to form sensible and interesting dialogues with your partner.

INTERACTION ACTIVITIES. This is where you are expected to use English more freely in life-like situations. Though you are also provided with cues of various kinds, you are advised to go beyond the given cues and to exercise your imagination. Try to make your interaction activities as lively and as natural as possible.

READING COMPREHENSION. The materials in this section are to be read *only in the classroom* without preparation. Immediately after the reading, you will do the comprehension exercises in WB. Then the teacher will check your comprehension by asking you questions orally in class.

NOTES. Notes are written in Chinese for your convenience. There are notes on the use of the English language and on cultural background as well as notes on the English grammatical structures and English usage.

WORDS AND PHRASES, AND PROPER NOUNS. These are given in the order of their appearance at the end of each unit. Very basic words, which total about a thousand, are not listed. For each proper noun, its phonetic transcription is given in IPA(International Phonetic Association) symbols.

BASIC ENGLISH PRONUNCIATION AND INTONATION EXERCISES are given in the Appendix at the end of the eighteen units. The exercises, if given proper attention to and if constantly practised, will help you to improve your pronunciation and intonation.

Finally, a word of advice. Learning a language needs a lot of practice. You have been taught many English grammar rules and a certain number of English words and you think you know them already. But you have not really learned them. You have not been able to do things with them. Actually you cannot say you know English unless you can understand it when it is spoken at normal speed, and unless you can use it at will without having to go through the process of translation and without having to pause and think about it. In order to achieve this, you must practise listening, speaking, reading and writing as constantly and as much as possible.

CONTENTS

UNIT BASIC STRUCTURES

- 1 I am (not) a teacher.
You are (not) a teacher.
He/She is (not) a teacher.
We are (not) students.
You are (not) students.
They are (not) students.

- 2 There is (not) ...
What is in ...?
What is there in ...?

- 3 What time is it? It's ...
Are you getting up?
Yes, I am. /No, I'm not.

- 4 Have you (got) ...?
Yes, I have. /No, I haven't.
Do you have breakfast at seven?
Yes, I do. /No, I don't.

- 5 I/You/We/They go to ... every day.
He /She goes to ... every day.
Do you/Does he/she go to ...
every day?

LANGUAGE IN CONTEXT

- Introduction and
Self-introduction
-
- I . Showing a Friend Round
 - II . Showing a Friend a Photo
 - III . Getting Classmates to Attend a Meeting
-
- I . Asking for and Giving Information
 - II . Making a Telephone Call
 - III . A Visit from the Teacher
 - IV . Going to the Library
-
- I . Showing a Photo to a Friend
 - II . Asking about School Work
 - III . Asking about Meals
 - IV . Planning to Visit a Chicken Farm
-
- I . Late for an Appointment
 - II . The Postal Service
 - III . Planning to Eat Out
 - IV . How Mary Brown Spends Her Day

GUIDED TALK	INTERACTION ACTIVITIES	READING COMPREHENSION	PAGE
Introduction and Self-introduction	Introducing Your Classmates	A Few Facts about the United Kingdom	1
Asking the Way	Describing Your Room and Your Neighbourhood	A Roof Garden	11
What Do You Think Your Folks and Friends Back Home Are Doing Now?	What Are These People Doing at 7 o'clock in the Morning?	The Coffee Machine	21
I . Picture Talk II . Talking about the Three Meals	Showing Mrs. Atkinson Round the Campus	What's Wrong?	31
Professor Wang and His Digital TV Set	A Typical Sunday	Shops in Britain	41

UNIT BASIC STRUCTURES

6 What date is it today?

It's ...

My room is on the third
floor.

7 I would like (to have)

some/a few ...

some/a little ...

a piece of chalk.

8 Whose is this?

It is either ... or ...

It is neither ... nor ...

Which shirt is/socks are yours?

The blue one/ones.

9 I was (not) in ... last month.

I had (not) many books
before.

I worked/did not work in a
library five years ago.

10 I have written a letter.

I have been to Beijing twice.

I have been learning English
since 1992.

LANGUAGE IN CONTEXT

I . Life at the Teacher's
College

II . Life of Frank Johnson

III . An Academic Year in
a British University

IV . Red-letter Days in
China

I . Window-shopping

II . Asking for some
Stationery

III . Getting Ready for
a Picnic

I . Asking about the Coats

II . Mending a Tape-Recorder

III . Buying a Grammar Book

IV . Buying a Souvenir

I . Asking about a Friend's
Parents and Grandparents

II . A Visit to the Zoo

III . A Day off from Work

I . A Lost Fountain Pen
Recovered/Found

II . A Well-Spent Vacation

III . Sightseeing in Some
Cities in China

GUIDED TALK	INTERACTION ACTIVITIES	READING COMPREHENSION	PAGE
Talking about the School Calendar	The Current School Calendar	Holidays	51
Shopping	Making Preparations for a Picnic	Tina Goes Shopping for Groceries	61
The Customer and the Shop Assistant	In the Lost Property Office	The Home for Lost Dogs	71
Summer Holidays	What Did Your Partner Do Last Summer?	A Copy of <i>War and Peace</i>	81
I . Jim and His New Possessions II . Music Lesson Attendance	What Has Your Partner Done Since the Beginning of the Term?	About Television	91