

高等学校英语专业用书

# College English BOOK I

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马元曦 李贺

商务印书馆

# College English

Book 1

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高等学校英语专业用书

**大 学 英 语 教 程**

第 一 册

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## 前 言

1981年夏,全国高等学校英语教材编审组在大连主持召开了基础英语教材座谈会。与会者认为,由于近几年来学生入学水平的提高,原来从字母开始教起的英语课本已不能满足需要,不少教师建议北京外国语学院英语系编写的《英语》一、二册应该予以修订。

我们在开始阶段曾经设想对原课本作些修补,但是,实际工作推翻了原来的设想。为了提高起点,刷新内容,我们重编了句型练习,掉换了绝大部分的课文,设计了一些新的练习方式,并且增加了副课文和词汇练习。

1982年5月,英语教材编审组在上海主持召开了审稿会议,出席会议的有上海外国语学院、复旦大学、国际关系学院等23所高等院校的代表。与会代表对我们所编的教材初稿进行了深入细致的讨论,对于如何修改提出了中肯的意见。会后,我们对教材又作了进一步的修改。修改本于同年9月在十几所院校中开始试用。

这套教材的主要对象是大学英语专业的一年级学生。他们在中学学过英语,具备一些基础知识,对英语语音、语法有一大致了解,掌握大约1,200个单词(书后附有使用本书的学生应掌握词汇的总表)。

针对中学学生语音水平参差不齐,实践能力差,尚未养成良好的学习外语的习惯等普遍存在的现象,确定第一册的第1—4课为“整理阶段”,重点在于语音和简单的口头练习,使学生一进入大学就十分重视语音、口语的准确性,培养良好的学习习惯。“整理阶段”的时间长短取决于学生的入学水平。对于语音、口语基础确



## 前言

实好的学生，这一阶段可以缩短。这样，如果课本不敷一学期使用，可选用书末的补充课文。

从第5课开始，每课由句型练习 (Pattern Drills)，正课文 (Text A)，副课文 (Text B)，口笔头作业 (Oral and Written Work)，语音、语法、词汇练习 (Exercises) 以及注释 (Notes) 等部分组成。句型练习环绕每课的语法重点，提供在一定的情景中练习使用语法句型的机会。教师在教授时可以补充和扩展，使学生在口头上熟练掌握句型。有的课文和句型练习有所配合，但是，总的来说，课文的语言超出句型练习的范围。正课文和副课文环绕同一题材，但前者较短易，利于口头练习，后者主要用于提高阅读能力，增加背景知识，不作口头复用的要求。口笔头作业与语音、语法、词汇练习虽然都属于练习，但侧重不同。口笔头作业结合句型练习和课文训练学生的口头表达和语言交际能力，重点在于使用语言表达思想，和他人交际，而语音、语法、词汇练习则是从语言材料方面提供单项训练和分析对比的场合。句型练习、正课文和口笔头作业三部分应结合起来使用，着重听说能力的培养和训练。

如每周以 12 课时教授一课，上课时间大致可作如下分配：

|            |        |
|------------|--------|
| 句型练习       | 2—3 课时 |
| 正课文        | 3 课时   |
| 口笔头作业      | 2 课时   |
| 语音、语法、词汇练习 | 2—3 课时 |
| 副课文        | 1 课时   |
| 复习及测验      | 1 课时   |

如学生入学水平较高，每周可用 8—10 课时教一课，并可开设听说或泛读等其它课程。

每册书包括了 2—3 份阶段测验试卷。试卷是示范性的，大致体现教学要求，使用时可作适当的调整、增补或删减。

每册书都配有录音磁带,大部分是课本上的材料,但亦有一部分听力练习未附文字材料。

用完这两册书之后可选用北京外国语学院英语系编《英语》课本3,4册中部分材料作为后继教材,也可使用其他相应的教材。

在审议这套课本过程中,我们得到许多兄弟院校教师的指点和帮助。特别是申葆青、董亚芬等同志细心地组织和主持了审稿会议,提出许多中肯的意见。我系教师——尤其是基础阶段的教师——也给我们提了很多宝贵的意见; Pat Adler 夫人和 Michael Short 先生校阅了第一、二册全部材料; Pat Wilson 女士校阅了第一册及第二册部分材料; 郭世英和胡冬朵同志为课本编了词汇表。我们在此一并表示谢意。由于编写者水平所限,课本中必定有不少疏漏和错误,希望使用本书的同志指出,以便修订时更正。

编者

于北京外国语学院

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# Lesson One

## PATTERN DRILLS

### Drill A

- What's this (that)?
- It's *a map of China*.  
a map of the world; a map of Asia; a map of Africa;  
a map of the United States; a map of Australia;  
a map of New Zealand; a map of the United Kingdom of  
Great Britain and Northern Ireland

### Drill B

- What are these (those)?
- They are *desks*.  
chairs; windows; doors; tape-recorders; tapes; loud-speakers;  
dictionaries; knives; pencil-boxes; textbooks; exercise-books

### Drill C

- What are these buildings?
- They're student dormitories.
- What's that tall building over there?
- It's the school library.
- It's new, isn't it?
- Fairly.
- Where's the school clinic?
- It's just behind the library.
- Are those buildings lecture halls?
- Yes, they are.

## LESSON ONE

### DIALOGUES

#### A. Meeting on the Campus

Chen: Hello, Xiao Li!  
Li: Hello! How are you this morning?  
Chen: I'm fine. And you?  
Li: Not bad.  
Chen: Lovely weather, isn't it?  
Li: Yes, isn't it?

\* \* \*



Wu: Can I help you with your luggage?  
Wang: Thanks a lot. Can you take me to Building No. Four?  
I'm told my room is there.  
Wu: So you're a new student. Come with me, I'll show you the way.  
Wang: Thank you very much.

#### B. In Front of the Classroom Building

Li: Hi, Xiao Chen.  
Chen: Hello, Comrade Li.  
Li: This is our new English teacher, Professor Green.  
Chen: How do you do? I'm pleased to meet you.  
Green: How do you do?

\* \* \*

Zhang: Comrade Chen, this is Mr Brown. This is our monitor, Comrade Chen.  
Chen: I'm very happy to see you, Mr Brown.  
Brown: It's good to meet you, too.

Chen: How do you find things over here?

Brown: It's quite different from what I expected.

Chen: Don't worry, you'll soon get used to it.

Chen: Hello. How are you?

Zhang: I'm fine. How are you?

Chen: Fine. My name is Chen Tong.

Zhang: I'm Zhang Ling.

Chen: Is this your first day here?

Zhang: Yes.

Chen: How do you like it?

Zhang: I think it's a great place.

Chen: Let me introduce you to some of our classmates. I'm sure they'd be glad to show you around.

Zhang: Oh, thank you. That's very kind.



### Useful Expressions

Hi.

Hello.

How do you do?

How are you?

How are you this morning?

How are you doing?

How are things?

How are you getting on?

Fine, thank you.

Just fine. Thanks.

Very well. How about you?



## LESSON ONE

That's very kind.

That's kind of you.

All right. And you?

Not bad.

O.K.

Pretty good.

I'm doing fine.

Not too well. I have a cold.

\* \* \*

Allow me to introduce Comrade \_\_\_\_.

Allow me to introduce you to Comrade \_\_\_\_.

Chen, let me introduce Comrade \_\_\_\_.

I'd like to introduce my friend, \_\_\_\_.

I'd like you to meet my friend, \_\_\_\_.

Let me introduce my friend, \_\_\_\_ to you.

Chen, this is Comrade \_\_\_\_.

Meet Comrade \_\_\_\_.

— How do you do?

— Hello!

— I'm pleased to meet you.

— Glad to meet you.

— I've heard a lot about you.

### Words and Expressions

building /'bildɪŋ/ *n.* 建筑物

campus /'kæmpəs/ *n.* the grounds  
of a university, college, or school  
校园

clinic /'klinik/ *n.* 门诊所

dormitory /'dɔːmitri/ *n.* a room  
for sleeping, esp. a large room  
containing a number of beds 宿  
舍

expect /iks'pekt/ *v.* to think (that

something will happen) 料想

hall /hɔːl/ *n.* a large room in which  
meetings, dances, etc., can be  
held 大厅

hi /hai/ *interj.* hello

loudspeaker /,laʊd'spiːkə/ *n.* 扬声  
器

lovely /'lʌvli/ *adj.* beautiful, attrac-  
tive, etc.

luggage /'lʌɡɪdʒ/ *n.* the cases,  
bags, boxes, etc. of a traveller  
行李

monitor /'mɒnɪtə/ *n.* a pupil chosen  
to help the teacher in various  
ways 班长

New Zealand /'nju: 'zi:lənd/ *n.* 新  
西兰

tape /teɪp/ *n.* 磁带

tape-recorder /,teɪp ri'kɔ:də/ *n.* 磁  
带录音机

the United Kingdom of Great  
Britain and Northern Ireland *n.*  
大不列颠及北爱尔兰联合王国

used /ju:st/ *adj.* 习惯于  
to get used to something

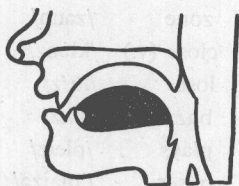
## PHONETICS

### Pronunciation — The Consonants of English

#### Friction consonants (摩擦音)

There are ten friction consonants in English. For all of them the lungs push air through a narrow opening where it causes friction of various kinds. /f, θ, s, ʃ, h/ are voiceless consonants while /v, ð, z, ʒ, r/ are voiced consonants. The positions of the speech organs for these sounds are shown in the following figures.

/f/ and /v/ Press the lower lip against the upper teeth allowing the air to force its way between them.



feel

/fi:l/

veal

/vi:l/

fan

/fæn/

van

/væn/

fail

/feil/

vale

/veil/

leaf

/li:f/

leave

/li:v/

calf

/kɑ:f/

carve

/kɑ:v/

safe

/seɪf/

save

/seɪv/

refuse

/ri'fju:z/

reviews

/ri'vju:z/

a vast field

fig leaves

very fast

a fine vase

five knives

very vain

Fanny cut half a loaf with a fine knife.

Frances covered her face with a veil.

Philip's van delivers vegetables and fruit every day.

Victor is a very efficient man.

## LESSON ONE

/θ/ and /ð/ Put the tip of the tongue between the upper and lower teeth allowing the air to pass between the tip of the tongue and the upper teeth.



|         |          |         |          |
|---------|----------|---------|----------|
| thieves | /θi:vz/  | these   | /ði:z/   |
| thanks  | /θæŋks/  | than    | /ðæn/    |
| wreath  | /ri:θ/   | breathe | /bri:ð/  |
| tooth   | /tu:θ/   | smooth  | /smu:ð/  |
| nothing | /'nʌθɪŋ/ | mother  | /'mʌðə/  |
| method  | /'meθəd/ | leather | /'leðə/  |
| Arthur  | /'ɑ:θə/  | father  | /'fɑ:ðə/ |

this thing                      these thieves                      a thousand thanks  
that thumb                      those themes                      the third birth

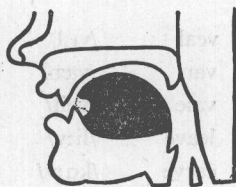
His father and mother went through thick and thin.

Something is better than nothing.

Arthur is now breathing smoothly.

Those clothes aren't worth anything.

/s/ and /z/ Raise the tip of the tongue toward the upper teeth ridge (齿槽) with the air coming out of the narrow passage between them.



|              |          |            |          |
|--------------|----------|------------|----------|
| sink         | /sɪŋk/   | zinc       | /zɪŋk/   |
| said         | /sed/    | zed        | /zed/    |
| sown         | /səʊn/   | zone       | /zəʊn/   |
| close (adj.) | /kləʊs/  | close (v.) | /kləʊz/  |
| loose        | /lu:s/   | lose       | /lu:z/   |
| bus          | /bʌs/    | buzz       | /bʌz/    |
| place        | /pleis/  | plays      | /pleiz/  |
| nicer        | /'naɪsə/ | miser      | /'maɪzə/ |

a nice song                      sisters and                      brothers                      whose desks  
a zigzag path                      seas and oceans                      Susan's zippers

Cindy collects all sorts of stamps.

Seven silly skunks sighed sadly.

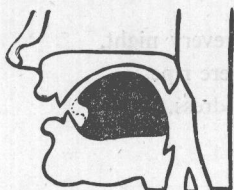
Sam, pass me the salt please.

Sally always suffers from sea-sickness when she is at sea.

/ʃ/ and /ʒ/ Push out the lips; raise the tip of the tongue toward the front

## LESSON ONE

part of the hard palate (硬腭) forming a narrow channel.



|                      |                        |
|----------------------|------------------------|
| precious /'preʃəs/   | treasure /'treʒə/      |
| vacation /və'keɪʃn/  | occasion /ə'keɪʒn/     |
| desertion /di'zɜ:ʃn/ | decision /di'siʒn/     |
| commotion /kə'məʊʃn/ | explosion /iks'pləʊʒn/ |

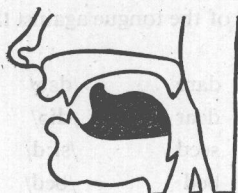
a short vacation      precious treasures      wash the sheep  
 a shocking decision      harsh measures      show the ship  
 Sheep shouldn't sleep in a shack, but in a shed.  
 Surely the sun shall shine soon.  
 This shop sells the latest fashion of shirts and shorts.  
 She shuddered and shivered when she heard the shocking explosion.

/h/ Open the mouth and sigh in a relaxed manner, without voice.

|                   |                   |                   |
|-------------------|-------------------|-------------------|
| he /hi:/          | his /hɪz/         | head /hed/        |
| hot /hɒt/         | home /həʊm/       | high /hai/        |
| hair /heə/        | ahead /ə'hed/     | behind /bi'haind/ |
| perhaps /pə'hæps/ | unhappy /ʌn'hæpi/ | behave /bi'heiv/  |

a high hill      hit it hard      behind the house  
 a huge head      hold it high      halfway down the hall  
 He is holding a hat in his hand.  
 Helen hit the head of the nail with a heavy hammer.  
 Perhaps Harvey is unhappy at home.  
 The hunter and his huge horse hid behind the house.

/r/ Put the tip of the tongue near, but not touching, the back part of the upper teeth ridge; the main body of the tongue is kept low and the front is held concave allowing air to escape.



|                 |                   |
|-----------------|-------------------|
| read /ri:d/     | risk /risk/       |
| rat /ræt/       | rod /rɒd/         |
| road /rəʊd/     | raw /rɔ:/         |
| ready /'redi/   | rather /'rɑ:ðə/   |
| borrow /'bɒrəʊ/ | carry /'kæri/     |
| poorer /'puəə/  | firing /'faɪərɪŋ/ |

a red ribbon      bride and bridegroom      raw material