

高等学校教材
师范院校英语专业用

一九九七年上海市高校优秀教材一等奖

English Book 1

主编 / 黄源深 杨祖辉



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高等学校教材

ENGLISH

BOOK I

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ENGLISH

BOOK I

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编 者 的 话

1985年在武汉召开的全国高等师范院校教学研究会上,与会代表都认为应当有一套适应高等师范院校教学需要的英语教材,并在《会议纪要》中提出,希望华东师范大学着手编写的高等师范院校高年级英语教材早日完成。经过数年努力,我们自1989年起至今出齐了该套教材(含五、六、七、八册)。与此同时,又应许多教师来函来电中提出的要求,组织力量编写了高等师范院校低年级教材(含一、二、三、四册),与业已出版的高年级教材配套。

在编写本套低年级教材时,我们遵循了以下两个原则:

一、紧扣外语专业低年级教学大纲。本教材根据大纲规定的听、说、读、写诸方面的要求,进行语言训练,有计划地通过两年的教学,达到大纲中的各项指标。在练习的形式上也注意与四级考试的题型接轨,以便学生适应低年级结束阶段的全国统一测试。

二、强调语言基本功训练。任何一位外语工作者都需要扎实的语言基本功,而终生起着语言示范作用的教师更为如此。语言基本功需要通过艰苦的强化训练才能掌握,为此本书针对各种语言技能设计了大量练习,旨在对学生进行系统的强化训练。

在编写过程中,我们翻阅了近百种海内外最新的英语教科书和数百种有关书籍,做了大量对比研究工作,旨在编出既符合我国的国情和教学大纲的要求,又能与国际语言教学接轨的基础英语教材。

本套教材的课文力求题材新颖,富有时代气息和生活气息,文字优美、长短适度,从语言到内涵,都能启发学生的兴趣,拓宽他们的视野,启迪他们的心智,课文后的词汇与短语严格按《大纲》要

求,经过计算机统计后加以选列。释义参照COLLINS COBUILD ENGLISH LANGUAGE DICTIONARY,均用英文,以使學生逐渐养成使用原文词典的习惯。注音参照《英汉大词典》,采用国际音标,宽式注音法。

Questions and Answers 和 Communication Activity 两项让学生在充分预习的基础上,围绕课文开展口头训练,旨在使他们掌握课文内容,并能就类似题材进行交际。

In Other Words 以及 Structures for Use and Translation通过句型转换练习和翻译练习巩固课文中新出现的句子结构。

Words and Expressions (USE OF ENGLISH) 集中训练课文中的重点单词和词组,要求学生掌握和活用。

Spoken English 对大纲规定的语言功能项目,结合课文逐一进行训练,通过对话样段和与之相配的练习,提高学生会话和交际能力。Expression后注(I)表示Informal, (F)表示Formal, 无注的表示Neutral。

Passage with Gaps 和 Word Derivation 两项为词汇和语法练习。

Proofreading 训练改错能力,培养教师必备的英语教学技能。

Dictation 按大纲要求,进行听力训练(全文另给)。

Language and Culture 一项旨在引导学生注意因文化差异所造成的英语与本族语使用上的差别。

Words in Context 向学生介绍新的词汇学习方法,从语境中学习新词,扩大词汇量。短文本身内容与课文内容相近,有利于语言现象的重复。

Writing 分两个部分:一是机械模仿,犹如练字中的“描红”,依样画葫芦,有助于学生加深对课文的理解。第二部分是From Sentence to Paragraph,由浅入深系统训练写作技能,本部分参考了ROBERT G. BANDER 的FROM SENTENCE TO PARAGRAPH,特此致谢。

Grammar以课文中出现的语法现象为线索,加以引申和归纳,并配有练习。

Phonetics 强调实践,注重练习,理论上点到为止。

18个项目集于一课书内,以课文为核心,围绕课文,开展多层次多形式训练,以期使学生在听、说、读、写四项技能方面打下扎实的基础。

本书中的练习数量很大,其中部分练习可布置学生在课外完成。这样既能按计划每周教完一课,又可以培养学生独立进行语言训练和解决问题的能力。

在编写过程中,承美国教师温迪·奥尔森女士校阅了全书的主要项目,苏州大学工学院吕强副教授为这套教材设计了电脑编写程序,在此一并表示感谢。

编 者

1994年3月15日

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Unit 1
TEXT
At a Meeting

CHAIRMAN: (Mr. Brown, Principal of the School): Good morning, everyone. Let's begin. I see the first item on the agenda is "Complaints about school canteen lunches".

STUDENT A: Yes, my class asked me to find out if anything could be done about improving the standard. You know the actual food isn't so bad, but there doesn't seem to be much variety in the way it's cooked. Must we always have the potatoes boiled? And cabbage can be made more attractive if it's cooked in butter instead of water. Someone even suggested that we send the cooks to Paris on a course.

CHAIRMAN: I'm afraid the school couldn't afford extravagant things like that. We might get the cooks to use their imagination a bit, I suppose. Perhaps put a few new recipes in the kitchen for them to read.

STUDENT B: Could we get the students to offer suggestions for meals they would like?

STUDENT A: That might offend the cooks.

CHAIRMAN: You know, catering for large numbers is really quite a problem. I think perhaps you don't always realize how difficult it is.

STUDENT B: I have a brilliant idea. What if we offered to help in the kitchen? If we did the extra work ourselves, it wouldn't cost the school anything,

and it would give us the experience of seeing the difficulties of preparing food for large numbers. And we could perhaps occasionally, very politely of course, make some suggestions.

CHAIRMAN: I can't see anything wrong with that at all. I will arrange it with the canteen staff, and we'll see how it works. Who will be the first volunteer?

STUDENT A: As it was my class who complained, shall I be the first?

CHAIRMAN: All right, Jean-Philippe. You report to the Kitchen Manager on Monday at 12:00 and we'll see what happens. What's next? "Suggestions for school excursions."

STUDENT B: My class asked me to find out whether the school could arrange for us to go to places of interest. Some of them thought of Oxford, some Cambridge. A lot of students are interested in History and would like to go to historical cities and so on.

STUDENT A: Well, I don't think so myself. I've been here for ages and have been to practically every part of Britain. I shouldn't want to waste my time.

CHAIRMAN: But what about the rest of the students? We ought to think about it. And of course, Jean-Philippe, no one will force you to go. You could always stay behind and learn your irregular verbs. What do you think, Sarah? Couldn't we manage to arrange something?

SECRETARY: Yes, of course. A trip once a month, and I suggest Windsor Castle to start with. Then we could go to Bath, or Brighton.

CHAIRMAN: That seems to be all the important matters dealt with. Is there anything else?

STUDENT B: My class asked me to say that they felt very cold in the classroom, and was it possible to put the central heating on.

CHAIRMAN: Actually it is on, but perhaps it's not working properly. I'll look into it. Well, if that's all, we'll close the meeting and meet here again next Tuesday at the same time. Thank you all very much, and don't forget to ask your class for any more suggestions or points.

WORDS & EXPRESSIONS

1. **principal** /'prɪnsəpəl/ *n.* = head

A *principal* is the person in charge of a school or a college.

2. **agenda** /ə'dʒendə/ *n.*

An *agenda* is a list of items to be discussed at a meeting.

3. **complaint** /kəm'pleɪnt/ *n.*

A *complaint* is a statement in which you express your dissatisfaction with a particular situation.

4. **canteen** /kæn'ti:n/ *n.* = cafeteria

A *canteen* is a part of a factory or other place of work where workers go to eat.

5. **find out** = discover

If you *find out* something, you learn something that you did not already know, especially by making a deliberate effort to do so.

6. **actual** /'æktʃʊəl/ *a.*

Actual is used to emphasize that you are referring

to a real place, object, person, etc, and not an imaginary one.

7. **variety** /və'raɪəti/ *n.*

If something has *variety*, it consists of things which are different from each other.

8. **cabbage** /'kæbɪdʒ/ *n.*

A *cabbage* is a vegetable which looks like a large ball of leaves.

9. **extravagant** /ɪk'strævəɡənt/ *a.*

Something that is *extravagant* costs more money than is reasonable or than you can afford.

10. **recipe** /'resɪpi/ *n.*

A *recipe* is a list of ingredients and a set of instructions that tell you how to cook something.

11. **offend** /ə'fend/ *v.*

If you *offend* someone, you upset or embarrass them by doing something rude or tactless.

12. **catering** /'keɪtərɪŋ/ *n.*

Catering is the provision of food and drink for a large number of people at a wedding party, etc.

13. **brilliant** /'brɪljənt/ *a.* = great

You say *brilliant* or that something is *brilliant* when you are very pleased about it or think that it is very good; used in informal British English.

14. **occasionally** /ə'keɪʒənəli/ *ad.*

Occasionally means happening or being present sometimes, but not regularly or often.

15. **arrange** /ə'reɪndʒ/ *v.* = fix, organize

If you *arrange* something for someone, you make it possible for them to have it or to do it.

16. **staff** /stɑ:f/ *n.*

The *staff* of an organization are the people who

work for it.

17. **volunteer** /ˌvɒlən'tiə/ *n.*

A *volunteer* is someone who does work, especially socially useful work, for which they are not paid.

18. **excursion** /ɪk'skɜːʃən/ *n.* = outing

An *excursion* is a short journey, especially one that you make for a particular purpose.

19. **to start with**

You use *to start with* or *for a start* to introduce the first of a number of things or reasons that you want to mention or could mention.

20. **deal with** = handle

When you *deal with* something that needs attention, for example, a situation or a problem, you do what is necessary to achieve the result you want.

21. **look into** = investigate

If you *look into* a particular problem, subject, situation, etc, you find out and examine the facts related to it.

NOTES ON THE TEXT

1. **My class asked me to find out....**

Here *class* is used to refer to a group of pupils or students who are taught together, e.g.

Some of the class will ask some boring questions.

2. **Must we always have the potatoes boiled?**

When *have* is followed by a direct object and a participle or infinitive (without *to*), three meanings are possible.

a. 'Cause somebody or something to do something' or

'Cause something to be done'. (The object + infinitive

structure is used most often, in this sense, in American English. The exact meaning is 'tell somebody to do something'.) e.g.

I had everybody fill out a form. (especially American)

He had us laughing all through the meal.

I really must have my watch repaired.

- b. 'Experience an event or action', e.g.

It's lovely to have people smile at you in the street.

I woke up in the night and found we had water dripping through the ceiling.

She had some money stolen.

- c. These structures are very common with *will not* (*won't*), in the sense of 'refuse to allow or accept a situation', e.g.

I won't have you tell/telling me what to do.

I will not have my house turned into a hotel.

3. **We might get the cooks to use their imagination a bit.**

The structure *get + direct object + infinitive* often has the special purpose of persuasion, e.g.

Get her to stay for dinner if you can.

You'll never get me to agree.

4. **What if we offered to help in the kitchen?**

What if and *suppose* are both used to introduce sentences containing suggestions. The verb can be present or past; a past verb makes the suggestion sound less definite, e.g.

What if we invite your mother next week and go away the week after?

What if I came tomorrow instead of this afternoon?

'Daddy, can I watch TV?'—'Suppose you did your homework first?'

5. **If we did the extra work ourselves, it wouldn't cost the**

school anything.

The use of subjunctive here is to make the suggestion more tentative, e.g.

If you phoned (were to phone) me tomorrow, I could help you straight away.

If she tried harder next time, she would pass the exam.

6. But what about the rest of the students?

You say *what about* at the beginning of a question when you make a suggestion or offer, but in the above sentence *what about* is used more like a command, e.g.

What about following us in your car?

WELL-KNOWN SAYINGS

Variety's the very spice of life,
That gives it all its flavour.

—Cowper

What's one man's poison, signior,
Is another's meat or drink.

—Beaumont and Fletcher

Too many cooks spoil the broth.

USE OF ENGLISH: QUESTIONS & ANSWERS

I. In pairs, ask and answer these questions:

1. What did the students complain about?
2. Why did some of the students suggest that the cooks should be sent to Paris on a course? Why not other places?
3. In which way did they think they might get the cooks to