

[英汉对照]

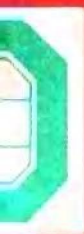
[最新修订]

剑桥第一证书英语教程

First Certificate in English Course

Revised Edition

O. 洛 著



托马斯·纳尔逊父子有限公司
世界图书出版公司

FIRST CERTIFICATION IN ENGLISH COURSE

剑桥第一证书英语教程

[1985年修订版·英汉对照本]

O·洛 著

王佩玺 王吉田 译注

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世界图书出版公司

北京·广州·上海·西安

1995

内 容 简 介

本书原由托马斯·纳尔逊父子有限公司出版,是应试剑桥英语第一证书的最佳辅导教材。现加课文译文及生词注释,供我国英语学习者使用。全书共12篇课文,配以丰富适用的词汇和语法注释、口语及书面语等实践练习,并给出练习答案。课文译文尽量保持原文语序和用词用义,通顺准确;生词则不仅给出基本词义,更着重指出课内用义。

**First Certification In English Course
(Revised Edition)
By Ona Low**

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Published by Thomas Nelson and Sons Ltd

INBN 071 556 1028

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责任编辑:李晓茹

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托马斯·纳尔逊父子有限公司出版
世界图书出版公司北京公司双语版重印

北京朝阳门内大街137号

邮政编码:100010

北京百善印刷厂印刷

新华书店北京发行所发行

各地新华书店及外文书店经销

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1995年5月第一版 开本:787×1092 1/16

1995年5月第一次印刷 印张:24.25

印数:0001-10000 字数:500千字

ISBN 7-5062-1995-6/H·107

定价:24.80元

本书已向英国托马斯·纳尔逊父子有限公司购得译注权,在中国大陆发行。

前言

本书是英国剑桥大学专为非英语国家学生应考剑桥英语第一证书而编写的教材,基本难易程度大约相当于我国大学英语自学单科考试的水平,故也可以作为我国大学英语自学单科考试的理想教材。

本书是根据听、说、读、写四会要求编写的,除课文外,附有丰富而十分实用的词汇与语法注释、口语与书面语等实践练习,并给出练习答案。为便于我国自学或跟班学生使用,我们增加了中文译文与生词注释,这样就能帮助学生确切地理解课文和减少查阅字典的时间,以便把主要精力用于操练和记忆上;为了便于理解,译文尽量保持原文语序和用词用义,单词主要按课内意思注释,同时也给出基本词义。

本书共计 12 课,可供全日制英语专修班一学期使用,也可以按照学生的水平适当地缩短和延长。总之,应以达到基础英语听、说、读、写四会过关为目的。

我国自从改革开放以来,跟美国的交往多于英国,以至美语似乎变成了标准英语,而对地道的英国英语却不能接受,正像有人只模仿港台汉语而不接受大陆上的汉语,这对真正学好语言不利。为了尽快掌握英语,我们还得找本求源,使用英国教材,求教英国老师,这也是我们引进本教材的目的之一。

希望本书能有助于英语学生和自学英语的人打下一个牢固的和全面四会的扎实基础。

译注者

1995 年 1 月·北京

General guidance for writing and speaking

A. Composition writing

(1) Preparation

- Understanding**
- 1 Read the wording of the subject carefully so that you are sure you have understood exactly what you have to write about.
 - 2 Follow any instructions carefully about length (number of words), treatment of the subject (in the form of a letter, a story, a dialogue, an explanation, expression of opinion etc.) and arrangement.

- Planing**
- 1 Spend a few minutes thinking about your ideas on the subject. You may want to make a few notes.
 - 2 Make a plan suggesting the subject of each paragraph.
Example: My feelings about taking this examination.
 - 1 Why I decided to enter for it.
 - 2 My feelings during the past day or two.
 - 3 How I feel at this moment.

(2) Writing the composition

- 1 Keep to the plan you have made.
 - 2 Think in English using the English you know already. Do not translate from your own language.
 - 3 Write in sentences unless for some special reason sentences are not needed.
 - 4 Read each sentence through as you finish it, looking out for careless mistakes.
 - 5 Remember that your teacher or the examiner must be able to read your writing.
- On Completion, read through the composition slowly, correcting mistakes.

(3) Examination choices

You are asked to write 2 compositions in the First Certificate examination. Read through all the possibilities before choosing the first. You can make your second choice at the same time or later.

(4) Length and timing

You have $1\frac{1}{2}$ hours to write 2 compositions, that is, 45 minutes for each; each composition should be between 120 and 180 words in length.

Suggested timetable:

- 1 Consideration of ideas and planning (10 minutes)

- 2 Writing (25—30 minutes)
- 3 Reading through and correcting (5—10 minutes)

B. Improving your composition

(1) Practice

- 1 Take every opportunity of writing the compositions set and corrected by your teacher. You can also write compositions on your own. Leave these a few weeks before correcting them; by then you should be able to criticise them and make some corrections yourself.
- 2 Make a note of your teacher's corrections and suggestions and make sure you don't make the same mistakes again.
- 3 Write down and make use of words and phrases you find in your English coursebook and in English books and magazines you read in your free time.

(2) Using a dictionary

- 1 Remember that a dictionary is for occasional use when you are writing. Your ideas should be expressed in the English you know already but there may be a single unknown word or phrase you would like to use.
- 2 Choose a dictionary carefully. It should be fairly be fairly detailed with examples of how words and phraese are used.
- 3 Use your dictionary sensibly. Words of quite different meaning may be spelt the same so check carefully that you have chosen the right form.
- 4 Always have a dictionary handy when reading English for pleasure. You need not look up every unknown word, just those you think will be useful later or those you will remember easily.

(3) Some conventions of formal written English

- 1 Spoken abbreviations (such as *I'm, didn't, isn't, can't*) are used in dialogues and informal writing (such as letters to friends) but rarely in business letters, study books, learned articles and other kinds of formal writing.
- 2 Numbers may appear as figures in dates (*31st March, 1908*), technical and scientific writing and a few other cases but (as in many other languages) are normally written as words unless they are long and complicated ones; *three lessons a week, half an hour, four thousand people*.
- 3 Abbreviations such as *e. g.* and *etc.* often appear in notes but in formal writing these are usually avoided with the help of other expressions like *including, such as, as for example*.

C. Spoken English

(1) First Certificate Interview

Besides a passage to be read aloud and identified, the Interview is likely to include a variety of topics as subjects of a conversation between the examiner and one or more candidates. A candidate will probably also be asked for his/her ideas about a photograph.

In addition a candidate could be asked to talk about or answer questions on:

- 1 a map, timetable, programme, diagram (of a house for example)
 - 2 preferences and criticisms, giving reasons
 - 3 how to deal with a situation in action or speech
 - 4 a specific topic
 - 5 giving instructions (e. g. how to make or do something), directions, advice
 - 6 his or her opinion on a certain subject
- or to take part in a discussions.

While the ideas expressed should be sensible ones, the examiner's judgment depends less on the quality of the ideas than on

- (a) how well the candidate has understood what has been said
- (b) his /her ability to express ideas effectively.

(2) Pre-examination practice

Fluency in a language depends to a large extent on:

- (a) how widely the speaker has read, heard and absorbed the language
- (b) how much practice he/she has had in making use of it
- (c) self-confidence which partly depends on ability and practice.

(3) Practical advice

- 1 Listen as often as possible to
 - (a) English radio programmes (e. g. B. B. C. World Service and English by Radio)
 - (b) English tapes, cassettes, English-spoken films and video
 - (c) your teacher
 - (d) local English-speaking people
- 2 Speak English
 - (a) in class
 - (b) with friends
 - (c) silently or aloud when alone

Examples: talking about or repeating a story or dialogue you have heard; talking about a picture; imagining what you might say in a certain situation.

When you talk about the photograph of a person (for example), examine it for interesting things you can say, including the person's: height, build, position, facial features, hair, clothes (with comments: e. g. *too big for him*), personality, mood, probable occupation.

One advantage of talking to yourself is that you can take your time in deciding how best to express your ideas.

(4) Speaking English in the classroom and at the Interview

Remember

- 1 Shyness and silence are luxuries you can't afford, If success depends on speaking, you must speak.
- 2 Talking carelessly, too quickly and too much is dangerous. You may irritate the other students and you will almost certainly make a lot of unnecessary mistakes.
- 3 Single word or phrase answers are useless; add ideas or opinions.
Example: Have you ever visited London?
No, not yet. But I hope to spend some time there soon.
- 4 Speak clearly (don't mumble) and slowly enough to avoid mistakes and have time to introduce useful expressions and ideas.
- 5 Make use of the natural and colloquial English you have learned .
Natural and colloquial forms include;
Short answers: Yes, I do/No, I don't think so.
Question tags: You will come, won't you.
Other expression: Well, . . . Oh, . . . Yes, I see . I'm afraid . . . I wonder if . . . By the way . . .
Polite requests: Would you mind . . . , (etc.)
Slang may sound unnatural and out of date so is best avoided.
- 6 If you don't understand what has been said to you, ask for it to be repeated;
I'm sorry. I didn't quite understand that. Would you mind saying it again.
If you know very little about the subject, don't hesitate to say so;
Well, I'm afraid that's something I know very little about.
I've got the impression that . . . but I haven't any definite opinion.
- 7 In class, be ready to learn from your teacher's corrections. Keep a notebook handy even in a conversation class; note down things worth remembering and study them again after the lesson.
- 8 Look as if you are interested in the conversation. There are examination candidates who (probably because of nervousness) give the impression that they consider the exam interview is a waste of time.
- 9 Almost every exam interviewee is nervous but most of them are successful.

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(2) <i>Tense changes in reported speech</i>	
(3) <i>Further aspects of reported speech</i>	
(4) <i>Verbal constructions with see, hear, feel</i>	

(5) *Do and make*

(6) *Quantities*

(7) *There is, it is*

(8) *Revision of*

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10 Ghosts for Tea (“鬼魂”诱茶客) (283)

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