

英 语

第 一 册

(高等学校理科一年級第一学期用)



陈 建 耕 主 編

上海教育出版社

英

培

第 一 册

(高等学校理科一年级第一学期用)

陈 建 耕 主 编

周 芳 黄次栋 编 写
徐小鲁 周惠麟

上 海 教 育 出 版 社

一九六三年·上海

英 语

第一册

(高等学校理科一年级第一学期用)

*

上海教育出版社出版

(上海永福路123号)

上海市书刊出版业营业许可证出090号

上海洪兴印刷厂印刷

新华书店上海发行所发行 各地新华书店经售

*

开本：850×1133 1/32 印张：6 1/2 字数：154,600

1961年11月第1版

1963年10月第2版 1963年10月第4次印刷

印数：16,701—23,700本

统一书号：7150·1230

定 价：(十三) 1.00 元

序 言

一、本书系由华东师范大学、复旦大学、上海师范学院三校合作编写。

二、本书有精读课文十二篇，前十篇共 18,966 印刷符号，单词 406 个。每课教学时数，随课文的由浅入深，语法的由简到繁，由每课 3 学时逐渐增加到每课 6 学时，共计 49 学时学完。后二篇精读课文可供程度较高的班次使用，共 6,080 印刷符号，单词 99 个，语法无新内容，只附复习练习。各校可按学生实际情况灵活安排。

三、本书附独立阅读课文五篇。前四篇与精读课文按印刷符号约成 1 与 4 之比。为了使生作好独立阅读准备，第四课后才开始附有独立阅读课文，以后每两课课文后附独立阅读课文一篇。第五篇独立阅读课文配合第十一、十二课精读课文。独立阅读课文的目的是巩固学过的单词和语法，并适当增加词汇量，培养同学独立阅读的能力和兴趣。每课安排课内学习时间 1 学时，以便教师辅导检查。

四、本书附有补充课文三篇，共 5,300 印刷符号，单词 58 个，适合于程度较好、阅读能力较强的同学作独立阅读之用。

五、为了帮助同学预习课文，本书对课文新出现的或难的语言现象适当进行注解。

六、本书以课文为主，适当照顾语法，为了使两者更好地配合，每课有重点语法，到了一定阶段，有综合性练习，使分散在各课出现的语法，通过实践得以系统总结，巩固提高。书后附简明语法复习大纲供同学复习之用。

七、本书每课附有语音练习帮助同学正音，记忆单词，培

养朗读能力。书后附简明语音参考资料，内容包括音素、音节和部分读音规则等。仅供教师和同学参考。

八、为了帮助同学更自觉地掌握词汇，本书在每阶段的复习中，按照课文出现的单词，简单地介绍最常见的名词后缀、形容词后缀、副词后缀，并附练习。

九、本教材所编练习分课内、课外两种，各校可按学生实际情况适当增删。

十、本书承陆殿扬、谢大任、张祖培、缪廷辅、吴芷芳、吴遐龄同志审校，谨在此表示衷心的感谢。

十一、由于编选时间匆促，编者业务水平和教学经验有限，本书一定存在许多缺点和错误，请大家提出宝贵的意见，以便修改和提高。来信请寄上海华东师范大学外语系公共外语教研室转。

编 者

1961年8月

重 印 说 明

为了及时供应有关院校开学时需要，本教材在作了较大的删改后暂行重印供用，目前正在进一步修订。

本教材承杨永芸同志参加删改工作，特此致谢。

编 者

1963年7月

CONTENTS

Lesson	1. Education Today	1
	Sentence Elements	
Lesson	2. How Yu Kung Removed the Mountains ...	10
	Word Order and "There is"	
Lesson	3. The Story of Light	21
	Some Common Prepositions and Their Uses	
Lesson	4. What Is Heat?	33
	Prepositional Phrases	
	<i>Independent Reading 1:</i>	
	Doing Physical Labour with Lenin	45
Word-Formation (1)	50
Review Exercises (Lesson 1-Lesson 4)	52
Lesson	5. New Methods of Computation	55
	The Tenses—The Indefinite Tenses	
	The Voice	
Lesson	6. Science in Action	70
	The Continuous Tenses—The Present and	
	Past Continuous Tenses	
	<i>Independent Reading 2:</i>	
	China's First Atomic Reactor and Cyclotron	81
Lesson	7. The World's First Compass	83
	The Perfect Tenses—The Present and Past	
	Perfect Tenses	
Review Exercises (Lesson 5-Lesson 7)	97

Lesson 8. M. V. Lomonosov	100
The Verbals—The Infinitive	
<i>Independent Reading 3:</i>	
Motions of the Moon	113
Word-Formation (2)	116
Lesson 9. Work and Rest (An Excerpt)	117
The Verbals—The Gerund and the Participle	
Lesson 10. A Letter to the Youth	132
<i>Independent Reading 4:</i>	
“ This Belongs to Chu Teh ”	142
Word-Formation (3)	146
Supplementary Readings	
1. A Few Things about Karl Marx	147
2. Water	148
3. Atomic Energy.....	149
Reference Material of Phonetics	151
An Outline of Grammar	166
Irregular Verbs	171
Vocabulary	174

LESSON ONE

Education Today

The aim of education in China, as Chairman Mao Tse-tung has said, is to enable students to develop morally, intellectually and physically and to become cultured, socialist-minded workers.

To achieve this aim, we must strictly carry out the educational policy of the Chinese Communist Party. This policy provides that education must serve the politics of the working class, must be combined with productive labour and must be led by the Party.

Students spend most of their time in schools, colleges and universities for a comparatively complete knowledge in Marxism-Leninism, Mao Tse-tung's teachings and in science, arts and technology. They also take part in productive labour either in factories or on farms. By thus combining theory with practice and by eliminating the difference between mental and physical labour, students will lay a very good foundation in fitting themselves for the socialist construction of our motherland.

New Words

education	[edju:'keifən]	<i>n.</i>	教育
aim	[eim]	<i>n.</i>	目的

enable	[i'neɪbl]	<i>v.t.</i> 使能
develop	[di'veləp]	<i>v.i.</i> 发展
morally	['mɔrəli]	<i>adv.</i> 品德上
intellectually	[inti'lektʃuəli]	<i>adv.</i> 智力上
socialist-minded	['səʊfəlist 'maɪndɪd]	<i>a.</i> 有社会主义觉悟的
achieve	[ə'tʃi:v]	<i>v.t.</i> 达到, 获得
strictly	['striktli]	<i>adv.</i> 严格地
educational	[edju:'keɪʃən]	<i>a.</i> 教育的
policy	['pəli:]	<i>n.</i> 方针, 政策
politics	['pɒlɪtiks]	<i>n.</i> 政治
comparatively	[kəm'pærətɪvli]	<i>adv.</i> 比较地
complete	[kəm'pli:t]	<i>a.</i> 完全的
knowledge	['nɒlɪdʒ]	<i>n.</i> 知识
teaching	['ti:tʃɪŋ]	<i>n.</i> 思想, 学说
technology	[tek'nɒlədʒi]	<i>n.</i> 技术
thus	[ðʌs]	<i>adv.</i> 如此, 这样
eliminate	[i'limineɪt]	<i>v.t.</i> 消灭
difference	['dɪfrəns]	<i>n.</i> 差别
mental	['mentl]	<i>a.</i> 脑力的
lay	[lei]	<i>v.t.</i> 打下, 树立; 放
foundation	[faʊn'deɪʃən]	<i>n.</i> 基础
fit	[fɪt]	<i>v.t.</i> 使适应, 使适合

Irregular Verbs

be	was	been	being	是
say	said	said	saying	说
become	became	become	becoming	成为

lead	led	led	leading	领导
spend	spent	spent	spending	花费
take	took	taken	taking	拿
lay	laid	laid	laying	放

Expressions and Phrases

- | | | | |
|----------------------|---------|------------------------|-----|
| 1. to carry out | 贯彻, 执行 | 3. to take part in | 参加 |
| 2. to combine...with | 与... 结合 | 4. to lay a foundation | 打基础 |

Notes

1. ..., as Chairman Mao Tse-tung has said, ...
在句中为插入语。
2. ... provides that education ... by the Party.
that 引导的是宾语从句, 作 provides 的宾语, 从句中含有三个并列的谓语动词: must serve, must be combined, must be led.
3. either ... or ... 或... 或...
是等立连接词。两者后面所跟的句子成分应该一致。
4. By combining ... and by eliminating ... 是两个介词短语, 在句中作状语用, 修饰谓语动词 will lay. combining 和 eliminating 是动名词(gerund, 由动词词根 + ing 构成)。动名词具有动词及名词的双重性质。动词性表现在动名词有着自己的宾语; 名词性表现在作介词 by 的宾语。同句中的 fitting 也是动名词。

Grammar

句子成分 Sentence Elements

一个完整的句子由不同的句子成分构成。句子成分有主语、谓语(包括表语)、宾语、定语和状语。

1. 主语 (The Subject) 是表达句中论述的主体, 即表示所谈的是谁或是什么。主语通常用名词、人称代词(主格)或名词性的词来充任。例如:

The **students** of China take part in productive labour.

They combine theory with practice.

2. 谓语 (The Predicate) 表示主语的行为或所处的状态, 谓语中最主要的部分是动词, 叫做“谓语动词”。它和主语在人称和数方面是一致的。

- a. 及物动词(The Transitive Verb)和不及物动词(The Intransitive Verb)本身有意义, 可以独立作谓语。

表示行为的动词, 多属于这一类。例如:

The students of China **are developing** morally, intellectually and physically. (不及物动词)

Education **must serve** the politics of the working class. (及物动词)

- b. 联系动词(The Link Verb)+表语(The Predicative)组成合成谓语, 说明主语的性质或状态。

表语不是独立的句子成分, 只是谓语的一部分, 一般由名词和形容词来充任。例如:

We are college **students**. (名词做表语)

The Chinese people are **brave, industrious** (勤劳的) and **peace-loving**. (形容词做表语)

英语中最常用的联系动词是动词“to be”，表示“是”的概念，按主语的人称和数来变化，同时还有时态的变化，现列表于下：

联系动词 “to be” 变化表

时态 人 称 数	现 在		过 去		将 来	
	单 数	复 数	单 数	复 数	单 数	复 数
第一人称	I am	We are	I was	We were	I shall be	We shall be
第二人称	You are	You are	You were	You were	You will be	You will be
第三人称	He She It } is	They are	He She It } was	They were	He She It } will be	They will be

除动词 to be 外，还有 become, seem, get, grow, look 等也可做联系动词。例如：

The students **will become** cultured, socialist-minded workers.

We **are getting** happier and happier.

They **look** happy and healthy.

3. 宾语 (The Object) 是动作的对象，或动作产生的结果。宾语跟在及物动词后面，以补足及物动词的意义，它一般是由名词、人称代词 (宾格) 或名词性的词充任。一般及物动词只有一个宾语，称为直接宾语 (The Direct Object)，但有些及物动词，除有一个直接宾语外，还可以再有一个宾语，称为间接宾语 (The Indirect Object)。间接宾语往往是指有生命的东西。例如：

We love our **motherland**.

He wrote a **letter**.

I sent **him** a **letter**.

第三句中的 **him** 是间接宾语, **letter** 是直接宾语, 间接宾语位于直接宾语之前, 但也可以放在直接宾语之后, 其前加介词 **to** 或 **for**。例如:

The students often write letters **to peasants**.

Our country has built many schools **for the workers**.

4. 定语 (The Attribute) 主要是由形容词或介词短语充任, 修饰名词、代词或名词性的词, 说明一个人或物的状态、品质、数量等特点。例如:

China is a **socialist** country.

The students **of new China** all love **labour**.

5. 状语 (The Adverbial) 是修饰动词、形容词或副词的词或短语, 往往表明动作或状态的特征, 或对一个特征作进一步的说明, 如表明动作发生的时间、地点、方式、程度、原因、目的等。它主要是由副词、介词短语或名词词组来充任。例如:

The students worked on the farms **yesterday morning**. (表明时间)

Sometimes they work **in factories**. (表明地点)

We must carry out the Party's educational policy **strictly**. (表明方式)

We are going out **for a walk**. (表明目的)

English is a **very** useful language. (表明程度)

Classroom Exercises

I. Phonetic Exercises

A. Read the following phonetic transcription:

[i :]	[i]	[e]	[ei]
[i:t]	[in]	[led]	[eim]
[bi:]	[it]	[get]	[teik]
[si:k]	[fit]	[tel]	[trein]
[wi:k]	[wið]	[best]	[ðei]
[tri:]	[bild]	[men]	[gein]
[kli:n]	[dig]	[veri]	[peidʒ]

B. Read the following words:

be	[bi:]	in	[in]
between	[bi'twi:n]	fit	[fit]
complete	[kəm'pli:t]	build	[bild]
achieve	[ə'tʃi:v]	with	[wið]
receive	[ri'si:v]	strictly	['striktli]
led	[led]	aim	[eim]
spend	[spend]	take	[teik]
best	[best]	train	[trein]
very	['veri]	labour	['leibə]
mental	['mentl]	enable	[i'neibl]

II. Exercises to the Text

A. Give the English equivalents of:

- | | | |
|---------|----------|----------|
| 1. 贯彻 | 2. 发展 | 3. 使能 |
| 4. 参加 | 5. 中国共产党 | 6. 毛泽东思想 |
| 7. 教育方针 | 8. 科学技术 | |

B. Translate the following expressions into Chinese orally:

- To combine theory with practice
- To take part in production

3. A knowledge of English
4. Either at home or in school
5. Physical labour
6. Mental labour
7. Socialist construction
8. The working class

III. Grammar Exercise

Analyse the following sentences:

1. We must combine education with productive labour.
2. Chairman Mao is our great leader.
3. We study two foreign languages in the university.
4. Science develops rapidly in China.
5. The workers made many tractors for the peasants.
6. China has become rich and strong.
7. The teacher asked him a question.
8. We do exercises in the classroom every evening.

Home Work

I. Phonetic Exercises

A. Read the following phonetic transcription:

[i:]	[i]	[e]	[ei]
[si:]	[iz]	[led]	[eim]
[pi:s]	[ðis]	[get]	[teik]
[ri:d]	[wið]	[wel]	[greit]
[ti:tʃ]	[bild]	[ˈevri]	[iˈneibl]
[biˈtwi:n]	[ˈstriktli]	[ˈveri]	[ˈneitʃə]
[riˈsi:v]	[iˈlimineit]	[ˈmentl]	[edjuːˈkeifən]

B. Read the following words correctly:

- | | | | |
|-------------|--------|--------------|-----|
| 1. be | 是 | 5. spend | 花费 |
| 2. between | 在两者之间 | 6. mental | 脑力的 |
| 3. fit | 适合, 适应 | 7. enable | 使能 |
| 4. strictly | 严格地 | 8. education | 教育 |

II. Exercises to the Text

A. Read the second paragraph of the text and be ready for a dictation.

B. Translate the following sentences into English:

1. 科学与技术必须为人民服务。
2. 大学生们或学俄语, 或学英语。
3. 在社会主义建设中, 我们必须严格地贯彻总路线。
4. 理论必须与实践相结合。
5. 我们都参加生产劳动, 这(参加生产劳动)使我们能向工人和农民学习。

III. Grammar Exercise

Analyse and translate the following sentences:

1. We often work together with workers and peasants.
2. We get knowledge of production from the working people.
3. The Soviet Union is the first socialist country in the world.
4. He teaches us English.
5. In socialist countries, science and technology develop rapidly.
6. Everybody must have some knowledge of science.

LESSON TWO

How Yu Kung Removed the Mountains

There is an ancient Chinese legend: "How Yu Kung Removed the Mountains." It is the story of an old man in North China in ancient times, by the name of Yu Kung of the North Mountain. His house faced south and its doorway was obstructed by two big mountains, Taihang and Wangwu. With great determination, he led his sons to dig up the mountains with pickaxes. Another old man, Chih Sho witnessed their attempts and laughed, saying: "What fools you are to attempt this! To dig up the two huge mountains is utterly beyond your capacity." Yu Kung replied: "When I die, there are my sons; when they die, there will be their own sons, and so on to infinity. As to these two mountains, high as they are, they cannot become higher, but, on the contrary, with every bit dug away, they will become lower and lower. Why can't we dig them away?" Yu Kung refuted Chih Sho's erroneous view and went on digging at the mountains day after day without interruption. God's heart was touched by such perseverance and he sent two celestial beings down to earth to carry away the mountains on their backs.

Now there are also two big mountains lying like dead weight on the Chinese people: imperialism and feudalism.