

高等
师专
教材



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English, Speak It Better

Book 1
Students' Book

英语口语 ①
学生用书

华东师范大学出版社

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出版说明

我国高等师范专科学校长期以来没有一套适合自己要求的、比较系统和完整的教材。1986年，我们受国家教委有关部门的委托，与华东六省教育委员会协作，组织编写一套供华东地区高等师范专科学校使用的教材。这套教材包括中文、历史、政治教育、外语、数学、物理、化学、地理等八个专业的主干课程和公共课程，共五十余种。从今年下半年开始陆续出版，计划到明年年底出齐。

为了组织编写这套教材，华东各省教委和我们对各师专的教学、科研、师资、教材和教育改革等情况，作了广泛的调查，在此基础上，又对编写这套教材的目的要求、人员组织、协作方式、具体步骤等，进行了深入细致的研究。各地师专的领导和广大教师都热烈支持，都把本校具有学科优势又有丰富教学经验和较高学术水平的教师推荐为这套教材的主编或编写成员，这对于保证这套教材在较高程度上反映当前华东地区师专教学和科研的新水平，起了十分重要的作用。

在编写的指导思想和具体实践上，我们力求使这套教材具有以下特点：

一、坚持以马列主义、毛泽东思想为指导，注意培养学生科学的世界观和人生观，培养他们为社会主义的四个现代化，特别是为教育事业献身的精神和为人师表的高尚品德。但这些又不是作空洞的说教，而是寓于教材的具体内容之中。

二、严格以新的师专教学计划和教学大纲为依据，坚决立足于师专这个特定层次上，从师专的培养目标和教学实际出发，教

材内容的深度、广度乃至篇幅，都要充分体现培养初中教师的要求，坚决防止跨越师专层次，盲目攀比、随意拔高的偏向。

三、贯彻理论联系实际的原则，系统阐述本门课程的基本理论、基本知识和基本技能。要吸收科学上的新成果，具有时代的先进性。要贯彻百花齐放、百家争鸣的方针，对不同学派的意见，选择一种能被多数人接受的意见作为基础，同时也介绍不同观点的意见。要充分注意学生思维能力、自学能力和表达能力的培养。

四、力求反映华东地区师专教育改革状况和教学、科学水平，以便更好地适应华东地区师专的教学需要。同时还注意反映华东地区政治、经济、历史、文化、改革开放、风土人情的特点，以为地方经济建设服务。

这套教材不仅可作为华东地区的师专教材，也可供其他地区的师专选用，还可供在职的初中教师学习和参考。

当把这套教材奉献给读者时，我们首先要向为此而作出重大指导和积极支持的国家教委和华东各省教委的有关同志，向为此付出辛勤劳动的各师专的负责同志和所有参加编写的教师以及许多热心帮助的同志，致以衷心的感谢。

组织编写和出版师专教材，在我们还属首次，由于实际经验和思想水平等的限制，其中缺点、错误在所难免，诚恳欢迎师专广大师生和其他读者批评指正。

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1988年7月30日

Preface

English, Speak It Better, an oral English coursebook, is one of a series of textbooks compiled for students in junior teachers colleges or for adults who wish to develop their fluency in oral English. The textbook has been produced in accordance with the English Language Syllabus for English Majors of the two year program with the aim of attaining communicative competence in the language.

English, Speak It Better appears in two volumes with 68 units in all. Each book covers one year's work, providing materials for 2 or 3 classroom hours per week. It has as its central purpose the filling of a shortcoming in available teaching materials which do not currently instruct teachers of the English classes in the important aspects of the language. The textbook is accompanied with the teachers' book, which also appears in two volumes with a special section for the teacher — Teaching Suggestions.

Taken together, Book 1 has the following objectives:

Rigorous training is given through the functional approach within a comprehensive range of 34 different settings — situations ranging from everyday routines, such as ordering in a restaurant, to the more culturally sensitive issues, such as expressing thanks, refusing an invitation, etc. Guidelines and practice in intonation and stress patterns which are used by the native

speakers in those different settings are given, followed by listening drills and reproduction exercises necessary to reinforce the students' competence in listening comprehension and in organizing connected speech.

English, Speak It Better concentrates on building up the students' oral work. Book 1 is composed of 34 units. Each unit is devoted to giving a thorough coverage of a single setting and takes as its title one of the lines from the text to highlight a particular function. To these ends, each unit consists of three sections.

Section I Mini Talks, in which 4 dialogues are provided to show the use of appropriate functional patterns in a conversational context. Additional patterns are also given. Drills on correct intonation are of utmost importance since intonation gives as much, if not more meaning than syntax alone. Change the intonation, then the meaning and tonal implications change as well. Rigorous drilling is required before proceeding.

Section II Conversation, in which the specific function is adapted into common daily situations in a freer and more natural style. The model is followed with additional materials and ideas for further practice on a much wider scope. Creative work should be encouraged under the teacher's guidance.

Section III Listening In and Speaking Out, in which a short story or a passage is included to extend the students' listening skill as well as to reinforce their skills in organization of connected speech. In every fourth lesson, Singing Out is encouraged to give the student the feel of the rhythm of the language which might be well compared with the rhythm of

singing.

The important vocabulary and language points or cultural background are indexed at the end of each unit. At this point, the teachers' book includes further comment on cultural and social idiosyncracies that may be considered necessary to clarify the students' understanding of the nuances of the language and intonation.

All materials are recorded on cassette. Transcripts for the two additional dialogues and the Listening In materials are given in the teachers' book.

English, Speak It Better was compiled under the direction of chief compiler Yao Baohui, associate professor of Linyi Teachers College, and vice chief compiler Zhang Xian'ang, associate professor of Ningbo Teachers College. Others who joined in the work were Teng Jian, lecturer of Zhenjiang Teachers College, and Zhang Wansheng, lecturer of Huainan Teachers College. The textbook was revised by British language teacher Mr Martin Ripley, who gave invaluable help to the production of this textbook. Hereby the compilers would like to express their gratitude and thanks to the above.

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I've Heard So Much About You

Section I

Mini Talks

What to say when extending greetings and making introductions

1

A: Good afternoon, Miss Li.

B: Good afternoon, Mr Hunter.

A: It's nice to see you again. Did you enjoy your trip to Harbin?

B: Oh yes. I had a marvellous time.

2

A: Hi, John.

B: Why, hello Bob. How're you?

A: Well, not too bad. I've been busy with extra work these days.

B: No wonder you're looking so haggard! ①

3

A: Mrs Ma, may I have the pleasure of introducing Mr Henderson to you?

B: How do you do, Mr Henderson?

C: How do you do, Mrs Ma? I've heard so much about you.

(They shake hands.)

B: How are you enjoying your stay in Beijing?

C: Well, I'm really quite impressed.②

4

A: Hello ! I don't think we've meet before.

B: Oh, hello.

A: I'm Bob. I'm in the Physics Department.

B: Glad to meet you, Bob. My name is Penny. I'm in Foreign Language.¹

Look at these patterns

greetings

Good morning ! / Good afternoon ! / Good evening !

Hello ! / Hi !

How do you do ? / How d'you do ?

How's everything ?

How are you getting along ?

What's new / up ?²

possible replies to greetings

Good morning ! / Good afternoon ! / Good evening !

Hello ! / Hi !

How do you do ? / How d'you do ?

Fine, thank you. And you ?

Quite well, thanks.

So-so, thanks.

making introductions

Meet my friend _____.

I'd like you to meet _____.

Mary, (this is) John.

Allow me to introduce _____ to you.

May I have the pleasure of introducing _____ to you?

Allow me to introduce myself. I'm _____.

possible replies during an introduction

(I'm) glad / pleased to meet you.

(It's) nice to meet you.

It's a pleasure to meet you.

I'm delighted to meet you.

I'm delighted to make your acquaintance.

I've heard so much about you.

John has told me a lot about you.

The pleasure is mine.

Guided work

imitation practice

1. Good morning ! / Good afternoon ! / Good evening !
2. Hello ! / Hi !
3. How do you do ? / How d'you do ?
4. John, (this is) my mother, my father.
5. Mrs Ma, may I have the pleasure of introducing Mr Henderson to you ?
6. Hello ! I don't think we've met before.
Oh, hello. (hesitant)
7. Glad to meet you. / Pleased to meet you.
8. How are you ?
Fine, thanks. And you ?

fluency practice

Mary, John — this is — let me introduce you to — Mr

Henderson — May I have the pleasure of introducing —
Allow me to introduce — Bob — I'd like to — myself

Section II Conversation

(It's the new term. Some students are at the railway station to meet the new-comers.)

A: The train is late again. I'm going to the information desk.③

(Loud speaker: Attention, the 9:40 express④ from Nanjing is arriving at Platform 2. Attention ...)

B: Listen. The 9:40 express is arriving. Hurry, Xiao Wang. Where is our notice board?

A: Here it is. (Picks up a board with the name of college and department on it. Xiao Wang and Xiao Li rush to Platform 2.)

B: The student arriving is from my hometown. I wonder if I know him.

A: Who knows? It's a small world after all.

B: Say, I do see someone I know. It's my cousin. What's he doing here? Hey, Zhao Gang.

C: Why, Li Guang, how nice of you to come and meet me.

B: I didn't come to meet you. I'm meeting a new student actually. He's from our hometown. (Looks around.)

Xiao Wang, do you see anyone?

C: (In a joking manner.) Excuse me, comrades. Could you tell me the way to the _____ Junior Teachers College? These are my papers.

B: What? It's you we've come to meet! Why didn't you write and tell me?

C: Well, I thought I'd keep it a secret and surprise you.

A: How nice! Don't you think you should make an introduction, Xiao Li?

B: Ah, yes. Yes, of course. Xiao Wang, this is my cousin Zhao Gang. He is well-known for his pranks. Wang Xiao-hu, my classmate.

A: Welcome to our college, Xiao Zhao.

C: Thank you, Xiao Wang.

Guided work

controlled practice

A: Hi, Liu Mei! // How / doing?

B: Hi, Xiao Li! // Fine, thanks. // you?

A: busy / lately. // By the way, / introduce / cousin, Zhao Gang.

B: Hello, Zhao Gang.

C: pleasure / meet you. // in the same department?

B: Yes, / same department. // See / later.

Free work

1. Li Guang takes his cousin to his dormitory and introduces him to his room-mates.
2. Li Guang takes his cousin to the Foreign Language Department to meet the dean and some of the teachers.
3. Zhao Gang is in his classroom. The new students make self-introductions.

Section III Listening In and Speaking Out

Tell the story in your own words. Use the words or sen-

fences as guides.

No Smoking, Please

Last month we gave our daughter _____. She is only _____ and she _____ because _____ where we live. The dog made her very happy. They play together _____. Our daughter _____ and _____ more than she used to. They are just like _____. They are _____ and if they don't get what _____, _____. It is easier to _____ because he _____, and we don't have to _____ for him. He also made me _____. He _____ of cigarettes. This makes-
_____.

Notes

1. Check on these words

- ① haggard: having lines on the face and hollow places around the eyes and in the cheeks, through tiredness or lack of sleep.
- ② to be impressed: to be filled with admiration.
- ③ information desk: place where people can get information about trains, etc.
- ④ express: fast train.
- ⑤ pranks: playful tricks not intended to do harm.

2. Language points

1. I'm in Foreign Language.

I'm studying in the Foreign Language Department.

2. What's new / up?

"What have you been doing recently." This is used when you wish to catch up with the person's news.

The answer can be:

Nothing much.