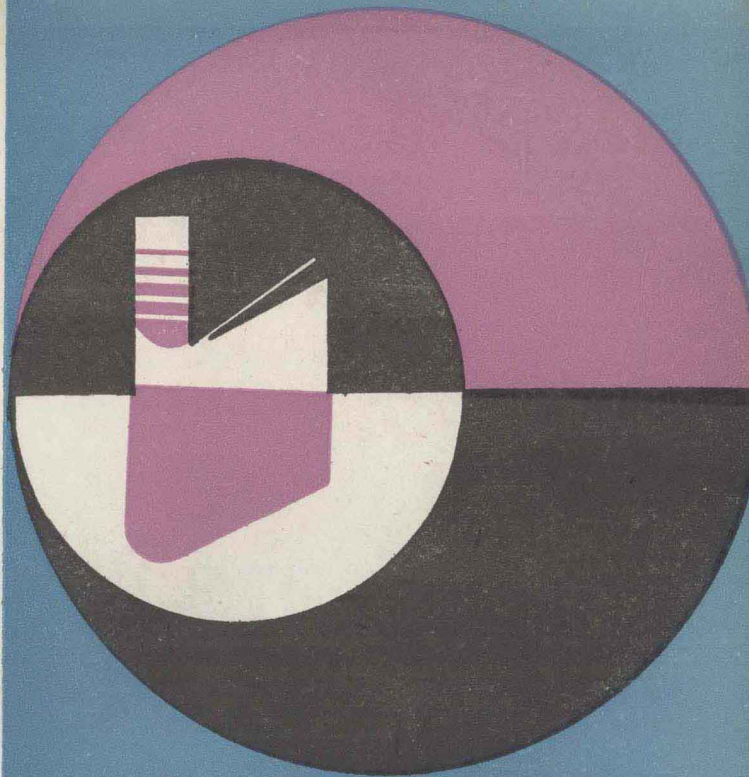


高等  
师专  
教材



主编 姚保慧 副主编 张先昂

# English, Speak It Better

Book 2  
Students' Book

英语口语 ②  
学生用书

华东师范大学出版社

高等师范专科学校教材

English,  
Speak It Better

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②  
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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地师专的教学、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。

华东师范大学出版社

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 2 has the following objectives:

### PART ONE (Units 1—20)

Section I In the Classroom is devoted to giving a thorough coverage of a single classroom setting through the functional approach and takes as its title one of the lines from the text to highlight one special teaching function, such as teaching phonetics, teaching handwriting, etc. Attempts have been

made in providing classroom situations as real as possible. Creative work should be encouraged after the students have familiarized themselves with the patterns and expressions given in each lesson.

Section II Topics and Ideas seeks to provide a wider variety of activities in which the students can talk about thoughts and ideas on a wider scope. Oral work appears in the form of Unfinished Stories, Role Play and Photo Finish, with the hope of motivating more creative work in self-expression.

#### PART TWO (Units 21—34)

Section I Asking Questions, this important skill required of teachers, has often been overlooked. Fourteen dialogues with a set of exercises have been provided to give students FLUENCY just in this phase.

Section II Topics and Ideas now seeks to give students a chance to organize their thoughts on a higher, broader and deeper level. Here, discussions, debates and interviews will be organized, where students will be required to express more complicated thoughts on problems of a more social and sophisticated nature.

Singing Out provides songs which may serve as teaching aids in the future.

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 mini talks and the dialogues in *Asking Questions* 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. The drawings and cartoons were done by Niu Zhengjiang and Ren Shizhong of Linyi Teachers College. Hereby the compilers would like to express their gratitude and thanks to the above.



# PART ONE

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## I'm a Teacher Trainee

### Section I

#### In the Classroom

What to say when beginning class

1

S1: Stand up.

T: Good morning, boys and girls.

SS: Good morning, Miss Wang.

T: Sit down, please. Now let me call the roll.<sup>①</sup> Wu Xiaohong.

S2: Present.<sup>1</sup>

T: Zhang Ming. (No answer.) Zhang Ming. Where is Zhang Ming, monitor?

S1: I have no idea, Miss Wang.

2

T: Good morning, everyone.

SS: Good morning, Professor Martin.

T: Be seated, please. Is anybody absent today?

S1: Only Bob Smith, sir. He has a bad cold.

T: I'm sorry to hear that. Well, I'll just mark it down in the register.<sup>②</sup> Now, let's get cracking.<sup>2</sup>

3

T: Good afternoon, class.

SS: Good afternoon, miss.

T: Sit down, please. I'm a teacher trainee.<sup>③</sup> My name is Liu Mei. (Turns and writes her name on the blackboard.) I'll be teaching you for 3 weeks. I'm very happy to be with you.

SS: Welcome, Miss Liu.

T: Thank you. Now let's begin the new lesson. Please open your books at page 9.

4

T: Who is on duty today?

S1: (Comes rushing in.) May ... may I come in, Miss Wang?

T: Well, Zhang Ming, why are you late again?

S1: I'm sorry ... . You see, I missed my bus.

T: I see. Well, go to your seat, but don't let it happen again. This is the second time this week, I believe.

(The next day. Zhang Ming is late again. He is standing outside the classroom door.)

T: Who is standing outside there?

S1: It's me, Miss Wang. I'm ... I'm sorry to be late again.

T: Now tell me why you are late today. It'd better be a good reason.

S1: I'm ... I'm afraid I overslept. When I woke up, it was already half past seven.

T: What time did you turn in last night?

S1: Around eleven.

T: No wonder you couldn't get up. Do you realize this is

the third time you've been late this week. I'm afraid I'll have to report you to the headmaster.

### **Patterns and Expressions**

There are still 5 minutes to go.

Is that the first bell or the second bell?

I hope you had a nice weekend.

What did you do during the weekend?

I'll be teaching you this term / year.

Silence / Attention, please.

Let's get down to some work.

Let me check up on you.

Why is Bill absent?

Please come earlier next time.

Try to be on time tomorrow.

### **Free Work**

Choose a partner or form into small groups to make up a short conversation on the following topics:

1. It is Monday morning. The bell is ringing. How would you greet your students? Ask about the weekend.
2. You are a teacher trainee in a middle school. How would you begin your first lesson?
3. Check up to see who is absent. Wu Xiaohong is absent. She is away on personal leave.
4. A student is again late for school. This is the third time in a week. Criticize him.
5. Is there anyone late or absent in your class today?



Make up a short dialogue on the situation.

## Section II

### Topics and Ideas

Completion of the unfinished story

#### A Bad Day

Amy had a bad day from start to finish. It began when she got up late for school and got worse as the day went on. No one said anything nice to her and everything seemed to go wrong.

She awoke at 7:30, a half hour later than usual. "If I get dressed quickly," she thought, "I won't be late for school." She grabbed some clothes that were lying on the chair and finished dressing in five minutes. Then she ran into the kitchen to eat a hasty<sup>①</sup> breakfast. As she was pouring some milk into a glass, the bottle slipped from her hand and broke into a thousand pieces.

"I'll just have to go hungry," Amy thought. Then she put on her coat, picked up her books, and ran to the bus stop. Of course, you can guess that the bus was pulling out as she came along.

She finally made it to school, fifteen minutes late for her first class. Much to her embarrassment, she had none of the material she needed for class, nor did she have her homework. To top it all off, she received two zeros, one for coming late and one for not having her homework.