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互通式

中学英语教程

(另配磁带一盒)

初中英语

口语

Junior Oral  
English

初二

- 本书由人民教育出版社外语室英语组审订
- 包括中学交际英语的各种测试和竞赛题型
- 融语言点、知识点和文化背景于一体
- 贴近广大中学生的学习和生活经历
- 注重交际能力和语言素养的训练与提高
- 紧扣教学大纲和现行教材内容



安徽科学技术出版社

# Junior Oral English

## 初中英语口语

初二

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# 厚积薄发，从“说”突破

众所周知，学习一门语言应从“听”、“说”开始，把口语训练作为语言学习的起点和突破点。随着语言输入和输出量的不断增加，学习进程的不断推进，逐步培养和提高“读”、“写”等能力。任何人学习语言（无论是母语还是外语），都应遵循这一基本规律。

口语是人们交流思想、传递信息以及日常交际最基本和最常用的方式。在中学英语教学中，“听”、“说”、“读”、“写”始终是学生必须掌握的四大技能。以具体设置的情景和专题对话进行口头交流，让学生自觉进入“说”的角色，无疑是训练口语交际能力的重要形式，既把握英语教学和考试改革的导向，又顺应素质教育的发展趋势。另外，四大技能之间既有区别，又有联系，强调“说”字领先，不仅符合英语习得的内在客观规律，还能促进和带动“听”、“读”、“写”以及“思维”等相关能力的同步提高。

**以“说”练“听”** “说”是语言的输出（表达）方式，“听”是语言的输入（吸收）方式。在人们日常口头交流中，“说”与“听”大多相伴相随，有人“说”就有人“听”，谈话者只有“听”懂别人的话，才能产生“说”，从而使相互交流顺利进行。因此，在“说”的同时可以连带训练听力。

**以“说”带“读”** 在阅读过程中，当我们将文本“说”出声时，即为“朗读”，反之，则为“默读”，即通常所说的“阅读”。口语训练对阅读训练的积极影响是显而易见的：“说”的遣词造句与谋篇布局大多从阅读中汲取养分，有时“说”的内容在某种程度上也从阅读中来，比如：口头回答、课文复述、读后感想等。因此，具备良好的阅读功底，对“说”得好大有帮助。所以，加强口语训练能够有效地促进学生的阅读。

**以“说”助“写”** “说”与“写”同是语言的输出（表达）方式，彼此间的关系更为密切：“说”是信息的口头表达，“写”是信息的

书面表达，而且“写”还可以看成是写作者在心里“默说”的过程，可见，流利的“说”往往能促成流畅的“写”。“写”之前的“说”能为作文启发构思、理清思路、拓宽思维。因此，可以认为口语训练为写作进行了有效的铺垫，是写作的助跑器和催化剂。

**以“说”促“思”** 语言与思维的关系非常密切：语言是思维的载体，思维靠语言来表达，这就决定了思维训练必须通过语言训练来实现。口语表达是思维活动最直接和最迅速的反映，由此可见，口语训练本身就是最好的思维训练方式。通过口语训练，不仅能有效地培养和训练学生思维的敏捷性、条理性、准确性和灵活性，而且还能增大思维训练的密度，提高思维的活力与效率。

英语作为一门工具学科，在全面培养四大技能的基础上，强化口语交际能力的训练，无疑是教学与考试改革由“知识立意”向“能力立意”逐步转变的突出体现。目前，由于诸多的原因，“说”在中学英语教学实践中尚未获得足够的关注。随着社会的不断进步以及素质教育呼声的日益高涨，口语训练及交际能力的培养与提高将会受到越来越广泛的重视。本套读物的适时推出，必将会使广大学生更加充分地认识到口语交际能力对其未来的可持续发展的重要性，进一步树立与强化英语习得**厚积薄发**，从“说”**突破**的先进理念，优化英语学习的方式方法，切实提高英语学习的效率与回报，真正走出一条通向成功的快捷之路。

出版者

# 前 言

本套读物以培养、提高中学生的口语交际能力为宗旨，依据教育部最新制订颁发的《国家英语课程标准》，紧扣中学英语教学新大纲和新教材，将课本中较为零散的交际用语归纳、整合成具有系统性、梯次性、包容性和拓展性，且和教材同步的，适合教学、训练与测试的完整体系。本套读物充分体现了强化口语训练的设计思想，紧密围绕当代中学生关心和感兴趣的话题，以场景和专题对话为主线，营造真实的交际语境，将口语训练和文化背景知识相结合，使学生在掌握口语交际能力的同时，在潜意识里加深对平时所学的词汇、语言点、知识点的印象，进一步巩固和拓宽课堂所学的知识。

本套读物按初中和高中年级设置成六册。初中内容包括节假日、电视、电影、购物等；高中内容包括成长经历、学习方法、生活习惯、趣味爱好、娱乐休闲等。本套读物题材多样、涉及广泛；内容新颖、生动有趣，极具时代感；语言地道规范、精练实用；语言素材贴近现今中学生的日常学习和生活经历，颇具切身感与亲和力。

各书每单元内容包括以下几个部分：

**对话** 设计真实的、生活化的交际语境，通过学生感兴趣的交际话题来安排每篇对话，为学生提供真实、实用的交际素材，培养学生各种场合用英语叙述、交谈和讨论等交际能力。

**注释** 对生词及其词组、对话句子中的重难疑点、常用口语句型及其用法要点等，均给予精准的注释和必要的说明。

**多种表达方式** 各书依据英语固有的语言习惯，给出地道规范的典型表达方式，辅以口语表达的多种常用句型，使学生举一反三、触类旁通，准确掌握口语表达的多种方式，并在实践中灵活应用，激发学生用口语交流的强烈愿望。

**文化背景** 语言是文化的载体。不同文化背景的语言，有其特定

的表达、思维方式以及交际语用要点。在口语交流中，交际场合、人际关系、礼仪习俗、价值观念等方面的差异，最容易引起跨文化交际的障碍与误解。各书广泛介绍英美国家的文化背景知识，详细阐述跨文化交际会话中的注意要点，使学生在交际中尽量避免语用失误，运用语言更加得体。

**练习** 各书的练习依据大纲要求和口语特点来设置，具有针对性和实用性，并在教学中反复使用，成效显著。为了帮助学生复习迎考和参加口语竞赛，各书的练习亦突出实战性；具有较高的大纲词汇覆盖率和常用词汇重现率，突出重点口语句型的操练，包容中学交际英语的各种测试和竞赛题型，覆盖大纲规定的交际用语全部项目。本套读物刻意强调训练，无疑是想说明：口语交际能力只有通过持之以恒的练习，经过由量变到质变的过程，最终才能全面提高。

本套读物吸收了当代最新的英美口语教材之精华，并根据我国中学英语教学的现状编写，切实将内容的科学性和规范性，知识的系统性和层次性，形式的多样性和趣味性融为一体。

**本书由人民教育出版社外语室英语组审订。**

本套读物是“互通式”中学英语实验系列教材之一，可供广大中学生和英语教师在日常教学中配合课本同步使用，亦可作为口语学习的专用教材，还能作为中学生参加口语测试和演讲竞赛的辅导读物。读者朋友既可对号入座、按需选用，也可循序渐进，拾阶而上。全套读物配有六盒高质量的录音磁带（每书一盒），朗读者均是外籍专家，其发音标准规范、吐字清晰准确、语音流畅悦耳、语调抑扬顿挫。读者朋友若能充分利用各书的文字材料和录音磁带，遵循一定的学习步骤，经过一个阶段的勤学苦练，“聋哑英语”的痼疾必会得到根治，口语交际能力定会得以全面提高。

**作 者**

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# Unit 1 Meeting the new teacher

## I. Dialogue

(*M—Mike S—Mrs. Sue*)

*M* : Good afternoon, Mrs. Sue. Welcome to our school.

*S* : Good afternoon, thank you.

*M* : May I introduce myself? My name's Mike, monitor of Class Two Grade Two.

*S* : Oh, very nice. I'm glad to meet you, Mike. I'd like to talk to you about you and your class. Please speak clearly.

*M* : Well, there are forty-nine students in our class, twenty-eight boys and twenty-one girls.

*S* : Are there any foreign students?

*M* : Yes, we have three. One is an English boy, Jim. The other two are Chinese girls. Their names are Lily and Meimei. They're twin sisters.

*S* : You must be friendly with one another, I think. And how do you like English?

*M* : We like it very much. Here is our grade card.

*S* : Let me see. There're so many Bs in the mid-term exam, but I'm glad to see a lot of As in the final exam. You're beginning to do well in English.

*M* : I think so, too.

*S* : Well, let's work hard this term, shall we?

*M* : OK.

*S* : And I'll make everything clear to you.

*M* : Thanks a lot, Mrs. Sue.

## II. Vocabulary

1 introduce [ˌɪntrəˈdjuːs] *vt.* 介绍。introduce oneself: 自我介绍

2 monitor ['mɒnɪtə] *n.* 班长

3 foreign ['fɒrɪn] *a.* 外国的

- 4 grade card 成绩册 (也可用 report card 或 school report 表示)

### III. Notes to the Dialogue

1. monitor of Class Two, Grade Two 二年级二班的班长  
一般在表示职位、官衔的名词前无需加冠词。例如：  
We made him chairman of the meeting.
2. There're so many Bs in the mid-term exam. 期中考试有这么多B呢。  
等级测试一般分为A、B、C、D四等。A为“优秀”，B为“较好”，C为“及格”，D为“较差”。
3. You're beginning to do well in English. 目前你们英语成绩正开始好转。  
begin后接动名词或不定式一般区别不大。但若begin本身用于进行时，后面的动词必须用不定式。
4. make everything clear to sb. 使某人明白一切  
make clear: 讲清楚，使明白。

### IV. Additional Expressions for Introduction

1. Pardon me, may I introduce myself? I'm Jim Green from England. 冒昧，可以自我介绍吗？我叫吉姆·格林，英国人。
2. I know you by name. 久仰大名。
3. May I have your family (last) name, please? 您贵姓？
4. This is my (visiting) card. 这是我的名片。

### V. Background Information

成绩册是一位学生在小学和中学学业水平的记录。在美国，它按季发放。意即每两个半月发一次，因为一学年长约十个月。

成绩册上列举了该生每一学期每门课程所取得的成绩或分数。它也记录了有关他的品行和活动的表现情况。成绩册常常作为学校的家长会的补充参考材料，届时就有关该生所存在的问题及进步情况加以讨论。

### VI. Practice and Exercises

A) Answer the questions on the dialogue.

- 1 What does Mike begin his talk with?
- 2 What does Mike do in his class?
- 3 Why would Mrs. Sue like to hear about Class Two?
- 4 How many foreign students are there in the class?
- 5 In which exam does Mrs. Sue see fewer Bs in English?

6 What does the teacher think about the grades?

7 Why does Mike thank the teacher?

B) Complete the following dialogues.

1 **TEACHER:** Good morning, 1.

**CLASS:** Good morning, 2.

**TEACHER:** I am 3 4 meet you!

**CLASS:** 5 6, 7.

2 **LILY:** Excuse me.

**TEACHER:** 8?

**LILY:** Could I introduce 9, Mr Wu? My name's Lily 10 China, a student  
of 11 12.

**TEACHER:** Oh, you're 13 14 the twins. I'm 15 to see you.

## Unit 2 I don't want to be late

### I. Dialogue

(G—Mrs. Green J—Jim)

G : Jim! Jim! It's time to get up!

J : What's the time, Mum?

G : Seven thirty.

J : Oh, dear! I'm late. There's not much time left. I can't walk to school today. Mum, could you lend me your bike?

G : Will you go to school by bike?

J : I think so. I don't want to be late for school.

G : But it's raining outside. You can catch a bus.

J : My goodness! I know I must take a taxi.

G : Must you go to school by taxi?

J : Yes. I guess I couldn't get a bus now.

G : Do you have any classes on Sunday?

J : No. Mum, don't speak to me. I must go.

G : Come back, Jim! It's Sunday today, poor fellow!

J : Sunday? Today?

G : Yes!

J : Oh, thank goodness! You know, I don't want to go to school late for a second time.

### II. Vocabulary

- 1 rise [raɪz] *vi.* 起床
- 2 rain [reɪn] *vi.* 下雨
- 3 taxi ['tæksi] *n.* 出租车
- 4 poor [puə] *a.* 可怜的
- 5 fellow ['feləu] *n.* 家伙; 孩子

### III. Notes to the Dialogue

1. There's not much time left. 没有多少时间(剩下)了。

left: 剩下的。由 leave 变化而来, 作 time 的后置定语。例如:

Do you see anyone left here? 在此你能看见什么人留下来吗?

2. Mum, could you lend me your bike? 妈, 您将自行车借给我好吗?

本句也可说成: Mum, could I borrow your bike? 但 borrow 与 lend 互为反义词。lend 意为“借出”, borrow 意为“借入”。注意“借铅笔、电话、汽车等”的“借”, 不用 borrow, 而用 use 这个词。例如:

You can use my phone to tell him the news.

3. late a. 迟的, 晚的

常用词组有:

be late for school (the office): 上学(办公)迟到。

be late from school (an office): 很晚才从学校(办公室)回来。

be late to school (office): 很晚才去上学(办公室)。

late ad.: 迟, 晚。修饰动词及其词组。例如:

come to school late: 到校晚了, 强调动作。

get up late: 起床迟。

4. I don't want to go to school late for a second time. 我不想上学再次迟到。

second 常与 the 连用, 表示序数“第二”。如果前面用不定冠词, 那么序数的概念较弱, 表示除了上文所提到的数量之外, 还有一个(次)。

### IV. Additional Expressions for Ways of Traffic

乘(搭)……, 骑……, 用……等交通方式有:

乘火车: by train; 由陆路: by land。

乘轮船: by ship; 由海路: by sea; 由水路: by river。

乘飞机: by plane; 航空: by air。

乘小车: by car; in a car。

搭出租车: by taxi; in a taxi; in a cab。

乘公车: by bus; in a bus; on a bus。

骑自行车: by bike; on a bike。

步行: on foot。

骑马: on horseback。

以上这些介词词组往往用来作方式状语, 修饰动词。在文章中也常用些动词及其词组来简化语言。请看下例:

(1) I can't walk to school. = I can't come to school on foot.

(2) You can take (get, catch) a bus to school. = You can go to school by bus.

(3) They ride horses there. = They go there on horseback.

## V. Background Information

说英语国家的人每周五天工作。同样学校的学生也是五天学习制。这五天就是所谓的“weekdays”或是“workdays”，是指从星期一到星期五这几天。星期日和星期六学生们不上学，他们通常在家休息，但也有不少的中学生外出做些临时工作，比如为邻居照看婴儿等等。如此，他们能够赚些零花钱。

## VI. Practice and Exercises

A) *Answer the questions on the dialogue.*

- 1 Why can't Jim walk to school?
- 2 Do you think Mrs. Green wants Jim to borrow her bike? Why?
- 3 What would Mrs. Green like Jim to do?
- 4 In what way does Jim think he must go to school?
- 5 What day does Jim think it is today? How about the fact?
- 6 What's the meaning of "a second time"?
- 7 Why does Jim say so?

B) *Change the sentences using the expression "I want you" or "I don't want you".*

- 1 Don't be late next time.
- 2 Get up at six thirty.
- 3 Don't ride a bike to school today.
- 4 Don't go to school in a taxi.
- 5 Come back, Jim!
- 6 You must go now.
- 7 Don't speak to me, Mum.

## Unit 3 A Thanksgiving Dinner

### I. Dialogue

(A—Amy C—Mrs. Chase)

- A: Mum, what are we going to do for Thanksgiving? Are we going to aunt Emma's, or are we staying at home?
- C: It's our turn this year. The whole family is coming for dinner, and your uncle Fred wants to drive from Virginia with your cousin Tom.
- A: And any others?
- C: Yes, your aunt Emma and her family, uncle Tim...
- A: That's a lot of people. We must have a big turkey.
- C: That's right. Let's make a shopping list. Thanksgiving is less than two weeks away.
- A: First, we must get that turkey. How big must it be?
- C: Four kilos.
- A: What about cranberry sauce? We can buy some.
- C: No, we can make our own. It's much better.
- A: Can we have sweet potatoes, and squash?
- C: Grandma Chase likes sweet potatoes. And pumpkin pie for dessert.
- A: That's a great Thanksgiving dinner!

### II. Vocabulary

- 1 Thanksgiving ['θæŋks ɪɡɪvɪŋ] *n.* 感恩节
- 2 dinner ['dɪnə] *n.* 正餐, 主餐 (一天中最丰盛的一餐, 通常是晚餐)
- 3 Virginia [və(:)'dʒɪnjə] *n.* 弗吉尼亚 (美国州名)
- 4 cousin ['kʌzn] *n.* 堂 (表) 兄弟; 堂 (表) 姐妹
- 5 cranberry sauce ['krænbəri sɔ:s] 酸果酱
- 6 turkey ['tʌki] *n.* 火鸡; (食用的) 火鸡肉
- 7 sweet potato [swi:t pə'teɪtəu] *n.* 甘薯
- 8 squash [skwɒʃ] *n.* 倭瓜, 笋瓜
- 9 pumpkin pie ['pʌmpkin paɪ] *n.* 南瓜馅饼

- 10 dessert [di'zɜ:t] *n.* 甜点心 (如水果、冰淇淋、布丁等, 作为正餐的最后一道点心)

### III. Notes to the Dialogue

1. The whole family is coming for dinner. 大家都要来聚餐。  
本句是现在进行时态, 表示当前一段时间内正在进行的动作。
2. Are we going to aunt Emma's, ... 我们将到爱玛姑妈家 (聚餐) 吗?  
本句中的 Emma's = Emma's home, 例如:  
at my aunt's = at my aunt's home; at a tailor's = at a tailor's shop.  
一般情况下, 表示人的专有名词和普通名词的所有格形式, 如果不是代替上文所指, 通常表示某人的家或店铺等。
3. It's our turn this year. = It's our turn to offer the whole family a Thanksgiving dinner this year. 今年轮到我们为整个家族准备感恩节的宴席了。  
offer *v.*: 提供。
4. That's a lot of people. 来那么多的人啊。  
that 在此处指代上文所提的那种场面。
5. Thanksgiving is less than two weeks away. 感恩节距今不到两周了。  
away *ad.*: 离开。away 既可修饰时间, 也可表示距离。此处译成“距今”。less 是 little 的比较级, 与不可数名词连用, 但在日常生活中有时代替 fewer, 与可数名词 week 连用。
6. No, we can make our own. It's much better. 不, 我们可以自己做酸果酱。味道要 (比买的) 好得多。
7. And pumpkin pie for dessert. = And pumpkin pie is for dessert. 用南瓜馅饼作甜点心吧。

### IV. Additional Expressions for the Dinner

1. I'm happy you're here. 很高兴你们来了。
2. Make yourselves at home. 不要拘束。
3. Help yourself to the turkey, please. 请自便吃这火鸡吧。
4. Would you like some sweet potatoes? 吃些甘薯片, 好吗?
5. —Why not have some more dessert? 何不再多吃些甜点呢?  
—No more, thank you. 谢谢, 不再要了。
6. —Thank you for having us. It's delicious. 多谢你邀请我们。真是美味呀。  
—I hope you like it. 希望你们喜欢。

### V. Background Information

感恩节定于每年 11 月的最后一个星期四, 是美国传统节日。早在 1621 年的那一



天，在普利茅斯、马萨诸塞的欧洲的定居者向上帝表示谢意，感谢上帝让他们在（北美）“新大洲”平安地度过了第一年。他们举行大型的宴会来庆祝。那些曾帮助过他们的印第安人被邀出席盛宴。

如今在美国，感恩节成了家人的节日。届时，同一个大家庭的各个成员从各处聚集到一起摆上个大筵席。这个传统的筵席沿用了当年普利茅斯殖民者所供上的食物，有火鸡、甘薯、倭瓜、酸果酱汁和南瓜馅饼之类。

## VI. Exercises

A) Complete the sentences according to the dialogue.

- 1 It's ... this year.
- 2 ... is coming for dinner.
- 3 Your uncle Fred is ...
- 4 Let's make a ...
- 5 Thanksgiving is ...
- 6 Let's make ours, it's ...
- 7 And pumpkin pie is ...

B) Fill in the blanks with proper words or phrases.

- 1 - Would you like \_\_\_\_\_ (come) for dinner with us?  
- Yes, \_\_\_\_\_.
- 2 - Would you please \_\_\_\_\_ (buy) a turkey for me?  
- Yes, \_\_\_\_\_.
- 3 - Is it our turn \_\_\_\_\_ (give) a Thanksgiving dinner this year?  
- Yes, \_\_\_\_\_.
- 4 - Do you think it's best \_\_\_\_\_ (have) a four-kilo turkey?  
- Yes, \_\_\_\_\_.
- 5 - Help yourself \_\_\_\_\_ the turkey, will you?  
- OK, \_\_\_\_\_.
- 6 - Let's \_\_\_\_\_ (make) a shopping list, shall we?  
- Yes, \_\_\_\_\_.
- 7 - Does Grandma Chase like \_\_\_\_\_ (eat) sweet potatoes?  
- Yes, \_\_\_\_\_.
- 8 - Would you like me \_\_\_\_\_ (help) you?  
- Yes, \_\_\_\_\_.