



YOU TOO CAN SPEAK
ENGLISH

AN ORAL APPROACH

你也能说英语

口语入门

图表分册

CHARTS
&
PICTURES

上海外语教育出版社



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藏书章

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——口语入门 (图表分册)

[美] 国际教师服务中心

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FOREWORD

This book is an essential companion to the Series, *You Too Can Speak English: an oral approach*, as it contains the sixteen charts and five pictures used in many of the exercises in that series. Since the pictures are somewhat limited in scope and their use explained in the lessons themselves, suggestions here will be restricted to the charts.

The purpose of charts in the **ELCS English** program is to establish almost immediate fluency in a new grammatical construction by means of a series of sentences containing a very familiar vocabulary. On the basis of this initial fluency, the new grammar point is then extended into wider vocabulary ranges and communication situations, with exercises not based on charts.

Introducing the charts

Each chart has associated with it a number of basic sentences, and it is important that students memorize these when a chart is presented for the first time. And, for the effectiveness of subsequent exercises with that chart, sufficient time should be spent on practicing correct pronunciation of the vocabulary. Any chart can be conveniently introduced with the "mimicry and memorization" method in the following way: The teacher says the first basic sentence several times at natural conversation speed, and students repeat in chorus. After choral repetition, individual students are called on to say the sentence, until good reproduction is achieved. The same procedure is used for the other picture frames. The teacher can then call for choral or individual production of the sentences in random order. At this point (not before) the students can be asked to read the basic sentences while repeating the sentences after the teacher one last time.

Once a chart has been well learned in this way, the students will be free to concentrate on meaning, stress, intonation and rhythm when using the chart in later lessons for more complex sentence structures.

Choral work with the charts

In many cases, chart exercises can be done chorally, since the contents of a chart are completely familiar to the students. This is valuable because a part of each class period is thereby given to active speaking practice by all students, even in large groups.

For choral work to be effective, the students should be trained to speak in unison, so they should be made aware of English rhythm and stress from the beginning. Chart exercises, in fact, are ideally suited to this training, since it is usually possible to maintain the same sentence-intonation and rhythm throughout a complete drill. The teacher can guide the rhythm with hand movements or by tapping the desk while presenting the initial examples. The experience has always been that a group of twenty or thirty students can be taught to produce even long and complex sentences in unison and with natural intonation. This is rewarding for the teacher and it sets the stage for the practices of communication and freer conversation found in each lesson.

Scope of the charts

A few examples of the various kinds of exercises that are possible with these charts will illustrate just how useful a tool they can be in the classroom.

In Chart 11, which presents verbs of motion and associated prepositions, there are twelve picture frames, and the basic sentences to introduce the first three actions are:

1. Look at Bill. He's swimming across the lake.
2. Look at Dick. He's getting out of that car.
3. Look at Tom. He's climbing up that tree.

Here then are some exercises, cued and uncued, based on this chart:

Example 1 Verb phrase + gerund pattern. Single cues.

1. Teacher have a lot of trouble
S. 1 Bill had a lot of trouble swimming across the lake.
2. Teacher bump his head
S. 2 Dick bumped his head getting out of that car.
3. Teacher hurt his arm
S. 3 Tom hurt his arm climbing up that tree.

Example 2 To contrast various verb patterns. Q&A with double cues.

1. Teacher the swimming coach — watch
S. 1 What did the swimming coach watch Bill doing?
S. 2 He watched him swimming across the lake.

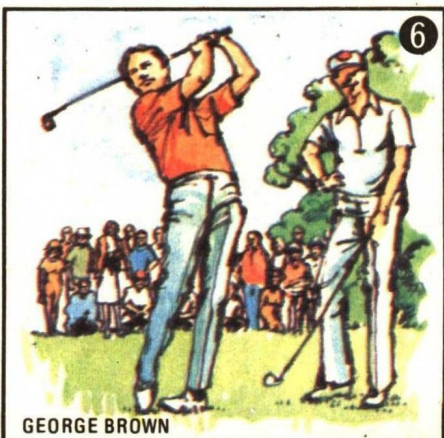
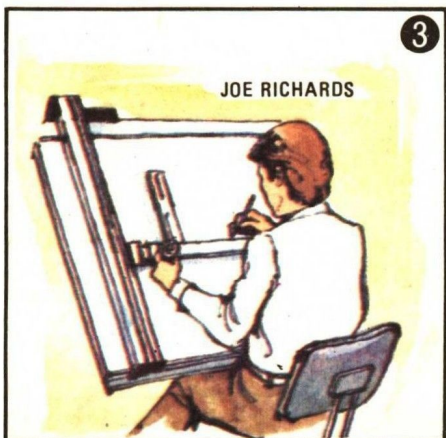
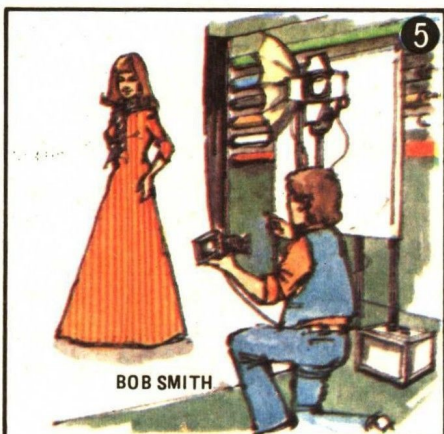
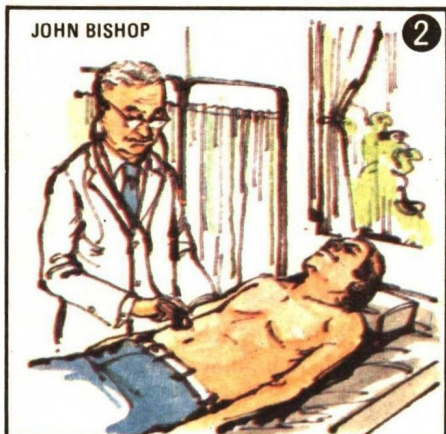
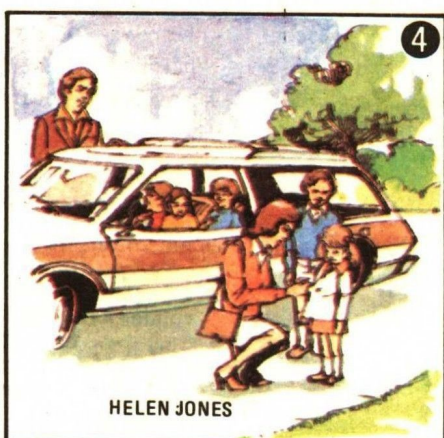
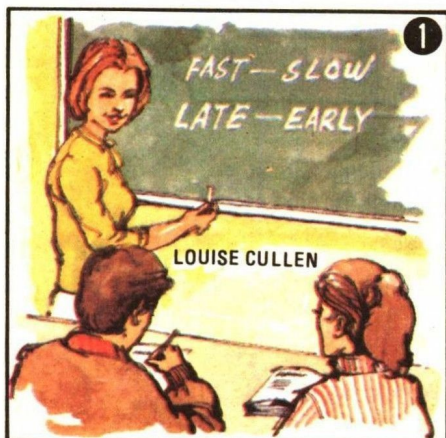
2. Teacher the driver — make
S. 3 What did the driver make Dick do?
S. 4 He made him get out of that car.
3. Teacher Tom's friends — challenge
S. 5 What did Tom's friends challenge him to do?
S. 6 They challenged him to climb up that tree.

Example 3 Uncued conversation exercise.

1. S. 1 Look! There's a boy swimming across the lake.
S. 2 I wonder who it is.
S. 1 Maybe it's Bill.
2. S. 3 Look! There's a man getting out of that car.
S. 4 I wonder who it is.
S. 3 Maybe it's Dick.
3. S. 5 Look! There's a boy climbing up that tree.
S. 6 I wonder who it is.
S. 5 Maybe it's Tom.

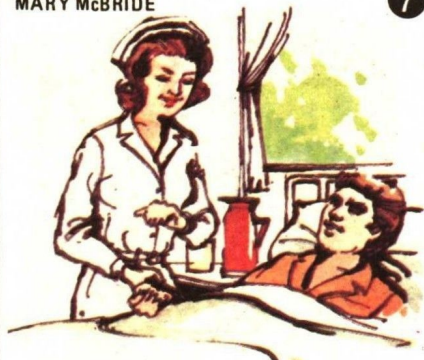
Example 4 Uncued conversation exercise.

1. S. 1 I'm looking for Bill. Do you know where he is?
S. 2 Can't you see him over there? He's swimming across the lake.
2. S. 3 I'm looking for Dick. Do you know where he is?
S. 4 Can't you see him over there? He's getting out of that car.
3. S. 5 I'm looking for Tom. Do you know where he is?
S. 6 Can't you see him over there? He's climbing up that tree.



MARY McBRIDE

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SALLY CLARK

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LARRY KING

8



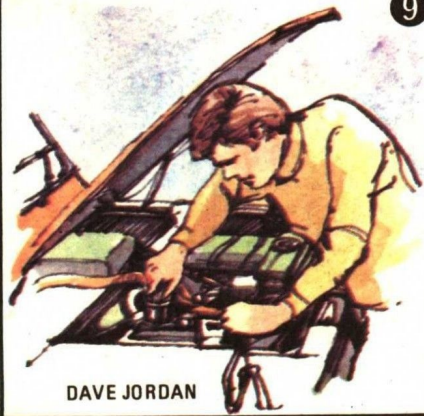
SUSAN GREEN

11



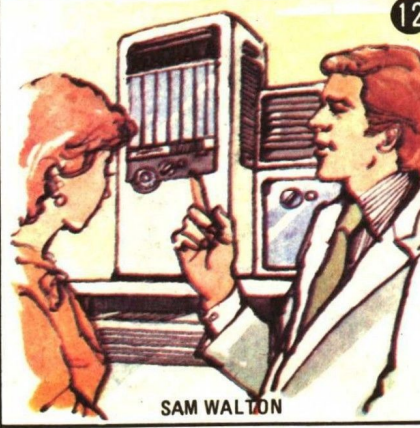
DAVE JORDAN

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SAM WALTON

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