

高等师范专科学校通用教材

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英语口语

SPOKEN ENGLISH

中南五省(区)师专《英语口语》编写组



华中师范大学出版社

请于下列日期前

英语口语

Spoken English

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前 言

教材建设是学校三大基本建设之一。长期以来，高等师范专科教育没有一套具有自己特点、较为系统的教材，影响了教育质量的提高。为了深化高等师范专科教育的改革，为普及九年制义务教育培养更多的合格教师，中南五省（区）教委（高教局）高教（教学）处，共同组织五省（区）师专及部分有关高校的教师，协作编写了师专12个专业85门主干课程的通用教材。

编写这套教材的指导思想是：从高等师范专科教育人才培养的目标出发，根据国家教委新制定的二年制师专教学计划、教学大纲的要求，兼顾三年制和双科制专业的需要，力求突出适用性、科学性及高等师范专科教育的特点。因此，这套教材，不仅适用于普通高等师范专科教育，而且也适用于教育学院和电大师范教育相关专业的教学，同时，还可作在职初中教师的培训和自修教材。

一、本书的结构体系、内容布局及其所体现的师范专科特点如下：

1. 本书分三大部分，共64课，按144学时安排。

第一部分：校园英语（Campus English），计25课。

第二部分：日常会话（Everyday Conversation），计30课。

第三部分：连贯表达技巧（Skills of Making Con-

nected Speech), 计9课。

每篇课文分三个项目: (1) 对话 (Dialogues); (2) 适用的表达法摘要 (Summary of Useful Expressions); (3) 课内操练建议 (Suggested Classroom Activities)。

2. 本书有以下四个特点:

(1) 每课“适用的表达法摘要”带有功能表达法的性质。整个教材以情景对话为主, 功能为辅, 使情景与功能相结合;

(2) 三大部分都有自己的特色, 并富有新意。特别是校园英语紧密结合教学与学校生活, 具有专业英语 (ESP) 即英语教师工作语言性质;

(3) “连贯表达技巧”这一大部分按主题编写对话, 旨在训练学生熟练掌握英语口语中一些常用的起连接作用的惯用语, 提高连贯表达的技能;

(4) 本书的语言材料, 以美国用法为准, 并按英美人的社会习俗考虑了使用的得体性 (appropriateness)。

二、本书的主编单位: 湖北省荆州师范专科学校。副主编单位: 湖南省岳阳师范专科学校。编写人员及其分工如下:

张后华: 编第1、2、4、6、8、9、11、13、15、17、18、20、24课。

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殷克力: 编第21、26、29、30、31、37、38、39、40、50、52、53、54课。

许丽华: 编第56、57、58、59、60、61、62、63、64课。

宗乐善：编第27、28、32、33、35、36、41、44、45、46、48、49课。

袁彩虹：编第23、25、34、42、43、47、51、55课。

三、华中理工大学英语系周之鉴教授审校、修改了书稿，使本书作为英语口语教科书具有较高的质量。美籍教师Mr. Robert Dodds 在惯用法方面给予了指导。我们谨此 一并致谢。

这套教材是按主编负责、分工编写的原则成书的。由于这样大规模、有组织地进行教材编写对我们来说还是第一次，错误缺点在所难免，恳请读者批评指正。

中南五省（区）师专协作教材编委会

1980年4月

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PART ONE

Campus English

LESSON ONE

At an English Lesson (1)

I. Dialogues

1. Organizing Classroom Teaching

Class: Good morning, teacher!

Teacher: Good morning, class. Sit down, please!

zhang Hong: May I come in?

Teacher: Yes, please.

Zhang Hong: I'm sorry to be late.

Teacher: Why are you late?

Zhang Hong: I overslept because I stayed up too late last night.

Teacher: Please be on time from now on.

Zhang Hong: Yes, I will.

Teacher: Well, is everybody here?

Monitor: No, Wei Dong and Li Ming are absent.
Teacher: Why is Wei Dong absent?
Monitor: He's asked for a personal leave. Something urgent requires his attention at home.
Teacher: Now, what's the matter with Li Ming?
Monitor: He is on sick leave. He is running a fever.
Teacher: I'm sorry to hear that. Let's go and see him after school.
Monitor: All right.
Teacher: Now, let's call the roll. Answer when your name is called. ...Wang Ling!
Wang Ling: Here (Present) .
Teacher: Why were you absent yesterday? Did you ask for a leave?
Wang Ling: Yes, I did. I had to stay at home to look after my mother. She was very sick.
Teacher: How is she now?
Wang Ling: She's much better today.
 (Zhang Hong and Zhou Bin are whispering to each other.)
Teacher: Silence, please. No whispering allowed.
 (The teacher looks about for something.) Ah, where is the eraser?
Monitor: Here it is.

Teacher: Take out your textbooks. Put your notebooks, exercise books and pencil boxes in order before the lesson begins.

2. Review

Teacher: Today we'll learn Lesson 10. But before we take up the new lesson we are going to revise (review) Lesson 9. First we'll check the spelling. Can you spell all the new words in Lesson 9? Zhang Hong and Wang Ling, you two come to the blackboard; the others, write the words in your exercise books. I'll read each word twice. Give the spelling, meaning and part of speech of each word. (Zhang Hong and Wang Ling write the words on the blackboard.)

Teacher: Now look at the blackboard and see if they've made any mistakes. (a pause) What about the word "beginning" ?

Monitor: We should double the final "n" before adding the suffix "i-n-g", but Wang Ling didn't.

Teacher: Yes, you are right. Zhang Pin, will you recite the poem *I Have a Little*

Sewing Kit? (Zhang Pin recites the poem.)

Teacher, You did very well in the first part, but you left out two sentences in the second (last) part. You didn't do it well this time, did you?

Zhang Pin, No, I didn't. I haven't memorized the poem well.

Teacher, Now I'd like you to answer some questions on the text. The first question is: Who was Comrade Norman Bethune? Who'd like to answer this question?

Zhou Bin, Let me try, Comrade Norman Bethune was a member of the Communist Party of Canada. He was a famous surgeon.

Teacher, Quite right. So much for the review.

II. Summary of Useful Expressions

1. Remarks to inquire if someone is absent:

1) Is everyone (everybody) here?

2) Are you all present?

—Yes, we are all here.

—All (are) present.

—No one is absent today.

—I'm happy to report that everybody is here.

—Yes, we are all here except Li Ming.

—Li Ming did not come to class.

(Is there anyone else absent?)

2. Remarks to inquire if someone is absent with leave:

1) Did he ask for a leave?

2) Did he send word to ask for a leave?

—He wrote to the office to ask for a leave.

—He wrote that he would come tomorrow.

—He has a leave to be absent.

—He is away on leave.

—He is on sick leave. Here is a note (a written excuse) from the doctor.

—He's asked for a personal leave.

—He is absent on business.

—He went home on leave.

3. Asking for leave:

1) May I ask for a leave this afternoon, teacher?

2) May I be away this afternoon?

3) May I be excused this afternoon?

4) May I have (take) this afternoon off, teacher?

—Certainly, you may.

4. To someone who is late:

Excuse me for being late, teacher.

—You are five minutes late.

—You didn't come on time.

—Don't be late next time.

—Please come earlier next time.

—You should come earlier next time.

III. Suggested Classroom Activities

1. Role play:

Work in pairs. Student A plays the role of an English teacher; Student B, the monitor. The teacher inquires if anyone is absent, the monitor gives a reply. B does this by varying the answers suggested in the summary. A and B reverse roles.

2. Situations:

- 1) What would you say as a teacher when someone is late?
- 2) How to ask for leave from your teacher if you have something urgent to do?
- 3) Inquire if someone is absent with leave and ask your partner to give you as many replies as possible.

3. Make a guess concerning someone's absence.

LESSON TWO

At an English Lesson (2)

I. Dialogues

1. Teaching New Words

Teacher: Now we come to Lesson 10. First we'll learn the new words, then go on to do the pattern drills, and finally we'll go over the text. Here, to begin with, I want you to look at the new words. Try to read the new words with the help of the phonetic transcriptions. (a pause) How many syllables does the first word "record" have, Wang Ling?

Wang Ling: This word has two syllables.

Teacher: Where is the stress?

Wang Ling: It is on the second syllable.

Zhou Bin: No, the stress is on the first syllable.

Teacher: Don't argue. Both are right. Attention, please. The word "record" can be used either as a verb or as a noun. When it