

# 中学生交际英语

[美]陶乐山·墨非 ● [中]肖可燕 李秋丰 傅韶华



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**We Are The Children**

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# **"WE ARE THE CHILDREN"**

by

*Dorothy G. Murphy*

*In Collaboration With:*

*Xiao Ke-yan*

*Li Qiu-feng*

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## DEDICATION

This book is dedicated to Li Shuo and Xie Zaigao, outstanding administrators, who believe in leading by example. It was through the encouragement and support of these two people that the collaborative efforts of an American educator and three Chinese teachers finally bore fruit.

# 序

改革开放为中国的英语教学带来勃勃生机，几乎所有的中学都开设英语课。然而遗憾的是中学生的英语交际能力太弱。经过6年的苦读，他们有些人可以通过升学考试，但却无法与操英语的人进行交流。为了开发中学生的交际能力，美国教育专家墨菲女士与东北师大附中肖可燕、李秋丰、傅韶华老师合作编写了这本中学生交际英语——《我们是孩子》。

这是中国第一本为中学生编写的口语书。

该书确实是一本独具特色的口语教材。其主要特点：

1. 语言有针对性。该书的美方作者曾在东北师大附中工作过，对中国中学英语教学有所了解。她又是一位中学校长，熟知中学生的语言特点。该书就是用“孩子们”的话写成的。因此很容易被中学生接受。

2. 内容丰富。该书几乎囊括了美国中学生日常生活中所需要的全部用语。

3. 生活气息浓厚。书中的情景和会话就是美国中学生日常生活片段，因此真实、自然、生动，有立体感。读着这些充满生活气息的会话，您仿佛就生活在孩子们中间，分享他们的欢乐。

4. 会话灵活。书中每个单元就是一个会话主题目。围绕这个主题目，展开了一系列会话。会话是在不同的情景中，针对不同的对象，以不同的表达方式进行的，这就打破了传统的一个题目，一个会话，一种表达方式的呆板局面。

5. 讲授方法独特。作者在前言中强调，千万不要要求学

生背诵书中会话，而要求学生利用书中提供的语言材料，根据各自的实际情况，编写自己的会话，并在实际中应用。这正是当代较流行的典型交际法。

该书是为没有英语环境的中国中学生编写的。正如作者在前言中所预言的那样，“如果使用得当，该书特别有助于开发中学生的会话能力，并能为他们未来的交际工作打下坚实的基础。”

该书的出版是中美英语教师友好合作的结果，也是中学教师奋发图强，为深入开展中学英语教学改革所做出的奉献。我应作者请求审校了全书。借此机会，我热烈祝贺他们所取得的可喜成就。

刘希彦

1993年5月于吉林大学

## INTRODUCTION

This is, by no means, the usual approach to teaching English as a Second Language. These dialogues have been written for use in conjunction with specific learning strategies and, if properly used, will serve as a foundation for building communicative skills in the second language learner. The exercises have been written primarily for students who are learning English in a non-English speaking environment, where they are not constantly being exposed to hearing English being spoken all around them. For this reason the authors believe that the students must reinforce each other's English skills through interaction with one another.

One of the best ways to insure the reinforcement of developmental English skills is through the use of cooperative learning groups. This learning strategy has, in the United States, been proven to be an exceptionally effective way to enhance the learning process.

The suggested procedure should be:

1. The teacher develops a vocabulary list for each unit dialogue. (If time allows, the students could be included in compiling these lists.)
2. The students compile a dictionary of the meanings of the vocabulary words. (They should not be required



to memorize the definitions of the words. )

3. With their dictionaries available, the students, in their cooperative learning groups of four, should read through a dialogue while listening to the tape. (The process will probably have to be repeated several times. )
4. The students then, while still in their cooperative learning groups, should divide up the speaking parts and practice reading the dialogues.
5. When the entire unit has been completed, or before if the teacher chooses to do so, the cooperative learning groups should take turns reading the dialogues to the entire class. During this time the teacher should carefully monitor pronunciation.
6. After completing the presentations, the student groups should then be encouraged to write simple dialogues of their own, which cover the same topics as the American dialogues, only they would be using Chinese settings and people. These dialogues could be written on the chalkboard to allow for positive criticism from the class, or simply exchanged with another cooperative learning group for grammatical input. When the original dialogues are approved by the teacher as being grammatically correct, then these too can be acted out by the group. These dialogues could conceivably even become a source for a Chinese version of this American book.

It is of the utmost importance that students should never be required to memorize the dialogues. All presentations should be read directly from the book. The rationale for this is that, first of all, memorization does not assure comprehension, and that learning is often enhanced by using more than one learning channel. For example, sight, hearing, writing and speaking. In the case of students' writing their own dialogues and performing them, all of these learning channels are used plus, still another channel that is often neglected by teachers, learning through doing or kinesthetics.

Teachers should be made aware that the background material that precedes most of the dialogues should not be read by the students. Aside from the fact that the vocabulary is much too advanced for most ESL students, this information is intended to be used by the teacher for "sparking" oral discussion of the differences and similarities of customs in the United States and China. The material should be used by the teacher to build and maintain an interest in learning English.

Finally, as the student progresses through this book they will find that the material rapidly becomes more and more challenging. The teacher will find however, that the earlier vocabulary and grammar is repeated regularly throughout the book, and if the cooperative learning groups are maintained, the students will welcome the collective challenge, and they will indeed meet the higher expectations. The teacher will also witness a great improvement in

particularly the oral English communicative skills as the material becomes more demanding. As the philosopher Kahlil Gibran wrote, "the teacher gives not of his wisdom, but of his faith and lovingness". As you undertake this different approach to teaching ESL, have faith in the ability of your students, aim high in your expectations, and they will follow your example.

# 引言

本书采用的方法与传统的英语教学方法迥然不同，全部会话都与这种独特的教学方法相吻合，只要使用得当，必将为广大中学生熟练的英语交际能力打下坚实的基础。

本书的会话练习主要是为那些没有英语会话环境的中学生而编写的。他们不能身临其境，耳濡目染。因此，笔者认为，必须通过相互交流来增强彼此的英语交际能力。组织协作学习小组是确保这种交际能力得以巩固发展的最好方式之一。在美国，已经证明这是加速学习过程的一种极为有效的途径。

我们建议按如下程序教授：

1. 教师为每一单元的对话列出生词表（如果时间允许，可领着学生一起列这个生词表）。

2. 让学生查字典写出所列生词的意义，注释（不要求他们记住这些词的注释）。

3. 在四个人一组的学习小组中，学生们一边听录音，一边借助于自编的生词注释通读对话（这一过程也许要重复很多遍）。

4. 协作学习小组内的学生按对话角色练习朗读对话。

5. 在整个单元完成以后，或者根据教师的要求，由各协作学习小组轮流在全班朗读对话。这时，教师应该仔细地听并纠正他们的发音。

6. 所有上述程序完成后，教师应鼓励学生根据所学内容自己编写一些简单的对话。主题相同，但是使用中国的背景和人物。可以把这些对话写在黑板上，让全班同学挑错，也

可以与其他协作学习小组交换，查找语法错误。经教师审查后，没有语法错误便可在小组表演。

尤为重要的是，决不要强求学生记住这些对话。应该使他们直接从书中获得各种再现能力。这样做的理由首先在于死记不能保证理解；其次，常常需要通过多种渠道来增强学习效果。比如，看，听，写，说。学生自己编写对话并且表演出来，就是综合运用了这些学习途径。教师经常忽视的学习途径就是直接参与，身体力行。

除第一、第二单元外，其他各单元对话前都有背景知识，这些材料不必让学生阅读。这不仅因为对大多数中学生来说，其中的生词量大大超前，还因为这些内容有助于教师用来启发学生口头讨论中美两国风俗的异同。教师应该用这些材料来帮助学生建立起学习英语的兴趣，并使之坚持下去。

随着学习的深入，学生们将会发现，会话材料很快地就变得越来越具有挑战性，对学生要求越来越高，教师也会发现前面的词汇和语法现象在全书中有规律地重现。只要协作学习小组坚持下去，学生们将会共同欢迎这种挑战，并期望迈向更高的目标。随着材料要求加深，教师也将目睹学生的英语水平，尤其是口语交际能力的极大提高。哲学家卡利尔·吉布兰（Kahlil Gibran）说过，“教师所传授的不仅是他的学识智慧，而且是他的信念和爱心”。当你采用这种独特的方法给学生讲授英语时，要相信学生的能力，目标要高，他们将会模仿你去做。

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## UNIT 1

### GREETINGS AND GOODBYES

#### Conversation 1

STUDENT A : Good morning, Sir (Ma'am).

TEACHER : Good morning. How are you this morning?

STUDENT A : Fine, thank you, and you?

TEACHER : I'm just fine also, thank you.

#### Conversation 2

STUDENT A : Good morning, my name is Anne.

STUDENT B : I'm Jean, good morning.

STUDENT A : How are you this morning?

STUDENT B : I feel fine today. How are you?

#### Conversation 3

STUDENT A : Good morning, Jean. How are you?

STUDENT B : Hi! I'm fine, thank you. And you?

STUDENT A : Oh, I'm just fine also.

STUDENT B : Then it is a good morning for both of us.



## Conversation 4

STUDENT A : Hello! Are you Jean?

STUDENT B : Yes, that is my name.

STUDENT A : How do you do? I'm Anne.

STUDENT B : I am very happy to meet you.

## Conversation 5

STUDENT A : Hello, Jean. Have you met Anne?

STUDENT B : No, I have not met her. How are you, Anne?

STUDENT C : I am fine, thank you. Excuse me, but I did not hear your name.

STUDENT B : My name is Jean.

## Conversation 6

STUDENT A : Hello, my name is Anne.

STUDENT B : How do you do? I'm Jean. It's nice to meet you.

STUDENT A : It's nice to meet you also.

STUDENT B : Since we are in the same English class, let's walk to class together, so we can get to know each other.

## Conversation 7

STUDENT A : Good afternoon, Anne.

STUDENT B : Hi, Jean.