

TECHNIQUES



by
Beijing Institute
of Education
and
Moray House College
of Education

课堂内外 英语大全

北京教育学院英语系 合编
英国茅莉房教育学院海外英语教学中心

北京出版社

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北 京 教 育 学 院 英 语 系
英国茅莉房教育学院海外英语教学中心 合编

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北 京 出 版 社

图书在版编目(CIP)数据

课堂内外英语大全/北京教育学院英语系,英国茅莉房教育学院海外英语教学研究中心
编. —北京:北京出版社,1993. 3

ISBN 7-200-02125-3

I. 课…

I. ①北… ②英…

II. 英语-教学法-中学

IV. G633.41

课堂内外英语大全
KETANG NEI WAI YINGYU DAQUAN
北京教育学院英语系合编
英国茅莉房教育学院海外英语教学中心

北京出版社出版

(北京北三环中路6号)

邮政编码:100011

北京出版社总发行

新华书店北京发行所经销

北京朝阳北苑印刷厂印刷

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787×1092毫米16开本25印张580000字

1995年10月第1版 1995年10月第1次印刷

印数1—6000

ISBN 7-200-02125-3/G·641

定 价:24.00元

TEFL TECHNIQUES

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Beijing Institute of Education
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Moray House College of Education

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编 者 的 话

本书为配合国家教委颁发的中学英语教学新大纲(即交际法大纲)和新教材而编写。由北京教育学院英语系和英国茅莉房教育学院海外英语教学中心联合编写。北京教育学院是历史悠久的中小学教师培训基地,对国内中小学英语教学情况熟悉,研究很深。茅莉房教育学院海外英语教学中心是著名的英语教师培训中心,向世界各国派遣英语教学专家,并负责各地英语教师的培训。

本书的编写得到了双方教育学院院长的大力支持和双方学者们的通力合作。英方有专门研究交际法教学的专家 Dr. Rosemary Douglas, 还有语音教学专家 Dorathea Bogle 等。中方专家们也有许多年教学经验,对教学法造诣很深,著述众多。本书参加者还有来自其他单位的专家,如:现年90岁的英国教育家 A. Spink。她曾于60年代、70年代几次来中国从事英语教学,给中国英语教学带来了生动活泼的教学方法。这次她也积极为本书撰稿。

本书突出功能,强调交际和语言运用。书中收集的是教师们多年来教学经验的结晶,行之有效,简单明了,拿来即能用。如果教师在课堂上还剩有几分钟的时间,则可用本书所提供的小故事、游戏等活跃课堂气氛。如果课文过于枯燥则可给学生说个笑话或猜个谜语,使他们放松一下。课外活动部分同样可以激发学生对英语的兴趣。因此可以说这本书是英语教师必备之书。学生读此书同样有收益,因为简短的对话可以使他们在特定的语言环境中深刻地了解语言项目的含义和用法。

一九九三、二、二十三

preface (前言)

China is far away from the English-speaking countries and of entirely different historical and cultural background. The Chinese language and the English language differ greatly. It is hard for English speakers to believe that in Chinese there is only one word for she, he and it, although there are five words for the word “aunt” — the father’s sister (gu), the wife of the father’s elder brother (bomu), the wife of the father’s younger sister (shenmu), the mother’s sister (yi), and the mother’s sister-in-law, (jiumu). Likewise it is difficult for Chinese to understand why there are so many tenses for a single verb in the English language. They have been communicating well without them for thousands of years.

Since a long time ago China has been communicating with the outside world. According to historical records, as early as 57AD, China established diplomatic relationship with Japan. Communication with some other Asian countries had occurred even earlier. Economic and cultural contacts existed between ancient Greece, Rome and China, especially after the opening of the silk road in the second century BC. However, systematic study of foreign languages did not begin until 1862, when a translator-training school was set up in Beijing by the Qing court. In the following year, a similar school was founded in Shanghai. Prior to 1949, conditions varied in the field of English teaching in China. In missionary and high-level academic schools, comparatively advanced teaching methods were used. In regular high schools, more attention was given to reading, translation and grammar. People having jobs in foreign companies and such places had more chances to be together with native speakers, and communicated with them in what was called Yang-jinbang English — a derogatory term which means erroneous language and bad pronunciation. In the years shortly after the 1949 revolution, English was neglected and even rejected by some people. In schools where it survived, only reading, spelling, grammar and translation were emphasized. In the latter half of the 50s, language institutes followed the model of the Soviet Union in teaching English. In those schools, beginners spent a lot of time and painstaking efforts getting their pronunciation correct. Students were encouraged to speak correct and idiomatic English, but listening, speaking, writing and reading were taught separately. There were oral classes, listening classes, writing classes, extensive reading classes, with a lot of concentration on what is called intensive reading course. These

lessons included texts, grammar, exercises and word study (sentences to show students how to use a word or an expression). In the first half of the 60s, the government invited more native speakers to teach foreign language in big cities. They brought with them advanced methodology from the West. Innovation from Chinese teachers of English was also encouraged. As a result, the English classrooms became very lively. At that time, the direct method was introduced to foreign language schools and institutes; priority was given to listening and speaking skills. The emphasis was on practice. The practice of listening, speaking, writing and reading comes before the theory (grammar). Chinese are famous for Gongfu, which means a duration of time in which skill is attained through strict training and hard practice. Gongfu, although has become a synonym for martial arts, can be applied to many other fields. In English teaching, in some classrooms, a lot of time was spent in getting the learners into the habit of speaking correct English. Correct pronunciation and speaking habit were drilled into them. In the ten years of the Cultural Revolution of 1966—1976, only political works in English were taught if teaching was ever allowed. Teachers did not dare to teach everyday English lest they be repudiated as acting contrary to the slogan "Putting politics in command". The error was corrected by Zhou Enlai himself. After the cultural revolution, English teaching recovered, and gradually became a great demand from the society. Now students of foreign languages, regular university students, scientists, people who work in restaurants and companies, even young workers are learning English. Television courses, radio lessons, part-time schools are offering a great variety of opportunities for people. Different text books as well as theories of language learning are being introduced to China. The problem we are facing now is how to teach English well to Chinese who do not speak it in their every day life. Even those who are learning it would not speak it except when at school because their family and relatives do not understand it. Chinese are even less familiar with English than the British with French and Americans with Spanish.

To discuss the question, there are many factors which we have to take into consideration. First of all, age. I personally taught English to children of 9 and 10 years old, teenagers, university students and in-service teachers of English whose age varied from 20 to 50. They all behaved differently in the classroom. Secondly, people have different aims in learning English. Some are trained as interpreters. Some just want to speak simple English in order to do business with foreigners. Some scientists and those who are interested in translating English into Chinese are more interested in reading comprehension, vocabulary, and the grammatical relationship between different parts of sentences. Those who would become teachers of English pay more attention to correct pronunciation and correct way of speaking. Moreover to teach beginners is different from teaching people with some background of English learning. So different techniques should be adopted according to different stages of learning. Lastly a specific technique may suit a specific

condition. For example, to get Chinese students to use “she” and “he” correctly, drills have to be used. Without them, they will constantly get confused with the two words while speaking in spite of the fact that they are fully aware “he” refers to a male and “she” a female. However, there is one thing that we always bear in mind — a language is learned as a tool for communication. It is also acknowledged by all that a language should be taught efficiently and with interest. It should be an art to teach and an interest to learn. Therefore techniques which suit local conditions have developed. We have also been adopting whatever is useful to us from the English-speaking countries which, on their part, are fully aware of the role they play in English-teaching abroad. In the Moray House College of Education in Edinburgh there is a large Centre for Education Overseas. Every year teachers of English from various parts of the world including China go there to study methodology of teaching English as a second or foreign language. The staff of the Centre travel a great deal and have rich experience in teaching English abroad. I am very glad to say that they are not neglecting China, a country with such a big population and such a great demand for English learning. Hence the book “Technique for Efficiency” became a collaborating project of two schools — Beijing Institute of Education and the Moray House College of Education. The book is mainly a summary of experiences of staff on both sides, showing the techniques they adopt to make English teaching interesting while attention is being given to efficiency. They are just showing the readers how without explaining why, bearing in mind, though, all the efforts are made for students to communicate well in the English language. Some techniques are adopted directly for the purpose of communication, others, to remove obstacles in communicating caused by the influence of the mother tongue. All the contributors sincerely hope that the book will be helpful in some way to teachers of English in China and facilitate English teaching here.

I sincerely thank principal Gordon Kirk and Mr. J. W. Morrison, director of the Scottish Centre for Education Overseas, for their support in the project and the ready help they gave us. Principal Ni Chuanrong, Chairs of Department, Yang Youqin and Yuan Changhuan showed equal enthusiasm for the book. I also thank Mr Shaun McNally Mr Billy Houserman and for the help they offered to the contributors.

Chen Jianing

CONTENTS

Functions and Notions

1. Expressing possibilities	(1)
2. Expressing probability, possibility and certainty	(3)
3. Expressing certainty and uncertainty	(4)
4. Obligation.....	(5)
5. Preference.....	(7)
6. Complaining.....	(7)
7. Prohibitions and warnings	(9)
8. Opinions, agreeing and disagreeing	(10)
9. Offering help	(11)
10. Giving and understanding instructions	(12)
11. Making comments	(13)
12. Expressing satisfaction	(14)
13. Expressing dissatisfaction	(16)
14. Asking and giving advice	(17)
15. Making requests	(18)
16. Asking for permission (1)	(19)
17. Asking for permission (2)	(20)
18. Saying what you want	(21)
19. Expressing wishes	(22)
20. Apologizing and accepting apologies	(23)
21. Expressing sympathy	(24)
22. Expressing congratulations	(25)
23. Talking about interests and hobbies	(26)
24. Likes and dislikes	(27)
25. Talking about ability	(28)
26. Refusing and accepting invitations	(30)
27. Greetings and introductions	(31)

28. Talking about meals	(32)
29. Invitation to a dinner	(34)
30. Asking for things without knowing the exact words	(35)
31. Language difficulties	(36)
32. Asking and describing symptoms	(37)
33. Talking about the weather	(39)
34. Asking about the time	(41)
35. Making plans	(42)
36. Making telephone calls	(43)
37. Making an appointment	(44)
38. Passing on a message	(45)
39. Describing people's appearance	(46)
40. Describing objects	(47)
41. Describing a house	(48)
42. Asking the way and understanding directions	(50)
43. Doing shopping and talking about location	(51)
44. Describing routines and habits	(53)
45. Talking about the future	(54)
46. Talking about what time things happen	(55)
47. Thanks and farewell.	(56)

Phonetics

Introduction — The teaching of pronunciation	(59)
---	---------------

Key-words — The sounds of speech in English (RP)	(64)
---	---------------

Vowels

1. Making up rhymes to practise difficult vowels	(72)
2. [i:] and [i]	(73)
3. [e] and [ei]	(77)
4. [e] and [æ]	(78)
5. [ɑ:] and [ai]	(80)
6. [əə]	(81)

Consonants

7. [l] and [r]	(86)
8. "th" [θ]	(87)
9. "th" [ð]	(89)
10. "th" [ð]	(90)
11. [s] and [z]	(92)

Consonant clusters

- 12. [cc-] and [-cc] (93)
- 13. Plurals with {-s} (94)
- 14. Third person singular present (98)
- 15. Past tense with {-ed} (99)

Word stress

- 16. [-ə] (102)
- 17. [ə] (104)
- 18. More than one syllable word (105)

Rhythm

- 19. Stressing the important words (106)
- 20. Stressing the important words (107)
- 21. Stressing the important words (108)
- 22. Stressing the important words (110)
- 23. What's the time? (110)
- 24. The Train Poem (112)
- 25. A song — "In a Wood" (113)

Contracted forms

- 26. Where's [weəz], it's [its] (115)
- 27. I'm [aim], he's [hiz], she's [ʃiz], they're [ðeə] (117)

Main sentence stress

- 28. Main sentence stress (120)
- 29. Main sentence stress (121)

Intonation

- 30. Yes/no questions in "Are you coming?" "Is he ready?" (123)
- 31. Wh-questions (Who? Where? When? How Many?) (124)
- 32. Tag-questions: "You're from China, aren't you?" "He's early, isn't he?" ... (125)
- 33. The low rise = more to come (129)
- 34. Question forms (revision) (131)

常见发音错误一览表 (133)**Expressions**

- 1. add up to (135)
- 2. agree to do something /agree with someone (136)
- 3. at all (137)
- 4. be afraid (137)
- 5. be angry with (138)

6. be good at	(138)
7. be/feel frightened (of).....	(139)
8. be made up of.....	(140)
9. be (un)fit for	(140)
10. because of.....	(141)
11. by bus, by train	(142)
12. by hand.....	(142)
13. care for.....	(143)
14. carry on.....	(144)
15. change ... into.....	(144)
16. come along	(145)
17. come true.....	(145)
18. come up.....	(146)
19. call on/for.....	(147)
20. depend on.....	(147)
21. draw a conclusion	(148)
22. enjoy/ have a good time.....	(149)
23. feed something to someone/some animals	(150)
24. get hold of	(151)
25. get in a word	(151)
26. get out etc.	(152)
27. get rid of	(153)
28. get to.....	(153)
29. give someone advice.....	(154)
30. give out.....	(155)
31. go on doing something	(156)
32. go over.....	(156)
33. go to bed.....	(157)
34. had better.....	(158)
35. have a word with someone	(158)
36. have (nothing) to do with.....	(159)
37. help someone with something	(160)
38. hold ... back.....	(160)
39. in a low voice.....	(161)
40. in danger	(161)
41. in (great) need of	(162)
42. in the middle of / in the end	(163)
43. in time	(164)

44. It's ... of you to ... so.....	(165)
45. jump off/into.....	(166)
46. keep ... at.....	(167)
47. keep back one's tears.....	(167)
48. knock into someone... ..	(168)
49. look after.....	(169)
50. look around/for	(170)
51. look at/up.....	(171)
52. look through.....	(172)
53. make a noise/the bed(s).....	(173)
54. make faces etc.	(174)
55. make friends (with).....	(175)
56. make one's way	(175)
57. make room for.....	(176)
58. make ... to one's measure.....	(177)
59. make up one's mind	(178)
60. no longer	(179)
61. on the left/right	(180)
62. on the other hand	(181)
63. on time.....	(181)
64. on watch	(182)
65. one of	(182)
66. operate on.....	(183)
67. or so	(184)
68. pass by.....	(184)
69. pay attention to	(185)
70. pay off	(186)
71. pick up.....	(187)
72. place an order.....	(187)
73. point to.....	(188)
74. prevent from.....	(189)
75. push aside.....	(190)
76. put ... down.....	(191)
77. put down and pick up	(192)
78. put into.....	(192)
79. put on	(193)
80. put one's heart into	(194)
81. put up	(195)

82. regard ... as.....	(195)
83. right away.....	(197)
84. rise up	(197)
85. roll over.....	(198)
86. sell out.....	(199)
87. send for/out.....	(200)
88. send up.....	(201)
89. separate from	(202)
90. set off.....	(202)
91. show somebody in	(203)
92. show somebody round a place.....	(204)
93. shut off.....	(204)
94. side by side	(205)
95. stop somebody from doing something ...	(206)
96. such as.....	(207)
97. take an active part in.....	(208)
98. take away.....	(209)
99. take care of.....	(209)
100. take down/take hold of.....	(210)
101. take off/out	(211)
102. take ... out	(212)
103. take one's place	(213)
104. take one's temperature	(214)
105. take one's turn	(214)
106. take place.....	(215)
107. take the side of/take one's side	(216)
108. take up the struggle	(217)
109. to one's joy.....	(218)
110. too ... to.....	(218)
111. try one's best	(219)
112. turn against/turn in.....	(220)
113. turn into	(221)
114. turn on.....	(222)
115. turn ... over.....	(222)
116. turn red with anger.....	(223)
117. turn to	(224)
118. up and down	(225)
119. use one's head.....	(226)

120. wait for.....	(227)
121. wait in line.....	(228)
122. wake up.....	(229)
123. walk on.....	(230)
124. work out.....	(231)
125. would rather	(232)
126. write down	(232)
127. write to.....	(233)
128. work hard at	(233)

Grammar

Noun

1. Noun.....	(235)
--------------	-------

Article

2. A, An, The	(237)
---------------------	-------

Pronoun

3. I, She, He, It, They, Her, Him, Us, Them.....	(239)
4. Some, Any, No	(240)
5. Both	(241)
6. One ... the other... ..	(241)
7. Some ... Others	(242)
8. Many, Much, A little, A few, Any.....	(243)

Numeral

9. Numeral.....	(245)
10. Ordinal number	(246)

Adverb

11. Always, Usually, Often, Sometimes, Seldom, Never	(247)
12. Just, Already, Yet, Since, For.....	(248)

Preposition

13. In, On, and Under.....	(249)
14. In front of	(250)
15. Opposite, Beside and Between	(250)
16. Between, Among.....	(251)
17. Next to, Between.....	(253)
18. Except	(254)
19. Until.....	(254)
20. Not ... until.....	(256)

21. Special usage of prepositions (1)(257)
 22. Special usage of prepositions (2)(257)

Conjunction

23. And, Or (1)..... (259)
 24. And, Or (2)..... (259)
 25. But..... (261)
 26. Either ... or (262)
 27. Neither ... nor (263)
 28. So ... that (264)
 29. So that..... (264)
 30. In order that (265)
 31. As soon as (266)

Verb

32. To be, To have, To do..... (267)

Tense

33. The simple present: to be and to have (268)
 34. The simple present: To do (269)
 35. The simple present: Does (270)
 36. The simple present: There be (271)
 37. The simple present: There be and to have (272)
 38. The simple past: Was and were (273)
 39. The simple past: (It) was..... (274)
 40. The simple past: Had..... (275)
 41. The simple present and present continuous (276)
 42. The past continuous (276)
 43. The present perfect..... (277)
 44. The present perfect continuous..... (278)
 45. The past perfect (279)
 46. The future present: Be going (280)
 47. The future continuous: Will be doing (281)
 48. The future perfect (282)
 49. The future perfect continuous: Will have been doing (283)
 50. The past perfect continuous..... (284)

Voice

51. The passive voice in the present tense (285)
 52. The passive voice in the present and the past tense (285)
 53. The passive voice in the past tense..... (286)

54. The passive in the present perfect tense.....	(287)
55. The passive voice in the present and past perfect	(289)
56. The passive voice: should be done	(290)
57. The passive voice: Mixed -up practice.....	(291)
Conditional sentences	
58. Real conditional	(293)
59. Subjunctive mood: ... had ... would do	(294)
60. Subjunctive mood: Would not have done.....	(295)
61. Subjunctive mood: Needn't have done.....	(297)
Modal verbs	
62. Can.....	(299)
63. Could.....	(300)
64. Must	(301)
65. Have to.....	(302)
66. May	(303)
67. Might.....	(303)
68. Shall I ...? May I ...?	(304)
69. Would you ...? Will you ...?	(305)
70. Ought (to).....	(306)
71. Ought to, Ought not to.....	(306)
Non-finite verbs	
72. The infinitive.....	(308)
73. The gerund	(309)
74. The present participle.....	(310)
75. Past participle	(311)
76. Nominative absolute	(312)
Adjectival degrees	
77. Comparative degree.....	(313)
78. Superlative degree.....	(314)
79. The comparative degree, the superlative degree: as ... as, not so ... as.....	(315)
80. The comparative degree: in there be	(315)
Subject and object complements	
81. Subject and object complements	(317)
Adverbial clause	
82. When.....	(318)
83. While.....	(319)
84. Before and after	(320)