

# EVERYDAY ENGLISH

## 生活英语听说

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Heather Jones & Ken Methold



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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**生活英语听说 1**

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# 前言

在多年的中学英语教学实践中，我一直盼望能有一本情趣盎然、材料生动、难易合适、实用性强的教科书。当我读到外语教学与研究出版社出版的《生活英语听说》(Everyday English)一书时，我眼前不觉一亮。在当前我国英语教学特别强调培养学生实际使用英语能力的时刻，这本书确实给人耳目一新的感觉。它融趣味性、实用性为一体，构思巧妙，具有鲜明的时代特征和英美文化色彩。它把培养学生在日常生活中的听说读写能力作为主要目标，同时又兼顾句型结构的掌握和词汇的学习。它的基本编排思路，即题材(Theme)—功能(Function)—结构(Structure)—任务(Task)，已被英语教学的实践证明，完全符合外语学习的规律以及学生的心理与生理特点。

本书分为学生用书与教师用书。学生用书共两册，每册有15个单元，每个单元涉及一个话题。所有话题均与日常生活密切相关，如家庭、做饭、买衣服、问路、写日记、看医生等。每个单元以该专题最常用的词汇开始，接着是有提示的对话、问话练习、短文阅读，然后是语言结构的基本操作，最后是两个巩固性练习，同时又留有学生发挥的余地。应该说，每个单元输入的语言信息量是充足的，有了充足的语言信息输入，才能保证语言能力的提高。

教师用书一册，适用于学生用书的两册，且配有录音磁带。教师用书中列出了所有练习答案及听力练习原文。

本书所选的对话与原文，均贴近现实，贴近生活，语言地道，所用词汇绝大多数属于2001年7月开始试用的《英语课程标准》中规定的普通高中学生必须掌握的词汇。书中的练习具有很强的可操作性，学生使用起来很方便，对学生的活动既有引导，又没有束缚得太死。学生在对话等练习中，完全可以结合自己的情况灵活应变，

这对激发他们的创造性思维,提高综合素质都是很有好处的。各个单元版式的排列也颇具匠心,大量新颖的表格、图片、图画的使用,使语言材料更鲜活地呈现出来,这无疑会激发起学习者的浓厚兴趣。

本书既适合普通高中的学生和水平较高的初中生,也适合具有初级水平的英语学习者自学使用。建议在使用本书时,应坚持把使用英语放在第一位,通过使用英语,来体会语言的规律和语法的规则,而不要过分强调用语言知识讲解的办法来处理各项语言材料。在进度、材料取舍、练习方式的安排上,切记要适合自己学生的实际,该快则快,当慢则慢。只有结合实际灵活地使用教材,才能真正发挥它的作用。

目前,教育部已提倡在中学教学中实行“一纲多本”。我们相信,《生活英语听说》(Everyday English)将成为我国中学外语教学园地上一朵灿烂的鲜花,成为广大师生最喜爱的教材之一。

北京四中 外语教研组 李俊和

2002年2月

# 致 教 师

## 本书教学方法的建议

一、教材采用“活动”的形式，倡导体验参与，适合使用任务型的教学模式。而传统的方法侧重语言知识分析讲解，会与之格格不入。教师在使用本书时，首先要转变观念，把在具体的“任务”中使用英语作为主要教学内容，把培养用英语进行交际作为主要目标。

二、对学生在听说读写英语过程中出现的错误或不妥之处，宜采取宽容态度，不必“有错必纠”，应鼓励学生大胆地说、大胆地用英语。

三、充分利用本教材提供的材料，热情支持学生自己探求语言规律，鼓励学生以合作的方式练习英语，并为他们展现自己的才能创造条件，提供机会。

四、本教材每个单元均提供了若干对话，这些对话是学生进行语言实践的好材料。但这些对话必须在教师有创造性的指导下练习，才能取得良好效果。有的对话适合同桌自己练，有的对话适合当众表演，有的则必须在教师具体指导下进行操练。

五、要对学生学习方法进行指导。学生一般习惯于听教师讲解，希望教师告诉他们某个规则或要点。本教材则提倡学生自己去观察、发现、归纳语言规律，然后在实践中检验提高。如学生能学会“自学”，对他们来说会终生受益。教师在语言知识的讲解上不要采取包办代替的方法，因为这样只会妨碍学生自学能力的发展。

六、本书有大量插图、表格，并配有光盘，教师应充分利用好这些直观的教具，以使学生情绪振奋，从而激发起他们的热情，提高学生实际使用英语的积极性。

这对激发他们的创造性思维,提高综合素质都是很有好处的。各个单元版式的排列也颇具匠心,大量新颖的表格、图片、图画的使用,使语言材料更鲜活地呈现出来,这无疑会激发起学习者的浓厚兴趣。

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话，内容要与学生实际生活相联系。

#### 五、听力训练：

应利用好本书的有声材料。最好采取先听后读的顺序，即先不让学生看书，只听录音对话，至少听三遍，然后作适当检查，再让学生看书。这对提高学生的听力是有好处的。

听力练习也分精听、泛听。对精听的内容，要让学生务必听懂每一句话、每一个单词。泛听，则只是了解大概意思、主要内容。

为了使学生学到地道的语音语调，对话中的某些句子要让学生反复跟读模仿。

做听力练习时要让学生学会“预测”，即根据第一句听到的内容，迅速猜测下面的大概意思，这将有助于理解全文。

#### 六、听写练习：

听写练习对听力和写作均有好处。可以听写本书中的对话，也可以听写难度恰当的小短文。听写时，一般由教师读三遍。第一遍以正常速度念，让学生以听为主，听懂文章大意；第二遍以较慢速度念，让大部分学生基本能跟上；第三遍，再以正常速度念，让学生核对自己写出的内容。最后，还要找一两个学生念一下他们写下的东西，以确认听写的效果。



七、英语课的教学当然应以英语为主，中文的使用只能是少量的、适当的、有控制的。也就是说，只有在讲解太抽象的东西或用英语无法说明的东西时，才可使用一些中文。

八、教师应结合学生的实际，灵活使用教材。有的内容要适当扩充，有的顺序可以调换，有的练习可以压缩，甚至可以把后边的单元提到前边来学。对不同的学生，教学方法与要求也应有所差别。

## 关于课堂教学技巧的建议

### 一、看图问答：

让学生看着书上的图画，教师问，学生答。开始可以由教师问简单的问题，学生集体回答。然后可以加快速度，“连珠炮”式地发问。较长的问题可以让个别学生回答。为了考查学生的观察与记忆能力，可以突然盖住图画，就画面上的某一点发问。也可采取学生问，学生答的方式。

### 二、对话练习：

要让每个人有说话的机会，分组练习是个好办法。分组时，可横向分，两人一组；也可纵向分，两人一组。还可按学号分成奇数组和偶数组。如果碰巧一组中两人英语都很差，则要作适当调整。

### 三、当堂表演：

分组练习后，应挑选若干组，分角色表演对话。学生稍做准备，即可到教室前表演。学生的对话与课文内容可以有变化，有创新的地方应鼓励。要为学生创造宽松的环境，让他们尽情发挥。

### 四、重点词汇与句型的学习：

重点词汇与句型的使用要重点操练。可采用呈现—重复—改词造句—连句成文的方式。具体作法是：先将含有该词的句子说给学生听，然后让至少三个学生重复该句，并提示学生注意该词在句中的用法，重复之后，再叫另外几个学生按原句型改词造句。在把几个词都重复造句练习之后，让学生尝试将这几个句子编成一段对

with outcomes from a main course book, the Units selected will provide additional practice to supplement what is being learned in the main course book.

- After completion of a Unit, use the vocabulary and skills gained from the tasks within the Unit as stimuli to continue discussion on the same theme or topic. For example, encourage students to speak about the theme as it relates to their own lives.
- Select certain tasks within each Unit in order to provide concentrated practice in one of the skill areas. The tasks in each Unit are consistent and follow the same sequence throughout (see page x – xi).

# Introduction

*Everyday English* is a task-based, skill-oriented supplementary course for high school students.

Topics that are of interest to high-school students are used to develop the skills of reading, speaking, and listening. Each skill is developed through tasks that require the student to use the information provided in a variety of ways. In addition, the tasks are designed to be meaningful and to promote communication between students.

## Key features

The key features of *Everyday English* are:

- constructivism
- learner independence
- task-based approach
- variety of communicative practice activities
- variety of text types
- cross-curricular content

## How to use this book

There are a number of ways to use the books in this series — inside or outside the classroom:

- Work through the Student Book in sequence from Unit 1 to Unit 15. This approach will provide varied practice in the three skill areas (reading, listening, speaking) and cover the entire range of vocabulary, usage, and learning outcomes.
- Select Units according to the grammar and vocabulary listing in the following Contents pages to provide additional practice in specific vocabulary, functions, grammar, and usage.
- Select Units according to the learning outcomes listed in column four of Scheme of work. By matching these learning outcomes

9	Visiting the doctor	Illnesses and medication; Present perfect; I fell .../I have ... My stomach aches ...	Ability to describe symptoms, understand medication dosages and make appointments
10	Cooking a meal	Meal items; Sequencers: first, then, next ... Imperative for instructions	Ability to explain a simple recipe and give instructions
11	Things to do on the weekend	Past simple for recent past; Questions and answers	Ability to ask about and describe recent activities
12	Talking about jobs	Jobs and professions; Wh- questions	Ability to ask and answer personal questions relating to work
13	Planning the weekend	Leisure activities; Yes/No questions; Invitations with do/would, will/going to	Ability to make invitations and suggestions; Ability to accept or refuse invitations
14	Sorting out problems	Vocabulary of complaints; Modal auxiliaries for requests and responses	Ability to make a complaint or present a problem and make polite requests
15	Planning for the future	Will and going to; Conditional sentences	Ability to speculate about and to articulate future plans

# Scheme of work

Unit	Topic	Vocabulary and grammar	Learning outcomes
1	My family	Family names; Question forms; Comparative structures; Prepositions of place	Ability to describe family relationships and to compare family members
2	Keeping a diary	Time expressions; Sports; Past simple tense	Ability to record events, and express opinions and emotions
3	Finding your way around	Question forms; Modal auxiliaries for polite requests	Ability to request and to check specific information
4	Meeting new people	Countries/nationalities; Wh- questions with "be"; Yes/No questions	Ability to exchange personal information and introduce yourself/others
5	Following the rules	Action verbs; Because clauses; Imperatives for rules; No -ing	Ability to construct simple rules and to give reasons for them
6	Buying food	Food items; Countable and uncountable nouns; Some/any; How much/many	Ability to request a range of food items in a shop and to request specific information
7	Filling in forms	Personal data; Dates; Spelling; Wh- questions to ask for clarification	Ability to provide basic personal information Ability to ask for clarification
8	Buying clothes	Items of clothing; Size/style/color adjectives; Comparative adjectives	Ability to describe clothes and preferences; Ability to compare and contrast; Ability to make specific requests

# Outline of tasks and skill areas in each unit

There are eight tasks in each unit. Each of these eight tasks provides practice in one of the skill areas — listening, speaking, or reading. The sequence of the eight tasks in each unit is identical, that is, Task 1 in every unit is a vocabulary task; Task 2 provides reading practice; Task 3 focuses on listening etc.

Full details of the content of each task are given below.

## **Task 1      Vocabulary**

This task introduces valuable dictionary work. Students are required to find the meanings of the key words used in the Unit. This is followed by a personalized exercise to extend understanding of the vocabulary. Task 1 prepares students for the tasks ahead by promoting their interest and enabling them to understand the key vocabulary they will encounter in the remaining tasks in the Unit.

## **Task 2      Reading**

Students are presented with a variety of different text types in Task 2. This task introduces the skill of scanning for specific information. Students are required to complete a short cloze passage with information from the reading text.

## **Task 3      Listening**

This first listening task introduces the skill of listening for general understanding. This task consists of answering simple questions to demonstrate understanding of a short listening text. As with the other tasks, the answers to the listening questions are used again later in the Unit.

## **Task 4      Reading**

Task 4 further develops reading skills with an extensive scanning exercise. At all times the students are reading for a clear purpose: to extract specific information. A variety of text types are presented in this task.

### **Task 5      Reading**

This task further develops reading and communication skills by introducing problem solving. Students are presented with a text or a body of data such as a timetable, a shopping list, or a map. They are required to solve simple problems using the information provided.

### **Task 6      Listening**

This listening task is an extension of Task 5. It introduces the skill of listening for specific information. Students are required to extract information from a short listening text in order to complete sentences. A variety of types of listening text are presented in this task.

### **Task 7      Speaking**

In this communicative task, students are required to retrieve information from throughout the Unit. Students should be encouraged to discuss the answers to the questions together before using this information to complete a cloze exercise. Students then role-play the characters presented in the Unit and practice the completed conversation with a partner.

### **Task 8      Speaking**

In this guided conversation task, students are required to make decisions on alternative forms and to substitute alternative words and phrases before practicing the conversation with a partner.

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# Unit 1 My family

## Your close relatives

1. Use a dictionary to find the meanings of any of the words in the box below that you do not know.

mother	father	sister	brother	aunt
uncle	grandfather	grandmother	cousin	nephew

2. Which relative from the box matches this description?

My uncle's or aunt's son or daughter is my

a. \_\_\_\_\_

## Henry's family

Henry and Molly are looking at a photo of Henry's family. Complete the conversation with information from the photograph.

