

● 王守元 张传真 主编

交际英语口语

(下)



ENGLISH
FOR
ORAL
COMMUNICATION

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交 际 英 语 口 语
(下)

English for Oral Communication

(II)

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内 容 提 要

本书内容的编排是以语言功能(functions)为主干的,与以语法为纲的编排方式相比,本书能更密切、更直接地适应学习英语口语者的实际表达的需要;与以情景为纲的编排方式相比,则又不必局限于某些具体的情景和场合,本书编排的语言训练充分体现了对准确性、流利性和得体性的重视,这三者是进行有效交际的必备条件。

本书分(上)、(下)两册,并配有教师用书和由外籍教师灌录的课文录音磁带,既可供高等师范院校英语专业、普通大中专及各类出国语言培训班作教材用,也适合于步入中级水平的英语自学者。

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前 言

本书是根据《高等学校英语专业基础阶段英语教学大纲》并结合高等师范院校英语专业的教学特点编写而成的,分为上、下两册,分别供一年级和二年级使用。

本教材是依据交际教学法的原理与原则,以语言功能(functions)为纲来选择和组织材料的。所谓语言功能,就是指语言所反映的人们的行为或人们使用语言的目的,例如 inviting (邀请)、apologizing (道歉)、describing (描述)、approving (赞同),等等。与以语法为纲的方式相比,以语言功能为纲的最大好处在于能更密切、更直接地适应学习者表达思想的实际需要;而与以情景为纲的方式相比,则又不必那样局限于某些具体的情景和场合。

本教材旨在培养学生口头表达的准确性、流利性和得体性。我们认为,这三者相辅相成,是进行有效交际的必备条件,应予同等重视,不可偏废。

本书下册分为 32 个单元,所涉及的语言功能和用于实现这些功能的结构在数量上与上册大致相等。不同于上册的是,本册后半部分涉及了两类与前不同的语言功能。一类可称为会话策略(conversation strategies),如 clarifying (澄清)、repeating (重复)、changing the subject (变换话题)等。另一类是有关教学的语言功能,如 checking attendance (检查出席情况)、correcting students (纠错)、assigning homework (布置家庭作业)等。

本册各单元内容的安排是本着循序渐进的原则的,先分后合,先控制后放开。绝大多数单元由 A 与 B 两部分组成。

A 部分分别展示与练习两项联系颇为紧密的语言功能的表达方法。该部分包括:1. 示范会话(Model Dialogue), 2. 替换练习(Substitution Practice), 3. 情景练习(Situational Practice)。“示

范会话”中表达功能的语言结构均用黑体排出。对于“情景练习”部分所补充提供的结构(Additional Structures),学生可根据自己的程度和所给的情景选择使用,不一定要全部掌握。为使学生运用得体,我们将这些结构的语体分为三类,即一般的、非正式的(I=informal)和正式的(F=formal)。

B 部分就 A 部分所分别练习过的两项语言功能的表达方法进行综合练习,其中包括:1. 扩展性会话(Extended Dialogue), 2. 说什么(What Would You Say), 3. 自己说(Speak for Yourself)。“扩展性会话”是各单元的主干部分,其内容编排旨在覆盖A 部分已练习过的两项语言功能。在“说什么”这部分中,为激发学生的学习兴趣,各单元采用了不同的练习形式。“自己说”部分则要求学生根据本单元所学的内容和自己的经历与学识进行自由会话。

每单元附有“语调练习”(Practise Your Intonation)和“注释”(Notes)。“语调练习”是针对中国学生说英语时所常遇到的语调方面的困难而设计的。“注释”以浅显英文写成,包括语言难点和背景知识两个方面。书末附有英汉对照的“词汇表”,便于教学或自学参考。

一般而言,以语言功能为纲编写的教材,其各个单元一般都是独立成篇的,因此可根据教学和自学的需要适当调整书中所列的单元顺序。但是,另一方面,同一语言结构在不同的情景中可用于不同的语言功能,所以在本书的构成中,前面单元中出现的语言结构有可能会在后面的单元中重新出现,因而也兼有复习、巩固的作用。

在本书的编写过程中,编者参考了国内外许多有关口语的书籍。由于涉及面较广,恕不一一注明,谨向有关作者表示谢忱。山东大学李玉陈教授和上海交通大学刘鸿章教授、曲阜师范大学阮逸之教授给予了指导、鼓励和支持,在此一并表示衷心的感谢。

由于编者水平所限,书中不足之处在所难免,欢迎广大使用者批评指正。

编者 1990.8

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Unit One

Where There Is Life, There Is Hope

Part A

1. Expressing Hope

1.1 Model Dialogue

(Two students are talking about the new semester.)

A: I've been looking forward to the new semester.

B: Let's hope we can all make great progress in the new semester.

A: Yes, let's.

B: I hear we'll have a new English teacher this semester.

A: Really? I hope we'll do much better under her guidance.

B: I'm sure we will.

1.2 Substitution Practice

- (a) our National Day/ have a good time/ we'll have a singing contest that day/ enjoy ourselves then/ we will
- (b) Christmas/ receive many, many presents/ our parents are going to do shopping tomorrow/ buy us lots of presents/ they will
- (c) the New Year/ there're some interesting activities/ there'll be an art performance that day in our college/ can get a chance to see it

- (d) Spring Festival/ get a lot of fire-crackers/ our parents are going to the market Friday/ buy us lots of good things/they will

1.3 Situational Practice

Additional Structures

Maybe...

I'd like...

I'm hoping...

Hopefully...

..., I hope.

- (F) We must hope...

I do hope...

We must hope for...

- (I) Keep your fingers crossed...

Here's hoping for...

Situations

Create dialogues using suitable structures for the situations given below.

- (a) The final examination is drawing near. Tell your best friend that you hope to pass the examination.
- (b) You have caught a severe cold. Tell your mother that you hope to recover very soon.
- (c) Our national economy has met with some temporary difficulties. Tell your colleague your hope that it will improve in the very near future.
- (d) For three months, you haven't heard from your brother who's studying abroad. Tell your father your hope that he will write to you soon.

2. Expressing Wishes

2.1 Model Dialogue

(A couple is talking about what they'll do on the Mid-Autumn Festival.)

A: The Mid-Autumn Festival is right around the corner.

B: Yeah. **If only** I'd have time to go to see my mother.

A: If you like, I'll do the work for you.

B: That would really help me out. But you're busier than I'm.

A: Yeah, but don't you think I work faster than you?

B: No, but **I wish you could**.

2.2 Substitution Practice

- (a) your marriage/ drawing near/ had the money to buy a colour TV/ lend you some/ need money more urgently than I do/ earn more money than you do/could
- (b) the entrance examination/ coming soon/ had more time to practice my English/ wash your clothes for you so as to give you more time to study/ have more work than I do/ cope with it all right/could
- (c) Li Hua/ suffering from hepatitis/ could find the doctor who can cure him of his disease/ find one for you/ know fewer doctors than I do/ know all the best ones/did

- (d) the speech contest/ drawing near/ had time to
practice more/ spare some time to help you/
speak less fluently than I do/ speak more
accurately than you do/could

2.3 Situational Practice

Additional Structures

I wish I had...

I wish I could...

(F) I'd really like...

I really wish...

Wouldn't... be great?

I do wish...

(I) If only I could...

I'd rather...

Situations

Create dialogues using suitable structures for the situations given below.

- (a) You want to buy an expensive dress, but you don't have enough money. Tell your deskmate your desire.
- (b) You want to study at a university, but you failed the entrance examination. Tell your mother your wish.
- (c) You want to join the army, but you didn't pass the medical check-up. Tell your brother your wish.
- (d) You desire to transfer to a new place, but your college refuses to let you go. Tell your sister your wish.

Part B

1. Extended Dialogue

(A couple is talking about their son.)

- A: Hi. What's the matter? You seem angry. What's happened?
- B: Xiao Ming's failed the math exam again. There's no hope for him to learn math well.
- A: Don't worry! In time, maybe things will turn for the better.
- B: I wish that would be the case, but I don't see any signs of that happening.
- A: He's already made progress in his Chinese. His Chinese teacher told me he's been studying hard in her class. He got a ninety on the mid-term test.
- B: But towards math, he has a terrible attitude.
- A: Surely it'll take time to change his attitude. But, as long as we guide him in the right direction, maybe there's a ray of hope.
- B: I'm not so optimistic. If only I could find a way to make him see the importance of doing math well.
- A: Maybe you haven't helped him enough. You should probably spend more time with him.
- B: I hope you're right.
- A: Don't be so pessimistic. Where there is life, there is hope.

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B: All right. I'll have a try.

2. What Would You Say

Roleplay the following dialogue, using the structures learned in Part A.

- 1) A: _____ the letter won't go astray again.
B: Let's check by telephone five days from now to see if the letter arrives there on time.
A: _____ it weren't such a nuisance to get a letter delivered here.
B: Maybe li Ming has moved to a new place.
A: _____ he hasn't.
- 2) A: _____ good weather, but it's becoming a bit cloudy.
B: Oh, stop worrying. Let's go to the playground.
B: Perhaps we'd better take our umbrellas, just in case!
A: I don't think it's necessary. I don't feel like going back to our dorm room.
B: _____ you're right.
- 3) A: I'm so thirsty. _____ we could find some water to drink.
B: So am I. _____ there's a village ahead.
A: Perhaps. We'd better go a little faster.
B: All right. Let's hurry!
- 4) A: I'm sorry, Mom. I failed the entrance examination again.
B: _____ could study at a university, but the

competition's really stiff.

A: _____ I can succeed next year.

B: You have many hopes. What _____ is that you'd study.

5) A: _____ for a bumper harvest this year.

B: So am I. But if we want one, we'll have to work much harder.

A: I'm determined to work harder than ever this year.

B: _____ you'll remember your enthusiasm when it's time to plough the fields.

6) A: _____ you to become a driver when you grow up.

B: _____ to become a pilot.

A: Well, but your father was a driver.

B: I'm your son, Don't you want me to pursue my own ambitions?

A: I guess I just want the best for you. I don't trust airplanes.

3. Speak for Your Self

Create open-ended dialogues based on the following:

- (a) The father is talking with his son about the latter's future. The son hopes to become an economist, but the father is not optimistic.
- (b) Two students are talking about the upcoming football match. Student A hopes that the School Team will win the match, but student B does not

believe that will happen.

Practice Your Intonation

Rising Tune (not on questions)

Pattern: See you /soon!

— . /

'That's /right.	'That's /funny.
'Don't /trouble!	'If you /want to.
'Please sit /down.	'Don't /bother!
'If you /like.	I /beg your /pardon?
I'm so /sorry.	'Don't for /get to /write.
'Keep on /trying!	'Come a /gain /soon.
'That's /good.	We /shan't be /long /now.
'That's e/nough.	'That's the /one I /meant.
'Pass the /salt,	'O./K!
please.	
'See you /soon!	It's /all /right.
'Good /bye.	'Good /morning.
I /hope you'll /let me /know.	
'Let me /know /how you get /on.	

Pattern: I shouldn't be surprised.

. . . . /

I'm not sur/prised.	That's /right.
I shouldn't have	If you /like.
/thought so.	
It doesn't sur/prise me.	It's no /bad.
	It's what I ex/pected.
You can if you	I don't suppose he