

高等学校教材

(英语专业用)

交际英语教程

核心课程 (二)

上册

CECL

COMMUNICATIVE ENGLISH

FOR CHINESE LEARNERS

CORE COURSE 2

(UNITS 1-5)

上海外语教育出版社

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Communicative English for Chinese Learners

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前 言

CECL 的编写试用始于1979年。1980年列入教育部高等学校外语专业教材编审委员会五年编审出版计划。1982年起列为广州外国语学院与英国文化委员会(The British Council)的教学科研合作项目。1985年经国家教育委员会高等学校外语专业教材编审委员会审查,定为推荐教材出版,在国内发行使用。

CECL 是专为我国大专院校英语专业一、二年级学生设计编写的。但经若干年的试用,证明除了适用于综合大学、外语学院及师范大学英语专业学生外,也适用于大专院校非英语专业(包括文、理科)学生、业余大学英语专业学生、进修英语的教师、准备去英语国家的出国进修人员以及其他从事外事工作的英语进修人员。

CECL 的编写以我国英语工作者面临的文化交流任务为前提,在取材上注意了西方文化的介绍和中西文化的对比。在培养适应四化需要的英语工作人员这个目标指导下,CECL 结合我国实际,吸收国外新的英语教学法,针对我国英语工作者的实际需要设计了各种听、说、读、写、译的教学内容及教学活动,在选材、编排及方法上力求做到实用、科学、多样、生动。

CECL 整套教材以核心课程为主,按需要辅以语音、语法、词汇、听、说、读、写各科的辅助课程。CECL 核心课程共分四册,以每周八个学时计,每册可用一学期,四册可供学员使用两个学年。非英语专业学员可视需要以及时间多寡酌情选用。CECL 核心课程1—4册包括的主要内容有:衣食住行、社交礼节、文娱体育、医疗卫生、风俗习惯、经济贸易、政治、历史、少数民族、社会问题等。全书配有教师手册以及录音磁带。

CECL 从编写、试用直到出版,除了广州外国语学院 CECL 教材、教学组同仁的协作外,还得到校内外、国内外不少人士的支持。这些人士包括(按时间先后为序):

正式全时参加教材编写的我院中外籍教师: Wendy Allen, Nina Spada, 林向荣, Tim Lockwood, Carol Pomeroy, Caroline Philcox, 杜锦江, 王初明, 朱林, 陈昉生, 黄小桦, 邹纪平, Susan Maingay, Gail Langley, 黄国文, 付文燕, 李海丽, Christopher Joslin, Richard Farmer, 杨世宏, 吕鸿, 羊芳菲, Martin Wedell, 汤晓春;

短时参与编写工作的我院外籍教师: Glen Allen, Fiona Weston, Moya Brennan, Christopher Tribble;

帮助看稿提意见、提供资料、参加及协助录音的人员: Mary-Ellen Belfiore, Richard Young, Shaun MacNally, Danielle MacNally, 陈明初, 孙熙, 肖惠云, 高喆, Alan Maley, Bob Fox, Robert Neilson, Theodore S. Rodgers, L.G. Alexander, Bob Hodge, Brian Abbs, Christopher N. Candlin, Keith W. Mitchell, Michael Short, Tim Boswood, Mary Stansfield, Christopher Brumfit, John Simpson, Debbie Simpson, Roger Berry, Janet Beddisor;

负责资料、打字、编辑和录音制作的工作人员: 马俊伟, 顾睿哲, 邓玉珊;
北京外国语学院许国璋教授为本书撰写了序言、并给予了热情的支持;

: ↓ :

北京外国语学院胡文仲教授担任了本书的主审，复旦大学陆国强教授，辽宁大学欧阳筱苏教授参加了本书的审稿；

上海外语教育出版社负责本书的编辑出版，广州外语音像教材出版社承担录音磁带的录制发行工作。

对于以上及其他人士和单位的支持帮助，我们一并在此表示衷心的感谢。

CECL 出版前虽已经过试用修改，但难免还有许多有待改进之处。我们恳切希望使用本书的各界人士不吝赐教，以利今后修订。

主编者 1986年5月17日

FOREWORD

WHEN Li Xiaoju launched her communicative approach from her Guangzhou base in 1979 or earlier, all her friends voiced support but did so with fingers crossed. After all, a text-based, teacher-centered learning pattern had dominated China for so long that although everybody thought a break was long overdue few believed that to be possible. It was too deeply entrenched, in curriculums and books and educational thinking to be pulled down by a handful of teachers, however inventive as experimentalists, and however devoted. It wasn't that China had remained static socially or educationally (although this has been our post-facto view), for between 1950 and 1976 there was a centrally inspired teaching reform once every three years, each with an enthusiastically acclaimed new method lasting an average span of about six months or slightly longer. It was on when a political movement was on, off when it was off, begun with fanfare and terminated as a rule with a sigh of relief. Whatever new method was adopted, in the center of it was the teacher delivering knowledge from a text and the student receiving it notebook in hand. Each reform promised a get-away from our stereotyped education but in the end invariably surrendered to tradition which was thought dependable though uninnovative.

Then something truly different came on the scene—in 1964, that mid-year in the lull before the storm. It was the audio-lingual method, or in plain Chinese, the listen-and-speak method. Some literature came along with it which gave the semblance of a rationale in TEFL. Language being in its primary state spoken language, the printed text was in some cases deliberately done away with and in most cases withheld from the students until audio-lingual drills had been thoroughly done. The lesson began with a story told by the teacher, who after rehearsals did it with skill and charm. The students listened avidly, knowing well they were to be questioned on the content after the telling was over. Then came the questions, all carefully structured, each with a statement followed by a tag question. Using the built-in answer for his response the respondent was both quick and accurate. Classes were filled from beginning to end with an orchestrated pattern play, and the occasional visitor would be amazed and delighted—but for the first hour only. The second hour entertained him with much the same orchestration—that of word or phrase substitution in a given slot. It would then be seen that the whole performance was but a demonstration of Bloomfield's Stimulus-Response Theory, fashionable during the last war and for some years immediately afterwards, but already thought antiquated by the mid-1960s.

Now why was it that the S-R theory could have been so unquestioningly embraced in China, and went on well into the 70's, and this after Chomsky, after the two scathing reviews of B. F. Skinner, after the Colorado experiment, and after our own discovery that the 1964-66 experiment failed to provide a sound foundation for a learner's first two years ?

It is, I think, not difficult to give an answer. The audio-lingual method, in spite of its oral-approach novelty, fitted in well enough with the country's centuries-old tradition of teacher-centered education. It went one step further, and for worse. In the old type of education, teaching was at least meaning-related, and a student would be asked to pre-read a text, to make sense out of strings of printed forms before coming to class, where he was expected to answer questions, generally on points likely to have escaped him. A thoughtful student did educate himself that way and speed away on his steam. Under the pattern drill orchestration, however, language was taught in formulas or patterns, and every exchange between student and teacher was pre-structured to perfection. Every sentence was made to be predictable although unpredictability was the very essence of human communication. With automatic response as the aim, the student was being trained as an automaton, who in actual communication finished his stock of drilled responses in a matter of minutes.

The early seventies saw the advent of Pingpong diplomacy and Kissinger and Nixon—and a variety of TEFL targets and the means to get there. Teaching began to be split into listening, reading, speaking and writing—no doubt a welcome change, but the Bloomfieldian S-R stayed on, the teacher-centeredness remained unchallenged.

And there were other methods, each with a theory and a book to substantiate that theory. Then came Xiaoju's Communicative Approach, which differed from the rest in two important ways.

1. Because the method was new in every way, it met with considerable resistance from the start. It not only proposed the communicative approach: it actually viewed language itself as communication. What role was then left for the teacher, or for that matter, for examinations? How about grammar, which strings words into meaningful utterances, and general knowledge, which provides matter for communication? Your adult learners will of course be interested—but where are they going to learn the means for appropriateness and pointedness? Questions were followed by discussions and these by patched-up agreements—hardly a concerted effort aided by an unshaken faith which was so important to any innovator.

Xiaoju remained firm; she thought and read and revised and redesigned; her work went on as she went on undaunted—gradually, a feasible model evolved of itself, receptive to modifications but never losing sight of its original goal. The devotion she was known for now became infectious, and in time there grew up a core of devotees, loyal to the experiment, to its initiator and leader, to each other. One and all, they were the designer and writer of the book which is now before us.

2. What was even more important than the formation of a core of devoted teachers was the formulation of a language-teaching theory, and I believe it was this that really distinguished Xiaoju and her group.

I love to read Xiaoju's theorizings. These sometimes assume a tone of finality which some may not like. But there is in-depth reasoning all through, and it carries conviction. She quotes sparingly if at all. The theory is from her own experience, and from her own pen. Without using quotes, I shall now re-present Xiaoju's position as I see it.

1st query: The student has to have some foundation prior to communication. What would you say that foundation is?

I would not presume they would be ready for communication on the first day. Nevertheless we'll put them on communication right from the start. We *don't believe* in teaching students to learn. Rather, we believe in having students *learn how to learn—by themselves*. Of course the first lessons are going to be difficult—the students have to undergo a process—and language learning is a process, not an event—of reorientation from grammatical correctness to sociolinguistic acceptability.

2nd query: Sociolinguistic acceptability involves a good many things—perhaps too many to be teachable?

Exactly. Communication involves the forms of a language, the use of forms, and the information carried in the forms. Learning a language's forms, we thought, is not really learning the language but *pre-learning* it; real language learning begins only when learners start using it in a communicative context—authentic interpersonal exchanges where information is sought and given, attitudes are made out, opinions distinguished from facts, conclusions evaluated for their worth and so on.

3rd query: But perhaps there is a separate stage for everything?

There can be different stages. However, we believe in plunging students into a dynamic—three-dimensional if you like—use of language, our end-of-the-term tests avoid testing forms as such but only in relation to communicative effectiveness. Scoring is not going to be easy though, because it is still very much an empirical balance between form, use and content.

On the other hand, concentration on forms, held axiomatic in most of our TEFL classrooms, in the end tend to be de-motivating to the adult learner, who hates baby talk. Language lessons that seem to contain a little too much—and ours certainly do—may seem frightening to the learner at the orientation stage, but once that is over, he will be moving along until acculturation is reached.

4th query: As well as language, you took a holistic view of the learner. Please explain.

A learner is not a mark-book entity; it is sad to reflect that too many of our teachers view him that way. He, sitting in your class, is still in his formative years. His classroom experience will not be the begin-all and end-all of his education. The world outside the classroom is infinitely wider, richer, entirely unpredictable and totally challenging. His intellect grows as his exposure to the world widens, and his language grows with it. All right, here is his graduating essay and you as his supervisor give a mark to it. But what is that mark to what he will learn in future years? The learner, on his part, will have been fully aware of the world that always welcomes an inquiring mind. There is a learner beyond the classroom learner, a language beyond the teacher's language, a world beyond the campus world. A good teacher never thinks that he is totally capable—even within the four walls of his classroom, where he is king; a good learner never despairs of learning things after leaving school and learning them well.

Finally let's see how Xiaoju and her colleagues make her students learn how to learn. Here is a splendid sample.

Inappropriate responses—reading & pairwork discussion

You will read 12 short dialogues between a foreign visitor (F) and a Chinese guide (C). Discuss each dialogue in pairs and decide why the response given is inappropriate. Decide on an appropriate response and write it down. Then listen to the tape to compare.

1. F: Do a lot of Chinese people have the opportunity to travel in China ?
C: Of course.
2. F: I really don't know how to thank you for what you've done for us.
C: Oh, it's my duty.
3. F: You've arranged everything so perfectly. Thank you so much.
C: No thanks.
4. F: You speak English so well.
C: No, my English is very poor.
5. F: It has been a most unforgettable experience visiting your factory.
C: Please give us your criticisms.
6. F: I'm sorry but this vase you sold me is cracked. I'll have to ask you to give me my money back.
C: Don't mention it !
7. F: Will you have some cheese ?
C: I never eat cheese.
8. F: You look very nice today.
C: Not at all.
9. F: I'd love to visit that old building.
C: Foreigners are not allowed.
10. F: Why can't I have pictures here ?
C: You just can't.
11. F: You mean I can't wear this on the beach ?
C: No, it's not nice to look at.
12. F: Two weeks is really too short for seeing a great country like China.
C: Yes, China is a great socialist country.

Now these short dialogues were each of them sociolinguistically designed, with appropriateness as the target of training. They offered a marked contrast to what prevailed in the audio-lingual classroom less than a decade ago. There the emphasis was on form and the problem of appropriateness didn't seem to matter, and many of the 12 answers given here would have actually delighted some teachers, thinking that here at last were some thought-bearing answers which, though crude, were yet a lot better than the robot-like "Yes, I do. No, I don't." type. What great progress we have made since the termination of mindless learning ! If this is not modernizing China's TEFL, I do not know what is.

I have been asked to write a short preface, but had to end up with a not too short one: I had facing me such a plethora of ideas that I found it difficult to be brief. In my own writings I took cognition, not communication, to be the primary function of language, but obviously this is not the place to argue. I began by saying that Xiaoju's friends, hearing of her 1979 undertaking, all wished her well. Her book is now out, her ideas have matured into a beautifully-thought-out presentation, her experiment, tentative in its initial years, has grown into an accepted project that not even diehards in our profession would want to ignore. Pleased and relaxed, her friends will now say: "Well done! There is still uphill work to do, and most likely no end of it. But never fear the fear of Sisyphus: we are behind you."

Xu Guozhang
Beijing

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Unit 1

GETTING TO PLACES

1 ON FOOT

1 Some shop signs

1.1 Reading & interaction

On the following pages are some of the signs you would see in England. Look at them and answer your teacher's questions.

1.2+ Classification

List the signs according to the following categories:

1. words to do with what to eat
2. words to do with house and home
3. words to do with what to wear
4. words to do with travel, transport and communication
5. words to do with a person's health
6. words to do with other personal necessities and services
7. words to do with spare time activities

FRESH FISH

LOTUS SHOES

HAIR STYLIST
Pam Coombes
Colourist Consultant

FOREST DRY CLEANERS

WARWICK MANSIONS
GARDEN CENTRE

**BEERS
WINES
SPIRITS**

DEN'S
MOTORCYCLE
MART

FOXLEY PET STORE

MORRISH—JEWELLERS

NEW LOOK Decorators Ltd.

WILLIAMS & MASON NEWSAGENTS

**MARCO'S DISCO—
RECORD CENTRE**

POST OFFICE

RICO'S CAFE AND SNACK BAR
Home Made Ice Cream

FISH N'CHIPS

TRAVEL CENTRE
Midland Red

DYSON BROS FAMILY
BUTCHERS

ATLANTIC
Building society

OMNIFLOR—FLORISTS

ACCIDENT UNIT

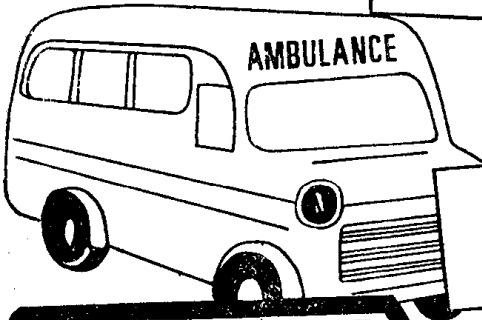
ENTRANCE

DENTAL SURGEON

Station

Inter-City

KO WAH RESTAURANT



T.P. GRAFTON F.B.O.A. OPTHALMIC OPTICIAN

Public telephone

EXIT
Town Centre

POLICE STATION

PUBLIC CONVENIENCES

TAXIS

DISPENSING CHEMIST

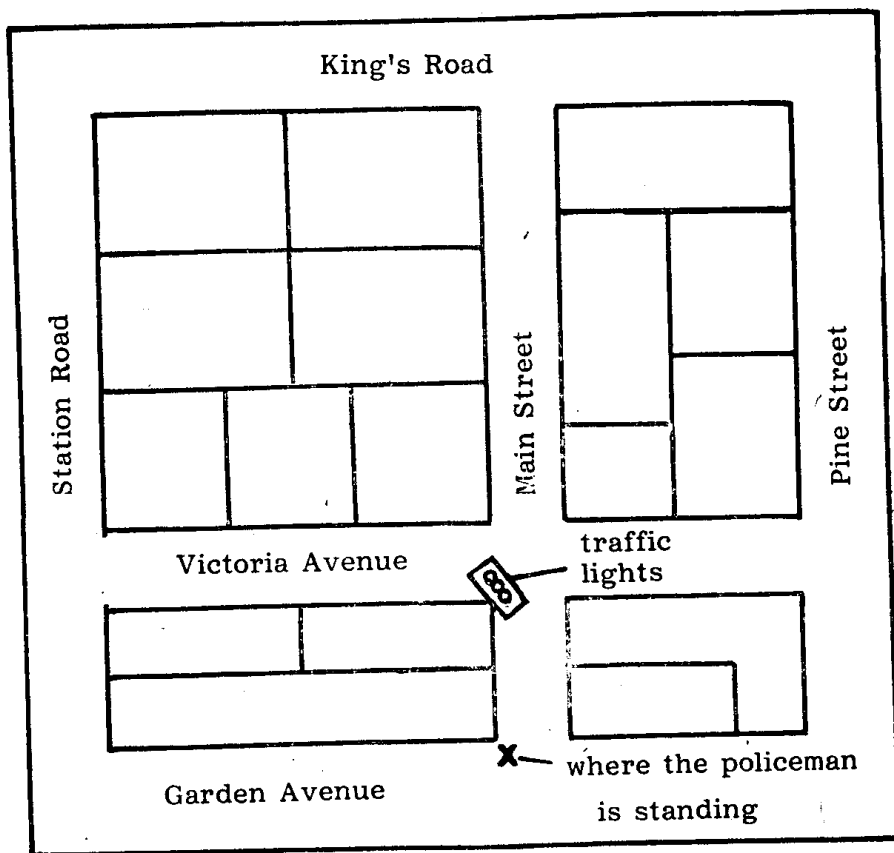
Health centre

2 DIALOGUES 1—9: Shopping district — listening for specific information

The downtown district in most cities has the following shops. Can you tell which shop sells what kind of things or gives what kind of service ?

antique centre	dry cleaner's	photographer's
baker's shop	fruit store	confectioner's
hairdresser's	department store	shoe shop
chemist's shop	grocery store	sports shop
clothing shop	ironmonger's	stationery shop

A policeman is standing at the corner of Garden Avenue and Main Street. People keep stopping to ask him the way. Listen carefully and write the name of the shops mentioned in the proper spaces in the map. Some spaces will be left blank, of course.



3 Part of London

3.1 MONOLOGUE 1—listening for specific information

Look at the map on the next page. It shows part of central London.

Listen to the description of streets and places in central London and mark them on the map.