

高等
师专
教材



English, Speak It Better

Book 1
Teachers' Book

主编 姚保慧 副主编 张先昂

华东师范大学出版社

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出版说明

我国高等师范专科学校长期以来没有一套适合自己要求的、比较系统和完整的教材。1986年，我们受国家教委有关部门的委托，与华东六省教育委员会协作，组织编写一套供华东地区高等师范专科学校使用的教材。这套教材包括中文、历史、政治教育、外语、数学、物理、化学、地理等八个专业的主干课程和公共课程，共五十余种。从今年下半年开始陆续出版，计划到明年年底出齐。

为了组织编写这套教材，华东各省教委和我们各地师专的教学、科研、师资、教材和教育改革等情况，作了广泛的调查，在此基础上，又对编写这套教材的目的要求、人员组织、协作方式、具体步骤等，进行了深入细致的研究。各地师专的领导和广大教师都热烈支持，都把本校具有学科优势又有丰富教学经验和较高学术水平的教师推荐为这套教材的主编或编写成员，这对于保证这套教材在较高程度上反映当前华东地区师专教学和科研的新水平，起了十分重要的作用。

在编写的指导思想和具体实践上，我们力求使这套教材具有以下特点：

一、坚持以马列主义、毛泽东思想为指导，注意培养学生科学的世界观和人生观，培养他们为社会主义的四个现代化，特别是为教育事业献身的精神和为人师表的高尚品德。但这些又不是作空洞的说教，而是寓于教材的具体内容之中。

二、严格以新的师专教学计划和教学大纲为依据，坚决立足于师专这个特定层次上，从师专的培养目标和教学实际出发，教

材内容的深度、广度乃至篇幅，都要充分体现培养初中教师的要求，坚决防止跨越师专层次，盲目攀比、随意拔高的偏向。

三、贯彻理论联系实际的原则，系统阐述本门课程的基本理论、基本知识和基本技能。要吸收科学上的新成果，具有时代的先进性。要贯彻百花齐放、百家争鸣的方针，对不同学派的意见，选择一种能被多数人接受的意见作为基础，同时也介绍不同观点的意见。要充分注意学生思维能力、自学能力和表达能力的培养。

四、力求反映华东地区师专教育改革状况和教学、科学水平，以便更好地适应华东地区师专的教学需要。同时还注意反映华东地区政治、经济、历史、文化、改革开放、风土人情的特点，以为地方经济建设服务。

这套教材不仅可作为华东地区的师专教材，也可供其他地区的师专选用，还可供在职的初中教师学习和参考。

当把这套教材奉献给读者时，我们首先要向为此而作出重大指导和积极支持的国家教委和华东各省教委的有关同志，向为此付出辛勤劳动的各师专的负责同志和所有参加编写的教师以及许多热心帮助的同志，致以衷心的感谢。

组织编写和出版师专教材，在我们还属首次，由于实际经验和思想水平等的限制，其中缺点、错误在所难免，诚恳欢迎师专广大师生和其他读者批评指正。

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1988年7月30日

Preface

English, Speak It Better, an oral English coursebook, is one of a series of textbooks compiled for students in junior teachers colleges or for adults who wish to develop their fluency in oral English. The textbook has been produced in accordance with the English Language Syllabus for English Majors of the two year program with the aim of attaining communicative competence in the language.

English, Speak It Better appears in two volumes with 68 units in all. Each book covers one year's work, providing materials for 2 or 3 classroom hours per week. It has as its central purpose the filling of a shortcoming in available teaching materials which do not currently instruct teachers of the English classes in the important aspects of the language. The textbook is accompanied with the teachers' book, which also appears in two volumes with a special section for the teacher — Teaching Suggestions.

Taken together, Book 1 has the following objectives:

Rigorous training is given through the functional approach within a comprehensive range of 34 different settings — situations ranging from everyday routines, such as ordering in a restaurant, to the more culturally sensitive issues, such as expressing thanks, refusing an invitation, etc. Guidelines and practice in intonation and stress patterns which are used by

the native speakers in those different settings are given, followed by listening drills and reproduction exercises necessary to reinforce the students' competence in listening comprehension and in organizing connected speech.

English, Speak It Better concentrates on building up the students' oral work. Book 1 is composed of 34 units. Each unit is devoted to giving a thorough coverage of a single setting and takes as its title one of the lines from the text to highlight a particular function. To these ends, each unit consists of three sections.

Section I Mini Talks, in which 4 dialogues are provided to show the use of appropriate functional patterns in a conversational context. Additional patterns are also given. Drills on correct intonation are of utmost importance since intonation gives as much, if not more meaning than syntax alone. Change the intonation, then the meaning and tonal implications change as well. Rigorous drilling is required before proceeding.

Section II Conversation, in which the specific function is adapted into common daily situations in a freer and more natural style. The model is followed with additional materials and ideas for further practice on a much wider scope. Creative work should be encouraged under the teacher's guidance.

Section III Listening In and Speaking Out, in which a short story or a passage is included to extend the students' listening skill as well as to reinforce their skills in organization of connected speech. In every fourth lesson, Singing Out is encouraged to give the student the feel of the rhythm of the language which might be well compared with the rhythm of

singing.

The important vocabulary and language points or cultural background are indexed at the end of each unit. At this point, the teachers' book includes further comment on cultural and social idiosyncracies that may be considered necessary to clarify the students' understanding of the nuances of the language and intonation.

All materials are recorded on cassette. Transcripts for the two additional dialogues and the Listening In materials are given in the teachers' book.

English, Speak It Better was compiled under the direction of chief compiler Yao Baohui, associate professor of Linyi Teachers College, and vice chief compiler Zhang Xian'ang, associate professor of Ningbo Teachers College. Others who joined in the work were Teng Jian, lecturer of Zhenjiang Teachers College, and Zhang Wansheng, lecturer of Huainan Teachers College. The textbook was revised by British language teacher Mr Martin Ripley, who gave invaluable help to the production of this textbook. Hereby the compilers would like to express their gratitude and thanks to the above.

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I've Heard So Much About You

Mini Talks

In this section, 4 models are given to show what is said when greeting somebody or making introductions.

additional dialogues

1

A: Xiao Zhang, I'd like you to meet my cousin Zhao Gang.

B: Hi !

C: Hi! Nice to meet you.

B: What do you think of our college ?

C: Well. I'm still feeling a little homesick. Everything seems so strange to me.

B: Yes, I felt like that when I first came.

2

A: John, I don't think you've met my parents. My mother.
My father.

B: I'm very pleased to meet you, Mrs Hunter. How do you do, Mr Hunter ?

C: How do you do, John ? I've often heard Mary speak of you.

B: Only good things, I hope.

imitation practice

1. Good \morning! / Good 'after\noon! / Good \evening!
2. Hel\lo! / \Hi!
3. 'How do you \do? / 'How d'you \do?
4. ,John, (this is) my \mother, my \father.
5. Mrs ,Ma, may I have the 'pleasure of intro'ducing Mr 'Henderson to you?
6. Hel\lo! I 'don't 'think we've \met before.¹
,Oh, hel,lo. (hesitant)
7. 'Glad to ,meet you. / 'Pleased to ,meet you.
8. 'How \are you?
\Fine, ,thanks. And 'you?

Listening In and Speaking Out

No Smoking, Please

Last month we bought our two-year-old daughter a little dog. There aren't many children of her age where we live, and I thought a dog would make her less lonely. We were right. They play happily together all day. Our daughter smiles and laughs a lot more than she used to. In a way it is like having two children in the house. Both of them are untidy, and they cry when they do not get what they want. The dog is easier to look after than my daughter — he always eats up his food and we don't have piles of dirty clothes to wash. My wife is also very happy because I have given up smoking.

The dog doesn't like the smell.

Language Points

Hello! I don't think we've met before.

This is a way of self-introduction. The girl is surprised and hesitant, but she is polite. Notice the intonation.
“Oh, hel/lo.”

Cultural Background

1. A cheerful and polite greeting is a form of good manners which helps to build up friendliness. The common way is to say “Good morning!”, etc. “How do you do?” is used where the answer “How do you do?” is expected. “Hello!” and “Hi!” are informal. “Morning!” “Afternoon!” “Evening!” can also be used.
2. Sometimes when time permits or after a long period of separation, people often make further inquiries about their families, friends or work.
3. It is the custom to shake hands when you first meet a person, or after not seeing each other for a long time. A nod, a smile or a slight bow from the man is enough. The older person or the woman should be the first to offer the hand. If not wishing to do so, the other person can use ways mentioned above.
4. Gloves are very important in western countries. In fact it denotes whether the person is well dressed or not. If a man is wearing gloves, he should take off the glove on his right hand before shaking hands. If there is some

inconvenience or no time, he should say, "Excuse my glove."

The woman does not have to take off her glove.

5. In western countries, the man's hat is very important. He should raise his hat when greeting people in the street, especially if the person is a woman. If the other person is a man, he should also raise his hat in return. Sometimes when you are in a hurry, it is all right to touch the brim of the hat when passing by.
6. When making an introduction, remember to introduce the man to the woman, a younger person to an older person of the same sex, an unmarried woman to a married woman, a person of lower rank to a person of higher rank of the same sex.
7. Among friends of the same age or position, introductions can be very informal and simple. We can say:
Mary, (this is) John.
Miss Li, Mr Hunter.
8. At introduction, the man always rises. An elderly person may remain seated when introduced to a younger person. A hostess rises for introduction. A woman need not rise unless the person is older, or the hostess.
9. When making an introduction, do not forget to indicate the person you are introducing.
10. When Chinese meet, they usually like to ask:

Where are you going ?

Have you had your lunch / dinner, etc. ?

This is not done in the western countries. If you say this, it would be considered impolite, as if you were

prying into one's private affairs.

11. Never greet one with "Good night!" This is only used when parting at night, or before going to bed.

Teaching Suggestions

1. Ask the students to listen carefully to the models given in Mini Talks, and find out what patterns are used to extend greetings or to organize an introduction. Pay attention to intonation, and focus on the underlying meaning. For example, surprise is indicated in Model 4.
2. Guided Work is required to be done in two steps: Imitation Practice should come first followed with Fluency Practice. As mentioned in the Preface, drills on correct intonation are of utmost importance since intonation gives much, if not more meaning than syntax alone. A different intonation can imply a very different meaning. Therefore it is necessary for the students to grasp the underlying statement of certain sentences besides imitating the intonation. A number of sentences have been selected for practice with stress marks and intonation marks given for reference in the Teachers' Book. The symbols used here are the very common ones, which denote the following:

'M=high level

,M=low level

\M=hagh fall

\M=low fall

^M=rise

,M=low rise

^M=high fall rise

,M=low fall rise

Fluency Practice aims at fluency in the mastery of useful patterns. To organize this exercise well, the teacher can

write the prompts on a small card. It is more convenient than using the textbook. The work should be done first slowly and collectively. When the students are at ease, the teacher can give the prompt and point to any one of the students for immediate answer. The response should be fluent and correct. The work begins this way:

Mary, John (T) — Mary, John (Ss) — This is (T) — Mary, this is John (Ss) — let me introduce you to (T) — Mary, let me introduce you to John (Ss) — Mr Henderson (T)—Mary, let me introduce you to Mr Henderson (Ss).....

3. Get the students to role play Conversation, then go on to Free Work. The teacher should encourage the students to be imaginative. At the same time encourage them to use the correct intonation, facial expression and gesture from the very beginning.
4. In order to understand the cultural background, the teacher should organize some more situations:
 - 1) introduction between people of different ages, sexes and positions.
 - 2) Have the students wearing gloves when greeting each other.
 - 3) Have the boys wearing hats when greeting each other.
 - 4) Have some students seated when making the introduction.
 - 5) In order to make the situation real, the teacher should prepare some props if they are not available in the classroom. For example: gloves, hats, etc.
5. In Listening In and Speaking Out, the students will hear