

LET'S COUNT IN ENGLISH

英文数字熟练技巧

P. 斯诺登

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Let's Count In English

英语数字熟练技巧

(附中文注释)

P. 斯诺登 著

姜绍禹 注释

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内 容 简 介

本书是当代独一无二的专门操练英语数字的教材。本教材配有原版录音带和大量图片。学习者学完本书后，英语数字就会脱口而出。生活中人们离不开数字，无论是购物、经商或是安排旅游活动，数字表达不好，就会造成交际上的障碍。本书的目的就在于培养学生运用英语数字诸多方面的能力。本书附练习答案。

LET'S COUNT IN ENGLISH

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前 言

阅读含有数字的外语课文时，我们常常用本国语而不是用课文中的语言读这些数字。大声朗读时，每当遇到数字，我们常常会打磕巴，停下来想一想之后才能读出来。因此学习外语时，表达数字往往不如表达其它方面内容那么流畅。然而，在许多情况下，如在外国购货、经商，或安排旅游活动，需要某种外语时，数字的作用很大。在这种情况下，我们必须能够熟练地使用数字；我们必须能够熟练而准确地表达自己的思想。在听到数字时，我们必须能够迅速而准确地理解它们。

如果我们的语言能力在其它方面已经很强，然后再来解决数字方面的不足，那就太迟了。数字是语言学习中的基础部分，而不是什么附加物。因此，本书力图在学生学习外语的早期给他们提供紧密结合英语数字的机会，以免过晚。这样，他们在英语交际中，在培养熟练运用语言诸多方面能力的同时也能培养熟练运用数字的能力。

How to Use This Book

There are twelve chapters, each on a different numerical theme. They are arranged in a loose order of size, with “Millions” right at the end. Together with chapters on simple numbers, there are also chapters on “applied” numbers, such as “Telephone Numbers,” “Prices,” etc. These “applied” chapters have been arranged to follow the size-progression of the book, but could also be taken out of order if a teacher wished. In other words, the order of the chapters may be usefully followed, or broken if required. An attempt has been made to make each chapter independent, and varied and mature in content, so that even Chapter One is not over-childish, even though it deals with the simplest of numbers.

In each Chapter there are six Exercises, including a section called “Challenge!” Here are some simple ideas on how each exercise might be treated.

Exercise One—Speed Practice: This is an exercise of simple repetition, but it is very important. Students should repeat this exercise over and over again, to gain speed and fluency. It is not enough to read it silently. It should be practised out loud: alone or in chorus, together with the tape or independently, in the L.L. or in the ordinary classroom or at home or in the street—anywhere. Intonation is as important as speed: it may be difficult to put a lot of emotion into, say, counting from 5 to 50 in fives, but these sets of numbers should be repeated in a lively manner, not monotonously. The recordings on the tape have been made to give an idea of what can be done.

Exercise Two—Listening and Joining In: This exercise combines simple listening practice with the fluency developed in Exercise One. It cannot be done well if Exercise One has been neglected. On the tape, students hear just the beginning of each set of numbers from Exercise One. Then they must recite the rest of the set, with the same speed and rhythm. The same sets of numbers are used as in Exercise One, but not in the same order. Therefore, students must

listen carefully to identify which set is being read on the tape, and must be ready to continue the set themselves. This can be done in chorus or individually, in class or alone.

Exercise Three—Controlled Composition: This is a writing exercise of guided composition based on pictures. Each of three pictures is used to generate four sentences. Generally, the first two sentences follow one pattern, while the last two follow another. Thus, in Exercise Three, practice is given in six sentence patterns. The sentences all have blanks to be filled in by reference to the pictures. The fourth sentence usually has the most blanks, to permit freer composition, and there may be more than one way of completing it. Teachers and/or students can use these exercises as hints for writing more, and using the vocabulary and sentence patterns to express information about numbers in their own lives. Vocabulary is controlled: all words come within the 2,000 words or so that can be expected at pre-university level. Furthermore, the vocabulary is selected to be relevant to the numerical theme being practised.

Exercise Four—Activity: This involves a variety of graphic activities with numbers, and is based on listening to the tape. Students follow instructions, complete graphs, fill in tables, and so on. There is a wide range of information and topics, intended to be relevant and interesting for students at many levels. The teacher should listen to the tape in advance, and may give appropriate hints to the students about vocabulary, sentence patterns, and numbers involved.

Exercise Five—Critical Listening: In this exercise, students listen to the tape and at the same time read sentences written in the text. The printed text contains some blanks, which should be filled in, and some numbers which do not agree with what is said on the tape. The mistaken numbers in the text should be corrected. This exercise acts as a kind of listening review, and at the same time it often introduces some slightly more advanced vocabulary and/or sentence patterns. In those cases, it may be useful to prepare the exercise in class in advance, before listening to the tape.

Exercise Six—Challenge!: A wide variety of open-ended activities

are presented, each related to the numerical contents of the Chapter, but also, towards the end of the book, covering other numbers, too. Teachers and students are free to experiment and expand as they wish, although in most Challenge! sections some hints are given on how to treat the material. Those hints may not be so necessary for some students as for others. Certainly, the hints are not intended to restrict students only to the expressions suggested. Challenge! exercises can generally be used for either conversation or composition, or both.

Teachers should be aware that there are often two or more possibilities for numerical expressions in English. For example, 0 can be called "nought," "oh," or "zero." Dates can be expressed in several ways: "December the first," "December first," or "the first of December." Numbers such as 101 or 999 can be expressed with or without "and." Years such as 1905 can be called "nineteen hundred (and) five," "nineteen (oh) five," and so on. Pages 9 and 18 of the text give some idea of the wide variety of ways of telling the time. The choice of which to use depends on the background and needs of teachers and students. For the sake of consistency, however, some choices have been made in this book: dates are always given as "December the first"; numbers such as 101 and 999 contain "and"; years such as 1905 are called "nineteen hundred and five." Also, "kilometer" on the tapes is pronounced with stress on the first syllable, although nowadays there is a growing tendency to stress the word on the second syllable. Teachers may decide to what extent their students can or should know about these variations, which are often, but not always, instances of G.B./U.S. differences.

On a daily, intensive course, this book could be finished in twelve days; used weekly in a university as an additional text to a main course book, it could last a whole year; it can also be used for private study and reference. However it is used, it is to be hoped that the book will make fluency in expression and accuracy in comprehension of Numbers in English easier, more interesting, and more enjoyable.

目 录

1. 数数	(1)
2. 班机号	(5)
3. 电话号码	(10)
4. 十几对几十	(15)
5. 百分比	(19)
6. 第一, 第二, 第三	(24)
7. 日期	(30)
8. 年	(36)
9. 数千	(42)
10. 物价	(48)
11. 数万、数十万	(54)
12. 百万	(61)
注释	(68)
听力答案	(77)

1

Counting Numbers

EXERCISE ONE—SPEED PRACTICE

Read out each of these sets of numbers quicker, and quicker, and quicker.

- from 1 to 10!* → a. one, two, three, four, five, six, seven, eight, nine, ten.
- even numbers* → b. two, four, six, eight, ten, twelve, fourteen, sixteen, eighteen, twenty.
- odd numbers* → c. one, three, five, seven, nine, eleven, thirteen, fifteen, seventeen, nineteen, twenty-one.
- counting in tens* → d. ten, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, a hundred.
- counting in fives* → e. five, ten, fifteen, twenty, twenty-five, thirty, thirty-five, forty, forty-five, fifty.
- counting down* → f. ten, nine, eight, seven, six, five, four, three, two, one, zero.

Write out (a.) to (f.) in figures. Pronounce each number out loud in English as you write it. Then repeat Exercise One quicker and quicker, this time looking at the sets of numbers you have written out, not at the spelt-out lists on this page.

EXERCISE TWO—LISTENING AND JOINING IN

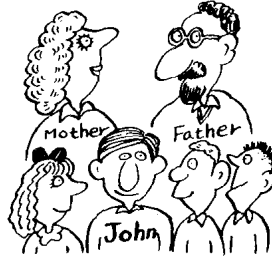
On the tape, you will hear the first three numbers of one of sets (a.) to (f.) When the third number has been spoken on the tape, stop the tape and say the rest of the set of numbers. Try to keep the same speed as the tape. For example:

(Tape): one... two... three...

(YOU): four... five... six... seven... eight... nine... ten.

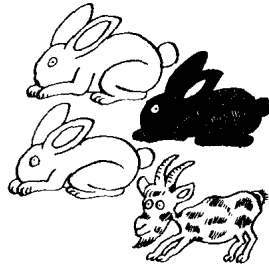
EXERCISE THREE— CONTROLLED COMPOSITION

Look at each picture and complete each sentence. Listen to the tape for the answers.



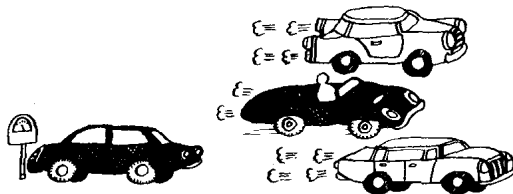
Number One:

1. John has _____ sister.
2. John has _____ brothers.
3. There are _____ boys in this family.
4. There are _____ children in this family.



Number Two:

1. One rabbit is _____.
2. Two _____ are white.
3. There are three _____ in the picture.
4. There are _____ animals in the picture.



Number Three:

1. There _____ sports car in the street.
2. There are _____ cars in the street.
3. _____ of the cars are moving.
4. _____ of _____ black.

EXERCISE FOUR—ACTIVITY

Listen to the tape, and join together the numbers as you are told. Then you will find out what the picture is.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80

EXERCISE FIVE—CRITICAL LISTENING

Read these lists of numbers and follow them on the tape. In each list on this page, one number is missing, and one number is mistaken. Fill in the missing number, and correct the mistaken one.

- a. 1, 11, 14, __, 25, 28.
- b. 9, 19, 47, 55, __, 73.
- c. 12, 20, 48, 84, 92, __.
- d. __, 30, 45, 66, 75, 93.
- e. 18, __, 51, 59, 74, 87.

EXERCISE SIX—CHALLENGE!

Learn *One Man Went to Mow*, a counting up song, and *Ten Green Bottles*, a counting down song. Sing quicker and quicker as it gets longer and longer—but at the end you can slow down to make the songs more dramatic!

One Man Went to Mow

One man went to mow,
Went to mow a meadow.
One man and his dog
Went to mow a meadow.

Two men went to mow,
Went to mow a meadow.
Two men, one man and his dog
Went to mow a meadow.



Continue one by one up to:

Ten men went to mow,
Went to mow a meadow.

Ten men, nine men, eight men, seven men, six men, five men,
four men, three men, two men, one man and his dog
Went to mow a meadow.

Ten Green Bottles

Ten green bottles hanging on the wall.
Ten green bottles hanging on the wall.
And if one green bottle should accident'ly fall,
There'd be nine green bottles hanging on the wall.

Nine green bottles hanging on the wall.
Nine green bottles hanging on the wall.
And if one green bottle should accident'ly fall,
There'd be eight green bottles hanging on the wall.

Continue one by one to:

One green bottle hanging on the wall.
One green bottle hanging on the wall.
And if that green bottle should accident'ly fall,
There'd be no green bottles hanging on the wall.

2

Flight Numbers

EXERCISE ONE—SPEED PRACTICE

Read out each of these flight numbers. Read them out several times quickly and fluently. Pay attention to the intonation.

- JAPAN AIRLINES → a. Flight JL eight nine one.
BRITISH AIRWAYS → b. Flight BA two four six.
AEROFLOT → c. Flight SU five eight oh.
UNITED AIRLINES → d. Flight UA oh oh five.
CATHAY PACIFIC → e. Flight CX seven four nine.
THAI AIRLINES → f. Flight TG three seven two.

Now write out the flight numbers (a.) to (f.) in figures. Pronounce each number out loud in English as you write it. Then repeat Exercise One quicker and quicker, with better and better intonation, this time looking at the numbers you have written out, not at the spelt-out list on this page.

EXERCISE TWO—LISTENING AND JOINING IN

On the tape, you will hear the letter code for one of the flight numbers (a.) to (f.) When that code has been spoken on the tape, stop the tape and say the rest of the flight number. Try to keep the same speed as the tape. Remember the intonation.

For example:

(Tape): Flight JL . . .

(YOU): eight nine one

EXERCISE THREE— CONTROLLED COMPOSITION

Look at each picture and complete each sentence. Listen to the tape for the answers.

Smith / J Mr.

Tokyo AI 492 03 Dec OK

Manila MS 203 12 Dec OK

Bangkok SQ 113 19 Dec OK

Bahrain LH 008 27 Dec OK

Cairo

Number One:

- Mr. Smith will take Flight _____ from Tokyo to Manila.
- He will take _____ Manila _____ Bangkok.
- From _____ to _____, he will travel on Flight SQ 113.
- From Bahrain _____, he will travel _____.

Flight No. Destination Time

KL 865 Moscow 13:30

AZ 104 Rome 13:50

AF 321 Paris 14:00

IB 097 Madrid 14:10

Number Two:

- Flight _____ is for Moscow.
- _____ is _____ Rome.
- The next flight for _____ is Flight AF 321.
- The next _____ Madrid _____.

Flight	SA 583	GF 124	AZ 777	TX 608
Gate	29	37	19	17

Number Three:

- Flight _____ will leave from Gate 29.
- _____ will leave _____ 17.
- Passengers on Flight AZ 777 should go to _____.
- Passengers on _____ should _____.

EXERCISE FOUR—ACTIVITY

Listen to the tape for details of a round-the-world trip. Connect the cities with straight lines, and on each line write in the flight number.



EXERCISE FIVE—CRITICAL LISTENING

Look at this flight indicator board, and listen on the tape to the announcement about them. On the page, one flight number and one gate number are not clear; also, one gate number and one flight number are mistaken. Write in the unclear numbers, and correct the mistaken ones.

FLIGHT NO.	DESTINATION	GATE NO.	TIME	COMMENTS
SV 975	Cairo	9	07:50	Delayed
JU 468	Istanbul	13 1A	08:00	Boarding
UA 149	Athens	12	08:20	Clearing
TO 000 7M 002	Beirut	15	09:00	New Time

EXERCISE SIX—CHALLENGE!

Look at the flight indicator board on the opposite page, and make up announcements for some of the flights. Use the expressions in Exercises Three, Four and Five, if you wish. Also, here are some more hints for possible announcements:

1. Here is an announcement for passengers on Flight XX 000 to _____. Passengers on Flight XX 000 to _____, please proceed to Gate X00. Your flight will leave at 00:00.
2. Here is an important announcement for passenger Yamada on Flight XX 000 for _____. Passenger Yamada on Flight XX 000 for _____, please go immediately to Gate X00, where your light is waiting to leave.
3. Here is an announcement concerning Flight XX 000 to _____. Flight XX 000 to _____ will depart from Gate X00 at 00:00.



Note: To tell the time by the twenty-four hour clock, read out each pair of numbers, e.g.: 17:30—seventeen thirty

21:45—twenty-one forty-five

13:05—thirteen (oh) five

09:10—(oh) nine ten

BUT: 09:00—(oh) nine hundred (hours)