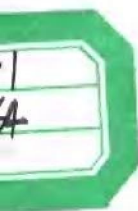


张后华 张有铭 编
周之鉴 审校

中级英语口语教材



华中理工大学出版社

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中级英语口语教材

SPOKEN ENGLISH
FOR
PRE-INTERMEDIATE STUDENTS
IN CHINA

张后华 张有铭 编

周之鉴 ~~审校~~

GF38/10

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责任编辑 曹滨

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华中理工大学出版社出版发行

(武昌喻家山)

新华书店湖北发行所经销

武汉大学出版社印刷总厂印刷

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开本: 787×1092 1/32 印张: 7.25 字数: 145 000

1987年11月第1版 1987年12月第2次印刷

印数: 12 001—22 000

ISBN 7-5609-0122-0/H·25

定价: 1.95元

FOREWORD

As many linguists and language teachers have observed, fluency in speech acquired in the early stage of learning a foreign language greatly facilitates learning to read and write at the advanced level. Based on this observation, educators in China propose that at institutions where pre-intermediate English is being taught, particular emphasis should be placed not as before on grammar-translation exercises, but on the teaching of spoken English. This proposal, though widely accepted, has not been successfully practised. In schools where there is a heavy reliance on the grammar-translation method, the students have almost no opportunity for developing their communicative competence. In schools where there are oral skill development plans put into practice, the situation is none the better. Teachers' efforts most often end in students feeling bored by repeating just a few clichéd greetings and some sort of English of their own "originality." To remedy this situation, therefore, a text that can keep up students' interest in English conversation is definitely needed. "Spoken English for Pre-Intermediate Students in China" is a conversation book specially written to meet the needs of those who wish to achieve fluency in speech

through the use of English both in and out of class. It is characterized by efficient use of colloquial English in expressing such feelings, opinions, and ideas as teenagers and young people in China are most likely to convey or talk about. Such a text should prove very helpful to pre-intermediate learners of English in China.

Zhou Zhijian

编 者 的 话

一、“中级英语口语教材”(Spoken English for Pre-Intermediate Students in China)是专为我国高级中学、师专、大专理工科学生提高英语口语能力而编写的,它也可以用作中学英语教师的教学参考书。

二、本书分四个部分:(一)课堂英语(Classroom English);(二)校园英语(Campus English);(三)日常会话(Every-day Conversation);(四)迎送外宾(Meeting and Seeing Off Foreign Guests),共五十七课。所使用的语言都是我国青少年英语学习者在谈论日常事物和表达思想感情时常常感到要用的词语。

三、本书的语言材料,以美国用法为准,并按英美人的社会习俗考虑了使用的得体性(appropriateness)。

四、上述安排的目的在于体现下述交际法教学原则:用英美人使用的语言来表达学习者需要表达的思想,以提高学习者自觉使用英语的兴趣,达到通过不断的使用来最终学好英语。

五、华中工学院英语系周之鉴教授审阅了全书,提出了许多宝贵的意见,并用英语为本书写了前言。美籍教师 Louise Kirscher在惯用法方面给予了指导。各兄弟院校的同行对本书的编写给予了热情的支持与帮助。我们在此一并致谢。

六、本书配有由外籍教师 Nancy M. Drost 与 Thomas Pixley录制的磁带,需要者可与华中工学院外语系语音室联系购买。

张后华 张友铭

一九八七年四月

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PART I

Classroom English

Lesson One

At an English Lesson (1)

- Zhang Hong: Hurry up. There goes the bell.
- Wei Dong: Yes.
- Monitor: Silence, Please. It is time for class.
(The teacher comes in.)
- Class: Good morning, teacher!
- Teacher: Good morning, class (or students).
Sit down, please. Are you all ready for today's class?
- Class: Yes, we are.
- Teacher: Who is on duty today?
- Wei Dong: I am, teacher.
- Teacher: The classroom doesn't look nice and clean. You haven't done your chores well enough. Don't forget to perform your duty well next time.
- Wei Dong: Yes, teacher.
- Teacher: Let's begin our class. First I'd like to ask you to explain in English the first

sentence of the second paragraph "I can't do a thing with him." Who'd like to try? Can you explain it in English, Wang Ling?

Wang Ling: I don't think I can (or I'm afraid I can't).

Teacher: Try anyway. Think for a while.

Wang Ling: O.K. I'll have a try. This sentence means that I can't do any work together with him. Perhaps the man is hard to deal with.

Teacher: Is Wang Ling right, Wu Ming?

Wu Ming: No, I don't think so.

Teacher: Then, what's wrong with his explanation?

Wu Ming: It seems to me that this sentence means I can't handle him, or there is nothing I can do with him.

Teacher: That's it. Are you clear, Wang Ling?

Wang Ling: Yes, teacher.

Teacher: Now class, I will ask you to translate five sentences into English. I'll ask one or two students to translate them on the blackboard. The others will do the translations in their exercise books. Zhang Hong, please come to the blackboard to do the translations.

Zhang Hong: I'm afraid I can't do them well.

Teacher: Don't be shy.

(Zhang Hong comes to the blackboard and writes on it.)

Li Ming, what do you think about Zhang Hong's translations?

Li Ming: I think they are right.

Teacher: Yes, they are. Now, time is up for the translation exercises. Hand in your exercise books to me, please.

(The students hand in their exercise books.)

Do you have any questions about the translations?

Class: No, teacher.

Teacher: Good! Now open your books to page 25. I am going to explain the third part of the text. Now listen to me.

(The teacher explains the text.)

Do you understand what I said?

Li Ming: Will you please explain in English the phrase "stray from" again?

Teacher: O.K. "stray from" means "wander from." For example, Don't stray from the point = Don't wander from the point = Don't get off the point.

Is it clear now, Li Ming?

Li Ming: Yes.

Teacher: That's fine. Zhou Bin, will you read the third paragraph, please?

Zhou Bin: Certainly, teacher.
(Zhou Bin finishes his reading.)

Teacher: That's good. Now Wei Dong, read the whole text, please. Read slowly and loudly. (Wei Dong finishes his reading.) Good! Now, let's read the whole text together. Reading aloud is very important. (The class reads the text together) Class, I'll read the text for you. Please listen carefully. (The teacher finishes reading the text.) Are there any other questions?

Class: No other questions, teacher.
(Wei Dong is talking to Li Ming.)

Teacher: Silence, please. No talking in class.

Monitor: Wei Dong knocked his ink bottle over by accident.

Teacher: Look at the ink stains on your desk! Be sure to wash them off after class.

Wei Dong: I am terribly sorry, teacher.

Teacher: Be more careful next time.

Wei Dong: Yes, I will.

Teacher: For homework, please review the text. I'll give you a little quiz tomorrow.

Clear?
Class: Yes, very clear.
Teacher: Time is up. Class is over.
Class: Good-bye, teacher.
Teacher: See you tomorrow.

Summary of Useful Expressions

1. Expressions used to ask whether the bell has rung,

Has the bell rung?

Is that the bell?

Has the bell gone off yet?

—Yes, there goes the bell.

Yes, the bell is ringing.

Yes, the bell has rung.

Yes, the bell has gone off.

Did the bell ring?

—Yes, it did.

Will the bell ring soon?

—Yes, it will.

Yes, the bell will ring in no time.

Yes, the bell will ring in a minute.

Yes, the bell will ring in a few minutes.

2. Expressions concerning getting ready for class,

Please get everything ready for class.

Be ready for class.

Are you ready for class?

Do you have everything ready for class?

Let's get ready for class.

Take out your books, please.

Put your books on the desk, please.

Take out your note-books, and put them on your desk.

Get your note-books, pencil boxes and quiz books ready before the class begins.

3. Expressions announcing the beginning of the class,

It's time for class.

Let's begin the class.

Shall we start?

Let's start. Let's get started.

We'd better get started.

4. Expressions used to dismiss the class,

There's the bell for dismissal.

We'll continue our class after the break.

It's time for break.

Let's take a break.

Let's stop here today.

We'll leave off here today.

That's all for today.

Shall we call it a day?

With that, we conclude our class today.

Time is up.

Class is over.

The lesson is over.