



普通高等教育“十一五”国家级规划教材（第二版）

全国普通高等学校优秀教材一等奖（第一版）

英语口语教程

第3版 教师用书
Teacher's Book

Challenge to Speak

主编 姚保慧 谢楠

4

高等教育出版社



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第三版前言

《英语口语教程》自1998年出版以来,受到了学界广泛的肯定,成为众多高校英语口语教学与学习的主流教材。这期间,该教材被评为普通高等教育“十五”及“十一五”国家级规划教材,并于2002年荣获全国普通高等学校优秀教材一等奖。《英语口语教程》提倡通过多种形式的口语技能训练,逐步培养学生的英语交际能力,提高学生高层次的语言表述水平,使学习者的口语纯熟流畅,正确得体。

围绕贯彻《国家中长期教育改革和发展规划纲要(2010—2020年)》,全面提升教学质量,培养创新型人才,教育部即将推出新一轮的英语专业教学改革。面对新的改革形势,我们启动了《英语口语教程》的修订工作。修订的主要目标是拓宽英语专业学生对中西方社会各个层面的认识,强化英语口语技能的训练,提高口语技能的理论水平,培养语言的综合运用能力,使学生的连贯表达能力能够得到大幅的提高。

本次修订主要涉及如下方面:

1. 更新了单元话题和课文

本版适度地调整了一些单元话题,更新了部分文章。新话题的选择更加贴近当代大学生的文化和社会生活,紧扣社会现实,兼顾中西文化,内容涉及世界和我国当代生活、经济、文化、科技等热点话题,题材丰富多样,语言生动地道。

2. 改进了练习设计

为使学生能够更多地参与到口语训练的活动中,新版教材增设了大量的练习活动,强调学生的参与,通过 Role-play 等形式强化学生对相关口语句型的掌握,提高学生高层次的语言表述能力。

3. 增加了有关口语技能理论的论述

为使学生能够系统地掌握口语学习的相关理论知识,各单元融入了有关口语技能理论的相关论述,使学生能将理论与实践有机地结合在一起。

《英语口语教程》(第三版)包含学生用书四册,教师用书四册。每册15个单元,每单元3—4个学时。学生用书后有MP3光盘。我们对第三版的教师用书做了较大调整,为每个环节提供了具体多样的教学建议,并附有练习答案和大量的参考资料供教师选择使用。

本教材使用范围广泛,既可作为高校英语本科或专科口语教材,也可作为学生考级、考研和高级口语培训教材使用,同时还可供社会上具有一定英语基础的人员自学使用。

在本教材编写过程中,高等教育出版社领导提出了宝贵的意见,在此深表感谢。新西兰教师 Gavin A. Neal 为第三版的修订做了大量工作;美国教师 Elizabeth Wilson 和 Clayton Olson 曾为本教材的第一版做出了很大的贡献,在此深表感谢。

由于编者能力有限,教材有许多不足之处,错误在所难免,恳请广大教师和读者指正。

编者

2013年11月

第一版前言

《英语口语教程》(CHALLENGE TO SPEAK)(第一、二册)自1998年由高等教育出版社出版以来,受到学界的肯定,已被全国众多高等学校使用。这期间该教材被列为普通高等教育“十五”国家级规划教材,并于2002年荣获全国普通高等学校优秀教材一等奖(第一版)。

为适应高等学校英语教育的不断发展和满足对英语口语教材新的要求,我们受高等教育出版社的委托,本着“除旧布新,与时俱进”的原则,于2005年对《英语口语教程》第一、二册做了较大幅度的修订;同时于2009年继续编写第三、四册。第一、二册供大学一年级使用,第三、四册供大学二年级使用,四册合在一起,统称《英语口语教程》。

第三、四册教材的编写指导思想立足于进一步提高学生的口语交际能力和口语学习策略的综合运用能力。

在全球化日益扩大、中国国际地位逐步提升的今天,国际间语言的沟通与交流显得尤其重要,因此,拓宽英语专业学生对中西社会各个层面的认识和提高学生高层次的语言表述能力,即提高学生的英语综合素质是高校英语教学面临的新课题。

为此,本教材在编写时注重突出以下几个特点:

在选材上,教材紧扣社会现实,兼顾中西文化,内容涉及当代世界和我国经济、文化、科技等热点话题,题材丰富多样,语言生动地道。

在语言训练上,通过话题讨论和形式多样的训练来提高学生的综合连贯表达能力,培养学生准确自如地抒发思想感情的能力。

在内容上,有助于拓宽学生的知识层面和提升学生的思想文化修养,加深其对中西文化和社会现实的真切了解及深刻把握,尤其是要具备用英语正确流畅地介绍我国悠久的历史文化和辉煌的社会现实的能力,毕业后能适应社会的要求和挑战,面向新世纪,走上国际舞台。

第三册和第四册各分为学生用书和教师用书。学生用书配有课文录音光盘。

学生用书每册18个单元,每单元课文分三部分:

PART A WAY TO SPEAK

1. Start the Ball Rolling: 提供12~26个与话题有关的词汇和短语,激发学生搜集与话题有关的语料。

2. Dialogues: 以两段会话作为范例,引出话题。

3. Challenge to Speak: 通过多种形式活动开展初步讨论。

PART B TOPIC TO DISCUSS

1. Topic: 通过短文介绍与中西文化有关的主题内容。

2. Discussion: 通过短文主题的讨论, 进一步拓宽和加深讨论范围, 并通过讨论、陈述、演示、讲演、辩论等多种形式的训练激活学生英语思维能力、连贯表达能力和交际能力。

PART C FUN TO SPEAK

选择生动有趣的题材, 为学生提供一个自由宽松的语境。通过小剧、诗歌、笑话、歌曲、格言、谜语等多种形式, 激发学生的想象力和学习兴趣。

每单元还在 NOTES 中提供下面两部分内容:

CONVERSATIONAL SKILLS 作为学生提高会话技能的辅助材料。

CULTURAL BACKGROUND 作为文化背景知识补充材料。

教材最后设有附录, 作为学生学习的辅助和参考资料以及第二课堂活动材料。

附录 1 重点会话功能项目表

附录 2 第二课堂活动补充资料

教师用书包括练习答案和教学建议, 并附有大量的参考资料供教师选择使用。

本教材使用范围广泛: 可作为高校英语本科或专科口语教材, 既可供学生考级、考研和使用, 也可供社会上具有一定英语基础的人员自学使用。

本教材在编写过程中, 得到了高等教育出版社的热情关怀和指导。新西兰教师 Gavin A. Neal 和美国教师 Jess Sharp 对教材的编写提出了宝贵的意见, 在此深表感谢。

由于编者能力所限, 时间所迫, 教材有许多不足之处, 错误在所难免, 恳请广大教师和读者指正。

编 者
2010 年 8 月

To the Teacher

Bring forth again this question to your students:

“Have you ever noted down how often and with whom you speak English in your daily life?”

This is to draw your students' attention to a fact — Limited time is actually used for daily communication. Challenge to Speak is compiled with the purpose of helping your students to build up good communication skills by becoming familiar with the cultural context to which a language naturally belongs. Meanwhile as a tool for communication, it should be understood that it is necessary for your students to master language skills to cover both Chinese culture and Western culture. Many communication failures have much more to do with a lack of cross-cultural understanding than with a lack of linguistic competence. Book 4 aims at further helping students to bridge the gap between linguistic and cultural competence.

With the fast process of globalisation and the rapid rise of China's position today in the international world, the Western world is showing increasing interest towards China and its development. As an English major of intermediate or advanced level, it is becoming more and more apparent that the student needs to further meet the challenge of a demanding world. With a view to an appreciation and respect for cross-cultural similarities and differences, this textbook hopes for a successful sharing of our own culture with Western culture.

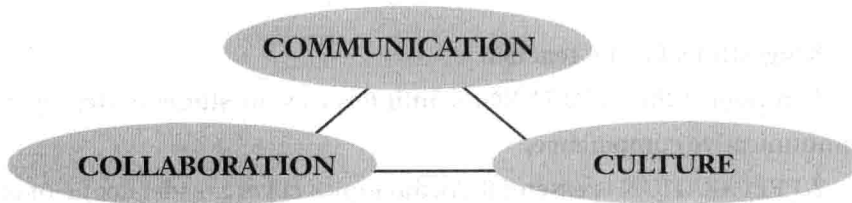
Motivate your students to acquire a solid communicative competence of the foreign language, be fully aware of the importance of understanding Chinese and Western culture and its cross cultural features in such a way that they will be competent enough to introduce China's rich culture and amazing developments to the international world with ease.

In Book 4, you should direct your students to express opinions and views with fluency and appropriateness on topics of more complicated and sophisticated social issues and phenomena to prepare themselves to meet the rigid challenges in a competitive world.

In each unit a topic has been selected for discussion, which can be carried out in forms of narration, presentation, debate, argument or interview. Organize interesting

discussions and oral activities to guide your students to communicative and linguistic competence step by step. Lay emphasis on collaboration with students working in pairs or in groups to create a sense of community in the classroom with meaningful results.

The CCC method should work in this way:



Challenge to Speak Book 4 Student's Book consists of 15 units. It is accompanied with the Teacher's Book and CD. Each unit is designed for 3 - 4 academic hours / week for university English majors, normal university English majors, open university English majors and all intermediate level learners of English.

Part A: Way to Speak

In this section you will start the Ball Rolling by organizing students to brainstorm on words and expressions relevant to the topic. Help your students to recollect vocabulary dormant in their minds. Two Dialogues follow focused on the theme of the topic to serve as models and further draw the students out to join in the discussions and activities designed in Challenge to Speak. Request students to pay attention to the intonation and understated emotions in the dialogues and use body language appropriately. The aim is to gather basic material and information for the topic of the unit.

Part B: Topic to Discuss

Culture is the way of life that a group of people share. This is also shown in the way people communicate with one another. Each country has its own culture, and in studying a foreign language the students need to understand the similarities and differences between the two cultures.

In this section for discussion, a topic relevant to important social and cultural issues such as drugs, drunk-driving, fashion, organ donation, etc. are selected, as well as a certain series of topics covering Chinese culture, such as Chinese festivals and social customs, Chinese architecture, China's world cultural heritage, etc. Students are required to join in more intense and deeper discussions and varied activities. Have students share views and opinions, and create a sense of community in the classroom with meaningful results.

Part C: Fun to Speak

This is a section to give your students time to relax and have fun. Short stories, jokes, plays, songs, riddles and amusing activities will give the classroom a change of atmosphere.

Suggestions for the Teacher

1. In Book 4 the CHALLENGE continues as your students step up a higher rung to communicative competence.

2. PREPARATION is essential. As the topics cover a wider scope of social issues and culture, students need to SKIM the materials before entering the classroom. Request them to read the introduction and think about the topic they are going to talk about.

3. LISTENING activities should be infused in your teaching. Request students to listen to the CD, but NOT to look at their textbooks while listening. Stress imitating how the native speaker expresses feelings and emotions.

4. BRAINSTORMING: Here, this refers to activating the brain, recollecting words and expressions that lie dormant in the students' memory. Request students to refresh their memory and gather reminders from one another. Begin by grouping and listing words and expressions under different categories. Skim through the text and pick up more words. The Teacher's Book provides more words and expressions for your reference. Use the blackboard, charts or even just a piece of paper and have the students jot down whatever comes to mind. In some cases use visual aids or CDs to help out. Avoid using the dictionary unless absolutely necessary. There should be a time limit.

5. ROLE-PLAYING: Here, you play the part of the director, the helper and the judge. The purpose is to make role-play move from situational to creative, from restricted to meaningful. The dialogues should be modelled with good intonation and appropriate body language to gain an understanding of the understated meanings. There are Supplementary Dialogues in the Teacher's Book for your reference.

6. Request students to TAKE NOTES or make an outline as they prepare for class. This will help students to organize their thoughts and ideas. These notes are to be used as references, NOT TO BE READ FROM.

7. Call students attention to speaking strategies. Make use of these skills in their activities. There is no special time or order of appearance of these skills. They should suit the situation so as to make the language more expressive. Build up an AWARENESS of these strategies.

8. Cultural background is meant to give further information to make the discussions richer and fuller. Students may BROWSE through this section or go online for further information before they come to class.

9. DISCUSSION: This covers different forms of oral activities through narration, presentation, debate, argument and so on. Organize creative and imaginative work true to life. The discussion is meant to express knowledge, which covers propositional knowledge — knowing academic knowledge, procedural knowledge — knowing how to acquire skills, and conditional knowledge — knowing the circumstances in which to use these skills.

10. Create a sense of community. Create emotional and intellectual connections in the discussions. Request students to SHARE views and comradeship. Partake in MEANINGFUL work. Encourage students to do their share.

11. There are 15 topics for discussion. Make a careful selection for the semester. Discuss with your students what activities interest them most and encourage them to take the initiative to organize some of their own activities.

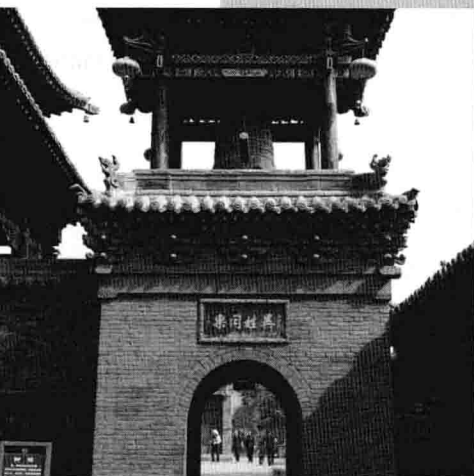
12. Encourage students to SPEAK MORE after class or wherever possible. Organize more after class activities such as speech competitions, singing English songs, reciting poetry, putting on plays, etc. The CHALLENGE continues.

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The Ancient City of Ping Yao China's World Cultural Heritage



- **About This Topic**

This topic will focus mainly on the famous historic sites of China, of which many are listed as world famous cultural heritage, taking the Ancient City of Ping Yao as an example. The discussion focuses on the significance and beauty of these historic sites, their value to society and their influence upon our lives. To help students understand deeply the prominent features of these famous world historic sites, the teacher can guide students with pictures, slides and CDs to compare their value and significance.

- **Conversational Skills**

Recognizing the goals of effective communication.

Part A Way to Speak

- **Tips to Start the Ball Rolling**

Organize students to brainstorm words and expressions for world cultural heritage and historic sites. Divide students into groups and work out as many expressions as possible on the topic. Encourage students to make some preparations in advance with pictures and materials on the topic selected. It is necessary for the teacher to make sufficient preparation with pictures, slides and CDs on the Ancient City of Ping Yao as well. Here are some more words and expressions for your reference.

live record past achievements pride in the nation foundation of development

to bring ... to life	educational	instructive	marvelous
remarkable	valuable	base of civilization	creation
invention	way of life	custom	lifestyle

● Dialogues

Organize students to read the two dialogues and reproduce them, working in pairs. Encourage creative work. Listen to the CD and organize students to use appropriate intonation and body gestures.

● Supplementary Dialogue

Organize another dialogue based on the following model. List some of the key words. For more information, refer to the sections "Topic to Discuss" and "Notes."

(Li Guang is showing his British friend Jerry some photos of the Palace Museum.)

A: Look at these pictures, Jerry. Aren't they beautiful?

B: Wow! The Palace Museum! Such grand buildings with so much history. These photos seem to have been taken by a professional photographer. Who took them? You?

A: Yes, I took them all by myself. Look at this one. I chose a very different perspective. What do you think of it?

B: Great! A panoramic view of the museum. I must say the features of symmetry are prominently shown. What were your feelings when walking around the palace rooms? Did you feel like an emperor?

A: Well, I did wonder what life might have been like in those days ... to own all that property and to reign over the people, you know. I could sense the great power held within the walls and the prosperity of the dynasties of long ago. But the crowds kept reminding me that I was only a tourist enjoying past glory.

B: It seems that you take a great interest in historic sights. Which era would you prefer to live in, the prosperous life of olden days or our new modern life?

A: Well, it's not a question of preference, you see. For all its magnificence, it was not everyone who could enjoy the glory and splendor of the palaces in those days. I imagine I would have been very miserable. I am proud of our history, but I certainly prefer present day life.

B: It is hard to imagine, isn't it? But we have to admire the wisdom of the people who labored and built these wonderful structures. It's the same in the UK. Look at the Tower of London, the Big Ben and Buckingham Palace ... They hold so much history.

A: Yes, of course. Though science and technology have brought dramatic changes, history and culture is still embedded everywhere, especially in the styles of the buildings and the virtues of loyalty and faith. You know what I mean. It's our traditional culture.

B: Yeah, you are right. I hear many Chinese children are taught *San Zi Jing* — *The Three-Character Scripture* — at an early age. Is that so?

A: Yes. It is to teach the children that they are the descendants of the Dragon. No nation is without history, right?

B: Exactly.

● Tips and Keys to Challenge to Speak


1. Divide students into small groups. They should be encouraged to bring other materials such as photos or brochures of some famous Chinese historic sites or relics along to class. The teacher can join in the discussion with materials, photos and CDs. Make out a list and organize students to get familiar with the 40 cultural heritage sites of China and their English names. Refer to the section "Cultural Background."

Answer: (omitted)

2. First ask students to work in groups to make a selection of historic sites they are familiar with or that are in the area of their university or home town. Make notes for their discussion. For example, comparing the structures of the Palace Museum with the Confucius Temple, students can refer to some reference books for specific information if possible. The teacher can guide students by generalizing the features of Chinese ancient architecture with pictures of the two historic sites.

Answer:

The two places are similar in the style of structure and even in the distribution of rooms. Both groups of buildings are symmetrical with a main building in the middle of the axis and the east and west wings distributed equally on both sides. The east rooms in the Palace Museum were dwelt by *Dong Gong*; and the west, *Xi Gong*. As a matter of fact, the Palace Museum is much grander and bigger than the Confucius Temple as a result of different ranks of the dwellers. The ancient emperors built more



rooms than typical commoners did. The tiles are yellow, and the walls are red in the Confucius Temple.

3. Organize students to discuss in groups. Different thoughts are encouraged. Then hold a class discussion. Ask each group to give their description and guess what is shown in the picture. Give the word “prints” as a hint, which will help activate students’ imagination and lead to a correct answer.

Answer:

In the middle of the picture are four prints on a hard stone. They are not footprints but knee-prints left by the accusers and defendants at court. According to ancient Chinese ritual, the main accuser and defendant that came to court were requested to kneel down on this slate. It is hard to imagine how prints could be left on such hard stone. But there have been so many knees kneeling there since ancient times that these prints were left behind. We can still feel the great power of the authority of the past.

4. Ask students to work in groups with one student as tour guide. The members in the group can work together to introduce one historic site. After the report of one representative from the group, the other members can make up for the missing information. Slides and pictures are encouraged to support their report in order to make their introduction vivid. First work on the ancient town of Lijiang, then select some other familiar historic sites.

Answer:

Tour guide: Here is the famous historic site of Lijiang. The historic site of ancient Lijiang City was built during the late Song Dynasty and early Yuan Dynasty with a history of over 800 years. It is located on the bank of Jinsha River. It is the only Chinese ancient city that has no city walls because the surname of the dwellers was Mu. According to the Chinese character “木” (wood) encircled within a box would mean “困” (hardship). That is why the city has no city walls surrounding it. The characteristics of the buildings are a mixture of Naxi, Bai, Zang Minorities with the Hans. Its striking feature is water. With abundant water resources, it is also called “Eastern Venice.” It is famous for Naxi music dubbed as “a living music fossil.” Its location is of military importance, and known as the center of economy and politics as well. The clean streets are well distributed to make traffic convenient. It was listed as a world cultural heritage site in 1997.