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Learn to Talk

新编英语口语教程

Book One



1

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## 前 言

改革开放以来,我们国家综合国力日益增强,对外交流不断扩大,在国际事务中起着举足轻重的作用。在中国大踏步走向世界、世界也大踏步走近中国之际,肩负时代重任的青年一代学会用英语进行有效口头交际,越发显得重要。为了适应时代与社会对人才培养的要求,我们以《高等学校英语专业基础阶段教学大纲》(以下称《大纲》)为指导思想,编写了《新编英语口语教程》。

《新编英语口语教程》全套四册,对学生进行循序渐进、全面系统的口语训练。四册书是一个整体,每册各有其重点,又相互衔接。第一册根据《大纲》规定的功能意念,侧重交际功能训练。第二册紧扣《大纲》关于“语言基本得体”的要求编排情景对话,注意培养学生对文化差异的敏感性。第三册参照《大纲》“作3—4分钟连贯性即席讲话”的规定,主要进行英语演讲训练。第四册的重点是英语辩论。学生使用这套教材,经过四个学期较为系统的训练,可以有效提高英语口语表达和交往能力。

中国学生上英语口语课有时会感到无话可说,一个原因是使用的口语教材偏重“固化”的机械性操练,让学生只是跟读背诵,为语言交流而操练语言。其实,语言交流的内容是思想和感情,语言交流的目的在于思想和感情的交流。《大纲》明确指出口语课的教学要求是要学生“能正确表达思想”。《新编英语口语教程》在练习设计上注意培养学生主动表达能力和独立思考问题能力。第一、二册中设置了看图说话、编故事、写对话等练习形式,旨在培养学生创造性灵活运用语言的能力。第三、四册中的演讲、辩论、专题讨论等训练项目为学生提供机会就某一话题连贯地阐述自己的观

点、看法,并展开争论。我们希望,这样教学能使学生不仅练了英语口语,也锻炼了思辨能力。

英语一定要通过实践和运用才能真正掌握,英语口语尤其如此。作为一门单项技能训练课,口语课的任务是让学生在课堂上开口自己讲英语,而不是听教师讲英语。教师主要起组织活动、辅导训练的作用。《新编英语口语教程》的编写思路是通过交际性活动来进行口语训练,这些活动包括对子练习、小组讨论、大组汇报、复述、表演、游戏等。学生通过参与各种富有创造性的语言实践活动,扮演角色,交流信息,解决问题,成为口语课的主人。教师以开展活动的方式组织课堂教学,不仅能提高学生交际运用语言的能力,而且活跃了课堂气氛,使口语课不至于呆板单调。

《新编英语口语教程》在南京大学英语系、国际商务系试用时,学生和教师积极配合,并提出不少宝贵的改进意见。在编写过程中,我们得到上海外语教育出版社庄智象老师、汪义群老师的指导和帮助,在此一并表示衷心的感谢。

欢迎使用《新编英语口语教程》的同志批评指正。

王守仁

1998年4月

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# Unit 1

## *Learning Objectives*

In this unit you will learn:

- How to greet people
- How to make introductions

### WARM-UP

1. *Learn to know each other by exchanging your background information.*
2. *Familiarize yourself with the patterns of the textbook, the ways of instruction, and the requirements of the course.*

### READING ALOUD

*Read aloud the following poems, paying attention to pronunciation, intonation and rhythm.*

I

#### **Who Has Seen the Wind?**

Who has seen the wind?

Neither I nor you;

But when the leaves hang trembling,

The wind is passing through.  
Who has seen the wind?  
Neither you nor I;  
But when the trees bow down their heads,  
The wind is passing by.

## II

### Laughing Song

When the green woods laugh with the voice of joy,  
And the dimpling stream runs laughing by;  
When the air does laugh with our merry wit,  
And the green hill laughs with the noise of it;

When the meadows laugh with lively green,  
And the grasshopper laughs in the merry scene,  
When Mary and Susan and Emily  
With their sweet round mouths sing “Ha, Ha, He!”

When the painted birds laugh in the shade,  
Where our table with cherries and nuts is spread,  
Come live and be merry, and join with me,  
To sing the sweet chorus of “Ha, Ha, He!”

### DIALOGUE DRILLS

*Study the following expressions and the model dialogues carefully, and then make up conversations on the given situations .*

#### How to greet people



Good morning. Good afternoon. Good evening.	How are you?	Very well, thanks. How are you? Fine, thanks. And you?
Hi! Hi, there! Hello!	How are you doing? How are things? How's it going?	Fine, thanks. And yourself? Great! What about you? Fine! How are things with you?

### Model Dialogues

#### I

(In the street)

A: Hello, Zhou.

B: Hello, Mr. Smith. I haven't seen you for a long time. How's everything going?

A: Fine, thanks. And you?

B: Oh, pretty good, thanks.

#### II

A: Hey, Jim. How's it going?

B: Oh, hi, Nancy. O.K. How're you doing? Long time no see.

A: Yeah, it has been a long time. Unfortunately, I'm in kind of rush right now...

B: So am I. Catch you some other time, huh?

A: Yeah. Let's get together sometime. Take it easy.

B: You too.

### **How to make introductions**

How do you do? My name is...	Nice to meet you.
Hi! I'm...	Nice to meet you.
I don't believe we've met. I'm...	Hi!
Have we met? I'm...	I'm...
May I introduce/present...?	Hello!
Let me introduce...	Pleased to meet you.
I'd like you to meet...	How do you do?
Do you know...?	No, I don't believe we have...
This is...	I'm...

### **Model Dialogues**

#### I

Host: Hey. It looks like Ann is talking with Jill Martin. Do you know her?

Edwin: No, I'm afraid I don't.

Host: In that case, let me introduce you to each other. I think you'll like each other.

(They go to where Ann and Jill are talking)

Host: Excuse me, Ann. Edwin here says that he hasn't met Jill. I'd like to introduce them.

Ann: Oh, that's a good idea.

Edwin: Jill, this is Edwin Needman. Edwin, I'd like you to meet Jill Martin. She's a friend of Ann's from college.

Jill: I'm pleased to meet you, Mr. Needman.

Edwin: Please call me Ed.

Jill: O.K., Ed.

Host: Jill works with the Public Health Service.

Edwin: Is that so? It sounds like an interesting work.

## II

A: Great party, isn't it?

B: Yeah, really.

A: I don't believe we've met. I'm ...

B: Nice to meet you. I'm ...

A: Pleased to meet you.

B: What department are you in, ...

A: I'm in ... What about you?

B: I'm in ...

A: Oh, are you? Say, would you like a drink?

B: Sure, thanks.

### Situations:

A) *Work out appropriate greetings and introductions, using the information given in the brackets.*

Example:

(Mr. Wang / my brother, Peter)

— Good morning, Mr. Wang. Do you know my brother, Peter?

1. (Mum / my friend, Paul)

2. (Mrs. Yang / your next-door neighbor, Mrs. Zhang)

3. (class / your new teacher, Mr. Cheng)

4. (Sally / Mary's sister, Lucy)

5. (ladies and gentlemen / our guest speaker, Professor Robert)

6. (Amy / your daughter's English teacher)

7. (Tom / my father)

8. (Mrs. Smith / my boss, Mr. Wilson)

***B) Work out appropriate replies, using the information given in the question .***

Example:

Hello, Mr. Li. How are you?

REPLY: Hello, I'm very well, thanks.

1. Well, if it isn't Charles Brown! How are you?

REPLY:

2. Hello, Jenny. Have you met my cousin, Jack?

REPLY:

3. Hello there, Bob. How are you going?

REPLY:

4. Good evening, Inspector Jin. Allow me to introduce myself. I'm Mr. Gao.

REPLY:

5. Hi, Betty! How are you doing?

REPLY:

6. I don't believe we've met. I'm David's brother, Donald.

REPLY:

7. Hi, Martin. Nice to see you again.

REPLY:

8. Dad, this is my English teacher, Mr. Feng.

REPLY :

*C) Make up dialogues, using the information given below .*

1. Mr. Wang, a freshman, meets Mr. Lin, a sophomore, on campus. They greet each other and talk about their university life and studies.
2. Miss Yang meets Professor Liu outside the classroom. She wants to get some more information about her English course.
3. You are a freshman who has just arrived at the school. You go to the office of Professor Li, Chairman of your department. Professor Li is pleased to meet you. You want to get some advice from him on English studies.
4. You are having dinner with a friend in a restaurant. Another friend walks into the restaurant alone. You ask him to join you and then you introduce your companion to him.

## STORY-TELLING

*Read the following story carefully and answer the questions below .*

### **An Umbrella**

“Hello,” said John, “it’s raining again. What a nuisance! Have you got your umbrella back from Jane yet, or will you have to go on sharing mine?”

“No,” said Mary, “I got mine back. I came across Jane in a shop this morning. She was carrying my umbrella, but she put it down for a moment while she looked in her handbag for some money. So I picked the

umbrella up and started to walk out. The shopkeeper was horrified. He said, ‘Madam, that umbrella belongs to this lady!’ ‘No, it doesn’t.’ I answered, ‘it belongs to me.’ ‘That’s right,’ said Jane. ‘It does.’ You should have seen the shopkeeper’s face! He didn’t know whether to believe his eyes or his ears — especially as Jane pretended never to have seen me before; you know how she loves a joke!”

### **Questions**

1. Why was the shopkeeper horrified when Mary picked up the umbrella?
2. What was Jane’s joke?
3. Explain why the shopkeeper “didn’t know whether to believe his eyes or his ears”.
4. What would you do if you were the shopkeeper? Why?

***Read the story once again, and then retell it in your own words to your partner.***

### **SMALL GROUP TASK**

***Choose one of the following topics to discuss within your group, and then give an oral report of your discussion. You may perform a short play to express your opinions.***

1. List five reasons why you chose this university to study.
2. List five reasons why you are studying English.
3. Describe your best middle school teacher.
4. Describe your most unforgettable childhood experience.
5. What is the best way to learn English in the Chinese university context?

## CONVERSATION ACTIVITY

Topic: Talk! Talk! Talk!

Purpose: Practice Greetings and Introductions

Organization: Cocktail Party Format

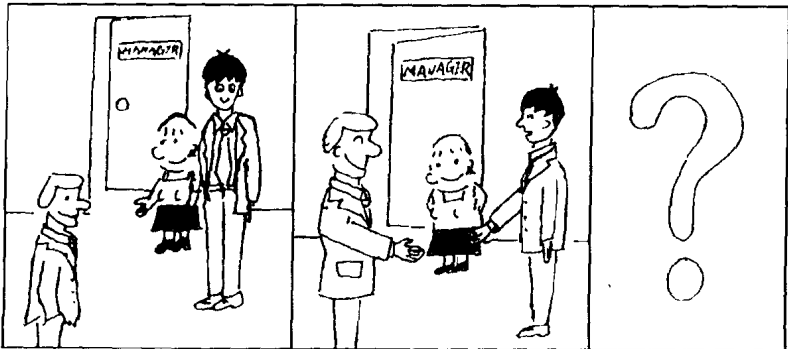
Procedure:

1. The whole class stand up and move around.
2. Each student chats for a few minutes to a student, introduces a third person to join the conversation, and then moves on to another student. One may end his or her conversation with: *Well, it's been nice talking to you, but I really have to go now.* Or *Well, I've really enjoyed talking to you, but I'd better get going.* Try to talk to as many people as possible.

## CARTOON SKITS

*Prepare a conversation in groups of three. Use expressions and idioms from this unit. Then put on a skit about the situation.*

Susan's friend Lee has just come from Hong Kong. They met Susan's boss Frank for the first time. What will they say to each other?



 **PAIR WORK**

*Work with another student. Look at the questionnaire below. Help each other to fill the blanks. Discuss how to answer the more difficult questions.*

**Questionnaire**

Last name \_\_\_\_\_

First name \_\_\_\_\_

Hometown \_\_\_\_\_

Permanent address \_\_\_\_\_

Present address \_\_\_\_\_

High school education \_\_\_\_\_

What foreign languages do you speak and how well? \_\_\_\_\_

What English textbooks have you used? \_\_\_\_\_

When do you (or will you) need to use English? \_\_\_\_\_

In what areas does your English need the most improvement?

What is the main thing that you hope to get from this course?



*When you have finished, compare your answers with another pair of students. Give your completed questionnaire to your teacher to read and correct.*

## SINGING A SONG

*Please read the lyrics aloud and then try to sing it after the tape. Pay attention to the musicality of the language and the feeling expressed.*

### Whatever Will Be Will Be

When I was just a little boy,  
I asked my mother, "What will I be?  
Will I be handsome? Will I be rich?"  
Here's what she said to me. "Que Sera Sera.  
(Whatever will be) will be.  
The future's not ours to see. Que Sera Sera.  
(Whatever will be) will be."

When I grew up and fell in love,  
I asked my sweetheart, "What lies ahead?  
Will we have rainbows day after day?"  
Here's what my sweetheart said. "Que Sera Sera.  
(Whatever will be) will be.  
The future's not ours to see. Que Sera Sera.  
(Whatever will be) will be."

Now I have children of my own.  
They asked their father, "What will I be?  
Will I be handsome? Will I be rich?"