

Challenge
to

(Teacher's Book)

Speak

1

英语口语教程

(教师用书)

主 编 姚保慧

高等教育出版社

113.00

32

412202

Challenge to Speak

Teacher's Book

—*—

英语口语教程

(教师用书)

1

主 编 姚保慧

副主编 李宏业

编 者 Elizabeth Wilson Clayton Olson

姚保慧 李宏业 陈小宁



高等教育出版社

[京]112号

内容提要

《英语口语教程》是一套以话题和功能为纲编写的口语教材。本教材力图把学生置于英语国家文化背景之中,充分发挥学生的听说能力,引导学生积极主动地进行口语学习。本教材内容覆盖面广,语言环境真实,情景意念生动有趣,语言范例标准地道,注意到不同场合的语言交际过程,强调全面的口语能力培养。

本书为《英语口语教程》第一册的教师用书。内容包括补充教材,语言难点分析,文化背景知识介绍,教法指导及练习答案等。

0123/19

图书在版编目(CIP)数据

英语口语教程:教师用书 (1)/姚保慧主编. —北京:
高等教育出版社,1998.7
ISBN 7-04-006456-1

I. 英… II. 姚… III. 英语-口语-高等学校-教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字(98)第 15008 号

*

高等教育出版社出版

北京沙滩后街 55 号

邮政编码:100009 传真:64014048 电话:64054588

新华书店总店北京发行所发行

北京外文印刷厂印装

*

开本 850×1168 1/16 印张 6 字数 180 000

1998 年 7 月第 1 版 1998 年 7 月第 1 次印刷

印数 0 001—2 117

定价 12.20 元

凡购买高等教育出版社的图书,如有缺页、倒页、脱页等
质量问题者,请与当地图书销售部门联系调换

版权所有,不得翻印

前 言

众所周知,语言交际能力的培养是英语教学过程中的关键环节。随着国际交流的日益频繁和现代化电讯技术的迅猛发展,提高英语口语表达和交际能力更显重要。因此在当前教育改革深入开展的形势下,英语口语教学改革也势在必行。编者从事高校英语口语教学多年,深感在口语技能训练方面尚需进行更多层面的探索,教师不仅要帮助学生摆脱“张口难”的障碍,更需要把“听说领先”的教学原则置于一种真实、宽松、主动和持久的文化背景和语言环境中去贯彻和落实,以期培养学生掌握准确、流利而得体的口语。

《英语口语教程》是根据高师英语教育专业《英语教学大纲》的要求,吸取借鉴了国内外口语教学的成果,并在编者多年来教学经验的基础上所作的又一次尝试。

本教程每单元包括“Way to Speak”、“Challenge to Speak”、“Topic to Discuss”和“Fun to Speak”四部分内容,在教学内容的安排上由浅入深,循序渐进,并注重了以下几个方面:示范性地展示语言功能表达方法,强调练习量大、材料真实、形式多样的语言技能训练,要求在具体社会语境中正确得体地使用语言,提高语言的交际用途,提供内容生动有趣的学习素材,以激发学生学习兴趣,敢于张口,勇于迎接挑战。

参与本书编写的美籍教师 Elizabeth Wilson 和 Clayton Olson 在完成本书编写宗旨方面作出了很大贡献:北京外国语大学吴青教授和英籍专家 Pat Adler 审阅了书稿,并提出了宝贵的意见和建议。高等教育出版社对本书的编写和版式、插图设计倾注了大量的心血,表现了严谨负责的敬业态度和奉献精神。

在此,我们全体编者向他们表示最诚挚的感谢。

本书包括学生用书两册,供两学年使用。每册 18 单元,每单元供 3~4 学时使用。本教程还配有教师用书两册、附录音带两盘。

由于编者水平有限,书中不足之处在所难免,欢迎广大使用者批评指正。

编 者

1998 年 5 月

TO THE TEACHER

Have you ever asked your students to note down how often and with whom they speak English in daily life? It is surprising what limited time is used by Chinese students for daily communication in English. In an environment where there are hardly any native English speakers, students have to meet many challenges in their struggle to become fluent in English.

Challenge to Speak is one of a series of textbooks compiled for junior teachers' college students and adults who wish to develop their fluency in spoken English. This oral English textbook, written in accordance with the English syllabus for English majors of the 3 year teachers' colleges, appears in two volumes with 18 units per book. Each volume covers the work load for one academic year, providing materials for 3 — 4 classroom hours per unit. Each book is accompanied by a teacher's book.

The central idea of *Challenge to Speak* is to challenge the students to gain communicative competence through collaboration in the study of the culture of this language. Each unit makes full use of some practical cultural issue with the aim to stimulate meaningful conversation between students. Conversation models are given to show the students how to master appropriate functional patterns in a wide range of social settings followed by varied practice to challenge the students to speak. Emphasis is laid on collaboration, with students working in pairs or in groups to help them develop language competence while gaining new cultural insight at the same time.

This CCC method should work in this way:



In Book One each unit is composed of four parts:

PART A: Way to Speak

Four short dialogues are given as models in varied settings. Each unit has a focal setting, such as at the post office, at the art gallery, etc. but does not restrict the conversational context to that one situation. Actually the use of a comprehensive range of situations should be encouraged. The main task for the students is to master appropriate functional patterns and work on basic communication skills. There is a set of supplementary patterns provided for both teachers and students.

PART B: Challenge to speak

In this step intense practice should be given for the various challenges set before the students. These exercises begin at an elementary level and move to an intermediate one, from guided work to freer work. The purpose is to motivate the students in pair work or group work, without the teacher monopolizing the classroom. The teacher needs to do careful planning to bring out creative work from the students.

PART C: 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 each other.

In this section, practical cultural issues, such as making an appointment, extending greetings, giving commands, etc. are brought up for discussion. The students are challenged to explore their own cultural background and compare it with that of the English-speaking world, and thus become aware of the ways in which perception and communication patterns are influenced by culture. These topics are expected to help the students become more culturally proficient and understand the language better by encouraging them to see the differences between the two cultures.

PART D: Fun to Speak

This part is designed to give the students some relaxation and fun in language learning. Stories in various forms, songs, jokes, etc. are introduced to challenge once again their creativity and imagination through role-play, improvisation and story-telling, etc.

TIPS FOR THE TEACHER

1. Encourage the students to work face to face and relax.
2. Encourage students to work together; instruct students to produce work through collaboration; ask them to sign these joint efforts to show individual participation.
3. Be sure that each student makes a contribution of some kind. Encourage all students to participate once they join a small group. Direct each student to take on a role.
4. Plan your lesson well by using suitable and varied pair work or group work activities and classroom management techniques.
5. Ask the students to evaluate how their group functions and how well they function in it. Rotate group leadership and change roles.
6. The teacher's book provides supplementary dialogues and patterns, key to exercises and detailed background information on cultural and social idiosyncrasies, and a special section for the teacher — Teaching Suggestions.

All materials are recorded on cassette.

Challenge to Speak was compiled under the direction of chief compiler Yao Baohui, professor at Linyi Teachers' College and Mr Li Hongye, vice dean of the English Language Department, with the help of American teachers, Elizabeth Wilson and Clayton Olson, who contributed a great deal of time and energy in compiling this textbook. We would like to express our profound thanks to the above friends.

412202



责任编辑	刘 援	白震坤
封面设计	王凌波	
责任绘图	李 颖	
照片选配	白震坤	
版式设计	张 彤	
责任校对	刘 援	白震坤
责任印制	宋克学	



CONTENTS

Unit 1	Introductions and Greetings	1
Unit 2	Invitations and Announcements	6
Unit 3	Requests and Offers	12
Unit 4	Apologies and Thanks	17
Unit 5	Suggestions and Advice	21
Unit 6	Warnings and Commands	24
Unit 7	Congratulations, Compliments and Holiday Greetings	28
Unit 8	Likes, Dislikes and Preferences	31
Unit 9	Worry, Concern and Sympathy	35
Unit 10	Approval and Disapproval	39
Unit 11	Disappointment and Regret	44
Unit 12	Encouragement and Surprise	48
Unit 13	Directions and Instructions	52
Unit 14	Blame and Complaints	56
Unit 15	Satisfaction and Dissatisfaction	62
Unit 16	Certainty and Doubt	68
Unit 17	Views and Opinions	71
Unit 18	Plans and Intentions	75
Appendix I	Language Activities	77
Appendix II	Songs	83
Appendix III	English Names	85



INTRODUCTIONS AND GREETINGS

Making New Friends

Function: Extending Greetings and Making Introductions

SUPPLEMENTARY MATERIALS

1

- A: Xiao Wang, I'd like you to meet my cousin, Wu Gang. Xiao Wu, this is Wang Wei, my classmate.
B: Hi, Wu Gang, glad to meet you.
C: Hi, Wang Wei, glad to meet you, too. What do you think of college life?
B: It's wonderful. Everything is so challenging.
C: I'm happy to hear that. Good luck.
B: Thanks.

2

- A: Elizabeth, I don't think you've met my parents. This is my mother, and this is my father.
B: How do you do, Mr. Holland and Mrs. Holland? I'm very pleased to meet you.
C: How do you do, Elizabeth? We've often heard Mary speak of you.
B: Mary often tells me about you, too.

3

- A: Hello, I don't think we've met before. I'm John Holland.
B: Oh, hello. I'm Celia Huntings.
A: Nice party, isn't it?
B: Yes. I love parties.
A: Could we sit down somewhere and talk?
B: Sure. Let's sit over there. Now, tell me something about yourself.

SUPPLEMENTARY PATTERNS

Extending greetings

How is your family?

How are you getting along these days?

How's your work going?

How's everything going for you?

Making introductions

May I introduce myself?

Possible replies to introductions

Delighted to meet you.

It's a great pleasure to meet you.

I feel greatly honoured to meet you, too.

CULTURAL BACKGROUND

1. Polite and cheerful greetings will always be considered a form of good manners, which helps to build up friendship. Not much effort is needed just to say "Good morning" or "Hello" when you meet an acquaintance on your way to work. "Hi" with a nod, a smile or a wave of the hand is just as good, but is considered more informal.
2. Sometimes when time permits or after a long period of separation, people may stop to make further inquiries about families, friends, work or study. Even then do not make the conversation too long, as your friend may be anxious to be on his way.
3. It is the custom to shake hands when you are introduced to a person, or after a long separation. The Chinese people seem to shake hands more often when they meet. Remember that the older person or the woman should be the first to proffer the hand, otherwise a nod, a smile or a slight bow is enough. In the Western countries, a firm handshake is considered polite; a weak handshake may indicate a disinterest.
4. If a man is wearing gloves, he should take the glove on his right hand off before shaking hands. If for some reason he cannot do so, he should say "excuse my glove." A woman may keep on her gloves. If a man is wearing a hat, he should raise it when greeting people in the street. If the other person is a man, he will raise his hat in return. Sometimes when in a hurry, it is all right to touch the brim of the hat when passing by, rather than completely raising the hat.

5. The Chinese greeting is usually followed by:

Where are you going?

Have you had your lunch/dinner?

This is not appropriate in the Western countries. It would be considered out of place as if prying into one's personal affairs. If you ask about lunch or dinner, the Westerners will assume you are trying to invite him to have lunch or dinner with you. Unless this is your intention, avoid this question.

6. Don't say "bye-bye" for "good bye". This is baby talk. "Bye" is OK.

Ways of Address

1. General titles for addressing people should be:

Mr. / Mrs. / Miss / Ms. + surname

2. When the surname is unknown, "Sir" or "Madam/Ma'am" should be used.

3. When marital status is unknown, "Sir" or "Ms" should be used.

4. Do not use "Teacher" as a title. "Sir" or "Miss" should be used.

5. The English Name:

First Name (given name) + Last name (surname)

A married woman usually uses her husband's last name. When Miss Celia Anderson marries Mr. John Henderson, she may be addressed as Mrs. Celia Henderson, Mrs. John Henderson, or even as Mrs. Celia Anderson Henderson. Anderson is her maiden name.

The Chinese Name: Surname + Name

KEY TO EXERCISES

Topic to Discuss

1. Deng Ling called her American teacher "Miss Jessica" and called her Chinese teacher "Teacher Chen." In the West, general titles for addressing people should be Mr. / Mrs. / Miss / Ms. + surname. "Teacher" is not a title.
2. Miss Robinson wanted Deng Ling to call her "Jessica" as she wanted to be friendly. The Chinese people are not accustomed to using first names when the relationship is still in its initial stage, and, here, Deng Ling felt that it would be inappropriate to call her teacher by her first name. Deng Ling asked where Miss Robinson was going, and also asked if she had had her dinner. She used the Chinese way of greeting people. But Miss Robinson only mentioned the weather.
5. Topics to Discuss:

Safe Topics	Unsafe Topics
Weather	age
Sports	marital status
hobbies	income
movies	property
holidays	religion
books	political views
jobs	prices of personal belongings
music	
studies	

TEACHING SUGGESTIONS

1. Get the students to use the correct form of address and greetings. Ask them to list the names of their friends and relatives, using the correct address according to status, title, or position.
2. Get the students to move around the classroom and get as much information as possible from their classmates. After 5 minutes, call "stop"! Then ask some of the students to introduce their new friends to the class. If the class is too large, divide it into two groups. Don't be worried if the class is disorderly. This is a fine occasion to get the students relaxed and to overcome their shyness. Give some kind of reward to the student who gets the most information.
3. Teach some conversation strategies. After the general greetings and introductions, students should learn to use some polite openings, such as:
I've heard so much about you. (to follow an introduction)
I don't think we've met before. (to start an introduction)
4. Introductions should follow with some simple information, such as:
This is Mr. Li, the Dean of the English Language Department.
Allow me to introduce Miss Robinson, our new American teacher. She's from Texas.
5. Name Circle
 - (1) Organize the students to sit in a circle.
 - (2) The teacher begins by giving his name. The student sitting to the left of the teacher will continue by introducing the teacher to the second student, then introducing himself to the next student. This continues down the circle.
 - (3) If any student forgets the name, he must stand up.
 - (4) When the students are more familiar with each other's names, they can add some information by saying: "This is Deng Ling. She is from Shanghai." etc.

6. I.D. Card

- (1) Draw an I.D. card on the blackboard. Ask the students to draw one each on paper.
- (2) Use this card to interview another student.
- (3) Find out at least five things about your partner.
- (4) Write down the information you get, then introduce the person to the others in your group.
- (5) This will help students to get to know each other better.
- (6) This game should only be used after the students have mastered all the patterns of introductions and greetings, i.e. this work must be done on a solid foundation to get good results.

I.D. CARD

Surname
First Name
Hometown
Address
Family
Hobbies
Other Interests

2

INVITATIONS AND ANNOUNCEMENTS

An Invitation to Dinner

Function: Extending Invitations and Making Announcements

SUPPLEMENTARY MATERIALS

1

- A: If you're not busy, would you by any chance be interested in going to a movie with me this Saturday?
- B: I'd love to, but I can't. I have to study for my exams.
- A: That's too bad.
- B: Thanks for asking though. Maybe we can see a movie some other time.

2

- A: We'd like to invite you and your wife over for dinner this Saturday evening. Would you be able to come?
- B: This Saturday evening?
- A: Yes. We hope you'll be able to join us.
- B: Thank you for the invitation. We'll be very happy to come.
- A: Good.
- B: What time should we plan to arrive?
- A: How does 7:00 p.m. sound?
- B: 7:00 p.m.? Fine. We'll be looking forward to it.

3

- A: Attention, boys and girls. I have an announcement to make. I'm sorry to say that the lecture for this week has been postponed.
- B: When will it be held then?
- A: Further notice will be given tomorrow. That's all, thank you.

SUPPLEMENTARY PATTERNS***Extending invitations***

How would you like to ...?

Do you want to ...?

Would you be interested in ____ing?

Let's

Can you come?

Do you think you can make it?

We'd like to have you over.

We'd like you to be our guest.

We'd like you to join us.

Accepting

Thank you very much

Thanks for the invitation.

I appreciate the invitation.

It is very nice of you to invite us.

Declining

Sorry, I can't.

I'd love to, but I won't be able to.

CULTURAL BACKGROUND

When the Westerners wish to invite people to dinner, it is necessary to extend the invitation a week or so in advance as people may have other plans. The invitation may be given directly or over the phone. If the occasion is very formal, a letter or an invitation card is sent. In this case the invitee should reply so that the host will know whether he can come or not.

Most spoken invitations are in the form of questions. In accepting, the guest should express his pleasure or thanks. When declining, he should refuse with grace and courtesy. Some explanation should be given.

For formal invitations, printed cards are sent, as follows.

Formal Invitation

The general manager of the ABC Company requests the pleasure of Mr. and Mrs. Smith's company at a reception to be held at the Taoranjū Hotel, No. 16 Jinqushan Road, at 7:00 p.m. Friday, August 8.

Evening Dress

RSVP

For this formal invitation, a reply is expected. RSVP (repondez s'il vous plait) means "Please reply (to this invitation)". Also, full evening dress is expected here.

Formal Answer

Mr. and Mrs. Smith thank the general manager of the ABC Company for his kind invitation to a reception to be held at the Taoranjū Hotel, which they have the pleasure in accepting... (or: but regret that they are unable to accept owing to a previous engagement on that day).

Informal invitations can be written in the general letter form, but most of them are made by phone or in person.

Informal Invitation

Dear John,

Margaret and I would be happy to have you and Mary come and have dinner with us at our house, Saturday at half past seven.

Yours sincerely,

Harry

The Reply

Dear Harry,

It's very kind of you and Margaret to invite us to dinner this coming Saturday evening. We thank you and are delighted to accept ...(or: but to our regret we cannot make it).

Sincerely yours,

John

However, most informal invitations are made by phone or in person. For example, "Hello James! We're having a party on Wednesday at 7:30ish. Why don't you come?" or "Come over to supper about six."

What to Do When Invited?

If you are willing to accept an invitation, you must make it a point to inquire about the day of the week, the time, and the place. If later you find you cannot attend, you should telephone the host or hostess and explain why you cannot go. If you have accepted the invitation, you should get to the place at the fixed time (no more than 10 minutes later). And if you are likely to be 15 minutes late, you should make a telephone call to your hostess and have a proper reason for being late. If you are invited to attend other activities, such as a cocktail party, a tea, or a dance, the time will be something like 5:00 to 8:00 p.m. Then you are free to arrive anytime within the hours. You are not required to leave exactly at 8:00 p.m., but you should leave no later than 8:30 p.m.

KEY TO EXERCISES**Topic to Discuss**

- 1-3. When you are invited to a dinner party given at home, you must make it a point to inquire about the time and place. If later you find you can't attend, you should phone the host or hostess and explain why you can't go. The number of guests are usually set, so you must let your host or hostess know and give them time to ask someone else to replace you.

If you have accepted the invitation, arrive at the fixed time or ten minutes after that. Early arrival may be very embarrassing for the hostess who might like to change her dress and clean up after cooking in the kitchen. Late arrival is also very annoying as the efforts of the hostess may be spoilt with cold food. So if you are obliged to be late, please call and tell them not to wait.