

全国普通高等学校优秀教材一等奖 第一版

普通高等教育“十五”国家级规划教材

# Challenge to

( Student's Book )

# Speak 2

( 学生用书 )

## 英语口语教程 (第二版)

主编 姚保慧



高等教育出版社  
HIGHER EDUCATION PRESS

全国普通高等学校优秀教材一等奖 **第一版**

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Speak **2**

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( 学生用书 )

**英语口语教程**

**(第二版)**

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## 内容提要

《英语口语教程(第二版)》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(第二版)》(学生用书)第二册,共有18个单元,每单元包括Way to Speak, Challenge to Speak, Topic to Discuss, Fun to Speak。练习形式新颖,由易到难,循序渐进。

本教程共2册,配有教师用书和录音磁带,除供高等院校英语专业一、二年级、师专、教育学院、成人高校等英语专业使用外,还可以作为社会上具有一定英语基础的人员学习和提高英语口语的教材。

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## 第二版前言

随着国际交流的日益频繁和迅猛发展,英语的口头表达和交际能力显得愈加重要。编者从事高校英语口语教学多年,深感对中国学生在英语口语技能训练方面,尚需进行更多层面的探索,教师不仅要帮助学生克服“张口难”的障碍,更需要把“注重口语表达”的教学原则置于一种现实而真实的文化背景和宽松而富有情趣的语言环境中去实施,以期学生掌握准确、流利而得体的英语口语。

根据《高等学校英语专业英语教学大纲》的要求,我们借鉴国内外口语教学的成果,结合多年来的教学心得,编写了这套《英语口语教程》。

《英语口语教程》问世8年来,得到愈来愈多的读者的支持和厚爱,这使编者在受到鼓舞之余,深感责任重大。此次修订,剔除了过时内容,弥补了不足,增加了新的篇章,就是为了不辜负广大读者的期望,力求使教材进一步完善。

《英语口语教程》包括学生用书两册,供两学年使用。每册18个单元,每单元3~4学时。本教程还配有教师用书两册和课文录音带。

本教程学生用书每单元包括四部分内容:

1. Way to Speak: 通过简短典型的对话示范性地展示语言功能的表达方法;
2. Challenge to Speak: 通过内容真实、形式多样、大练习量的语言技能训练,使学生熟练掌握已学过的语言表达法,并且勇于开口表达;
3. Topic to Discuss: 通过中西文化对比,要求学生在具体社会语境中,准确、恰当地运用语言,提高语言的连贯表达能力;
4. Fun to Speak: 选用富有时代特征和多层面的学习素材,使学生在学语言的同时,拓宽社会文化知识的层面,进一步提高学生学习兴趣。

本书初版经夏祖焯教授和英籍专家Pat Adler审阅了书稿。高等教育出版社对本书的编写和出版倾注了大量的心血。在此,全体编者向他们表示最诚挚的感谢!

经过本次修订,本教程质量进一步提高,但书中难免还存在不足之处,恳望批评指正。

编者  
2006年3月

## TO THE STUDENT

Has your teacher ever asked you to note down how often and with whom you speak English in daily life? Do this and you may realize what limited time is used for daily communication in English. In an environment where there are hardly any native English speakers, you have to meet many challenges in your struggle to become fluent in English.

*Challenge to Speak* is one of a series of textbooks compiled for 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, appears in two volumes with 18 units per book. Each volume covers the workload 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 you 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 conversations among you. Conversation models are given to show you how to master appropriate functional patterns in a wide range of social settings followed by varied practice to challenge you to speak. Emphasis is laid on collaboration, with you students working in pairs or in groups to help you develop language competence while gaining new cultural insight at the same time.

This CCC method should work in this way:



In Book Two 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 you 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 before you. These exercises progress from an elementary level to an intermediate one, from guided work to free work. The purpose is to motivate you in pair work or group work, without the teacher monopolizing the classroom. The teacher needs to do careful planning to encourage creative work from you.

## 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 and social issues, such as traveling, sightseeing, marriage, job application, career, environmental protection, etc. are brought up for discussion. You are challenged to explore your 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 you become more culturally proficient and understand the language better by encouraging you to see the differences between the two cultures.

## PART D: FUN TO SPEAK

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

## TIPS FOR THE STUDENT

1. Work face to face and try to relax.
2. Look your partner or group in the eye and try to overcome your shyness.
3. Work together, participate actively and reap in the benefits of these joint efforts.
4. Be sure you are making a contribution of some kind. Take on any role that comes your way.
5. Follow your teacher's instructions. Don't expect the teacher to ramble on about grammar and language points. You take the initiative and the *Challenge to Speak!*

All materials are recorded on cassette.

*Challenge to Speak* was compiled under the direction of chief compiler Yao Baohui, professor of Linyi Teachers' University and Li Hongye, professor and dean of the Foreign 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.

# 高等教育出版社

## 英语专业类精品教材简介

教育部高等教育出版社主要负责全国普通高等教育、成人教育、职业技术教育等方面的教学用书、学术专著、译著、工具书、录音教材、录像教材、电子出版物等的出版发行工作。

包括此书在内的英语专业系列教材被列为“教育部面向21世纪课程教材”和“普通高等教育‘九五’国家级重点教材”，同时，与之相配套的网络课程也将于不久与广大学生见面。

### 英语专业系列教材主要有：

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《英语翻译教程》连淑能 主编



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# UNIT 1

## POSSIBILITY AND IMPOSSIBILITY

### Ways of Traveling

#### Part A Way to Speak

1

**A:** Morning, Bob.

**B:** Morning. How are you getting on with your work?

**A:** Not very well. Now Bob, what would you say if I told you I was going to quit my job?

**B:** Quit your job?!!

**A:** Yes, quit my job!

**B:** I'd probably say you should think about it seriously before you make a decision. Why? You aren't really going to quit your job, are you?

**A:** It's a possibility. I'll let you know when I make a decision.

2

**A:** I hear there is a possibility you may go to Denmark next month?

**B:** Yes, there's a chance.

**A:** How is this?

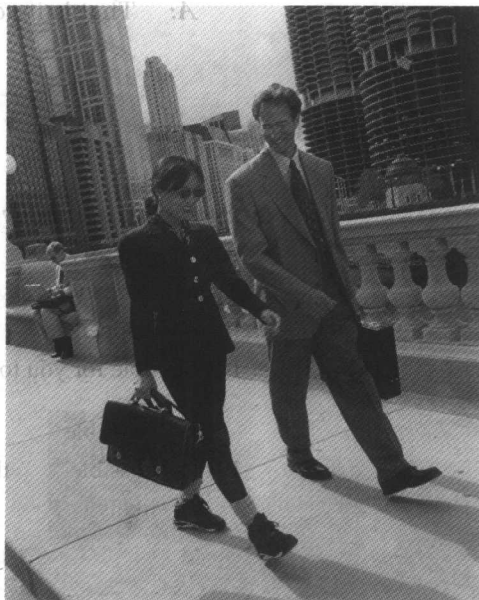
**B:** Well, it's quite possible I'll be invited to attend a conference there.

**A:** Marvelous. Congratulations!

**B:** Thank you. It's possible but not probable.

**A:** Why?

**B:** You know, I'm in charge of an important project that has to be finished by March. I'm



not sure if I can find the time to attend the meeting in Denmark.

A: I see. Hope you don't lose the chance though.

3

A: Good morning, doctor!

B: Good morning. It's you again. Madam, I think I told you only yesterday that everything was okay.

A: Yes, everything is OK. But doctor, what's the possibility of my having twins?

B: That isn't very likely. There is not much chance of that happening.

A: Oh? Are you absolutely sure about that?

B: Yes, I'm pretty certain. In fact, if you had twins, I'd be very surprised.

A: Oh! What a pity!

B: I'm sorry I can do nothing to help you, madam.

4

A: How will you be traveling to Harbin?

B: I might travel by air this time. I haven't quite decided yet.

A: Surely you are not thinking of going by train, are you? It will be a long and tiring journey. I prefer traveling by plane anytime. It is a real race against time.

B: Yes, but trains are cheaper, safer and more comfortable. You can walk around, open the windows and enjoy the landscape as well.

A: That is if you aren't in a hurry.

## Look at these patterns

### ◆ Expressing possibility

It's a possibility.

There is a chance.

It could happen.

It's possible for you to ...

It's probable  
possible  
likely

that ...



There is a possibility ...

Is there any chance that ...?

I might be able to ...

### ◆ Expressing impossibility

That/It isn't very likely.

There's not much chance of that happening.

I doubt (if) that would/could/will happen.

There is no chance that ...

There is no possibility that ...

It's impossible  
improbable  
unlikely that ...

The chances are pretty slim.

## Part B Challenge to Speak

### Practice 1

Make up dialogues according to the situations given below.

1. Tell your partner what you might do this weekend.
2. Your teacher asks you to write a composition. Discuss with your partner what you may write about and what he/she may write about.
3. Your friend invites you to play tennis this Saturday. Tell him it will not be possible and explain why.

### Practice 2

Work in groups to discuss the following statements. Then tell the class about your discussion.

1. Private cars will be very common in China by the year 2010.
2. Man will be able to go to live on another planet someday.
3. Man can conquer nature.

### Practice 3

Role play: Work in two groups—one as people of the 20th century and another as people of the 21st century. The two groups will then argue over the following topics.

1. to use the cell phone world wide to communicate
2. to use the Internet and World Wide Web to know immediately every important