



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

1

(学生用书)

英语口语教程 (第二版)

主编 姚保慧



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Challenge to



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Challenge to Speak 1

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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)第一册,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,编者借鉴了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,受到愈来愈多的读者的支持和厚爱,这使编者受到鼓舞之余,更深感责任重大。此次对该教程进行修订,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。

本教程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。

本书初版经吴青教授和英籍专家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!

《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。

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

2005年11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:

COMMUNICATION

COLLABORATION

CULTURE

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 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 issues, such as time and appointments, education, money, holidays, lifestyle, etiquette, 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.

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UNIT 1

Introductions and Greetings

Making New Friends

Part A Way to Speak

1

A: Hello, my name's Zhao Yunfei. Are you one of the new students?

B: Yes, I am. Nice to meet you, Xiao Zhao. I'm Wang Wei. I'm in Class B. And you?

A: I'm in Class B, too.

B: How nice! Where are you from?

A: I come from Changzhou, Jiangsu Province.

B: Well, isn't that great! I'm from that area, too. It certainly is a small world.¹

2

A: Great crowd, isn't it?

B: It certainly is. I never thought there would be so many students.

A: Same here. By the way, my name's Ted Harrison.

B: Glad to meet you, Mr. Harrison. I'm William Holland.

A: I beg your pardon. I didn't catch your first name, Mr. Holland.

B: William, but please call me Bill.²

A: You must be the new teacher from America.

B: That's right. And you must be the other American teacher I'm going to work with. I'd love to know something about your teaching experience here.



2 Unit 1 Introductions and Greetings

- A:** I would enjoy sharing with you. Shall we meet this evening if you are free? After all, we are the only two “Laowai”³ in this college.
- B:** That’s fine with me. Come over any time. I’m your new neighbor.
- A:** Be seeing you then.

3

- A:** Good morning, Mr. Li.
- B:** Good morning, Miss Chen. Please come in and meet our new American teacher. Miss Robinson, I’d like you to meet one of our teachers, Chen Li. Chen Li, this is Jessica Robinson.
- C:** How do you do, Miss Chen?
- A:** How do you do, Miss Robinson? Welcome to our college. I hope you will enjoy teaching here.
- C:** I am simply thrilled.⁴ I can’t believe I’m actually in China.
- A:** When you’ve settled down, I will show you around. Let’s go shopping together.
- C:** That sounds great. Thanks a lot.

4

- A:** Hi there, everyone. We have a new roommate. This is Wu Ping. She’ll be in our class. Come in, Xiao Wu, and meet the girls. Now, this is Wang Wei.
- B:** How do you do, Wang Wei?
- C:** How do you do, Xiao Wu? Welcome to our dorm.
- D:** Hi, Xiao Wu. I’m Deng Ling. It’s nice to have you with us. Please make yourself at home.
- A:** Yes, please do. This will be our “home” for two years.
- B:** Thank you. I think I’m going to enjoy college life here with you.

Look at these patterns

> Greetings

◆ *Extending greetings*

Good morning/afternoon/evening!

Hello!/ Hi!

How do you do?

How are you?

How have you been?

How are you doing?

How's it going?

What's new/up?

◆ *Possible replies to greetings*

Good morning/afternoon/evening!

Hello!/ Hi!

How do you do?

Fine, thank you/thanks. And you?

Quite well, thanks.

Just so-so.

Not bad.

Wonderful. Things couldn't be better.

Nothing much. What's new with you?

Nothing much to tell you.

> Making introductions

◆ *Introducing oneself*

Allow me to introduce myself. I'm _____.

My name is _____.

I'm _____.

◆ *Introducing others*

May I have the pleasure of introducing _____ to you?

Allow me to introduce _____ to you.

I'd like to introduce _____ to you.

Let me introduce _____.

I'd like you to meet _____.

Meet _____.

This is _____.

◆ *Possible replies during an introduction*

(It's) nice to meet you.

(I'm) glad to meet you.

(I'm) pleased to meet you.

(I'm) happy to meet you.

I've heard so much about you.

Part B Challenge to Speak

Practice 1 How would you greet and address the following people when you meet them?

1. Your American teacher on campus in the morning.
2. An old friend in the street in the afternoon.
3. Your dean in his office in the morning.
4. Your friend's wife when you meet her in a store in the afternoon.
5. Your classmate in the canteen at noon.

Practice 2 Role Play

1. Introduce yourself to your partner. Tell your partner something about yourself.
2. Introduce yourself to your class. Tell them something about yourself.
3. Move around the class and get to know at least three fellow students. Take notes on the information you get from them. Then prepare to introduce them to your class or group.

Practice 3 Looking for Mr. /Miss X:

Make a card with 2 pieces of information about yourself. Do not give name. Hand the card back to your teacher who will shuffle all the cards and pass them out at random. Read the information stated on the card and go around the classroom looking for Mr. /Miss X until you find the right person. Find more about Mr. /Miss X.

Name:	_____
Address:	_____
Dorm. Rm. No.	_____
Tel. No.	_____
Hometown	_____

Begin like this:

Excuse me, are you from _____?

Excuse me, is your telephone number _____?

Part C Topic to Discuss

MAKING NEW FRIENDS

Entering college is a fulfillment of all young people's dreams. They are getting the golden opportunity of receiving higher education. A new world is opening up to them. Above all, they will be meeting new people and making new friends in a very new environment.

All this is very exciting for Deng Ling, too. She is an English major⁵ in the Foreign Language Department. She has just met her teacher of oral English from America, who is encouraging all the students to speak as much English as possible. Deng Ling wants to improve her English very much, so she is determined to be a "brave girl".

That evening she met Miss Jessica Robinson on the campus. Deng Ling warmly greeted her.

"Good evening, Miss Jessica. Where are you going?"⁶

"Why, good evening, Deng Ling. Please call me Jessica. It's a lovely evening, isn't it?"

"Yes, it is, Miss Jessica," Deng Ling answered, feeling it inappropriate to use her teacher's first name. "Have you had dinner yet?"

"Oh, yes, of course." Jessica laughed.

Deng Ling was a little puzzled. She was trying hard to be polite and friendly, but the reaction of her teacher to her questions was not what she had expected. However, she tried to carry on the conversation, and her teacher praised her for her attempts to communicate in English.

Later Deng Ling met Miss Chen, another teacher from her department. She told her teacher about her conversation with Miss Robinson. Miss Chen laughed, too, and explained away her predicaments.⁷ "Don't worry. I'm sure you will be good friends."

"Thank you very much, Teacher Chen,"⁸ said Deng Ling happily.

Read the passage. Then compare notes and discuss these questions with your group or partner.

1. How did Deng Ling address her American teacher? What is the correct way of addressing people of different positions, occupations or relationships in English?
2. What other mistakes did Deng Ling make? What is the customary way of greeting each other in the English-speaking world?
3. Do you approve of Deng Ling's attempts at making friends and speaking English?