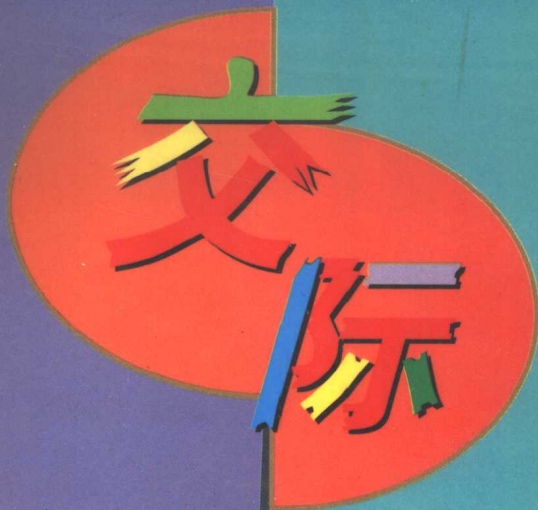


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编写



# 英语口语教程

Developing English Speaking Skill

北京师范大学出版社

交际英语口语教程  
Developing English Speaking Skill

李长兰 程晓堂 罗少茜 编写

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# 前 言

《交际英语口语教程》第一册，共 36 个单元，供大学英语专业一年级上下两个学期使用。估计每单元需要 2~3 学时。

**编写背景：**目前国内英语口语教材大致可分两类：一类为直接引进国外教材，一类为国内自己编写。引进教材一般比较新颖实用，但往往缺乏系统性，其内容也不太符合中国实际情况，因而既不适合自学，也难以满足正规课堂教学的需要。国内自编口语教材由于受到传统教学思想的束缚，往往侧重介绍知识，有的则只是罗列对话，不利于培养学生的实际语言交际技能。有的教材虽然也设计一些课堂讨论的话题，但没有具体的课堂活动形式，因而达不到预期效果。本教材的编写试图克服上述两类教材的缺陷，以活动为中心，以培养学习的语言交际技能为目的。

**工作过程：**为了探索英语口语教学方法，改进英语口语教学，北京师范大学外语系英语专业首先精心组织教师从 1994—1995 年编写了英语专业基础阶段口语教学大纲。随后组织教师在大纲的基础之上编写教材。计划编写大学一、二年级各一册。第一册教材完成之后随即投入试用，并根据试用情况进行了必要的修改。

**使用对象：**本教材以大学英语专业学生为主要对象。鉴于这套教材的系统性和实用性较强，而且循序渐进，逐步提高，所以也适合其他方面的社会读者使用。从最近几次全国性外语教学会议上了解到的情况，此类教材目前为数甚少。

- 教材特点：**
- ☆ 从听入手，使学生有一定量的语言输入；然后在此基础之上进行说的训练，从而做到既有输入，也有输出。入出平衡，相得益彰。
  - ☆ 课堂教学以学生活动为中心。大多数活动都以两人一组或多人一组的形式进行。学生在双向或多项信息交流与沟通的过程中，解决问题或完成任务。在实际交流、讨论、合作中进行英语口语实践，从而达到培养语言交际技能的目的。
  - ☆ 功能意念与情景相结合。既介绍功能意念的基本表达法，又结合情景进行操练，使学生在真实的语言环境中培养语言交际技能。
  - ☆ 内容和形式新颖。所选语言材料力求做到越新越好，课堂讨论话题和口语操练活动既考虑到 90 年代社会生活和思想观念的特点，又结合教学对象的实际情况和应用需要。教材力求做到图文并茂。

☆ 适当补充英语国家社交礼仪及其他文化知识。

☆ 为了活跃课堂气氛，教材中还辅以诗歌、笑话、游戏、歌曲等内容。

编写人员：本教材的编者李长兰、程晓堂、罗少茜三位副教授，长期从事英语教学，积累了不少经验。另外还聘请外籍教师进行审稿。本教材仍然处于试用阶段，错讹不当之处在所难免，欢迎各方面人士提出宝贵的修改意见。

编者

1999年2月

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# Unit 1 Greetings and Introductions

In this unit you are going to learn and practise different expressions for greeting and introducing people. Please notice how these expressions are used in formal and informal situations.

## Part I: Warm-up Activities

**Activity 1:** You are going to listen to a conversation. Listen carefully and try to identify the speakers' names and the possible relationships between them. Put the information in the table below.

Names	Relationships



**Activity 2:** Now listen to the second conversation and fill in the missing words.

Lampola: How do you do? My name is Lampola.

Ellis: How do you do? Mr. Lampola. Nice to meet you. Oh, by the way, I haven't got your first name. Only your initial, H.

Lampola: Yes, it's Hari, Hari Lampola.

Ellis: This was nice, Mr. Lampola. And I hope you enjoy the room.

Lampola: I think the room is just good. Thank you, Mr. Ellis.

Ellis: Not at all.

**Answer the following questions:**

- 1) Where do you think this conversation takes place?
  - A. In an office.
  - B. In a hotel.
  - C. In a supermarket.
  - D. In a school.
- 2) Do you think this situation is formal or informal?
- 3) What is first name? What is given name? What is surname? What is an initial?

**Activity 3:** Now listen to the third conversation and find out which of the following expressions are used in the conversation. Put a tick (✓) in the box in front of the expression if it is used.

- |   |   |
|---|---|
| 1. <input type="checkbox"/> You must be ...   | 7. <input type="checkbox"/> I am ...                  |
| 2. <input type="checkbox"/> How do you do?    | 8. <input type="checkbox"/> My name is ...            |
| 3. <input type="checkbox"/> Glad to see you.  | 9. <input type="checkbox"/> I'd like to introduce ... |
| 4. <input type="checkbox"/> Nice to meet you. | 10. <input type="checkbox"/> This is ...              |
| 5. <input type="checkbox"/> How are you?      | 11. <input type="checkbox"/> Please call me ...       |
| 6. <input type="checkbox"/> Hello!            | 12. <input type="checkbox"/> Hi, how are you?         |

## Part II: Useful Expressions

Listed below are expressions that you can use when you greet people, introduce people and inquire about people. Work with a partner, decide which phrases are formal and which are informal. Select two most formal and two least formal expressions for each category.

Greeting People	Introducing People	Inquiring about People	Possible Replies
Hi!	This is ...	How are you today?	Fine, thanks. And you?
Hello!	I'd like you to meet ...	How are you doing?	Fine. How about you?
Nice to meet you.	I'd like to introduce	How is everything?	Pretty well. How about
Nice to see you again.	/present ...	How is it going?	you?
Pleased to meet you.	Please allow me to	How is your father?	I'm fine. Thanks.
I'm honored to meet you.	present...	How are the kids?	Not too bad. And you?
How do you do?	May I have the	Happy New Year!	Absolutely terrible!
Morning!	pleasure to present ...	Merry Christmas!	
Good afternoon!	Let me introduce ...	How is the holiday?	

## Part III: Controlled Practice

**Activity 1:** Look at the following sets of greetings and replies and decide if they are appropriate; if not, make changes so that they are appropriate.

- A: How do you do? My name's Peter Wallis.  
 B: Pleased to meet you. Mine's Shirley Adams.
- A: How do you do?



B: I am very well, thank you.

3) A: I am Frank Richards. Please call me Frank.

B: Nice to see you. My name's Annabel Smythe. You can call me Ann.

4) A: John, nice to see you. How are you?

B: Not too good, I'm afraid. And you?

A: I'm fine, thanks.

5) A: May I introduce my husband John?

B: Nice to meet you. My name's Sue Porter.

**Activity 2:** Look at the following conversation. The sentences are in the wrong order. Rearrange them into the correct order. The first sentence has been done for you. Put numbers 1-7 in the brackets.

**Jean:** How do you do, Mr. Coombs? ( 4 )

**Jean:** Pleased to meet you. Mine's Jean Braun. ( 7 )

**Liz:** Well, I think we all know each other now. So what about an aperitif? ( 1 )

**Paul:** Oh, please call me Paul. ( 5 )

**Liz:** How do you do? My name is Liz White. ( 1 )

**Jean:** OK, fine. In that case please call me Jean. ( 6 )

**Liz:** And this is Paul Coombs, a colleague from work. ( 3 )

**Activity 3:** Study the picture on the right. Try to imagine the relationship among them. Then work in pairs and write a conversation based on the picture.

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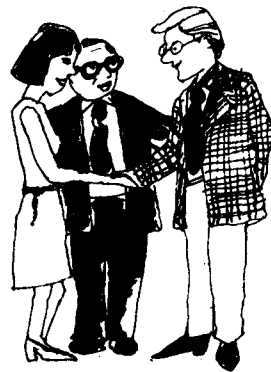
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## Part IV: Communicative Practice

**Activity 1:** How would you introduce these people to each other in different situations ? What would they say to each other?

A	B	Place
a close friend	to your mother	in the street
a close friend	to another friend	at a party
your teacher	to your father	at your school
your manager	to a new client	in your office
a new client	to one of your colleagues	at a business lunch
a V.I.P speaker	to a student audience	at a meeting
your sister	to a business colleague	in a bar
your roommate	to your girlfriend/boyfriend	in your dormitory room

Work in groups of three. Two people play roles **A** and **B** and the third person must introduce them ,using appropriate language. Act out the different situations.

**Activity 2:** Reform into groups of three: use the expressions that you have learned in this unit to introduce each other. Then go around the classroom and try to meet other classmates. If someone is introduced to you, note down his or her name and other information below:

<i>Name</i>	<i>Where does he/she come from?</i>

## Part V: Miscellaneous

### Background Information

1. "How do you do?" is not really a question. It does not request information. In reply, you can use another formal expression, such as *How do you do?* or *Nice to meet you*.
2. "How are you?" is a real question and requests information. In reply, you can say "Very well, thank you." or "Fine, thanks." After the reply, it is often polite of you to say "(And) how are you?" or "And you?" or "How about you?"
3. If someone says to you "Not too good, I'm afraid." or "Absolutely terrible/bad", it is common and polite for you to ask "What's the matter/problem?"
4. The difference between "meet" and "see": you use "meet" for the first meeting, and "see" for the second and subsequent meetings, e.g. "Pleased to meet you" (first time), "Nice to see you" or "nice to see you again." (subsequent time).

## Humour

What's in the joke?
Customer: Waiter, waiter, will the Italian Pizza be long? Waiter: No, sir, it will be round.
Patient: Doctor, doctor, will you help me out? Doctor: Certainly, which way did you come in?
Teacher: I wish you'd pay a little attention. Student: I'm paying as little as I can.
Teacher: Paul, why did you miss the class yesterday? Student: No, sir, I didn't miss it at all.

**Do you know any other jokes like these? Tell it to your classmates and see if you can make them laugh.**

# Unit 2 Weather

In this unit you are going to learn and practise different ways of talking about weather. Notice the way to answer tag-questions concerning weather.

## Part I: Warm-up Activities

**Activity 1:** Listen to the following conversation and fill in the missing words.

Jane: Beautiful day, isn't it?

Jack: \_\_\_\_\_? It's not like what \_\_\_\_\_ at all.

Jane: \_\_\_\_\_ this way for the weekend.

Jack: \_\_\_\_\_ it doesn't get cold again.

**Activity 2:** Now listen to the second conversation and find out which of the following expressions are used in it. Put a tick (✓) in the box in front of the expression if it is used.

1.  Look!
2.  Listen!
3.  The weather is going ...
4.  I'm glad ...
5.  You'll just have to ...
6.  There's ice on ...
7.  We'll be able to ...
8.  I'm freezing.
9.  Come on!
10.  Then you'll go to Florida.

**Activity 3:** Listen to the third conversation and put the information of the dialogue in the following table:

	Weather	Temperature	Activity
Morning			
Afternoon			

## Part II: Useful Expressions

Listed below are some of the expressions you may use in talking about weather.

<i>Sentence patterns about weather</i>	<i>Adjectives to describe weather</i>		
What's the weather like?	fine	sleety	snowing
How's the weather?	nice	damp	lightning
Nice day, isn't it?	hot	windy	thundering
Looks like rain, doesn't it?	cold	fair	stormy
Dreadful weather, don't you think so?	warm	foggy	pouring
It's clearing up.	humid	sunny	shower
It's beginning to let up.	mild	cloudy	dull
What's the temperature today?	dry	chilly	hail
It's 30 (degrees Centigrade) (BrE).	drizzling	gloomy	
It's 80 (degrees Fahrenheit) (AmE).	sprinkling	blowing	
It's ten below (zero).			

## Part III: Controlled Practice

**Activity 1:** Reply appropriately to the following:

1. Hi, beautiful day, isn't it? \_\_\_\_\_.
2. What a nice day, isn't it? \_\_\_\_\_.
3. Nice and warm today, isn't it? \_\_\_\_\_.
4. Lovely weather we're having! \_\_\_\_\_.
5. Isn't this lovely weather? \_\_\_\_\_.
6. Looks like rain, doesn't it? \_\_\_\_\_.
7. Dreadful weather, eh? \_\_\_\_\_.
8. It certainly makes a change, doesn't it? \_\_\_\_\_.

**Activity 2:** Complete the following dialogue in pairs:

Jack: What a scorcher! This is the hottest day we've had so far.

Jane: \_\_\_\_\_! I've never suffered so much from the heat!

Jack: \_\_\_\_\_ stay inside and do nothing.

Jane: I'm so glad we have air conditioning.

Jack: \_\_\_\_\_. I don't know how they stood it in the old days with only \_\_\_\_\_.

Jane: I guess it took a strong, pioneer spirit.

Jack: \_\_\_\_\_.

**Activity 3:** Make up conversations about the situations below. Follow this pattern and complete the conversation:

A: I was really looking forward to the game.

B: Me too. Too bad it was rained out.

A: Well, can't help that.

B: No, I guess not. What are we going to do instead?

A: Well, we could ...

1. Sports Meet is canceled because of typhoon.
2. It's summer time and it's too hot to have club activities in the club room.
3. Lee and Pamela are going to an art show, but it's pouring with rain and it's quite cold.

## Part IV: Communicative Practice

**Activity 1:** Below are some weather symbols. Work with another student, put the missing words next to the right symbols.

Missing words:

sleet

*fine-weather clouds*

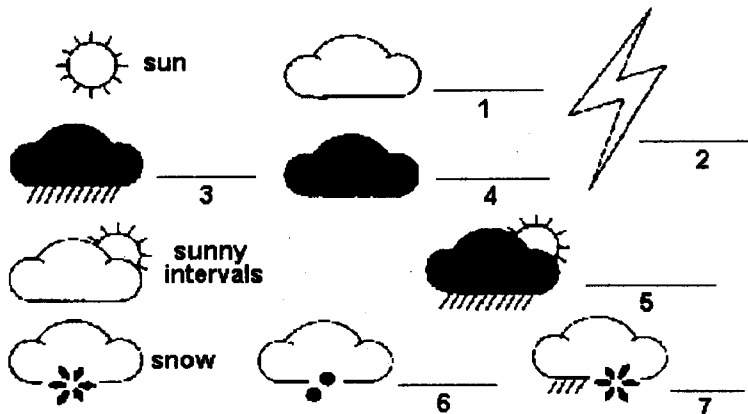
dark clouds

*thunder and lightning*

rain

*rain and sunny intervals*

hail



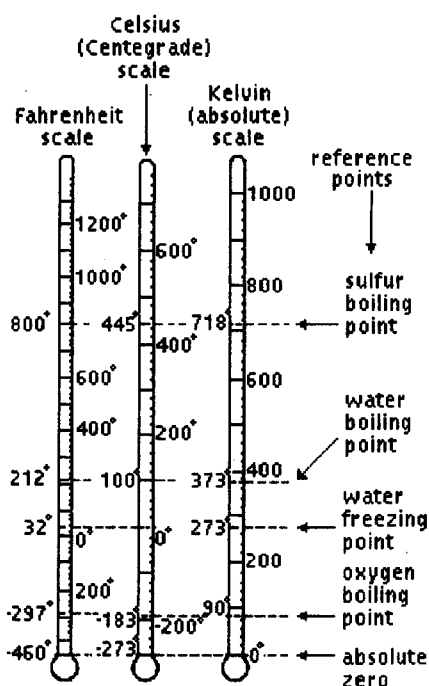
What kind of weather do you like best? Why? What kind of weather does your partner like best? What activities can you do under each different kind of weather?

**Activity 2:** Look at the chart below. Work with your partner and fill in information about the weather conditions and activities in the city you are living in now. Then talk about your own home town.

	Winter	Spring	Summer	Autumn
Weather conditions				
Outdoor activities				

**Activity 3:** Study the following temperature scales and see if you understand the captions. If you don't understand them, ask your partner.

- What is Fahrenheit scale?
- What is Celsius scale?
- What is Kelvin scale?
- At what temperature does water boil?
- According to Kelvin scale, when does water freeze?
- At absolute zero, what is the temperature according to Celsius scale?



## Part V: Miscellaneous

### Background Information

- Many people find silence uncomfortable. Thus, making "small talk" in certain situations is a widespread practice.

2. Small talk deals with many topics including the weather, sports, clothing, food, etc. Talking about weather is the most common and safest topic between friends, acquaintances, and even strangers.
3. Celsius (摄氏温度) and Fahrenheit (华氏温度) systems are two different ways of pertaining to a temperature scale that register respectively the freezing point of water as zero degree Centigrade and 32 degrees Fahrenheit, and the boiling point as 100°C and 212 °F under standard atmospheric pressure.

摄氏温度与华氏温度的换算公式如下:

$$^{\circ}\text{F} = (^{\circ}\text{C} \times 1.8) + 32$$

$$^{\circ}\text{C} = (^{\circ}\text{F} - 32) \div 1.8$$

## Sayings about weather

1. The morning sun never lasts a day.
2. Every cloud has its silver lining.
3. Make hay while the sun shines.
4. It's raining cats and dogs.

What do these sayings mean? Do you know any more sayings about the weather?  
Tell them to your partner.

## A poem about rain

### *Rain*

The rain is raining all around,  
It falls on field and tree,  
It rains on the umbrellas here,  
And on the ships at sea.

*R. L. Stevenson*

Can you write a short poem like this one? You can use the weather words to describe how you feel. You may start like this:

*My heart is full of sunshine  
Because I am with you,*

...



# Unit 3 Talking about People

How do you describe people? What do you say about their personality? How do you express people's feelings and emotions? In this unit you are going to learn all these things.

## Part I: Warm-up Activities

**Activity 1:** Listen to the following conversation between Ron and Mark. Ron is describing a friend of Mark's. While you are listening, fill in the information about Mark's friend.

Height	
Weight	
Age	
Hair color	
Clothes	



**Activity 2:** Now listen to the second conversation. Try to guess the meaning of the words or idioms used in the conversation. Then match them with their appropriate definitions. Put the letters in column B in the brackets in column A:

Column A	Column B
( ) 1. dull	a. liberal
( ) 2. hard-hearted	b. having a limited outlook
( ) 3. open-minded	c. an energetic and active person
( ) 4. narrow-minded	d. without pity
( ) 5. dynamic	e. a boring person
( ) 6. meddlesome	f. a gossipy talkative person
( ) 7. cocky	g. proud