



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

(Teacher's Book)

# Speak

# 7

(教师用书)

## 英语口语教程 (第二版)

主编 姚保慧



高等教育出版社  
HIGHER EDUCATION PRESS



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Challenge  
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Speak 1

(Teacher's Book)

(教师用书)

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)》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。

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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,使学生在在学习语言的同时,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 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 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 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 free 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 time and appointments, education, money, holidays, lifestyle, etiquette, 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' 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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# **1** 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 honored 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, a Westerner 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 "goodbye". 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", "Miss" or "Ms." should be used.

4. Do not use "Teacher" as a title. "Sir", "Ma'am" 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 Exercise**

### **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

<b>Surname</b>
<b>First Name</b>
<b>Hometown</b>
<b>Address</b>
<b>Family</b>
<b>Hobbies</b>
<b>Other Interests</b>

# 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. Do you think you would 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?  
Can you come?  
Let's ...  
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 Jinqieshan 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*