



普通高等教育“十一五”国家级规划教材

新世纪高等院校英语专业本科生系列教材（修订版）

总主编 戴炜栋

口语教程

Say It Right

王守仁 何宁 俞希 编

第二册

Book 2



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前言

为了适应时代与社会对英语人才培养的要求,我们以《高等学校英语专业英语教学大纲》为指导思想,编写了《口语教程》,供高等学校英语专业一、二年级口语课教学使用。

《口语教程》全套四册,对学生进行循序渐进、全面系统的口语训练。四册书是一个整体,每册各有重点,又相互衔接。第一册侧重交际功能训练,培养学生主动开口讲英语的热情和习惯。第二册围绕“语言基本得体”的要求编排情景对话,逐步提高学生英语口语表达语言的准确性和对文化差异的敏感性。第三册主要进行英语演讲及戏剧表演的训练,使学生能比较系统、连贯地发表自己的见解。第四册的重点是英语辩论。学生使用这套教材,经过四个学期较为严格的训练,可以有效提高英语口语表达和交际能力。

英语一定要通过实践和运用才能真正掌握,英语口语尤其如此。作为一门单项语言技能训练课,口语课的任务是让学生在课堂自己讲英语,而不是听教师讲英语。学生是语言实践的主体,教师主要起到对教学活动的策划、组织、指导、监督和评估作用。《口语教程》的编写思路是通过交际性语言活动来进行口语训练,这些活动包括对子练习、小组讨论、大组汇报、复述、表演、游戏等。学生通过参与各种富有创造性的语言实践活动,扮演角色,交流信息,表达思想,陈述观点,解决问题,成为口语课的主人。教师以开展活动的方式组织课堂教学,营造一个生动有趣的英语氛围,可以增加教师与学生以及学生与学生之间的互动,强化对交际能力的培养。

《口语教程》第二册是在第一册“能开口说”的基础上,要求学生“说得好些”,在语言与文化两个方面做到得体。每一单元都安排了朗读训练,要求学生诵读时特别注意语音、语调和节奏,提高讲英语的质量,同时不断积累有益的语言素材。随后的练习内容分为 Conversation、Pair Work 和 Group Task 三个部分,基本的指导思想是通过大量的语言练习活动来用英语进行讨论,强调学生参与合作,在交谈中认真思考,组织语言,发表看法。学生不仅要能用英语准确地交流,还需要表达出自己的观点或见解,这对培养英语思辨能力很有帮助。本书为每一单元的中心话题提供了 Background Information,解释中西社会文化的差异,以对话示例让学生理解这种文化差异,并设计多种场景,让学生按照给出的范式和习惯用语模仿练习,进行情景对话,学会在交际中得体地讲英语。我们要求学生分析不恰当的表达方式,以增强跨文化交际意识,提高跨文化交际能力。复述故事是练习口语的好方法,学生完成复述后从语法、语音、故事内容、流利程度等方面相互进行检查评分,可

以有效地提高其英语叙事能力。

本书内容比较丰富，每一单元活动较多，教师应该根据学生实际需要选择使用。

《口语教程》是在原《新编英语口语教程》基础上改编的。我们广泛听取了教师和学生意见和建议，保持了《新编英语口语教程》的基本框架，新增了部分语篇，并重新调整、设计了相应的练习。我们希望《口语教程》能适应不断变化的新形势，满足英语教学的实际需要。

王凌参与了本书部分单元的编写工作。

在教材编写过程中，我们得到了上海外语教育出版社庄智象社长的关心和指导，上海外语教育出版社高等教育事业部主任谢宇提出了很好的建议和意见，在此一并致谢。

王守仁
2008年3月

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1

FOCUS: Meeting New Friends



WARM-UP

- 1 What did you do during the winter vacation?
- 2 Did you meet your old schoolmates? What did you talk about?
- 3 How did your family celebrate the Spring Festival?
- 4 What's your plan for the new semester?
- 5 What do you expect from this oral English course?

The whole class is divided into four groups. Speak the following poem slowly, and say each word slowly enough to be understood by the listener.

Faith

All: (Slowly) F-A-I-T-H ...

Group 1: ... keeps / us // young.

Group 2: It blooms ...

Group 3: ... in every flower.

Group 2: It bursts ...

Group 4: ... from every bird throat.

Group 2: It blesses ...

Group 1: ... with every spring shower.

All: We (Slowly) h-o-p-e ...

Group 3: ... that in all of us / too

Group 2: Faith is born ...

Group 4: (Softly and Slowly) ... a-g-a-i-n

All: This very hour.

Reading Aloud

Read the following passage aloud, and pay attention to your pronunciation and intonation.

You have inspired and touched me with the stories of the joys and sorrows that make up the fabric of our lives. And you have humbled me with your commitment to our country.

Eighteen million of you, from all walks of life ... women and men, young and old, Latino and Asian, African-American and Caucasian ... rich, poor, and middle-class, gay and straight, you have stood with me.

And I will continue to stand strong with you every time, every place, in every way that I can. The dreams we share are worth fighting for.

What's Your Name

Work with your partner. Ask your partner the questions in the left boxes and write down your partner's answers in the right ones.

<i>What is your given name?</i>	
<i>Does your given name have a meaning in Chinese? What is it?</i>	
<i>Is your name common in China?</i>	
<i>Why did your parents choose this name for you?</i>	
<i>Are you happy with your name? Why?</i>	
<i>Did you like your name when you were a child?</i>	
<i>Do you have a nickname? What is it?</i>	
<i>What is your favorite name? Why?</i>	

CONVERSATION

Background Information

In the West, when two people first meet and are getting acquainted with each other, it is common to talk about one's work, aspects of one's social identity, including education, employment experience, technical and general knowledge, personal interests, family, routine activities, likes and dislikes, and leisure time activities.

When two people become somewhat familiar with each other, it is common to talk about age, marital or parental status, health problems, career aspirations, political, philosophical or religious ideas, and critical evaluations of mutual acquaintances.

When two people know each other quite well, it is common to talk about political, philosophical, or religious beliefs, salary and one's financial state, the state of one's marital or romantic relationships, critical evaluation of each other's life, behavior and thinking.

Personal topics should not be discussed too early in a relationship. In the West, it is acceptable to ask how old small children are, but it is not normal to ask how old adults are. Other topics such as the cost of purchases, the cost of one's possessions, or a person's ability to drink alcohol are not discussed soon after meeting for the first time.

Study the following dialogue, and then answer the questions below.

(At Mr. Trenton Smith's house)

George: Let me introduce you to Mr. Smith, an artist. This is Zhang, an overseas student from China. I believe you both can get along well together.

Zhang: How do you do?

Mr. Smith: How do you do?

George: Don't stand on ceremony, Zhang. What I mean is: don't just stand there. Mr. Smith is an old friend of mine.

Mr. Smith: Yes, do sit down, please.

Zhang: Mr. Smith, you have a lovely place.

Mr. Smith: Thank you.

Zhang: The oil painting above the piano is your work, I guess?

Mr. Smith: Oh, no. I wish it were. I'm just a beginner in painting. As a matter of fact, I bought that painting some years ago from an artist.

Zhang: I see. It is such a nice work.

George: It must have cost you a lot, I fancy.

Mr. Smith: Only five hundred dollars.

George: Only?

Mr. Smith: Someone offered me one thousand recently, but I didn't want to sell it.

George: If I were you, I would sell it.

Mr. Smith: Why?

George: Business is business. You'd make money out of it, wouldn't you?

Zhang: Yes, but Mr. Smith is fond of art, while you are business-minded.

George: You see, Trenton. Zhang has stood up for you already. I said you would get along. So I was right there. (To Zhang) I remember when he mentioned the name Picasso to me for the first time, I said, "Never heard of it!" You see, I'm in the car business. I once thought this famous artist Picasso was a new brand of some car!

Questions:

- 1 What does the expression "stand on ceremony" mean?
- 2 How much do you know about Picasso?
- 3 What is your general impression of George?
- 4 How would you describe the relationship between George and Mr. Smith?
- 5 Is it polite for George to inquire about the cost of the painting?

Analyze the following situation.

At your college you have made friends with an American teacher who sometimes invites you to come over to his apartment to have a pleasant chat and to watch movies on his DVD player. One day you got an interesting DVD that you wanted to watch. Though you had easy access to a TV set in your dorm, you had no DVD player, so you asked your foreign friend if you could borrow his DVD player for one night. He said, "I'd really like to help, but I don't lend out my DVD player."

Questions:

- 1 How would you feel about this refusal?
- 2 Why did the American teacher refuse?
- 3 How should you make a proper response?

- 4 In China, what could one reasonably ask to borrow from a friend? How about in Western countries?
- 5 In your opinion, does friendship entail an obligation to satisfy a friend's request?
- 6 Suppose the owner of the DVD player was a Chinese teacher, how would he respond to the student's request? If his response was different from that of the American teacher, what possibly would it reveal?

PAIR WORK

At the Airport

You are going to meet a business visitor at the airport.

Student A: turn to page 183.

Student B: turn to page 186.

Here are some useful expressions:

- *Excuse me, but are you ... from ...?*
- *How was ...?*
- *I've been ...*
- *Is there anything I can do for you?*
- *Let me help you with ...*
- *Is this your first time ...?*
- *Why, yes. I'm You must be ... from ...*
- *It's very kind of you to ...*
- *Here comes a taxi.*
- *We have to walk to the parking lot.*

The following common phrases are associated with particular situations. Identify each phrase by describing briefly who would say it and in what circumstances.

E.g. "Please fasten your safety-belts."

Air-stewardess to passengers before take-off or landing.

- 1 "I swear to tell the truth, the whole truth and nothing but the truth."
- 2 "This won't hurt."
- 3 "God bless her and all who sail in her."
- 4 "I'm putting you through."

Choose one of the above phrases and make up a dialogue with your partner.

Study each of the following proverbs, and decide if you agree with the point of the proverb.

Rome was not built in a day.

Penny wise and pound foolish.

Variety is the spice of life.

Honesty is the best policy.

Choose one of the above proverbs to make up a story.

Work with your partner. Select one of the following passages and read it to your partner twice. Then ask him or her to retell the story to you. Use the evaluation chart to evaluate your partner's retelling. Practice this in turn.

1

A police officer came upon a terrible wreck where the driver and passenger had been killed. As he looked upon the wreckage, a little monkey came out of the brush and hopped around the crashed car. The officer looked down at the monkey and said: "I wish you could talk."

The monkey looked up at the officer and shook his head up and down.

"You can understand what I'm saying?" asked the officer.

Again, the monkey shook his head up and down.

"Well, did you see this?"

"Yes," motioned the monkey.

"What happened?"

The monkey pretended to have a can in his hand and turned it up by his mouth.

"They were drinking?" asked the officer.

"Yes."

"What else?"

The monkey pinched his fingers together and held them to his mouth.

"They were smoking marijuana?"

"Yes."

"What else?"

The monkey motioned "Dancing."

"They were dancing, too?" asked the astounded officer.

"Yes."

"Now wait, you're saying your owners were drinking, smoking and dancing before they wrecked."

"Yes."

"What were you doing during all this?"

"Driving," motioned the monkey.

2

Three cowboys had been riding the range since early in the morning. One of them was a member of the Navajo Indian people. Being busy with herding stray cattle all day, there had been no time for the three of them to eat. Toward the end of the day, two of the cowboys started talking about how hungry they were and about the huge meals they were going to eat when they reached town. When one of the cowboys asked the Navajo if he was also hungry, he just shrugged his shoulders and said, "No."

Later that evening, after they had arrived in town, all three ordered large steak dinners. As the Navajo proceeded to eat everything in sight with great vigor, one of his friends reminded him that less than an hour earlier he had told them that he was not hungry. "Not wise to be hungry then," he replied. "No food."

● Evaluation Chart

Grading:

5 = Excellent

4 = Good

3 = Fairly good

2 = Should improve

1 = Must improve

Grammar e.g., "A police officer come to ..."	
Pronunciation e.g., marijuana /meɪrɪ'hwa:nə/	
Facts e.g., "A big monkey came out of the brush ..."	
Fluency e.g., "The monkey ... monkey ... motion ... ed ... 'Dancing.'"	

GROUP TASK

A year and a half ago my then three-year-old daughter told me she wanted to learn French, but I thought that she could better spend her time with an introduction to dance. However, the French phrases that are used in the ballet lesson only reinforced her keen interest in this romantic language. And I decided finally it was time to investigate how one begins to introduce a child to a foreign language.

Christine Rothbaum, founder of The French Language School for Children, indicates that children like my daughter may want to learn languages because of “the magic of the sounds”. These children may be enchanted by the new and different sounds of a foreign tongue.

Lessons for young children (ages 3-6) should come in the form of play. Madame Rothbaum joins her students on the floor of her school with songs and play with her little bags of toys — color toys, clothing toys, transportation toys, weather toys, characters and others. “It’s spontaneous,” she says of the conversations she has with the children. They talk about their activities and what they have learned. They sing songs in a microphone and are especially adept at identifying things. “Children learn through games and don’t even know they’re learning.” By seven or eight years of age students are introduced to writing, vocabulary and grammar. “It is given that a child who is exposed to a foreign language is going to pick it up.”

No matter what the program is, foreign language and young children is a good match. Studies have linked foreign language programs to higher standardized test scores, elevated self-esteem, mental flexibility and creativity. And the children think it’s a whole lot of fun. But beyond the discovery of magical new words comes an even more profound awareness. For by teaching our children language, we can hope to teach them about other people’s differences — and similarities. With knowledge comes power, yet more importantly, with knowledge comes understanding.

Questions:

- 1 This case concerns introducing a child to a foreign language. Do you think college foreign-language-learners like you can also get something from it?
MAYBE WHAT YOU GET IS THE KEY TO LEARNING A FOREIGN LANGUAGE.
- 2 It is obvious that college students cannot learn foreign languages only “in the form of play”. What is your suggestion for teachers to make college learn-

ing more effective?

- 3 It is far from enough for students to improve greatly if only relying on classroom hours. How do you practice English after class?
- 4 In this case, the author's daughter learns French with her keen interest in it. Actually, it becomes not uncommon for little children like her to be sent to learn foreign languages or to develop a certain skill, such as playing the piano. Are they all for the same reason? If not, what are their reasons?

Discuss the following topics with your group members.

- 1 *Some famous people have talked about their ideas about school and schooldays. Here are some of their comments. Read them and discuss their meanings with your group members.*

- Term, holidays, term, holidays, till we leave school, and then work, work, work till we die.

— C.S. Lewis

- I forget what I was taught. I only remember what I've learnt.

— Patrick White

- School was merely an interruption of the hobbies and affections of home.

— Evelyn Waugh

- At my various schools I had my ups and downs, but they mattered little and were forgotten in an hour.

— John Buchan

- Education is what remains after one has forgotten everything he learned in school.

— Albert Einstein

With whose opinion do you agree? Why? If you did not have to go to school, would you go anyway? Why or why not? What did you miss most about high school in the first semester of college? Try and think of the differences between being a university student and being a high school student, for example, in terms of discipline, maturity, etc.

- 2 *In your opinion, which language is most universally spoken? What aids are helpful if a person doesn't speak the language of a country? Discuss with your group members and then read the following passage.*

The University of Washington made a survey a few years ago and found that 320 million people could communicate in English; 180 million in Spanish; and 77 million in French.

Most students take along phrase books and learn a little of the language of the countries they visit. In Europe, English is understood in almost all large hotels, restaurants, and shops. Tourists should avoid shouting, as the volume of one's voice does not give meaning to one's words. If all else fails, sign language is helpful.

Have you ever heard tourists raise their voices, not out of anger, but in an attempt to make themselves understood? What are the most important phrases a tourist should learn before visiting a foreign country? Discuss with your group members and make a list of the phrases.

- 3 Write one word next to the statements that interest you to summarize the topic. For example, you can write "Money" after the statement "We are all too obsessed with money." If some of your interests are not included in the list, add them at the end of the list. Then put them in order of importance.

Advertisers try and persuade you to buy what you don't want.	
We are all too obsessed with money.	
Parents should exert very strong discipline.	
Visitors from outer space must have landed on earth.	
Everyone should compete in at least one sport.	
The media generally has far too much power.	
We must stop damage to the environment if we are to survive.	
We all need to love and to be loved.	
Today's culture is youth culture.	
Universities have a great responsibility.	
One day computers will rule the world.	

Discuss your list of topics with your group members to find out what interests other members. Then agree on one list of three topics that interest you all.

Ask Questions

Procedure

- 1 The class is divided into groups of 3-4 students.
- 2 Each student takes turns to raise questions about the sophomore English studies to the group members who act as Chair of the English Department, Sophomore English teacher, foreign faculty member, junior student, etc.
- 3 After each questioning period, group members discuss the quality and appropriateness of the questions raised.

HOMEWORK

After class, finish the following tasks with your classmates.

- 1 In a gathering where people meet for the first time, some might be more easily accepted than others. What kind of people will you like and tend to accept at first sight? List the qualities of popular people in your mind. Then compare them with your classmates' lists and try to figure out the common points. How about yourself? Are you popular among your classmates?
- 2 Have you ever heard any interesting story about people's names? Work in groups of four and select the most interesting one to tell the rest of the class.