

# 英语口语教程

殷约翰 汪容恩

## SPEAKING SKILLS

BY JOHN INGULSRUD  
AND WANG RONGEN

东南大学出版社

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**For Self-study Students**

*by John Ingulsrud and Wang Rongen*

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## Introduction

Speaking Skills has been written to assist in developing the English speaking skills of the self-study students in China. It is for these students specifically that this book has been designed. Although some schools may choose this book for their own classroom use, adaptation of the lessons may be necessary, because the book has been prepared for students who are studying on their own.

To use this book effectively, we recommend that the student follow the directions stated in the section **How to Use the Book**. We will, however, first offer some background information about the book's focus and each component of the lessons.

### Focus

The book has been designed along the lines of a notional-functional syllabus, in particular, the syllabus issued by the State Education Commission<sup>①</sup>. Little attention has been paid to grammatical syllabuses, so there is no systematic grammar work included in the book. The emphasis, rather, has been placed on communication. Each lesson has a communicative theme. The vocabulary and sentences presented in each lesson are intended to serve that theme.

At the same time, the material is arranged from basic to difficult.

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① Gaodeng xuexiao yingyu zhuanjie jichu jieduan yingyu jiaoxue dagang. (1989). Shanghai Foreign Languages Educational Press.

This does not mean that the material is presented with systematic increments of difficulty. It is not easy to gauge difficulty when producing communicative material. The book was designed instead to have a large degree of recycling — that similar material is repeated in different forms.

The material is also intended to challenge the student. This is why it is written in a rather open-ended fashion. We are able to do so because we assume the self study students use the other textbooks provided for reading as well as listening. It is hoped that students will be encouraged to use their English at every opportunity.

### Vocabulary

At the beginning of every lesson is a list of words. The purpose of this list is to provide a glossary so that the conversations may be more meaningful. Many of the words listed may have several definitions, but we have restricted the meanings to only those definitions that are relevant to the lesson, the first mention of each word in the lesson is highlighted for the student's convenience.

We have also provided the transcription for the pronunciation of each word. Admittedly, the transcription is problematic. Generally speaking, the transcriptions match those found in popular English dictionaries available in China. The inclusion of these transcriptions was intended to provide a convenience to the student. The student, however, must also be aware that these transcriptions are based on the Received Pronunciation of British, that the tapes accompanying this book have speakers who do not speak with Received Pronunciation. Furthermore, because of the authors' backgrounds, the content of the book is oriented, to a larger degree, toward North America. The student should not

be surprised if the actual pronunciation on the tape does not match the transcriptions in the vocabulary list. The transcriptions are merely intended to give the student something to start with.

### Basic Phrases

These phrases are arranged to provide individual practice. Following a common technique employed by actors, students are asked to look at the sentence, then look up, and then say the sentence without looking at the page. It is hoped that repeated practice of these phrases may help students internalize the forms.

Most of the phrases are arranged in pairs. Both phrases are similar in meaning. In fact, the words that can be understood through the pairs of phrases are not listed in the vocabulary list. The first phrase of each pair is, generally speaking, the more formal one and the second one is more informal. Sometimes there are three phrases that are arranged together. These also are listed from formal to informal.

### Conversations

The conversations are provided to give practice with language in context. These comprise the core of the lessons—they are written to exemplify each lesson's communicative theme. There is a listening component and a practice component. The students are first asked to listen to the conversations on the tape and then perform the listening tasks after each conversation. After completing the listening tasks, the students, using the tape, are asked to practice repeating each sentence.

### Background Reading

In every lesson there are short passages provided to give students

added background information on the conversations. The students are asked to read these passages. Vocabulary in these passages are further illustrated in footnotes.

### Notes on Usage

To give more information on how certain patterns are used, there are notes on usage in every lesson. Some lessons have more extensive notes than others. There are lessons that even include some exercises. The reason for this difference lies in the various language demands for different communicative themes. Since, it is assumed, the students are working on their own, such differences may be irrelevant because they are less bound than classroom teachers by schedules.

### Additional Words and Expressions

The additional words and expressions found either in the section, Notes on usage or in the section Further listening. These additions are intended to supplement what we have already provided in other sections. They are included to encourage the motivated student to practice more. Since they are not a part of the core material for this book, we do not consider them required for learning.

### Dictation

Dictation is an integral part of the design of this book. Recent research has suggested that dictation reveals integrative language skills. Therefore, we strongly suggest that the students take the whole tape-script down as dictation. Dictation, together with the speaking practice and listening, comprise the three basic pillars on which these materials have been designed.

## How to Use the Book

1. Look at the Vocabulary. Read each word. If you do not understand a word look it up in the dictionary.
2. Look at the Basic phrases. To practice each one aloud, do the following:
  - a. Read one phrase silently.
  - b. Look up.
  - c. Say the phrase aloud—do not look down at the page.

Most of the phrases are arranged in pairs. The first phrase is generally the more formal one. Go through all the phrases at least five times.

3. Put the tape in the tape recorder. Cover the first conversation with a sheet of paper so that you do not read it. Listen to the first conversation once and then answer questions one and two. Then listen to the conversation two more times and then answer the rest of the questions.

Cover the second conversation with a sheet of paper so that you do not read it. Listen to the second conversation once and then answer questions one and two. Then listen to the conversation two more times and then answer the rest of the questions.

The answers to the questions are at the end of the book. Read the directions in each lesson before you start. In some lessons there are no conversations but introductions and stories instead.

4. Play the conversations again on your tape recorder. This time, stop after each sentence and say the sentence.
5. Read the passages for Background information. Hopefully, they will



help you understand the conversations better.

6. Read the Notes on usage. Practice the example sentences that are given in the notes.

7. Listen to the Further listening conversation or story. Practice it by repeating every line.

8. Think of a similar situation as the conversations that you may have. Try to say in English the same kinds of sentences, but in your own situation. If you can, find a friend to practice with.

9. Go back to your tape recorder. Do not open your book. Take each of the conversations down as Dictation. After you finish, open your book and check what you have written. Listen to the conversations again, especially to those places you had difficulty understanding.

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## Lesson One

### *Talking about Myself*

#### 1. Vocabulary

**married** [ˈmærid] *a.* living together as husband and wife.

ant. ‘unmarried, single’.

**single** [ˈsɪŋgl] *a.* unmarried, not married.

**flat** [flæt] *n.* a room or a suite of rooms, often in an apartment house or an apartment building (Am. E. ‘apartment’).

**apartment** [əˈpɑ:tmənt] see flat.

**hobby** [ˈhɒbi] *n.* something that a person likes to do or study in his spare time; favorite pastime or avocation.

**hello** [ˈheˈləu] *int.* an informal greeting expressing pleasure or a call to attract attention.

**teenager** [ˈti:neɪdʒə] *n.* a young person of between 13 and 19 years old.

**knit** [nit] *v.* to make (things to wear) by uniting threads of yarn into a fabric with long needles.

**weekend** [ˈwi:kend] *n.* the end of the week, the period from Friday night or Saturday to Monday morning.

**hi** [hai] *int.* hello (informal).

**company** [ˈkʌmpəni] **n.** a business.

**suburb** [ˈsʌbə:b] **n.** an outer area of a town or city where people live (usually "the suburbs").

**kid** [kid] **n.** a child (informal).

**secretary** [ˈsekɹətri] **n.** a person who does office work.

**sew** [səu] **v.** to make clothes by using needle and thread, or a sewing machine.

2. Basic phrases *Practice each of the following phrases by: (1) first reading silently, then (2) looking up and then (3) speaking—without looking at your text.*

My name's Wang Guoan.

I'm Wang Guoan.

I drive a bus for Yangzhou city.

I'm a bus driver in Yangzhou.

Yangzhou is not my hometown.

Even though I live in Yangzhou, it is not my hometown.

I come from Huaiyin.

Huaiyin is my hometown.

I'm thirty years old.

I'm thirty.

I'm not **married**.

I'm **single**.

I live in a **flat**, even though I'm not married.

Even though I am single, I live in an **apartment**.

I want to **get married** soon.

I **hope** to get married soon.

My **hobby** is playing ping pong.

I enjoy playing ping pong in my spare time.

3. Sample introductions *Listen to the following introductions once and answer the first set of comprehension questions below.*

**Hello**, my name is Mary Bradford<sup>①</sup>. I live in Exeter<sup>②</sup>, in the south of England<sup>③</sup>. Even though I live in Exeter, my hometown is Southampton<sup>④</sup>. I'm a student at the University of Exeter. Even though I am still a **teenager**, I am married, and I live in a flat. My husband is also a student. I enjoy **knitting** in my spare time, though I enjoy going to dances on the **weekend**.

**Hi**, I'm John Rubinger<sup>⑤</sup>. I'm a construction worker in green

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① **Mary Bradford** [ˈmæəriˈbrædfəd] is a name of a woman.

② **Exeter** [ˈeksətə] is a name of a city.

③ **England** [ˈɪŋɡlənd] is name of a country.

④ **Southampton** [ˈsauθˈhæmptən] is a name of a city.

⑤ **John Rubinger** [dʒɒn ˈruːbɪŋdʒə] is a man's name.

Bay<sup>⑥</sup>, a Midwestern City in the state of Wisconsin<sup>⑦</sup>. My **company** builds homes and now we are building a large house in the **suburbs**. I work hard during the week. On weekends I enjoy playing football with my friends. Even though I am thirty-five years old, married, and have two **kids**, we still live in a small apartment. We hope we can build a house soon.

*Write short answers to the following questions.*

1. Is John a construction worker?
2. Is Mary a construction worker too?
3. Who is from England?
4. Who is older; John or Mary?

*Listen to the introductions again and answer the following questions.*

5. Where does John live?
6. Does Mary live in her home town?
7. What does Mary's husband do ?
8. What is Mary's hobby?
9. What is John's hobby?
10. What do John and his family want to do soon?

4. Listening and repeating *Listen and repeat each sentence of the introduction.*

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⑥ Green Bay [ˈgrɪn beɪ] is a name of a city.

⑦ Wisconsin [wɪsˈkɒnsɪn] is a name of a state in the United States.

5. Background information *Read the following passages to further understand the dialogs above.*

### **Home Town**

These days many people do not live in their home towns. Sometimes people live far away and even in other countries. When you introduce yourself, you do not have to say where your home town is. But if you do, it may help others to get to know you better.

### **Hobbies**

Although most people are busy working or studying from Monday until Saturday, they are free to relax and enjoy themselves in the evenings and on weekends. Having a hobby takes their minds off their work.

There are many types of hobbies, such as watching TV, collecting stamps, playing the piano, doing sports, gardening and traveling. Some hobbies cost a great deal of money while others cost very little.

Photography, for example, may be expensive. Collecting stones does not cost anything at all.

No matter what hobby, the point is for everyone to do something for the fun of it.

### 6. Notes on usage

*There is no set form for an introduction, in fact, the more original, the better. Yet some students like to have a form to start with. The following*

is a form.

1. name.
2. the place where you are living.
3. the place where you work or study.
4. your family.
5. your hobbies.

7. Your own introduction: *Based on what you have practiced, now tell about yourself.*

#### 8. A further introduction

My name is Masako Horii<sup>①</sup>. I come from Japan<sup>②</sup>. My home town is Nagano<sup>③</sup> in the mountains of Central Japan, but now I live in Yokohama<sup>④</sup>, a large city near Tokyo<sup>⑤</sup>. I work for a company as a **secretary**. Although I have to work very hard, I do have time for my hobbies. I like to **sew** and I sew most of my clothes. I also like to study English. I go to an English class at night twice a week.

9. Dictation *Listen and write the introductions as dictation. When you are finished, compare your dictation with the textbook.*

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- ① **Masako Horii** [ˈmasakoˈhori:] is a woman's name.
  - ② **Japan** [dʒəˈpæn] is an island country to the east of China.
  - ③ **Nagano** [ˈnagano] is the name of a city.
  - ④ **Yokohama** [ˌjɒkəˈhɑ:mɑ] is the name of a city.
  - ⑤ **Tokyo** [ˈtɔ:kjəu] is the capital city of Japan.



## Lesson Two

### *Meeting Other People*

#### 1. Vocabulary

**hostess** [ˈhəʊstɪs] *n.* a woman who entertains guests; a man would be called a "host".

**textile** [ˈtekstail] *n.* any material or fabric made by weaving or knitting, often made in a textile factory (mill).

**interpreter** [inˈtɜːprɪtə] *n.* someone who puts (a language) into the words of another language, usually by speech.

**biology** [baɪˈɒlədʒi] *n.* the scientific study of living animals and plants.

**trade** [treɪd] *n.* buying and selling of goods; exchange of goods for money or other goods.

2. Basic phrases *Practice each of the following phrases with the following procedure: (1) read silently; (2) look up; (3) say the phrase without looking at your textbook. The first phrase in each pair is generally more formal than the second.*

Hello, my name is Peter.

Hi, I'm Peter.