



普通高等教育“十一五”国家级规划教材（第二版）

全国普通高等学校优秀教材一等奖（第一版）

英语口语教程

第3版 教师用书
Teacher's Book

Challenge to Speak

主编 姚保慧

高等教育出版社

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高等教育出版社·北京

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图书在版编目(CIP)数据

英语口语教程. 2/姚保慧主编. --3版. --北京:
高等教育出版社, 2014. 5 (2015. 5 重印)

教师用书

ISBN 978-7-04-039722-2

I. ①英… II. ①姚… III. ①英语-口语-高等学校
-教学参考资料 IV. ①H319. 9

中国版本图书馆 CIP 数据核字(2014)第 085263 号

策划编辑 贾 巍
版式设计 魏 亮

项目编辑 甘红娜
责任校对 甘红娜

责任编辑 韦 玮
责任印制 尤 静

封面设计 张 楠

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120
印 刷 三河市华润印刷有限公司
开 本 850mm × 1168mm 1/16
印 张 10. 25
字 数 239 千字
购书热线 010-58581118
咨询电话 400-810-0598

网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
版 次 1998 年 7 月第 1 版
2014 年 5 月第 3 版
印 次 2015 年 5 月第 2 次印刷
定 价 25. 00 元

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第三版前言

《英语口语教程》自1998年出版以来,受到了学界广泛的肯定,成为众多高校英语口语教学与学习的主流教材。这期间,该教材被评为普通高等教育“十五”及“十一五”国家级规划教材,并于2002年荣获全国普通高等学校优秀教材一等奖。《英语口语教程》提倡通过多种形式的口语技能训练,逐步培养学生的英语交际能力,提高学生高层次的语言表述水平,使学习者的口语纯熟流畅,正确得体。

围绕贯彻《国家中长期教育改革和发展规划纲要(2010—2020年)》,全面提升教学质量,培养创新型人才,教育部即将推出新一轮的英语专业教学改革。面对新的改革形势,我们启动了《英语口语教程》的修订工作。修订的主要目标是拓宽英语专业学生对中西方社会各个层面的认识,强化英语口语技能的训练,提高口语技能的理论水平,培养语言的综合运用能力,使学生的连贯表达能力能够得到大幅的提高。

本次修订主要涉及如下方面:

1. 更新了单元话题和课文

本版适度地调整了一些单元话题,更新了部分文章。新话题的选择更加贴近当代大学生的文化和社会生活,紧扣社会现实,兼顾中西文化,内容涉及世界和我国当代生活、经济、文化、科技等热点话题,题材丰富多样,语言生动地道。

2. 改进了练习设计

为使学生能够更多地参与到口语训练的活动中,新版教材增设了大量的练习活动,强调学生的参与,通过Role-play等形式强化学生对相关口语句型的掌握,提高学生高层次的语言表述能力。

3. 增加了有关口语技能理论的论述

为使学生能够系统地掌握口语学习的相关理论知识,各单元融入了有关口语技能理论的相关论述,使学生能将理论与实践有机地结合在一起。

《英语口语教程》(第三版)包含学生用书四册,教师用书四册。每册15个单元,每单元3—4个学时。学生用书后附有MP3光盘。我们对第三版的教师用书做了较大调整,为每个环节提供了具体多样的教学建议,并附有练习答案和大量的参考资料供教师选择使用。

本教材使用范围广泛,既可作为高校英语本科或专科口语教材,也可作为学生考级、考研和高级口语培训使用,同时还可供社会上具有一定英语基础的人员自学使用。

在本教材编写过程中,高等教育出版社领导提出了宝贵的意见,在此深表感谢。新西兰教师Gavin A. Neal为第三版的修订做了大量工作;美国教师Elizabeth Wilson和Clayton Olson曾为本教材的第一版做出了很大的贡献,在此深表感谢。

由于编者能力有限,教材有许多不足之处,错误在所难免,恳请广大教师和读者指正。

编者

2013年11月



To the Teacher (3rd Edition)

“Have you ever asked your students to note down how often and with whom they speak English in their daily life?”

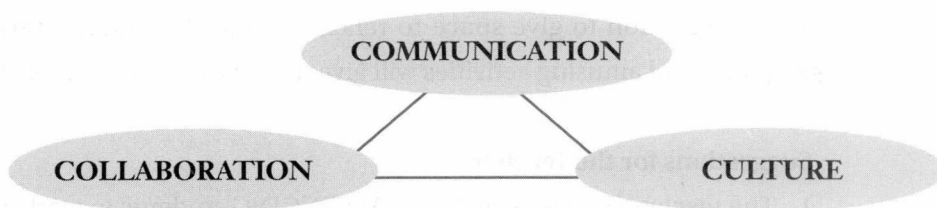
This question is to draw their attention to a fact — Limited time is actually used for daily communication though they are English majors! *Challenge to Speak* is compiled with the purpose of helping students to build up good communication skills through rigorous practice and various forms of language skill training. On the other hand, it aims at guiding them to become familiar with the cultural context to which a language naturally belongs. The goal is to attain fluency and appropriateness in the mastery of the language. Meanwhile as a tool for communication, it should be understood that it is necessary for them to master language skills to cover both Chinese culture and Western culture. Many communication failures have much more to do with a lack of cross-cultural understanding than with a lack of linguistic competence.

With the fast process of globalization and the rapid rise of China's position today in the international world, the Western world is showing increasing interest towards China and its development. As English majors of intermediate or advanced level, it is becoming more and more apparent that students need to further meet the challenge of a demanding world. With a view to an appreciation and respect for cross-cultural similarities and differences, this textbook hopes for a successful sharing of our own culture as well as Western culture. We wish students to acquire a solid communicative competence of this foreign language, be fully aware of the importance of understanding Chinese and Western culture and its cross-cultural features in such a way that they will be competent enough to introduce China's rich culture and amazing developments to the international world with ease.

The central idea of Book 1 and Book 2 is to challenge students to gain language competence through the study of the culture of this language. Each unit makes full use of a cultural issue with the aim to stimulate meaningful communication. Conversation models are given to show students how to master appropriate functional patterns in a wide range of social settings followed by varied forms of practice. In each unit a topic has been selected for discussion, which can be carried out in forms of narration, presentation, debate, argument or interview. These activities will be organized to guide them to communicative and linguistic competence step by step. Emphasis is laid on

collaboration with students working in pairs or in groups to create a sense of community in the classroom with meaningful results.

The CCC method should work in this way:



Challenge to Speak Book 2 (Student's Book) consists of 15 units. It is accompanied with the Teacher's Book and CD. Each unit is designed for 2–3 academic hours per week for university English majors, normal university English majors, open university English majors and all intermediate level learners of English.

Part A: Way to Speak

Three or four short dialogues are given as models in varied settings. Each unit may have a focal setting, such as at the post office, at a sports meet, at the library, etc., but does not restrict the conversational context to that one situation. Actual use of a comprehensive range of situations should be encouraged. The main task is to guide your students to master appropriateness with different functional patterns and work on basic communication skills.

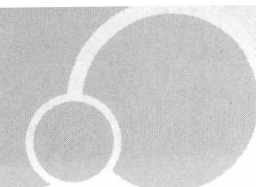
Part B: Challenge to Speak

In this step, intense practice should be given for the various challenges given. These exercises move from an elementary level to an intermediate one, from guided work to free work. The purpose is to motivate pair work or group work without the teacher monopolizing the classroom. Creative work is expected of 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 one another. Each country has its own culture, and in studying a foreign language we need to understand the similarities and differences between the two cultures.

In this section practical cultural issues such as time and appointments, education, money, lifestyle, dinner etiquette, etc. are presented for discussion. Challenge students to explore their own cultural background and compare it with that of the English-



speaking world, and become aware of the ways in which perception of communication patterns are influenced by culture. These topics are expected to help them become more culturally proficient by viewing the differences between two cultures.

Part D: Fun to Speak

This is a section to give space to relax and have fun. Short stories, jokes, plays, songs, riddles and amusing activities will give the classroom a change of atmosphere.

Suggestions for the Teacher

1. The teacher should begin by CHALLENGING students to work face to face. Build up a relaxed environment and encourage students to form eye contact and overcome their shyness.
2. Students must come to class prepared. They need to PREVIEW the materials before entering the classroom and think about the functional skills they are expected to master.
3. LISTENING activities should be infused in studies. Please organize students to listen to the CD. Emphasize forming the habit of listening with textbook CLOSED.
4. Cultural background is meant to give students further information to make their discussions richer and fuller. Request students to “BROWSE” through it before they come to class or go online for further information.
5. Request students to TAKE NOTES or make an outline as they prepare for discussion of topics. This will help organize their thoughts and ideas. Their notes are to be used for references, NOT to be read from.
6. Call students’ attention to make use of functional skills in their activities. There is no special time or order of appearance of these skills. They should suit the situation to make language more expressive. Have students build up an AWARENESS of appropriateness in language.
7. Create a sense of community. Create emotional and intellectual connections in the discussion. Encourage SHARING of views and fellowship and partaking in MEANINGFUL work.
8. Do not RAMBLE on about grammar and language points unless absolutely necessary.
9. ROLE PLAYING: Here, you play the part of the director, the helper and the judge. The purpose is to make role play move from situational to creative,

from restricted to meaningful. The dialogues should be modelled with good intonation and appropriate body language to gain a good understanding of the understated meanings. Create an environment that simulates reality and enables students to understand the situation or event they are re-enacting. There are Supplementary Dialogues in the Teacher's Book for your reference.

10. **DISCUSSION:** This section covers different forms of oral activities through narration, presentation, debate, argument and so on. Do creative and imaginative work true to life. The discussion is meant to function knowledge, which covers propositional knowledge — knowing academic knowledge, procedural knowledge — knowing how to acquire the skills, and conditional knowledge — knowing the circumstance in which to use their skills.
11. There are 15 main topics for discussion. Make a careful selection for the term. Discuss with your students what activities interest them most and encourage them to take the initiative to organize some of their own activities. Each unit holds a large amount of materials. You need to make a wise selection before class according to your students' level and class hours. Some activities can be used as after-class assignments. Visual aids, props, pictures and CDs should be used wherever possible.
12. Encourage students to **SPEAK MORE** after class or wherever possible. Organize more after-class activities such as speech competitions, singing English songs, reading poetry, putting on plays, etc. **CHALLENGE!**

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》问世八年来,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,使学生熟练地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

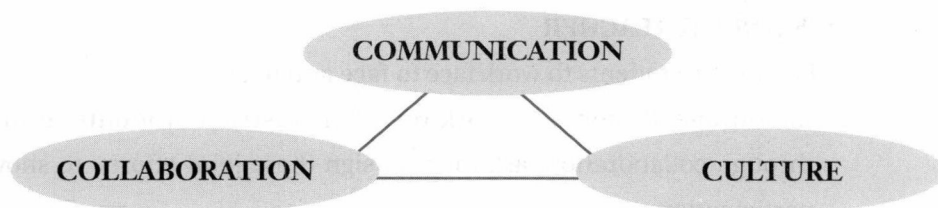
To the Teacher (2nd Edition)

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 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 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 students how to master appropriate functional patterns in a wide range of social settings followed by varied practice to challenge 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.

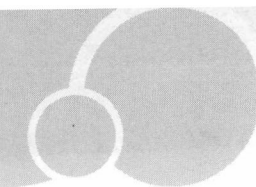
This CCC method should work in this way:



In Book Two 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 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 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 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. 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 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 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 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 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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邮政编码 100120

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Expressing Possibility and Impossibility

Ways of Travelling



● Expressing Possibility and Impossibility

When expressing possibility, we are expressing the state or fact of something being possible. Probability is stronger than possibility. In expressing impossibility the situation is completely the opposite.

Part A Way to Speak

● Supplementary Materials

1. (Jim and Carrie are talking about the traffic jams.)

A: Jim, why not buy a car since you live here?

B: I've considered the possibility, but I don't think it'll be probable.

A: Why? It's possible to get some very cheap and serviceable models at sales promotions these days.

B: It's not a problem of money. I just can't stand the idea of being stuck in traffic jams during the rush hour.

A: It is annoying. The other day it took me more than an hour just to travel 10 miles. And I was late for work again.

B: Yes, traffic jams, red lights and impulsive pedestrians are all a pain in the neck. My e-bike serves the purpose to get me wherever I wish to go. I'm quite happy with it.

A: Yes, I sometimes have to rely on my e-bike as well.