



普通高等教育“十一五”国家级规划教材

总主编：齐乃政

# ENGLISH 1

都 宁 ©主编

(第二版)

## 新编英语专业

## 口语教程

A New Coursebook of College  
Spoken English



北京大学出版社  
PEKING UNIVERSITY PRESS

21 世纪英语专业系列教材

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# 总序

北京大学出版社自 2005 年以来已出版《语言与应用语言学知识系列读本》多种,为了配合第十一个五年计划,现又策划陆续出版《21 世纪英语专业系列教材》。这个重大举措势必受到英语专业广大教师和学生的欢迎。

作为英语教师,最让人揪心的莫过于听人说英语不是一个专业,只是一个工具。说这些话的领导和教师的用心是好的,为英语专业的毕业生将来找工作着想,因此要为英语专业的学生多多开设诸如新闻、法律、国际商务、经济、旅游等其他专业的课程。但事与愿违,英语专业的教师们很快发现,学生投入英语学习的时间少了,掌握英语专业课程知识甚微,即使对四个技能的掌握也并不比大学英语学生高明多少,而那个所谓的第二专业在有关专家的眼中只是学到些皮毛而已。

英语专业的路在何方?有没有其他路可走?这是需要我们英语专业教师思索的问题。中央领导关于创新是一个民族的灵魂和要培养创新人才等的指示精神,让我们在层层迷雾中找到了航向。显然,培养学生具有自主学习能力和能进行创造性思维是我们更为重要的战略目标,使英语专业的人才更能适应 21 世纪的需要,迎接 21 世纪的挑战。

如今,北京大学出版社外语部的领导和编辑同志们,也从教材出版的视角探索英语专业的教材问题,从而为贯彻英语专业教学大纲做些有益的工作,为教师们开设大纲中所规定的必修、选修课程提供各种教材。《21 世纪英语专业系列教材》是普通高等教育“十一五”国家级规划教材和国家“十一五”重点出版规划项目《面向新世纪的立体化网络化英语学科建设丛书》的重要组成部分。这套系列教材要体现新世纪英语教学的自主化、协作化、模块化和超文本化,结合外语教材的具体情况,既要解决语言、教学内容、教学方法和教育技术的时代化,也要坚持弘扬以爱国主义为核心的民族精神。因此,今天北京大学出版社在大力提倡专业英语教学改革的基础上,编辑出版各种英语专业技能、英语专业知识和相关专业课程知识的教材,以培养具有创新性思维的和具有实际工作能力学生,充分体现了时代精神。

北京大学出版社的远见卓识,也反映了英语专业广大师生盼望已久的心愿。由北京大学等全国几十所院校具体组织力量,积极编写相关教材。这就是

说,这套教材是由一些高等院校有水平有经验的第一线教师们制定编写大纲,反复讨论,特别是考虑到在不同层次、不同背景学校之间取得平衡,避免了先前的教材或偏难或偏易的弊病。与此同时,一批知名专家教授参与策划和教材审定工作,保证了教材质量。

当然,这套系列教材出版只是初步实现了出版社和编者们的预期目标。为了获得更大效果,希望使用本系列教材的教师和同学不吝指教,及时将意见反馈给我们,使教材更加完善。

航道已经开通,我们有决心乘风破浪,奋勇前进!

胡壮麟  
北京大学蓝旗营

## 第二版 前言

本书于2004年3月第一次出版，其编写初衷是有感于国内高等院校英语专业英语口语教材形式单一，话题陈旧，对学生的吸引力不大。近六年来，在本套教材的使用过程中，我们陆续收集到各院校英语专业师生对教材的使用意见和建议。根据使用反馈，在第二版中，编者适当降低了练习难度。第一册各单元练习的设计原则上要让学生从替换单词，选择适当的词汇表达某一话题逐渐过渡到就某一话题自行组织简单对话。由于听说是相辅相成不可分离的两部分，一册以听说为主，二册增加了听说内容的难度和长度，这两册主要是通过听力练习来提高英语口语能力。而三、四册鼓励学生谈论抽象话题。在本次修订过程中，各单元话题以及具体内容根据现有情况进行了调整，保证话题的新颖性以及与学生生活工作的契合度，这样能够充分调动学生的学习兴趣以及口语教材的适用性。此外，在修订中加入了商务谈判和会议基础内容的练习，学生毕业后到外企工作能直接胜任谈判、口译等工作。

# 《新编英语专业口语教程(1)》(第二版)

尊敬的老师:

您好!

为了方便您更好地使用本教材,获得最佳教学效果,我们特向使用该书作为教材的教师赠送本教材配套参考资料。如有需要,请完整填写“教师联系表”并加盖所在单位系(院)公章,免费向出版社索取。

本教材听力录音可至[www.pup.cn](http://www.pup.cn)免费下载,也可向授课老师赠送听力录音的光盘版。

北京大学出版社

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填写完毕后,请将此表邮寄给我们,我们将为您免费寄送本教材配套资料,谢谢!

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# 前言

语言是一种技能，没有大量的实践，准确而熟练地掌握英语是不可能的。口语技能的提高更是如此。培养学生的口头交际能力是口语课的宗旨，而交际能力在这里主要是指语言的达意及得体。所谓达意，是指用语言准确地表达思想，而得体是指语言的可接受性，也就是说，所用语言要符合讲英语的国家的习俗和惯例。

随着对外交流的日益增多，口语水平的高低直接影响着人们之间的相互沟通和工作效率，而现有的口语教材无论从内容上还是形式上已很难满足英语学习者的需求，而本教材正是为了适应时代的发展和英语教学的需要而编写的。本教材供高等院校英语专业学生使用，也适合成人教育学院、民办院校、广播电视大学、远程教育英语专业学生及自考生和广大英语自学者使用。

本教材的编写原则：

1. 以《高等院校英语专业学习大纲》为依据。
2. 以交际话题的难易为依据——具体至抽象，由浅入深。
3. 以功能意念为线索，融功能意念于交际之中。
4. 以日常生活中经常使用的话题为重点。这部分主题在各册有时会重复出现，区别主要体现在材料的难易及就该主题谈论的深度。

本教材在编写中努力体现：

1. 听说结合。听力水平和口语水平密不可分，只有先听懂，然后才能够说出来。因此本教材将听说练习结合起来，让学生在提高口语水平的同时兼顾听力水平的提高。

2. 口语材料新颖实用。本教材的所有材料均来自最新的期刊、报纸、书籍等，无过时用法。选材注重实用性和趣味性相结合，贴近生活，体现时代特色。

3. 练习形式多样，注重引导和启发。本教材在编写过程中借鉴了许多国外最新的口语资料，结合中国口语教学的实际情况，在编写练习的过程中，力求形式多样，内容充实，引导学生从模仿练习开始逐渐过渡到自己能够自然流畅地表达。

4. 难度阶梯化。每册书都有难度较大的单元，以满足不同学员的需求。

全套教材共分4册，每册16单元，配有录音带。

一册各单元涉及日常生活有关话题，例如学校、家庭、旅游、娱乐等。

二册各单元既涉及日常生活重要话题，例如住房、健康等，同时也涉及到一些较为抽象的话题，例如个性、美与时尚等。部分话题是一册主题的展开与延伸，例如一册的假期旅行与二册的异国旅行等。

三册各单元涉及到一些常见社会问题的相关话题，例如污染、人口、交通等。同时，从整体上来看，又是前二册主题的进一步延展。

四册各单元涉及到复杂的抽象话题，例如艺术、心理学等。

一、二册目标在于帮助学员打好口语基础，三、四册则侧重于培养学员的交流技巧，如公共演讲技巧、研讨谈判技巧等。

每册16单元均以主题为线索，将相关主题单元临近排列，每课编排了大量的练习题，教师可根据学生的实际情况选择使用进行教学，也有内容、形式多样的练习可供学生课外完成。

编 者

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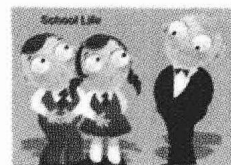
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# 1

# University Life



## Learning Goals

By the end of this unit you will be able to

- use greetings and introduce yourself;
- describe things, school courses, students' activities and facilities;
- give directions.

## 1.1 Meeting for the First Time

W: Hi, I'm Wang Lili.

M: Hello, I'm Zhao Yi.

W: Are you a student at this school?

M: Yes, I am. I am a sophomore. What about you?

W: I'm a new student. I'm having a test at 3 o'clock.

Where are you from?

M: Fuyang, in Anhui province. And where are you from?

W: I'm from Tianjin. Do you like Beijing?

M: Yes, the weather is good and I have lots of friends here. Do you like it here?

W: Yes, I do. What do you do in your free time in Beijing?

M: I play football. I listen to music and go mountain-climbing with my friends.

W: Oh, it's almost 3 o'clock. Bye.

M: Nice to have met you. Bye.



**Pair work** Listen to the conversation and answer these questions in pairs.

- ★ How do Wang Lili and Zhao Yi say hello?
- ★ How does Wang Lili ask about Zhao Yi's hobbies?
- ★ In which city are they studying?
- ★ What is Wang Lili going to do at 3 o'clock?
- ★ How do Wang Lili and Zhao Yi say good-bye?

## Language tips

Hi/Hello, I'm ...

Where are you from?

I'm from...

What do you do in your free time?

Nice to have met you.

Bye.

### ● Questionnaire Ask four other students these questions.

- ☆ Say hello and say your name. (Hi, I'm...)
- ☆ Find out where the person is from. (Where are you from?)
- ☆ Find out what his or her hobbies are. (What do you do in your free time?)

### Write their answers.

Name: Zhao Yi

Province: Anhui

Hobbies: football, music, mountain-climbing

Name: \_\_\_\_\_

Province: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Name: \_\_\_\_\_

Province: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Name: \_\_\_\_\_

Province: \_\_\_\_\_

Hobbies: \_\_\_\_\_

Name: \_\_\_\_\_

Province: \_\_\_\_\_

Hobbies: \_\_\_\_\_



### ● Tell the class about one of the people. The example below will help you.

*Zhao Yi is from Anhui province. In his free time, he likes playing football, music and mountain-climbing.*

- You'll hear a conversation in which people are meeting and being introduced to each other. Listen to what they say to each other and fill in the blanks.

Tom: Hello, Huck. \_\_\_\_\_?

Huck: Fine, thank you. How is the first week of your college life?

Tom: It's great. I've made a lot of new friends here. (*Turning to Lucy*) Lucy, this is Mr. Huckleberry Finn. He is a junior student of our department. (*Turning to Huck*) Huck, I'd like you to meet my best friend and classmate, Miss Lucy Smith. We have the same advisor.

Huck: \_\_\_\_\_?

Lucy: I'm glad to meet you. The other day I read an article written by you in *Muse*. I remember it's about a trip to New Zealand. I like it.

Huck: \_\_\_\_\_. I'm also one of the editors of *Muse*. And we are always encouraging the freshmen to contribute stories to our magazine.

Tom: Really? ...

- **Group work** In each group there should be three students at least. The first two students introduce themselves to each other. Then one of them introduces the third one. The introduction should include not only names but such basic information of the person introduced as where he/she is from, his/her family, or his/her hobby, etc. with the help of the following expressions.

| Useful Expressions                           |                                                             |
|----------------------------------------------|-------------------------------------------------------------|
| Introducing people                           | Responding to an introduction                               |
| Allow me to introduce you to...              | How do you do?                                              |
| Let me introduce you to ...                  | Hello, ...                                                  |
| May I introduce Mr. Smith?                   | I'm glad/pleased to meet you.                               |
| I don't think you have met Mr. Smith.        | Nice to meet you.                                           |
| Mr. Johnson, I'd like you to meet Dr. Smith. | It's a pleasure to meet you.                                |
| Have you met John, Mary?                     | I'm delighted to see you here.                              |
| Mary, this is my cousin John.                |                                                             |
| Introducing oneself                          | Parting                                                     |
| Allow me to introduce myself. I'm...         | (I'm glad) to have met you.                                 |
| Excuse me, my name is ...                    | (It was) nice meeting you.                                  |
| May I introduce myself?                      | (I) hope we'll meet again some time.                        |
| I'm...                                       | (I) hope we can see each other again some time.             |
| Hi. I'm ...                                  | I'm glad to have met you. I hope we'll see each other soon. |
| Will you please introduce me to that lady?   | See you later.                                              |

- **Pair work** Here are lists of greetings and responses. Please note that the phrases near the top are generally more formal than the ones near the bottom. Practice saying them and then choose to greet and respond appropriately.

| Greetings                                     | Responses                           |
|-----------------------------------------------|-------------------------------------|
| Hello, I'm honored to make your acquaintance. | Nice to meet you.                   |
| How do you do?                                | How do you do?                      |
| Good morning / afternoon / evening.           | Good morning / afternoon / evening. |
| I'm pleased to meet you.                      | Glad to meet you, too.              |
| Hello.                                        | Hello.                              |
| How are you?                                  | Fine, thank you. And you?           |
| Hi.                                           | Hi.                                 |
| How've you been?                              | Pretty good.                        |
| What's going on?                              | Not much.                           |
| What's new?                                   | Nothing.                            |
| Long time, no see.                            | Yeah!                               |

### Situations

How would you greet:

- a colleague in the morning?
- a professor in the afternoon?
- a school-mate in the evening?
- an old friend when you meet him in the street?

- **Dialogue** Walk around the classroom with your partner, introducing him or her to the classmates you meet on the way. Your introduction should include some special features of your partner.

### References

He/She's from...  
 He/She is good at swimming/singing/dancing...  
 He/She is shy/ outgoing/cute...  
 He/She is a football fan.

### Sample dialogue:

John: Hi, Janet. I'd like you to meet my desk mate, Peter. He is a basketball fan of Jordan. Peter, this is Janet.