

高等学校英语专业规划教材



(1)

英语口语教程

功能英语交际

● 总主编 常俊跃

● 主编 常俊跃

● 审校 Marion Wyse



Course

Oral English (1):

Functional English Communication



华中科技大学出版社

<http://www.hustp.com>

A Coursebook for Oral English(1) : Functional English Communication

英语口语教程(1) ——功能英语交际

总主编 常俊跃
主 编 常俊跃
审 校 Marion Wyse

本套教材为以下项目的研究成果

- ☐ 国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”
- ☐ 辽宁省高等教育教学改革项目“(英语专业)基础阶段内容本位教学大纲的设计与实验”
- ☐ 辽宁省教育厅优秀英语课程改革研究”

华中科技大学出版社
中国·武汉

图书在版编目(CIP)数据

英语口语教程(1)——功能英语交际/常俊跃 主编. —武汉: 华中科技大学出版社, 2010. 8
ISBN 978-7-5609-6367-9

I. 英… II. 常… III. 英语-口语-高等学校-教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2010)第 127799 号

英语口语教程(1)——功能英语交际

常俊跃 主编

策划编辑: 杨 鸥 刘 平

责任编辑: 刘 平

封面设计: 刘 卉

责任校对: 李 琴

责任监印: 周治超

出版发行: 华中科技大学出版社(中国·武汉)

武昌喻家山 邮编: 430074 电话: (027)87557437

录 排: 武汉佳年华科技有限公司

印 刷: 湖北新华印务有限公司

开 本: 787mm×1092mm 1/16

印 张: 13.75

字 数: 340 千字

版 次: 2010 年 8 月第 1 版第 1 次印刷

定 价: 24.80 元



华中出版

本书若有印装质量问题, 请向出版社营销中心调换

全国免费服务热线: 400-6679-118 竭诚为您服务

版权所有 侵权必究

总 序

随着我国英语教育的快速发展,英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家和教师们密切关注的现行英语专业教育大、中、小学英语教学脱节,语言、内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高、低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题,我们依托国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”,以内容依托教学理论为指导理论,确定了如下改革思路。

(一) 更新语言教学理念,改革英语专业教学的课程结构。在不改变专业总体培养目标和教学时限的前提下,对课程结构进行革命性的变革;改变传统单一的语言技能课程模式,实现内容课程与语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二) 开发课程自身潜力,同步提高专业知识和语言技能。内容依托课程本身也同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面。

(三) 改革教学方法手段,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂发表等行之有效的活动与学科内容教学有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业基础阶段通过开设单纯的听、说、读、写四种语言技能课提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了英语专业基础阶段具有我国特色的内容、语言融合的课程体系;率先开发了适合英语专业基础阶段的内容依托课程;系统开发了英语国家历史、地理、社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、功能英语交际、情景英语交际、英语演讲与辩论等教材,以崭新的途径实现英语专业教育的总体培养目标。

经过七年的酝酿、准备、实验,教学改革取得了鼓舞人心的结果。

(一) 构建了英语专业基础阶段内容依托课程与语言课程融合的课程体系。新的课程体系改变了传统单一的听、说、读、写语言技能课程模式,实现了内容依托课程和语言技能课程两种模块的融合;课程包含综合英语、听力、语音、写作、功能英语交际、情景英语交际、英语演讲与辩论、英国历史文化、英国自然人文地理、英国社会文化、美国历史文化、美国自然人文地理、美国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化;语言技能课程密切关注英语语言技能的发展,内容依托课程不仅关注系统的学科内容,而且也关注综合语言技能的培养。在课程外和课程内两个层面把内容教学和语言教学有机结合,通过内容教学培养学生综合语言运用能力,扩展学生的知识面,提高学生的综合素质和多元文化意识,从根本上改变英语专业学生知识面偏窄、综合素质偏低的问题。

(二) 系统开发了相关国家的史、地、社会文化以及跨文化交际课程资源。在内容依托教学理论的指导下,在实施内容依托教学的关键期——英语专业的第一学年,成功开设了英国和美国的历史、地理、社会文化等课程。第二学年开设澳、新、加等国社会文化,欧洲文化,中国文化,跨文化交际,《圣经》与文化等课程。内容依托教材改变了传统的组织模式,系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多样,教学实践中受到了学生的广泛欢迎。此外还开发了开设课程所需要的大量资源。

(三) 牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容依托教学理论的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,激发学生的兴趣,培养学生的自主性和创造性,提高学生的语言技能,提升思辨能力和综合素质。曾有专家和教师担心新的课程体系会对语言技能发展产生消极影响。实验数据证明,改革不仅没有对学生的语言技能发展和语言知识的学习产生消极影响,而且还产生了多方面的积极影响。此外,对学生学科知识学习产生的巨大积极影响更是传统课程体系不可能做到的。

(四) 提高了教师的科研意识和科研水平,取得了丰硕的教研成果。项目开展以来,团队对内容依托教学问题进行了系列研究,活跃了整个教学单位的科研气氛,科研意识和科研水平也得到很大提高。课题组已经撰写研究论文25篇,在国际、国内学术研讨会交流12篇,在国际学术期刊World Englishes、国内外语类核心期刊《外语与外语教学》、《中国外语》、《外语教学理论与实践》等发表研究论文8篇。

教学改革开展以来,每次成果发布都引起强烈反响。在2008年3月的第三届中国外语教学法国际研讨会上,与会的知名外语教育专家戴炜栋教授等对这项改革给予关注,博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在2008年5月的“第二届全国英语专业院系主任高级论坛”上,研究成果得到知名专家、博士生导师王守仁教授和与会其他专家及教授的积极评价。在2008年7月的中国英语教学研究会东北地区年会上,改革的系列成果引起与会专家的强烈反响,研究论文获得3个优秀论文一等奖,3个二等奖,1个三等奖。2008年11月,在中国英语教学研究会年会上,成果再次引起与会专家的强烈反响,博士生导师石坚教授等给予了高度评价。2008年10月和12月,本项改革成果分别获得大连外国语学院教学研究成果一等奖和辽宁省优秀教学成果一等奖。2009年获得第六届国家优秀教学成果二等奖。在2009年5月的“第三届全国英语专业院系主任高级论坛”上,本项改革成果再次赢得专家和同行的赞誉。在2009年10月的中国英语教学研究会2009年会上,本项改革成果在主旨发言中向我国英语界同仁发布,得到了戴炜栋、文秋芳等知名专家、同行的高度肯定。

目前,该项成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。

本项改革开展过程中得到了全国各地专家的关注、支持、帮助和肯定。衷心感谢戴炜栋教授、王守仁教授、文秋芳教授、石坚教授、蔡基刚教授、杨忠教授等前辈给予的鼓励和支持,衷心感谢大连外国语学院校领导孙玉华教授、赵忠德教授、杨俊峰教授及其他各位领导的大力支持,感谢大连外国语学院教务处刘宏处长、姜凤春副处长以及工作人员们在改革实验中给予的

大力支持,感谢大连外国语学院科研处张雪处长和工作人员们给予的热情帮助,感谢大连外国语学院英语学院领导的全力支持和同事们的无私帮助以及团队成员的共同努力。同时也真诚感谢为我们内容依托教学改革提供丰富教学材料的国内外专家。特别感谢华中科技大学出版社的杨鸥编辑和刘平编辑,没有他们对新教学理念的认同,没有他们对英语专业教育的关注和支持,这套教材不可能如此迅速地面世。

作为一项探索,我们团队成员虽然为打造这套精品教材做出了巨大努力,但由于水平所限,教材中难免存在疏漏和不足,希望全国各地的同仁不吝赐教,希望使用本套教材的师生提出改进意见和建议,以期不断完善教材,为提高英语专业教育的质量共同努力。

常俊跃

2010年6月

于大连外国语学院

前言

社会的不断发展对人的能力会提出更高的要求。21 世纪被称为“表达的年代”(an age of expression),人的沟通能力已经成为个人和机构发展的关键因素。在全球化背景下,英语已经成为一种全球化的语言,英语的口语交际受到人们的广泛重视。对于英语专业的学生而言,英语口语交际能力的强弱则是专业学习成功与否的重要标志。2009 年 6 月在外语教学机构进行的一项调查显示,英语专业学生把英语口语课看成是最为重要、最为必要的课程之一。但是,英语口语课的教学效果却被认为是最差的。导致教学效果不够理想的因素有很多。但是,为了提高口语而开设口语课程的传统课程建设理念、缺乏具有实际意义和实质内容的教学材料、落后于时代的口语教学方法很可能是导致教学效果欠佳的重要因素。

作为国家哲学社科项目“英语专业基础阶段内容依托式教学改革”的延续,英语专业基础阶段内容依托教学改革项目组把传统上开设四个学期的英语口语课改革为功能英语交际、情景英语交际、公共英语演讲与辩论等内容系统、特色鲜明的课程,并为这些课程开发了四部教材《功能英语交际》、《情景英语交际》、《英语演讲与辩论(I)》和《英语演讲与辩论(II)》。

《功能英语交际》是在交际教学理论(CLT)的指导下充分吸收内容依托教学(CBI)和任务型教学(TBLT)的优秀成分而推出的英语口语系列教材之一,是英语专业基础阶段英语口语教程的第一部,针对的是具有中学英语基础的英语专业一年级学生、大学公共英语的学生或社会上水平相当的英语爱好者。和传统口语教材相比,本教材具有以下特色:

(一) 打破了传统的教材建设理念。本教材改变了“为学语言而学语言”的传统教材建设理念,融入了具有时代特色且被证明行之有效的内容依托教学和任务型教学的优秀成分,改变了片面关注语言知识和语言技能而忽视知识内容学习的作法。它依托学生密切关注的交际文化知识,组织学生进行语言交际活动,在语言交流中学习有意义的知识内容,既训练语言技能,也丰富相关交际知识,起到的是一箭双雕的作用。

(二) 涉及系统的英语交际内容。《功能英语交际》共分十六个单元。涉及问候、介绍、道别、指导、请求、建议、意见、确定性、可能性、致歉、义务、劝说、祝贺等很多日常交际内容,为学生未来应对各种场合的英语交际活动打下良好基础。

(三) 引进了真实的教学材料。英语教材是英语学习者英语语言输入和相关知识输入的重要渠道。本教材大量使用真实、地道的语言材料,为学生提供了高质量的语言输入和相关知识输入。此外,为了使课文内容更加充实生动,易于学生理解接受,编者在课文中穿插了大量的插图、表格、照片等真实的视觉材料,表现手段活泼、形式多种多样。

(四) 突出了学生的主体地位。本教材每一单元的主体内容均包括 Warm-Up、Pre-Class Knowledge Input、Internalizing、Lexical Input、Comprehensive Input、Comprehensive Practice、New Hurdles 等多个板块,不仅从结构上关注了学生的主体地位,而且系统的安排也方便教师借助教材有条不紊地开展教学活动。在 Warm-Up 部分,教材通过启发性的问题激发学生对单元内容的好奇心和学习热情。在 Pre-Class Knowledge Input 部分,读者可以获得

相关主题的交际知识。在 Internalizing 部分,学生可以在真实的语境中运用英语内化所学的交际文化知识。在 Lexical Input 部分,学生可以获得更多交际语汇及特定的表达方法。在 Comprehensive Input 部分,学生可以体会各种交际语汇的使用场合和使用方法。在 Comprehensive Practice 部分,学生能够得到综合语言交际技能的训练。在 New Hurdles 部分,教师可以有针对性地训练学生的语言技能,有效应对全国性的专业口语测试。这种设计改变了教师单纯灌输、学生被动接受的教学方式,促使学生积极思考、提问、探索、发现、批判,培养自主获得知识、发现问题和解决问题的能力。

(五) 提供了多样的训练活动。为了培养学生的语言技能和综合素质,本教材在保证交际文化知识相对系统的基础上精心设计了生动多样的综合语言训练活动。教材中设计了大量的角色扮演、双人对话、小组活动和班级活动等学生参与度很高的课堂活动,打破了传统教材单调的训练程式,帮助教师设置真实的语言运用情境,组织具有意义的且富有挑战性的语言实践活动,培养学生综合运用语言的能力。

(六) 推荐了经典的学习材料。本教材的特色还在于它对教学内容的延伸和拓展。在每个章节的 Extra Knowledge Input 和 Post-Class Amusement Park 部分,编者向学生推荐了深入学习交际技能的学习资料、经典影视作品及经典歌曲。学生可以轻松浏览书末提供的参考网站,欣赏推荐的电影,对自己感兴趣的内容进行更深层次的挖掘。这不仅有利于学生开阔视野,也使教材具有了弹性和开放性,方便不同院校不同水平的学生,满足不同层次的需求。

作为一项探索,我们团队成员虽然为打造这套精品教材做出了巨大努力,但由于水平所限,教材中难免存在疏漏和不足,希望全国各地的同仁不吝赐教,希望亲自体验教学的同学积极提出改进意见和建议,以期不断完善教材,为提高英语专业教育的质量共同努力。

编者

2010年6月

于大连外国语学院

Contents

Unit 1	Greeting, Introduction and Leave-Taking	(1)
Unit 2	Asking for and Giving Information	(13)
Unit 3	Asking for and Giving Directions	(28)
Unit 4	Requests and Offers	(42)
Unit 5	Advice and Suggestions	(55)
Unit 6	Seeking and Giving Opinions	(68)
Unit 7	Likes, Dislikes and Preferences	(81)
Unit 8	Similarities and Differences	(94)
Unit 9	Agreeing and Disagreeing	(105)
Unit 10	Certainty and Uncertainty	(117)
Unit 11	Hope and Possibility	(129)
Unit 12	Apologies and Forgiveness	(139)
Unit 13	Permission and Obligation	(152)
Unit 14	Complaint and Persuasion	(165)
Unit 15	Good Wishes and Congratulations	(180)
Unit 16	Past Events, Future Plans and Intentions	(192)
参考文献	(206)

Unit 1

Greeting, Introduction and Leave-Taking

People need to know one another to be at their honest best.

— Robbins Staca

Unit Goals

- To learn to greet people
- To learn to respond to greetings properly
- To learn to introduce yourself and others
- To learn to respond to introductions properly
- To learn to take leave

Warm-Up

1. Do you know how to greet the following people in the following situations?

- 1) an American professor/an Australian classmate, in the morning, in class
- 2) a Canadian visitor, in the afternoon, on campus
- 3) an English friend, in the evening, in the street
- 4) a Chinese classmate majoring in English, in the street



2. What would you say in the following situations?

- 1) You are waiting in line at the canteen. When you look around, you notice your American teacher standing behind you.
- 2) It is a rainy day. You arrive at the bus stop where your New Zealand teacher has already been waiting anxiously for the bus.

Pre-Class Knowledge Input

Text A Making a Proper Introduction

Sweaty palms, not remembering a person's name, awkward silences... Knowing the



proper way to make an introduction can be one of the most uneasy aspects of etiquette at any formal function. In fact, one of the main elements of an introduction is your smile, or at the very least, a pleasant facial expression. People will forgive most faux pas if they believe one's heart is in the right place. Making eye contact and projecting one's voice are also important. Make sure names and titles are pronounced and enunciated properly. Ask

about the pronunciation of a name if you are unsure. Always use titles when called for. If it is a doctor, refer to them as "Doctor". It is always nice to say something a little personal about the other person, but not too personal. Mention a hobby that might interest the other person. If you are the one being introduced, say something like, "Hi, it is nice to meet you." or "It is a pleasure meeting you." Sometimes a simple "Hello" just isn't enough to convey interest, so if you can't think of anything else to say, make sure you smile and make that crucial eye contact.

When introducing two people, the general rule is: introduce the person to the person you wish to honor. The old are honored in the West as in China. Women have been honored in the West since the days of knighthood. And long before that, a married woman was held to have a position in society above an unmarried one. If it is a young woman in a social setting who is being introduced to an older woman of higher rank, she should always stand when introduced. However, there are some women who grew up not knowing that when being introduced to someone her own age, she should not stand. This can upset some women and in a way it says, "You must be older than me." Also, the rule used to be that only men were supposed to stand when being introduced to a woman. Of course, these things are hardly thought of any more now, but the old customs continue in the forms of politeness. You should introduce a man to a woman; a younger person to an older person of the same sex; an unmarried woman to a married woman; an unimportant person to an important person of the same sex; children to adults.

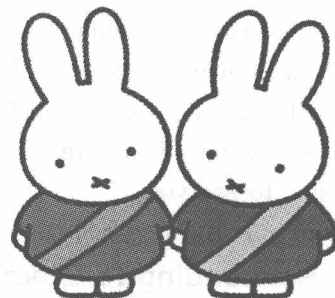
The most polite form of introduction is in the form of an enquiry: "Miss Yang, may I introduce Miss White?" This is a very popular form to use when introducing a friend to a teacher or to an older person. Among friends and people of about the same age and

position, a simple form may be used: “Mr. Zhao, Mr. Whitman.” This is a convenient form at large gatherings where a number of introductions are necessary. An informal, friendly introduction is: “Mr. Lu, do you know Miss White?” This carries the assumption that Miss White is the more important of the two to know.

The common thing when one is introduced to someone is to shake hands, smile, and say “How do you do?” This is a rhetorical question and needs no reply. If you are especially pleased at meeting someone, it is all right to say: “How do you do? I am so glad to meet you, Mr. Smith.”

If you want to meet someone, it is better to ask a friend who knows him/her to introduce you. But sometimes at a meeting or gathering it is all right to introduce yourself to a fellow student, or to one of the same sex and position. Hold out your hand, and say, “My name is Liu Qiang.” She should answer, “I’m Jill Smith. How do you do?”

If you are a person that is a little introverted and you find yourself constantly nervous about meeting new people, it is in your best interest to practice the proper way to make an introduction in the privacy of your own home. Here are some tips.



- 1) Smile.
- 2) Make eye contact. Look up toward people so they can hear your words more clearly.
- 3) Project your voice and pronounce names properly.
- 4) Add something personal, but not too personal.
- 5) Use proper titles. Don’t introduce your parents as “Mom” or “Dad” unless that is how they want your friends, teacher, etc. to address them.
- 6) Say, “It’s nice to meet you.” and smile when introduced to someone.
- 7) Shake a hand firmly when a handshake is offered.

Internalizing (1)

Pair Work

After reading the article, change it into an interview. Student A may ask Student B questions about the rules by which people can make a proper introduction. You may ask questions like:

- 1) Would you tell me the key elements in making a proper introduction?
- 2) What is the most polite form of introduction?
- 3) Could you give some tips about making a proper introduction?

Lexical Input

Directions: The following expressions are helpful in expressing greeting, introduction and leave-taking. Familiarize yourself with the expressions first. Practice them with your partner. Pay attention to the intonation.

1. Greeting People

- ◆ Good morning/afternoon/evening. How are you?
- ◆ Hi! How are you doing?
- ◆ Hello! How's it going?
- ◆ How's everything?
- ◆ Hello! Haven't seen you for a long time! How are you?
- ◆ Glad to meet you here.
- ◆ Nice to see you.
- ◆ Fancy meeting you here!

2. Responding to Greetings Properly

- ◆ I'm fine. How about you?
- ◆ Pretty good.
- ◆ Nothing special.
- ◆ Not bad.
- ◆ Just as usual.
- ◆ Yeah. It's been quite a while.
- ◆ Nice to meet you.

3. Introducing Oneself

- ◆ Hi! I'm ...
- ◆ Hello, my name is ...
- ◆ I would like to introduce myself. I'm ...
- ◆ Allow me to introduce myself. I'm ...
- ◆ May I introduce myself? I'm ...
- ◆ Excuse me. I don't think we have met before. I'm ...

4. Introducing Other People

- ◆ Please allow me to introduce you to ...
- ◆ Let me introduce you to ...
- ◆ May I introduce Mr. Whitman?
- ◆ Mary, I'd like you to meet John.
- ◆ Bill, I'm sure you'd like to meet Michelle.
- ◆ Have you met Juliet, Emily?
- ◆ It's with great pleasure that I introduce Mr. Brown to all of you.

5. Responding to Introductions Properly

- ◆ Nice to meet you.
- ◆ It's a pleasure to meet you.
- ◆ I'm delighted to see you here.
- ◆ It's a privilege to know you.
- ◆ I've been looking forward to meeting you.
- ◆ I've heard so much about you.

6. Taking Leave

- ◆ See you around. / See you soon.
- ◆ Keep/Stay in touch.
- ◆ Please take care.
- ◆ I'm glad to have met you.
- ◆ It was nice meeting you.
- ◆ It was a pleasure having you.
- ◆ Look forward to meeting you again.

Comprehensive Input

Directions: Listen to each dialogue, practice reading the dialogues one by one and then study the language and the basic communication rules to follow in the situations.

Dialogue 1 Greeting and Introduction between Strangers

- Jack: Hi!
- Paul: Hi! I don't think we've met.
- Jack: My name is Jack. I'm a newcomer. This is my first day here.
- Paul: Pleased to meet you, Jack. My name is Paul. Are you from America?
- Jack: Yes, I am, originally. What's your major?
- Paul: My major is computer science. What about you?
- Jack: That's great. My major is computer science, too. I guess we'll be studying in the same class.
- Paul: That's right. Are you nervous on the first day of school?
- Jack: Yes, I have the first-day jitters. I was so nervous that I lost my textbook in the cafeteria.
- Paul: Really? That's terrible!

Dialogue 2 Meeting between Friends

Grace: Hello, Kevin.

Kevin: Hi, Grace! What a pleasant surprise running into you! What's new?
 Grace: Nothing special. What are you up to these days?
 Kevin: I've been running around like crazy. Thank goodness! It's coming to an end now.
 Grace: How about getting some coffee?
 Kevin: Great! Let's talk over coffee.

Dialogue 3 Taking Leave between Friends

Mason: It's half past eight now. I think I'd better be leaving.
 Jordan: Can't you stay a little longer? I had really wanted to talk more with you.
 Mason: I want to do that, too. But I have to get up early tomorrow.
 Jordan: Well, let's make it another time then.
 Mason: I had a good time tonight. It's nice talking to you.
 Jordan: Thank you for visiting. Drop in again when you have time. Good night.
 Mason: Good night.

Dialogue 4 Greeting, Making an Introduction and Parting

Brown: Hello, Jacob.
 Jacob: Hello, Mr. Brown. What a surprise to see you here! How's everything with you?
 Brown: Fine, thank you.
 Jacob: Have you met my friend, Maria?
 Brown: No, I haven't had the pleasure.
 Jacob: Mr. Brown, this is my good friend Maria. Maria, Mr. Brown.
 Brown: How do you do, Maria?
 Maria: I'm pleased to meet you, Mr. Brown.
 Jacob: Maria also studies in English Department, but she is a senior student. We come here to attend the same lecture.
 Brown: Good. Oh, excuse me, but I have a class. I must leave. See you later.
 Jacob & Maria: See you.

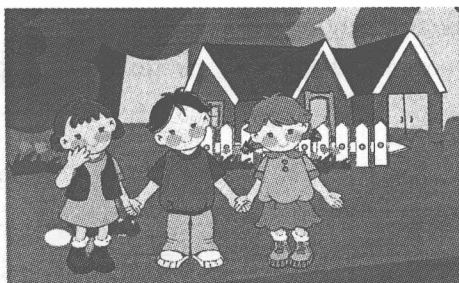
Internalizing (2)

1. Pair Work

Share with your classmate your understanding of the language used and the basic rules to follow in the above situations.

2. Solo Work

It is time for you to get acquainted with your



classmates. Prepare a 1 to 2 minutes speech to introduce yourself. The introduction should include not only names but such basic information as your family, hometown, hobbies, favorite courses or future plans, etc. with the help of the expressions you have learned in Lexical Input.

Comprehensive Practice

1. Pair Work

You are new on campus. You want to make friends and start to talk with a classmate you do not know well. Ask questions like the ones below. Start like this:

A: Hi! My name is ...

B: Hello. I'm ... Nice to meet you.

A: Good to meet you, too. Could you tell me a little about yourself?

B: Sure. What do you want to know?

A: Well, where were you born?

You can ask questions like:

- ◆ Where were you born?
- ◆ Did you grow up there?
- ◆ When did you first study English?



2. Role Play

Select one of the situations. Take roles and make up dialogues with your partner, using the information given below.

- 1) Greet an Indian friend whom you happen to meet on the street after not having seen him/her for a long time. Make small talk after greeting each other.
- 2) You meet Tom, a sophomore, in front of the library. You greet each other and talk about your university life and studies.
- 3) You come to your English class on the first day and begin small talk with a new student. After introducing yourself, you two talk about English learning.
- 4) You and Sophia meet with each other for the first time at Jack's party, although you have heard a lot about each other from your friend Jack. Introduce yourself to Sophia, make small talk and say goodbye.
- 5) You are having dinner with an American friend in a restaurant. Another friend walks into the restaurant alone. You ask him/her to join you and then introduce your companion to him/her.
- 6) You have been asked to go to the airport to meet Professor Rod Ellis, a famous British linguist. You go to the airport with one of your classmates because he/she

knows the airport very well. Approach him, and introduce yourself and your classmate to the professor.

New Hurdles

1. Retelling a Story

Listen to the story twice and retell the story immediately after you have heard it.

Mr. and Mrs. Williams had always spent their summer holidays in England in the past, in a small boarding-house at the seaside. One year, however, Mr. Williams made a lot of money in his business, so they decided to go to Rome and stay at a really good hotel while they went around and saw the sights of that famous city.

They flew to Rome, and arrived at their hotel late one evening. They expected that they would have to go to bed hungry, because in the boarding houses they had been used to in the past, no meals were served after seven o'clock in the evening. They were therefore surprised when the clerk who received them in the hall of the hotel asked them whether they would be taking dinner there that night.

"Are you still serving dinner then?" asked Mrs. Williams.

"Yes, certainly, madam," answered the clerk. "We serve it until half past nine."

"What are the times of meals then?" asked Mr. Williams.

"Well, Sir," answered the clerk, "we serve breakfast from seven to half past eleven in the morning, lunch from twelve to three in the afternoon, tea from four to five, and dinner from six to half past nine."

"But that hardly leaves any time for us to see the sight of Rome!" said Mrs. Williams in a disappointed voice.

2. Talking on a Given Topic

You are required to talk about an experience in which you are in an embarrassing situation because of your ignorance. Your preparation time is three minutes and your talk is limited to three minutes.

3. Role Play

The task involves two students, Student A and Student B. Each has a specified role as follows. Although the situation is the same, your roles are different. Learn about the role you want to play. Your preparation time is three minutes. Your conversation is limited to four minutes.

Student A: In Chinese colleges and universities, students are required to get up and go to bed at a fixed time. You and your partner are discussing the issue. You think there should be rules regulating students' daily schedule. Your partner does not agree. Try to