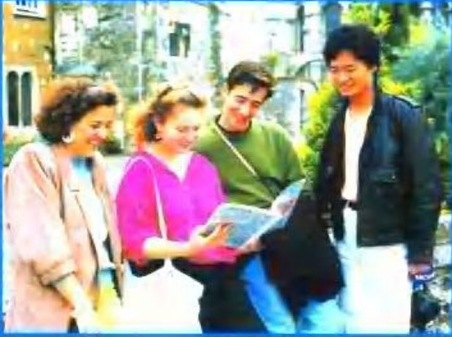


英语口语教程: 1

英语初级口语



Oral Workshop: Reproduction



北京外国语大学

吴祯福 主编

李又文 王一虹 夏玉和 编



外研社

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外语教学与研究出版社

(京)新登字 155 号

高等学校英语专业用书

英语初级口语

(英语口语教程: 1)

吴祯福 主编

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外语教学与研究出版社出版发行

(北京西三环北路 19 号)

国防大学第一印刷厂印刷

新华书店总店北京发行所经销

开本 850×1168 1/32 10.25 印张 201 千字

1993 年 1 月第 1 版 1997 年 12 月第 23 次印刷

印数: 1055001—1105000 册

* * *

ISBN 7 - 5600 - 0818 - 6

H·374

定价: 13.80 元

前 言

本书从指导思想的酝酿,资料的收集到练习的编写长达六年之久。

中国学生常常感到掌握英语口语困难。数量有限的口语问答以及对短文、对话的记忆背诵难以提高学生在日常生活中用英语进行口头交际的能力。学生对口语有惧怕感,突破不了口语关。为了寻找一种学生乐于用英语口语交际的办法,我们进行了试验与探索,研究了国内外的口语教材以及中国学生学习英语口语的特定环境。我们从中外60多种书刊中选取素材,完成了这套《英语口语教程》。它具有以下特点:

1) 课文主题与年轻人生活、思想紧密相关,题材广泛,多是年轻人感兴趣且乐于交谈的题目。学习此书有助于年轻人产生用英语进行口头交际的强烈欲望。

2) 训练由易到难,循序渐进;练习精心设计,形式生动活泼,《英语初级口语》和《英语中级口语》每课都配有图画及练习,很多练习方法已在我们教学中反复使用,且卓有成效。

3) 培养学生全面的口语能力,包括叙述、对话、交谈、讨论、辩论等多种能力。

4) 教材适用性强,既适合在校的不同年级的学生,也适用于水平不一的英语自学者。

5) 每套教材都配有英语录音,录音者皆是英语国家的学者和专家,配音清晰、流畅、优美,语音、语调标准纯正。

《英语口语教程》分初级、中级、高级三册。训练重点不同,内容

各异。《英语初级口语》共有 40 课。内容包括饮食起居、节假日、晚会、舞会、作客、通信、电视、电影、购物、求医、求学、旅游等。课文多是与日常生活相关的小故事与对话。《英语中级口语》共有 35 课，内容包括爱情友谊、生儿育女、公共道德、人际关系、个性特点、生活习惯、趣味爱好、生活经历、体育运动、勤工俭学、学习方法、健康减肥、犯罪案例等。《英语高级口语》共有 28 课，内容包括对各种问题的辩论，诸如青年人的思想情绪，广告的优劣，寻找对象的方式，妇女的地位，住房改造，对“大锅饭”的态度，对老板的态度，工作的意义，独生子女的教育，城乡差别，教育改革，时装美容，对钱的态度，批评与表扬，两代人的差别，对时间的看法等等。

在编写这套口语教程的过程中，我们得到国内外同行的启示，也从学生习得的过程中获得丰富的反馈。熊德轲教授对部分文字作了润色，王念华帮助复印了部分资料。在此我们一并表示诚挚的谢意。

教学法的研究永无止境，本书必有疏漏与不妥之处，敬请批评指正。

我们愿将此书献给我们的学生。

编者

于北京外国语学院

《英语初级口语》的指导思想与使用方法

总的指导思想

口语是一种利用语言表达思想、进行口头交际的能力。《高等学校英语专业基础阶段英语教学大纲》要求加强培养及训练学生语言知识的转换能力。意思是学生通过读和听获得知识、信息和语言,经过思维,在原有知识及语言的基础上对所获得的内容和语言加工和重组,赋予新的内容,然后输出,从而完成交际的全过程。

课文及练习的指导思想

真实英语环境中的英语口语大致有两种,一种是正式的口语,场合严肃,语言精练,结构紧凑;另一种是非正式口语,其特点是即席讲话,边思考,边说话,或不加思索,脱口而出,中间免不了重复、修改、停顿。由于我们的口语教材致力于培养中国学生的口头交际能力,在基础阶段教师必须帮助学生养成良好的口头交际的习惯:清晰、流畅、达意。培养学生用简单而基本正确的英语表达思想的能力,同时训练学生思维清楚,表达具有一定的逻辑性。根据这样的训练目标,我们选择的课文文体既不过于正式,又不过于松散,课文的语言基本上属于常规语言。叙述一事、一物是日常生活中最常见的交际活动。本册口语教材重点训练叙事的技能。训练这一技能,有利于提高学生生成段说话的能力。训练从复述开始,好的复述应该是:忠实于原文内容,保留重要情节,舍去非实质性的细节;复述者应根据自己的思维重新组织内容,用自己的语言进行表达。

为此,我们编选了两类课文:故事类和会话类。叙述具体、生动,避免抽象化、概念化的语言,有利于基础阶段学生学会叙述具体事件、人物和动作。为了确保基础训练的大实践量,我们围绕课文的故事和会话设计了多种练习,每课练习从机械训练开始,过渡

到半机械训练,最后达到自由交际的目的。总结中国学生口语能力发展的特点,我们认为任何简单的语言都可以教活,任何简单的口语训练,最终都可以,也应该与“交际”联系在一起。

练习 1:帮助自学英语的学生听懂课文的内容。在校的学生宜于抛开中文注释听教师用英语对难点进行解释。

练习 2:培养学生对语言的敏感性,使学生逐渐学会从大量的语言素材中吸收正确的句型及英语习语,并养成学了就用的好习惯。

练习 3:这是一种控制性的练习,目的是帮助学生学会复述的第一步。复述不等于背诵,但比背诵难,需要从基础阶段通过训练逐渐掌握。通过问答先学会叙述所听内容的要点,然后用自己的语言逐段具体叙述内容。

练习 4:练习方式形象生动,其目的是学习描述与课文有关的图画,根据我们提供的语言素材,学生可以就图画的主题,图画中的人物及他们的动作、衣着、表情、神态,图画中的景和物以及图画的内在含意进行描述。这项练习实际上是训练复述的又一种手段,所不同的是它形象具体,并具有新的内容,因而加强了复述训练的趣味性。

练习 5:此项练习难度较大,它相当于中国的接龙游戏。我们在练习中提供了每次接龙练习的头两句话,由于起始句的不同,学生叙述同一故事的方式和角度必定要发生变化,从而加大了复述的难度,这种练习的好处在于:训练敏捷的思维;语言的灵活运用;以及提高使用语言的熟练程度。教师作为一员参加复述,可根据练习进展情况,以改变人称或倒叙故事的方式“迫使”学生用自己的语言叙述,从而增加训练的难度。

练习 6:指导学生灵活运用语言。学生的语言技能在前五项训练的基础上有所提高,可对课文内容展开讨论,从而达到交际的目的。讨论题结合学生的思想观点和生活,讨论应力求具体,避免抽象的空谈。这种有指导的交际能力训练在基础阶段尤为重要,它促

使学生灵活运用原有的以及现学会的语言与知识。

练习 7: 补充练习, 这是为勤学的学生提供的新素材, 帮助他们课下按照课上训练方法进行自学或小组口语练习。

语言是一项技能, 没有大量的实践, 准确而熟练地掌握英语是不可能的。基础阶段, 学生对英语应适当进行记忆。记忆不等于死记硬背, 我们希望通过上述七项练习, 帮助初学者养成良好的英语口语的习惯, 掌握一些科学的学习方法。

需要强调的是 1) 在口语课上学生应是积极主动的参加者, 教师只起到引导的作用。2) 教师应最大限度地为学生提供实践语言的机会, 加大学生的口头实践量。3) 在机械训练过程中, 应严格要求语言的准确、流畅。4) 在交际和灵活运用阶段教师应更多地鼓励学生积极思维, 交流看法。对于学生语言错误的纠正应置于第二位。纠正语言错误宜在交际暂告一段时进行, 以避免打断学生的思路和语流。

如何使用《英语初级口语》

本册共 40 课, 先易后难, 教师可根据学生水平和兴趣选择使用。

1. 先听后说。
2. 学生组成若干小组练习问答。
3. 教师提问, 学生回答, 或学生相互提问, 相互纠正语言错误。
4. 在教师指导下做各项口语练习。
5. 建议每课课时为 2—3 学时。
6. 口试方式可遵循本书练习特点。短文(对话)及图画另选, 学生经十分钟准备后进行考试。

吴祯福

于北京外国语学院

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Lesson 1

Text A

How Old Is She?



A woman was having some trouble with her heart¹, so she went to see the doctor². He was a new doctor, and did not know her, so he first asked some questions, and one of them was³, "How old are you?"

"Well⁴," she answered, "I don't remember, doctor, but I will try to think." She thought for a minute and then said, "Yes, I remember now, doctor! When I married, I was eighteen years old, and my husband was thirty. Now my husband is sixty, I know. And that is twice thirty⁵. So I am twice eighteen. That is thirty-six, isn't it?"

Text B

Could I Speak to Jim, Please?

A: Hello, 332440.⁶

B: Oh hello, Sally. This is Dave Thomson here.⁷ Could I speak to Jim please?⁸

A: I'm afraid he's not in at the moment⁹ Dave. He went out about an hour ago and he's not back yet.

B: Any idea when he might¹⁰ be back?¹¹

A: Well, he shouldn't be long¹². He said he was just going to get some paint. But I wouldn't be surprised¹³ if he's stopped off at the pub¹⁴ on the way back¹⁵.

B: O. K. well, tell him I've called, will you, and I'll try again later.

A: All right. Goodbye, Dave.

B: Thanks then Sally. Goodbye.

1. Listen to Texts A and B with the help of the notes given.

Notes

- 1) having some trouble with her heart: 心脏有些毛病。
- 2) went to see the doctor: 去看医生(去看病)。
- 3) one of them was: 其中的一个(问题)是。
- 4) Well: 语气词,用于开始说话时。
- 5) that is twice thirty: 那是三十的两倍。
- 6) Hello, 332440: 喂,这是 332440。英语国家的习惯是接到电话先报自己的电话号码或单位、公司名称。

- 7) This is Dave Thomson here: 我是戴维·汤姆森。
 - 8) Could I speak to Jim please: 我能同吉姆讲话吗?
 - 9) he's not in at the moment: 他现在不在。
 - 10) might: 可能,也许(语气婉转)。
 - 11) Any idea when he might be back: 知道他大概什么时候回来吗?
 - 12) he shouldn't be long: 他不会(耽误)很久。
 - 13) I wouldn't be surprised: 我不会感到吃惊。
 - 14) if he's stopped off at the pub: 如果他在酒馆停下来。
 - 15) on the way back: 回来的路上。
2. Pick out useful words and expressions from the following and make sentences with them.

Example: I will **try to think**.

She told me yesterday that she would try to come.

We will try to finish the work in a week.

They tried their best to solve the problem.

- 1) A woman was having some trouble with her heart.
 - 2) She went to see the doctor.
 - 3) She thought for a minute.
 - 4) That is twice thirty.
 - 5) I'm afraid he's not in at the moment.
 - 6) Any idea when he might be back?
 - 7) But I wouldn't be surprised if he's stopped off at the pub on the way back.
 - 8) He said he was just going to get some paint.
3. Answer the following questions first and then piece together the answers group by group.

Questions on Text A

- 1) Where did the story take place?
 What was the relationship between the two people?
 What is the story about?
- 2) Why did the woman go to see the doctor?

Did the doctor know her? Why not?

What did he ask her first?

3) Did the woman tell the doctor her age immediately? Why not?

How old was her husband?

Then how did she work out that she was only thirty-six?

4) How old was the woman?

Did she really forget her age?

Why didn't she tell the doctor her age in a direct way?

Questions on Text B

1) Who are talking on the phone?

What's the possible relationship between Sally and Jim?

What's the relationship between Jim and Dave?

2) What's Jim's telephone number?

Who wants to speak to Jim?

Can he speak to Jim? Why not?

3) When did Jim go out?

Why did he go out?

4) Will Dave call again?

Where is Jim likely to be now?

Does Jim often go to the pub on his way home?

4. Describe the picture in Text A with the help of the words and expressions below.

a desk with an instrument on it

an instrument for measuring the blood pressure

a bottle of ink

a pen-holder

a sheet of paper.

a woman sitting on a chair beside the desk

a handbag on her lap

her hands resting on the handbag

dressed in a dark-colored coat

a short skirt
a fur hat
look up
seem to be thinking hard
facial expression funny
a doctor sitting in an armchair behind the desk
hold a pen in his right hand
his chin resting on his left hand
dressed in a suit
a stethoscope around his neck
look amused
talk about something interesting

5. Retell the story of Text A. Students sit in a circle with the teacher as a participating member. Each student gives two sentences and all the sentences must be logically connected. The sentences below are given as examples of the beginning of each retelling.

- 1) Once there was a woman who didn't want to tell people about her age. She went to a doctor one day because she had some trouble with her heart.
- 2) I am a new doctor in a clinic. One day a middle-aged woman came and told me she had some trouble with her heart.
- 3) One day my wife had some trouble with her heart. She went to see a doctor and in the evening she told me about her visit to the clinic.

6. Discuss the following topics.

- 1) Use as many descriptive words as you can to describe the woman. (Text A)
- 2) Do you think the woman really wanted to keep her age a secret? Explain. (Text A)
- 3) Why did the doctor want to know the woman's age? Is it common with doctors? Explain. (Text A)
- 4) Suppose you were Sally. What would you say to Jim when he came back? (Text B)