

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

口语教程 Learn to Talk

王守仁 何宁 俞希 / 编



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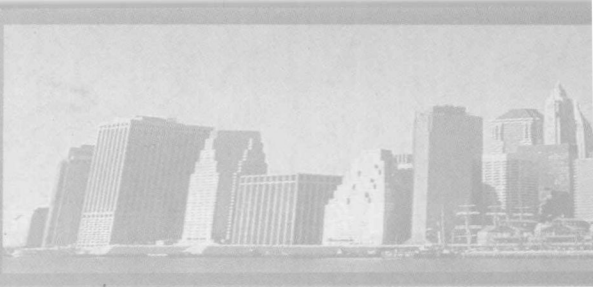
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总 序

外语教学与研究出版社

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校40余位著名



言 前

英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业知识的三大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾200种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的70多种教材更于2012年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员

国务院学位委员会外语学科评议组组长

前言

为了适应时代与社会对英语人才培养的要求，我们以《高等学校英语专业英语教学大纲》为指导思想，编写了《口语教程》，供高等学校英语专业一、二年级口语课教学使用。

《口语教程》全套四册，对学生进行循序渐进、全面系统的口语训练。四册书是一个整体，每册各有重点，又相互衔接。第一册侧重交际功能训练，培养学生主动开口讲英语的热情和习惯。第二册围绕“语言基本得体”的要求编排情景对话，逐步提高学生英语口语表达语言的准确性和对文化差异的敏感性。第三册主要进行英语演讲及戏剧表演的训练，使学生能比较系统、连贯地发表自己的见解。第四册的重点是英语辩论。学生使用这套教材，经过四个学期较为严格的训练，可以有效提高英语的口头表达和交际能力。

英语一定要通过实践和运用才能真正掌握，英语口语尤其如此。作为一门单项语言技能训练课，口语课的任务是让学生在课堂自己讲英语，而不是听教师讲英语。学生是语言实践的主体，教师主要起到对教学活动的策划、组织、指导、监督和评估作用。《口语教程》的编写思路是通过交际性语言活动来进行口语训练，这些活动包括对话练习、小组讨论、大组汇报、复述、表演、游戏等。学生通过参与各种富有创造性的语言实践活动，扮演角色，交流信息，表达思想，陈述观点，解决问题，成为口语课的主人。教师以开展活动的方式组织课堂教学，营造一个生动有趣的英语氛围，可以增加教师与学生以及学生与学生之间的互动，强化对交际能力的培养。

《口语教程》第一册的教学内容如英语书名所说，是“Learn to Talk”。如何学习英语口语？首先要克服心理障碍，大胆开口讲英语。本书围绕询问、请求、建议、抱怨、劝告、道歉、描述等交际功能编排练习，并设置各种情景，贴近学生生活，使他们学了就能用、能有话讲。其次，低年级阶段训练以形式/结构为重点，固化操练有其内在合理性，特别是要重视预构成语块(pre-constructed chunks)的学习。本书给出常用表达方式及对话范文，要求学生进行仿说。掌握这些规范得体、惯常使用的语言形式，日积月累，反复操练，做到脱口而出，久而久之，讲英语就会自然、地道。再次，在语言学习过程中，背诵被证明是有效的方法。古人云：熟读唐诗三百首，不会做诗也会吟。“熟读”包括反复地大声朗读和背诵仿说。本书每个单元都精选若干蕴义深邃的语篇和短诗，要求学生朗读背诵，做到烂熟于心，这将奠定其英语口语表达能力的基础。总之，《口语教程》第一册针对一年级学生学习英语口语的特点，努力帮助他们在起始阶段就有一个好的开头，而好的开头是成功的一

半(A good beginning is half done.)。

英语专业的学生对语音语调有较高要求，发音要准确清晰，语调要自然流畅。本书为此专门设计了语音语调练习，教师可在课堂教学中灵活穿插安排，并鼓励学生课后听录音，进行模仿操练。

《口语教程》是在原《新编英语口语教程》的基础上改编的。我们广泛听取了教师 and 学生的意见和建议，保持了《新编英语口语教程》的基本框架，新增了部分语篇，并重新调整、设计了相应的练习。我们希望《口语教程》能适应不断变化的新形势，满足英语教学的实际需要。

Kevin Steiner、Ken Klinkner、林莺、王凌为本书的部分单元提供了材料。

在教材编写过程中，我们得到了上海外语教育出版社庄智象社长的关心和指导，编辑同志提出了很好的建议和意见，在此一并致谢。

王守仁
2008年3月

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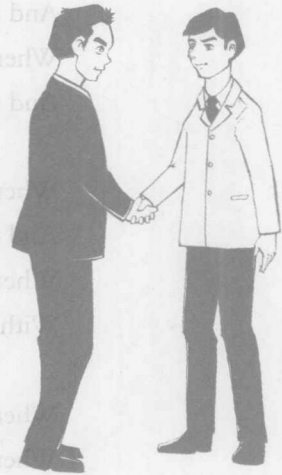
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Learning Objectives

In this unit you will learn:

- How to greet people
- How to make introductions



WARM-UP



1. Learn to know each other by exchanging your background information.
2. Familiarize yourself with the patterns of the textbook, the ways of instruction, and the requirements of the course.

READING ALOUD

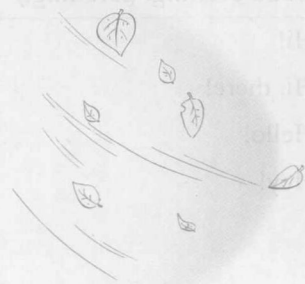


Read aloud the following poems, paying special attention to pronunciation, intonation and rhythm.

I

Who Has Seen the Wind?

Who has seen the wind?
Neither I nor you;
But when the leaves hang trembling,
The wind is passing through.
Who has seen the wind?
Neither you nor I;
But when the trees bow down their heads,
The wind is passing by.



II

Laughing Song

When the green woods laugh with the voice of joy,
And the dimpling stream runs laughing by;
When the air does laugh with our merry wit,
And the green hill laughs with the noise of it;

When the meadows laugh with lively green,
And the grasshopper laughs in the merry scene,
When Mary and Susan and Emily
With their sweet round mouths sing "Ha, Ha, He!"

When the painted birds laugh in the shade,
Where our table with cherries and nuts is spread:
Come live and be merry, and join with me,
To sing the sweet chorus of "Ha, Ha, He!"

DIALOGUE DRILLS

Study the following expressions and the model dialogues carefully, and then make up conversations on the given situations.

How to greet people

Good morning. (Morning.)		Very well, thanks. How are you?
Good afternoon. (Afternoon.)	How are you?	Fine, thanks. And you?
Good evening. (Evening.)		
Hi!	How are you doing?	Great! What about you?
Hi, there!	How are things?	Fine! How are things with you?
Hello!	How's it going?	Not bad, 'n you?
Hey!	How ya doin'?	
	What's up?	
	Wazzup?	

Model Dialogues

I

(In the street)

- A: Hello, Zhou.
B: Hello, Mr. Smith. I haven't seen you for a long time. How's everything going?
A: Fine, thanks. And you?
B: Oh, pretty good, thanks.

II

- A: Hey, Jim. How's it going?
B: Oh, hi, Nancy. O.K. How're you doing? It's been a while.
A: Yeah, it has been ages. Unfortunately, I'm in kind of rush right now.
B: So am I. Catch you some other time.
A: Gotcha! I'll give you a buzz later. (What's your number?)
B: Great, give me a buzz sometime. (It's 452-8787. I'm usually in in the evenings.)

How to make introductions

How do you do? My name is	Nice to meet you.
Hi! I'm	Nice to meet you.
I don't believe/think we've met. I'm	Hi!
Have we met?	I'm
May I introduce/present ...?	Hello!
Let me introduce	Pleased to meet you.
I'd like you to meet	How do you do?
Do you know ...?	No, I don't believe we have
This is	I'm

Model Dialogues

I

Host: Hey. It looks like Ann is talking with Jill Martin. Do you know her?

Edwin: Unh-unh. Nope.

Host: In that case, let me introduce you to each other. I think you'll like each other.

(They go to where Ann and Jill are talking.)

Host: Excuse me, Ann. Edwin here says that he hasn't met Jill. I'd like to introduce them.

Ann: Oh, that's a good idea.

Host: Jill, this is Edwin Needman. Edwin, I'd like you to meet Jill Martin. She's a friend of Ann's from college.

Jill: Nice to meet you.

Edwin: Call me Ed.

Jill: Okay, Ed.

Host: Jill works with the Public Health Service.

Edwin: Is that so? It sounds like an interesting work. What do you do there?

II

A: Fun party, huh?

B: Yeah.

A: I don't believe we've met. I'm Sean.

B: Hi, Sean. I'm Michael.

A: What are you studying? Are you a junior (freshman, sophomore, grad student, etc.)?

B: Yes, I'm junior. I major in English Literature. How 'bout you?

A: I'm studying Organic Chemistry.

B: Oh, are you? Say, would you like a drink?

A: Sure, thanks.

Situations

A Work out appropriate greetings and introductions, using the information given in the brackets.

Example

(Mr. Wang & your brother, Peter)

Good morning, Mr. Wang. Do you know my brother, Peter?

1. (Mrs. Yang & your next door neighbor, Mrs. Zhang)

2. (class & your new teacher, Mr. Cheng)

3. (Sally & Mary's sister, Lucy)
4. (ladies and gentlemen & your guest speaker, Professor Howell)
5. (Amy & your daughter's English teacher)
6. (Tom & your father)
7. (Mrs. Smith & your boss, Mr. Wilson)
8. (cute gal at party & college chum)
9. (important business person & close friend looking for a deal)
10. (out-of-state friend & your sister/brother)

B Work out appropriate replies, using the information given in the questions.

Example

QUESTION: Hello, Mr. Li. How are you?

REPLY: Hello, I'm very well, thanks.

1. Well, if it isn't Gordon Brown! How are you?

REPLY:

2. Hello, Jenny. Have you met my cousin, Jack?

REPLY:

3. Hello there, Bob. How are you doing? (How's it going?)

REPLY:

4. Good evening, Officer Jin. Allow me to introduce myself. I'm Mr. Gao.

REPLY: (What would the reply be here? What is the situation like in which someone introduces himself to a policeman?)

5. Hi, Betty! How are you doing?

REPLY:

6. I don't think we've met. I'm David's brother, Donald.

REPLY:

7. Hi, Martin. Nice to see you again.

REPLY:

8. Dad, this is my English teacher, Mr. Feng.

REPLY:

C Make up dialogues, using the information given below.

1. Wang Fang, a freshman, meets Lin Jian, a sophomore, on campus. They greet each

- other and talk about their university life and studies.
2. Miss Yang meets Professor Liu outside the classroom. She wants to get some more information about her English course.
 3. You are a freshman who has just arrived at the school. You go to the office of Professor Li, Chairman of your department. Professor Li is pleased to meet you. You want to get some advice on how to study English.
 4. You are having dinner with a friend in a restaurant. Another friend of yours walks into the restaurant alone. You ask him/her to join you and then you introduce your friend to him/her.
 5. You notice a nice-looking guy and you would like to meet him. Your friend knows him. Get her to introduce you.
 6. You hope to switch your major from History to Business, but this takes special permission. Ask your friend to introduce you to the official in charge of this.

STORY-TELLING



Read the following story carefully, and answer the questions below.

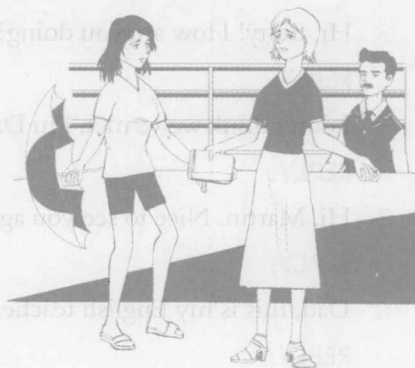
An Umbrella

"Hello," said John. "It's raining again. What a nuisance! Have you got your umbrella back from Jane yet, or will you have to go on sharing mine?"

"No," said Mary, "I got mine back. I came across Jane in a shop this morning. She was carrying my umbrella, but she put it down for a moment while she looked in her handbag for some money. So I picked the umbrella up and started to walk out. The shopkeeper was horrified. He said, 'Madam, that umbrella belongs to this lady!' 'No, it doesn't,' I answered. 'It belongs to me.'

'That's right,' said Jane. 'It does.'"

"You should have seen the shopkeeper's face! He didn't know whether to believe his eyes or his ears especially as Jane pretended never to have seen me before: you know how she loves a joke!"



Questions:

1. Why was the shopkeeper horrified when Mary picked up the umbrella?
2. What was Jane's joke?
3. Explain why the shopkeeper "didn't know whether to believe his eyes or his ears".
4. What would you do if you were the shopkeeper? Why?

Read the story once again, and then retell it in your own words to your partner.

SMALL GROUP TASK



Choose one of the following topics to discuss within your group, and then give an oral report of your discussion. You may perform a short play to express your opinions.

1. List five reasons why you chose this university to study.
2. List five reasons why you are studying English.
3. Describe your best high school teacher.
4. Describe one of your most memorable childhood experiences.
5. What is the best way to learn English in the Chinese university context?

CONVERSATION ACTIVITY



Topic: Talk! Talk! Talk!

Purpose: Practice Greetings and Introductions

Organization: Party Format

Procedures:

1. All the students stand up and move around.
2. Each student chats for a few minutes to a student, introduces a third person to join in the conversation, and then moves on to another student. One may end his or her conversation with: "Well, it's been fun/nice talking to you, but I really have to go now." Or "Well, I've really enjoyed talking to you, but I'd better get going."
3. Try to talk to as many people as possible.