

“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 Say It Right

王守仁 何宁 俞希 / 编



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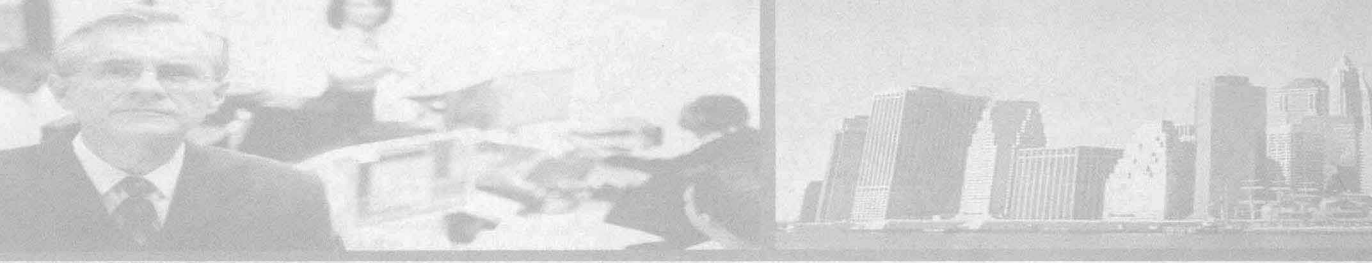
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## 总序

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



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，可以有效提高英语口语表达和交际能力。

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，这些活动包括对子练习、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》第二册是在第一册“能开口说”的基础上，要求学生“说得好些”，在语言与文化两个方面做到得体。每一单元都安排了朗读训练，要求学生诵读时特别注意语音、语调和节奏，提高讲英语的质量，同时不断积累有益的语言素材。随后的练习内容分为 Conversation、Pair Work 和 Group Task 三个部分，基本的指导思想是通过大量的语言练习活动来用英语进行讨论，强调学生参与合作，在交谈中认真思考，组织语言，发表看法。学生不仅要能用英语准确地交流，还需要表达出自己的观点或见解，这对培养英语思辨能力很有帮助。本书为每一单元的中心话题提供了 Background Information，解释中西社会文化的差异，以对话示例让学生理解这种文化差异，并设计多种场景，让学生按照给出的范式和习惯用语模仿练习，进行情景对话，学会在交际中得体地讲英语。我们要求学生分析不恰当的表达方式，以增强跨文化交际意识，提高跨文化交际能力。复述故事是练习口语的好方法，学生完成复述后从语法、语音、故事内容、流利程度等方面相互进行检查评分，可

以有效地提高其英语叙事能力。

本书内容比较丰富，每一单元活动较多，教师应该根据学生实际需要选择使用。

《口语教程》是在原《新编英语口语教程》基础上改编的。我们广泛听取了教师和学生意见和建议，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。

王凌参与了本书部分单元的编写工作。

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，上海外语教育出版社高等教育事业部主任谢宇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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# 1

## FOCUS: Meeting New Friends



### WARM-UP

- 1 What did you do during the winter vacation?
- 2 Did you meet your old schoolmates? What did you talk about?
- 3 How did your family celebrate the Spring Festival?
- 4 What's your plan for the new semester?
- 5 What do you expect from this oral English course?

The whole class is divided into four groups. Speak the following poem slowly, and say each word slowly enough to be understood by the listener.

### Faith

**All:** (Slowly) F-A-I-T-H ...

**Group 1:** ... keeps / us // young.

**Group 2:** It blooms ...

**Group 3:** ... in every flower.

**Group 2:** It bursts ...

**Group 4:** ... from every bird throat.

**Group 2:** It blesses ...

**Group 1:** ... with every spring shower.

**All:** We (Slowly) h-o-p-e ...

**Group 3:** ... that in all of us / too

**Group 2:** Faith is born ...

**Group 4:** (Softly and Slowly) ... a-g-a-i-n

**All:** This very hour.

## Reading Aloud

Read the following passage aloud, and pay attention to your pronunciation and intonation.

You have inspired and touched me with the stories of the joys and sorrows that make up the fabric of our lives. And you have humbled me with your commitment to our country.

Eighteen million of you, from all walks of life ... women and men, young and old, Latino and Asian, African-American and Caucasian ... rich, poor, and middle-class, gay and straight, you have stood with me.

And I will continue to stand strong with you every time, every place, in every way that I can. The dreams we share are worth fighting for.

## What's Your Name

Work with your partner. Ask your partner the questions in the left boxes and write down your partner's answers in the right ones.

<i>What is your given name?</i>	
<i>Does your given name have a meaning in Chinese? What is it?</i>	
<i>Is your name common in China?</i>	
<i>Why did your parents choose this name for you?</i>	
<i>Are you happy with your name? Why?</i>	
<i>Did you like your name when you were a child?</i>	
<i>Do you have a nickname? What is it?</i>	
<i>What is your favorite name? Why?</i>	

## CONVERSATION

### Background Information

In the West, when two people first meet and are getting acquainted with each other, it is common to talk about one's work, aspects of one's social identity, including education, employment experience, technical and general knowledge, personal interests, family, routine activities, likes and dislikes, and leisure time activities.

When two people become somewhat familiar with each other, it is common to talk about age, marital or parental status, health problems, career aspirations, political, philosophical or religious ideas, and critical evaluations of mutual acquaintances.

When two people know each other quite well, it is common to talk about political, philosophical, or religious beliefs, salary and one's financial state, the state of one's marital or romantic relationships, critical evaluation of each other's life, behavior and thinking.

Personal topics should not be discussed too early in a relationship. In the West, it is acceptable to ask how old small children are, but it is not normal to ask how old adults are. Other topics such as the cost of purchases, the cost of one's possessions, or a person's ability to drink alcohol are not discussed soon after meeting for the first time.

Study the following dialogue, and then answer the questions below.

*(At Mr. Trenton Smith's house)*

**George:** Let me introduce you to Mr. Smith, an artist. This is Zhang, an overseas student from China. I believe you both can get along well together.

**Zhang:** How do you do?

**Mr. Smith:** How do you do?

**George:** Don't stand on ceremony, Zhang. What I mean is: don't just stand there. Mr. Smith is an old friend of mine.

**Mr. Smith:** Yes, do sit down, please.

**Zhang:** Mr. Smith, you have a lovely place.

**Mr. Smith:** Thank you.

**Zhang:** The oil painting above the piano is your work, I guess?

**Mr. Smith:** Oh, no. I wish it were. I'm just a beginner in painting. As a matter of fact, I bought that painting some years ago from an artist.

**Zhang:** I see. It is such a nice work.

**George:** It must have cost you a lot, I fancy.



**Mr. Smith:** Only five hundred dollars.

**George:** Only?

**Mr. Smith:** Someone offered me one thousand recently, but I didn't want to sell it.

**George:** If I were you, I would sell it.

**Mr. Smith:** Why?

**George:** Business is business. You'd make money out of it, wouldn't you?

**Zhang:** Yes, but Mr. Smith is fond of art, while you are business-minded.

**George:** You see, Trenton. Zhang has stood up for you already. I said you would get along. So I was right there. (To Zhang) I remember when he mentioned the name Picasso to me for the first time, I said, "Never heard of it!" You see, I'm in the car business. I once thought this famous artist Picasso was a new brand of some car!

### Questions:

- 1 What does the expression "stand on ceremony" mean?
- 2 How much do you know about Picasso?
- 3 What is your general impression of George?
- 4 How would you describe the relationship between George and Mr. Smith?
- 5 Is it polite for George to inquire about the cost of the painting?

Analyze the following situation.

At your college you have made friends with an American teacher who sometimes invites you to come over to his apartment to have a pleasant chat and to watch movies on his DVD player. One day you got an interesting DVD that you wanted to watch. Though you had easy access to a TV set in your dorm, you had no DVD player, so you asked your foreign friend if you could borrow his DVD player for one night. He said, "I'd really like to help, but I don't lend out my DVD player."

### Questions:

- 1 How would you feel about this refusal?
- 2 Why did the American teacher refuse?
- 3 How should you make a proper response?

- 4 In China, what could one reasonably ask to borrow from a friend? How about in Western countries?
- 5 In your opinion, does friendship entail an obligation to satisfy a friend's request?
- 6 Suppose the owner of the DVD player was a Chinese teacher, how would he respond to the student's request? If his response was different from that of the American teacher, what possibly would it reveal?

## PAIR WORK

### At the Airport

You are going to meet a business visitor at the airport.

**Student A:** turn to page 183.

**Student B:** turn to page 186.

Here are some useful expressions:

- *Excuse me, but are you ... from ...?*
- *How was ...?*
- *I've been ...*
- *Is there anything I can do for you?*
- *Let me help you with ...*
- *Is this your first time ...?*
- *Why, yes. I'm .... You must be ... from ...*
- *It's very kind of you to ...*
- *Here comes a taxi.*
- *We have to walk to the parking lot.*

The following common phrases are associated with particular situations. Identify each phrase by describing briefly who would say it and in what circumstances.

E.g. "Please fasten your safety-belts."

Air-stewardess to passengers before take-off or landing.

- 1 "I swear to tell the truth, the whole truth and nothing but the truth."
- 2 "This won't hurt."
- 3 "God bless her and all who sail in her."
- 4 "I'm putting you through."

Choose one of the above phrases and make up a dialogue with your partner.

Study each of the following proverbs, and decide if you agree with the point of the proverb.

Rome was not built in a day.

Penny wise and pound foolish.

Variety is the spice of life.

Honesty is the best policy.

Choose one of the above proverbs to make up a story.

Work with your partner. Select one of the following passages and read it to your partner twice. Then ask him or her to retell the story to you. Use the evaluation chart to evaluate your partner's retelling. Practice this in turn.

## 1

A police officer came upon a terrible wreck where the driver and passenger had been killed. As he looked upon the wreckage, a little monkey came out of the brush and hopped around the crashed car. The officer looked down at the monkey and said: "I wish you could talk."

The monkey looked up at the officer and shook his head up and down.

"You can understand what I'm saying?" asked the officer.

Again, the monkey shook his head up and down.

"Well, did you see this?"

"Yes," motioned the monkey.

"What happened?"

The monkey pretended to have a can in his hand and turned it up by his mouth.

"They were drinking?" asked the officer.

"Yes."

"What else?"

The monkey pinched his fingers together and held them to his mouth.

"They were smoking marijuana?"

"Yes."

"What else?"

The monkey motioned "Dancing."

"They were dancing, too?" asked the astounded officer.

"Yes."

"Now wait, you're saying your owners were drinking, smoking and dancing before they wrecked."

"Yes."

"What were you doing during all this?"

"Driving," motioned the monkey.

## 2

Three cowboys had been riding the range since early in the morning. One of them was a member of the Navajo Indian people. Being busy with herding stray cattle all day, there had been no time for the three of them to eat. Toward the end of the day, two of the cowboys started talking about how hungry they were and about the huge meals they were going to eat when they reached town. When one of the cowboys asked the Navajo if he was also hungry, he just shrugged his shoulders and said, "No."

Later that evening, after they had arrived in town, all three ordered large steak dinners. As the Navajo proceeded to eat everything in sight with great vigor, one of his friends reminded him that less than an hour earlier he had told them that he was not hungry. "Not wise to be hungry then," he replied. "No food."

### ● Evaluation Chart

#### Grading:

5 = Excellent

4 = Good

3 = Fairly good

2 = Should improve

1 = Must improve

<b>Grammar</b> e.g., "A police officer <u>come</u> to ..."	
<b>Pronunciation</b> e.g., marijuana /meɪrɪ'hwa:nə/	
<b>Facts</b> e.g., "A big monkey came out of the brush ..."	
<b>Fluency</b> e.g., "The monkey ... monkey ... mo- tion ... ed ... 'Dancing.'"	



## GROUP TASK

A year and a half ago my then three-year-old daughter told me she wanted to learn French, but I thought that she could better spend her time with an introduction to dance. However, the French phrases that are used in the ballet lesson only reinforced her keen interest in this romantic language. And I decided finally it was time to investigate how one begins to introduce a child to a foreign language.

Christine Rothbaum, founder of The French Language School for Children, indicates that children like my daughter may want to learn languages because of “the magic of the sounds”. These children may be enchanted by the new and different sounds of a foreign tongue.

Lessons for young children (ages 3-6) should come in the form of play. Madame Rothbaum joins her students on the floor of her school with songs and play with her little bags of toys — color toys, clothing toys, transportation toys, weather toys, characters and others. “It’s spontaneous,” she says of the conversations she has with the children. They talk about their activities and what they have learned. They sing songs in a microphone and are especially adept at identifying things. “Children learn through games and don’t even know they’re learning.” By seven or eight years of age students are introduced to writing, vocabulary and grammar. “It is given that a child who is exposed to a foreign language is going to pick it up.”

No matter what the program is, foreign language and young children is a good match. Studies have linked foreign language programs to higher standardized test scores, elevated self-esteem, mental flexibility and creativity. And the children think it’s a whole lot of fun. But beyond the discovery of magical new words comes an even more profound awareness. For by teaching our children language, we can hope to teach them about other people’s differences — and similarities. With knowledge comes power, yet more importantly, with knowledge comes understanding.

### Questions:

- 1 This case concerns introducing a child to a foreign language. Do you think college foreign-language-learners like you can also get something from it?  
MAYBE WHAT YOU GET IS THE KEY TO LEARNING A FOREIGN LANGUAGE.
- 2 It is obvious that college students cannot learn foreign languages only “in the form of play”. What is your suggestion for teachers to make college learn-