



UNIT

Starting a conversation, introduction and greeting

Conversations

- 1 Don't I know you from somewhere?
- 2 Mr. Harris, this is Mr. Wang.

Functional devices

- 1 Starting a conversation
- 2 Introduction
- 3 Greeting

Functional practice

Communication activities

Writing

My partner

Song for the unit

How Do You Do

One of the greatest victories you can gain over someone is to beat him at politeness.

—Josh Billings (1818–1885), American humorist

Don't knock the weather. If it didn't change once in a while, nine out of ten people couldn't start a conversation.

—Kin Hubbard (1868–1930), American cartoonist, humorist and journalist

Conversations

1 Don't I know you from somewhere?



1 Work in pairs and discuss the questions.

- 1) If you see someone you think you know at a party, would you speak to him / her?
- 2) If so, how would you start the conversation?



2 Listen to the conversation.

(Li Hai is an interpreter for China International Travel Service Limited, Head Office (CITS)¹.

He is attending a party given by his new friend Bill. Suddenly, he sees a person he thinks he has met before at a conference held by his company, but he cannot remember his name. He approaches the person.)

Li Hai: This is a great party, isn't it?

Tom: Oh, yeah. Bill's parties are always good.

Li Hai: So, you're a good friend of Bill?

Tom: Yes, you might say that.

Li Hai: You know, you look really familiar to me. Don't I know you from somewhere?

Tom: I'm not sure.

Li Hai: I think we met at a conference held by my company a few days ago.



1 China International Travel Service Limited, Head Office (CITS): 中国国际旅行社总社有限公司

Tom: What's your company?
Li Hai: I work for CITS.
Tom: Oh, I see. That was a conference about the management of tourism.
Li Hai: Yes, I was one of the interpreters there. My name is Li Hai.
Tom: I am Thomas Johnson, but call me Tom.

2 Mr. Harris, this is Mr. Wang.



1 Work in pairs and discuss the questions.

- 1) What do you think should be included in a personal introduction?
- 2) How do you greet people you meet for the first time? How do you greet your friends or acquaintances?



2 Listen to the conversation.

(Li Hai is at the airport with Mr. Wang, his manager. They are to meet a foreign guest, Mr. Harris, who is coming to visit their company on business.)

Li Hai: Excuse me, sir, are you Mr. Harris from America?
Mr. Harris: Yes, I'm Paul Harris from Boston.
Li Hai: My name is Li Hai. I'm an interpreter for CITS. May I introduce our manager Mr. Wang to you? He is here to meet you. Mr. Harris, this is Mr. Wang. And Mr. Wang, this is Mr. Harris.
Mr. Wang: How do you do, Mr. Harris. I'm pleased to meet you.
Mr. Harris: I'm very glad to meet you, too.
Mr. Wang: Mr. Harris, have you ever been to Beijing before?
Mr. Harris: No, this is my first trip here.
Li Hai: So welcome to Beijing!
Mr. Harris: Thank you. I'm very glad to have this opportunity to visit your country.
Mr. Wang: Did you have a good flight?
Mr. Harris: Yes, thanks, it was pleasant all the way.
Mr. Wang: You must be very tired after such a long trip.
Mr. Harris: Not too bad. But you're right, it is a long way; we flew nonstop for about 15 hours.
Mr. Wang: I hope you'll have a pleasant time while you're here.
Mr. Harris: Thanks. I hope so, too.



Culture notes

1 Conversational taboos

There are some personal topics you should handle cautiously when talking with a native English speaker, especially when you two first meet, such as age, income, marital status, personal possessions, illness, death of beloved ones, etc. Therefore, you'd better avoid the following questions:

- *How old are you?*
- *How much money do you make each month?*
- *Are you married?*
- *How much did you pay for your shirt / blouse?*

2 These Chinese greetings do not apply to native English speakers.

Chinese people often greet each other by asking whether they have had their meals or where they are going. However, most foreigners may misunderstand this as a dinner invitation or as probing into their personal life. Therefore, the following greetings should be avoided:

- *Have you eaten?*
- *Where are you going?*



3 Inappropriate use of “hello”

In a public setting, Chinese people often use “hello”, an equivalent of the Chinese expression “你好”, to attract others’ attention before they ask for help. Native speakers of English would use “excuse me” rather than “hello” in this case. They use “hello” as a greeting when they meet someone they know. The following is an example of inappropriate use of “hello” by a group of Chinese girls in the United States.

A group of Chinese girls just arrived in the United States for their university education. They decided to visit the city of New York one day. Since their university was not very far from the city, they planned to take a Greyhound¹ bus to go there on the weekend. On Saturday morning, they got up early and after a two-hour drive, they arrived at the downtown area of the city. They stayed there for a couple of hours, enjoying their time shopping and sightseeing. Everything seemed all right until it was the time for them to go back – they suddenly realized that they were lost and couldn’t find their way back to the Greyhound bus station. What made the situation worse was that it was getting

1 Greyhound: 灰狗长途巴士（美国跨城市的长途商营巴士）

dark. In despair, they stopped at a street corner and asked others for help. They saw a young couple passing by, and they said “Hello!” to the couple. To their surprise, the couple looked at them coldly and hustled on. Having no way out, they then approached a small group of people and tried a louder “Hello!” Again they got a cold shoulder from these city people.

In such a specific context, their way of saying “hello” made passersby think that they were possibly street girls who were trying to attract customers.

F functional devices

1 Starting a conversation

Starting a conversation is the first step toward communication. However, it is a delicate skill, and you need to practice a lot to acquire it. It is especially difficult with strangers. Usually you can start a conversation by commenting on impersonal topics, on some activities you are participating in, or by joining in a conversation at the right point.

Commenting on the weather

Nice day, isn't it?

Horrible weather we are having!

Commenting on activities you are participating in

This is a great party, isn't it?

Everything looks delicious. I don't know what to try first.

I hope this course will be interesting.

I hope the Houston Rockets¹ will win.

This line is taking forever! (Waiting to be served in a line.)

I can't wait to get there; I hope there's no delay. (At the airport.)

Joining in a conversation

Excuse me, may I join in your conversation?

Sorry, I couldn't help overhearing²? Did you mention something about...?

1 Houston Rockets: 休斯敦火箭队 (美国 NBA 职业篮球队)

2 overhear: *v.* 偶然听到; 无意中听到

After the opening of the conversation, you might introduce yourself if you haven't been introduced before, and then you can talk about something you are both interested in.

2 Introduction

When you are with two friends or acquaintances, and they do not know each other, it is always polite to introduce them to each other. The introduction should include names, titles where appropriate, a very brief description of their relationship with you, and / or something else about the two people so that they have some basis to start a conversation if they wish to.

The following is something you should know when you make the introduction: A man is usually introduced to a woman, unless he is much older or more senior; the young are usually introduced to the old. The following are some useful expressions you can use.

Self-introduction

informal: *Hi, my name is Jane.*

Hello, you must be Bob. I'm Lucy.

formal: *How do you do? My name's Ted.*

Good morning. Please allow me to introduce myself. My name is Tom Smith.

Responses

informal: *Oh, hello! I'm Bob.*

Hi! Nice to meet you.

Pleased to meet you.

formal: *How do you do?*

I'm very pleased to meet you.

It's a great pleasure to meet you.

Introducing other people

informal: *Bob, meet Mary.*

You don't know Bob, do you? Bob – Jean, Jean – Bob.

Do you know each other? Bob Jones – Jean Higgins.

Jean, I'd like you to meet Bob Jones.

formal: *John, may I introduce Mark Stewart to you?*

Please allow me to introduce my friend and colleague Bob Smith to you.

It's a great pleasure for me to introduce Robert Hilton. Robert is the manager of our department.

Responses

informal: *Hi!*

Hello!

Hi, Tom. Nice to meet you.

Pleased to meet you.

formal: *How do you do?*

I'm very pleased to meet you.

3 Greeting

When you meet someone you know, you usually exchange greetings with each other. A greeting is a way of showing friendliness and also a way of starting a conversation. When you greet someone, you should use the right degree of formality as the situation calls for. The following are some useful expressions for greeting.

informal: *Bob, how are you?*

Hi, what's up?

Hi, Jane. How's life?

Hello, how's everything with you?

Hello, Mary. Haven't seen you for a long time! How are things with you?

I haven't seen you for ages! How (are) you doing?

formal: *Good morning / afternoon / evening.*

Responses

informal: *Fine, thanks.*

Very nice to see you.

OK. / Not too bad. / Can't complain.

I'm on top of the world¹.

It's great to see you again.

formal: *Good morning / afternoon / evening.*

Very well, thank you. And you?

1 on top of the world: 极其高兴的

F

unctional practice

1 Opening-response match



Work in pairs. One of you starts a conversation by choosing from 1–8, and your partner gives responses by choosing from A–H.

Openings

- 1 Nice day, isn't it?
- 2 This is a great party, isn't it?
- 3 Everything looks delicious. I don't know what to try first.
- 4 I hope this course will be interesting.
- 5 I hope the Houston Rockets will win.
- 6 I can't wait to get to Hainan. (*At the airport.*)
- 7 Excuse me, may I join in your conversation?
- 8 Sorry, I couldn't help overhearing – did you mention something about...?

Responses

- A. Yeah, Hainan is really a paradise in winter.
- B. Me too. But the exciting part of the game is that you never know how it ends.
- C. It really is.
- D. Why not taste the salad first? It looks wonderful!
- E. I think it will be. I heard the teacher is very good.
- F. Sure, you are welcome.
- G. Yeah, it's a fine day for a picnic.
- H. Yes, we did. Are you also interested in this topic?

Key: 1 G 2 C 3 D 4 E 5 B 6 A 7 F 8 H

2 You look familiar!



Work in pairs and role-play the situations. You see someone you think you know, but you cannot remember the person's name. Follow the model and check whether you can figure out who the person is. Switch your roles between A and B.

Model

A: You know, you look really familiar. Do I know you from somewhere?

B: I'm not sure.

A: I think we met at a conference held by my company a few days ago.

B: Oh, I see. I remember you now.

A: My name is Li Hai.

B: I am Tom.

- 1) You were in the same computer course.
- 2) You used to be neighbors.
- 3) You once took the same train.
- 4) You once played basketball together.
- 5) You once met at the English corner.

3 Host and guest

Work in groups of three. One of you acts as the host / hostess of a party and the other two act as guests. The host / hostess introduces the two guests to each other. Follow the model and use proper ways of introduction and responses according to the information given in the table. You may take turns to be the host / hostess.

Model

A: May I introduce you to our manager, Mr. Wang? Mr. Wang, this is Mr. Harris. He is a hotel manager. And Mr. Harris, this is Mr. Wang, manager of our company.

B: How do you do, Mr. Wang?

C: How do you do, Mr. Harris?

| People to be introduced | Sex | Age | Relationship with the host / hostess |
|-------------------------|--------|-----|--------------------------------------|
| Joe Blake | male | 23 | colleague |
| Thomas Hilton | male | 56 | general manager |
| James Ford | male | 45 | client |
| Liu Dong | male | 30 | classmate |
| Jane Porter | female | 21 | close friend |
| Wang Ping | female | 26 | sister |
| Judie Frost | female | 32 | department manager |
| Ding Jun | female | 43 | aunt |

Communication activities

1 Getting to know your partner

Step one



Work in pairs. This is your first oral English class. You need to get to know your partner so that you can help each other in your study. First, write down five questions you'd like to know about your partner. Make sure you avoid the conversational taboos mentioned in the Culture notes. Then think of a proper way to start a conversation with your partner.

| Things you'd like to know about your partner | Questions you may ask | Words and expressions your partner may use |
|--|--|---|
| hometown | <ul style="list-style-type: none"> • Where do you come from? • Where is your hometown? • Do you miss your hometown? • What do you miss most about your hometown? | village, town, county, city, province, beautiful scenery, home-made food, family, relatives, childhood, happy memory |
| middle school | <ul style="list-style-type: none"> • Do you miss your middle school? Why or why not? • How do you keep contact with your classmates in middle school? | friends, playmates, carefree, hard-working, boring, interesting, happy, email, message, blog, WeChat |
| hobbies | What do you enjoy doing in your spare time? Why? | reading novels / magazines / newspapers, listening to music, playing sports, going to the movies, traveling, writing blogs |
| English learning | <ul style="list-style-type: none"> • Do you enjoy learning English? • What do you think is the most important skill in English learning, listening, speaking, reading or writing? Why? • What do you think is the most difficult part of English learning? • Do you have any plans for English learning? | world language, interesting, challenging, useful, cross-cultural communication, pronunciation, vocabulary, grammar, reading, translation, oral English, lack of opportunity for practice, listening to VOA / BBC, English corner, English speech / debate / writing contest |
| subjects | What subject(s) do you like / dislike most? Why? | engineering, mathematics, history, English, literature, dull, boring, fascinating, interesting, challenging, critical thinking, time-consuming |

(To be continued)

(Continued)

| Things you'd like to know about your partner | Questions you may ask | Words and expressions your partner may use |
|--|---|--|
| college life | <ul style="list-style-type: none"> • What do you think of college life? • What are the similarities / differences between college life and life in the middle school? | interesting, lonely, carefree, freedom, opportunity, selective courses, field practice, community work, part-time jobs, cooperative learning, tutoring |

Step two

You may explore a topic further if you both are interested in it. Remember to take notes on your partner's answers as they may be useful in the **WRITING** section.

| My notes | | |
|--|--------------|---------------------------------------|
| Things I'd like to know about my partner | My questions | Information I've got about my partner |
| | | |

2 Introducing your partner



Work in groups of four. Take turns to introduce your partner to the other group members. After the introduction, the other two group members exchange greetings with your partner. They may extend their conversation by talking about their hometown, hobbies, college life, English learning, etc. You can refer to the **FUNCTIONAL DEVICES** you've learned in this unit. You may start your introduction like this:

Hello, everyone, I'd like to introduce my partner to you...

Writing

My partner

Ben is one of your foreign friends you met in a Youth Hostel while traveling, and you have toured together several times since. You are very happy to exchange emails with each other because he is interested in Chinese culture and you want to improve your written English. Write an email telling Ben about your new partner. You may follow the outline below:

- 1) A brief introduction of your partner;
- 2) Things that you and your partner have in common;
- 3) Things in which you and your partner differ;
- 4) Closing and goodbye.

Song for the unit

How Do You Do

1 Background information



In this part, you'll hear a song entitled "How Do You Do" by a German pop group named beFour. It has four members. "How Do You Do" is a song from the album *All 4 One* released in 2007. After hearing this song, you will have a better understanding of how a simple greeting can influence people's lives.

2 Enjoying the song



Listen to the song and discuss the questions with your partner.

- 1) How does the song make you feel? And why?
- 2) What message(s) does the song try to convey?

3 Blank filling



Listen to the song again and fill in the blanks. Then check your answers with your partner.

How Do You Do

How do you do
You like me and I like you
Come and take me by the 1) _____
'Cuz I wanna be your friend

How do you do
You like me and I like you
Say how do you do you do
How do you do you do

When I'm going on a sunny 2) _____
And my plane leaves to a place so far
away
I'm so happy 'cuz its time to 3) _____
Oh I feel like I could dance, Oh

Different people all around the
4) _____ don't know
What to say when there's a stranger I will
show
That there is a way you can 5) _____
Everybody understands

*How do you do
You like me and I like you
Come and take me by the hand

'Cuz I wanna be your friend

How do you do
You like me and I like you
Say how do you do you do
How do you do you do*

*[Repeat]
How do you do

It's so easy when you want to make a
6) _____
When the sun is shining in a distant land
There's a certain feeling that surrounds
your 7) _____
And you feel like you can dance, Oh

When you're going to the south of Africa
To America or to Australia
You'll see people of all colors and all
8) _____
Everybody understands

*[Repeat]
How do you do

Key: 1) hand 2) holiday 3) celebrate 4) globe
5) communicate 6) friend 7) mind 8) kinds

4 Singing the song



Listen to the song once more. This time try to sing along.

前言

《新世纪英语口语教程》(Functioning in an Intercultural Community)是针对已经较好地掌握了英语基本语法,有一定的词汇量,并迫切需要提高英语口语能力的学习者度身定制的一套教材。本系列教材贯彻“以功能为突破口的跨文化交际法”的理念,是编者常年进行口语教学和理论研究后的一次突破性的尝试。

随着我国加入世界贸易组织,社会经济不断发展,经济全球化的日益深入,社会对人才的英语口语水平要求越来越高。然而,我们在口语教学和相关调查中发现,相对如此大的需求,目前适合大学阶段英语口语课教学的教材并不是很多。这促使我们编写一套能体现最新口语教学科研成果的教材,以适应社会发展的需要,为促进大学英语口语教学尽绵薄之力。

理论依据

本套教材贯彻“以功能为突破口的跨文化交际法”的理念,其主要理论依据如下:

1. **交际教学法:** 交际法的主要特征之一就在于教学过程交际化,交际既是学习的目的,也是学习的手段。在教学中创造接近真实交际的情景,并频繁采用小组活动的形式,通过大量语言交际活动培养学生运用语言进行交际的能力,并把课堂交际活动与课外生活交际结合起来。
2. **跨文化交际理论:** 跨文化交际指不同文化背景的人群之间进行的交际活动。研究表明,不同文化群体之间经常产生交际失误,这些失误大多是由于缺乏跨文化交际能力,而不是由于缺乏词汇和语法知识所致。跨文化交际能力包括对文化差异的敏感性、对文化差异的宽容意识和处理这些文化差异的灵活性三个方面。我们在教材编写过程中,在夯实语言知识、提高口语技能的同时,特别注重跨文化交际能力的培养。因而,我们提出了“以功能为突破口的跨文化交际法”的理念,将功能意念与跨文化语境和跨文化主题有机地结合起来。
 - 1) **跨文化语境:** 语境(context)有三个层次,文化语境(cultural context)、情景语境(situational context)和上下文语境(linguistic context)。跨文化语境体现于上述三个层面。因为在任何的真实交际中,交际双方都必须考虑对方的文化背景、会话情景(时间、地点、交际双方的身份关系和交际目的)以及上下文语境。

任何课堂模拟的交际语境从严格意义上讲都是不真实的，属于虚拟交际语境（pseudo-context）。尽管师生皆知课堂并非真实的生活工作场景，但如果课堂交际语境设计得好，学生照样可以沉浸其中，进行跨文化交际活动。鉴于此，我们在教材中设计了真实的语言输入和输出活动，充分体现跨文化语境。

2) 跨文化主题：语言是信息的载体，因而任何语言教材的编写都不可能脱离信息内容而只谈语言形式。我们在第二册、第三册中采用了主题教学模式，选取了符合学生需要和兴趣的跨文化主题，每个单元紧紧围绕一个主题进行语言输入，展开交际活动。第一册虽然以功能为主线，但也在一定程度上结合了跨文化主题。

3. **语言输入与输出、接受与产出的关系理论**：本套教材的编写主要参考了Krashen的输入假设理论（input hypothesis）和Swain的输出假设理论（output hypothesis）。

1) Krashen的输入假设理论：Krashen认为，可理解语言输入（comprehensible input）是第二语言习得（second language acquisition）的唯一途径，并提出理想语言输入（optimal language input）应当符合“ $i+1$ ”公式，即教学应提供充足的可理解语言输入，其中既包括学生已掌握的语言知识“ i ”，又包括一点新的语言知识“ 1 ”。

2) Swain的输出假设理论：Swain强调语言输出的重要性。她认为，语言输出不仅可以提高语言流利度，还可以使学习者集中注意力（noticing），进行假设验证（hypothesis testing），并自觉反思（conscious reflection），调整自己的学习策略和交际策略，从而提高使用语言的准确性。

听和读属于接受性技能（receptive skills），是语言输入的渠道；说和写属于产出性技能（productive skills），用来进行语言输出。语言的各项技能是相互促进，共同提高的。我们可能在实际教学中较为关注某项技能，但语言的习得脱离不了其他技能。目前，大部分英语教材对学生的语言输入重视有余，却没有给学生创造足够的语言输出的机会，片面发展学生的阅读和听力技能，造成许多学生能读懂有一定难度的文章，能听懂对话和短文，却张不开口。而一些口语教材只提供说的活动，往往给出一个话题，让学生进行自由交谈。这样的设计缺乏充分的可理解语言输入，学生又如何言之有物呢？因而在教材编写过程中，我们充分尊重语言学习规律，围绕功能或跨文化主题，先输入后输出，使语言输入和输出达到较好的平衡，使学生在提高英语口语的同时，综合技能得到全面提高。

实践依据

本套教材的主要编写人员具有丰富的英语口语课程授课经验，并试用过大量国内外口语教材。编者研读了《大学英语课程教学要求》、《高等学校英语专业英语教学大纲》、《大学英语四、六级考试口语考试大纲》和《高校英语专业四级口试大纲》，并查阅了大量文献。教材的部分内容在口语课上进行了试用，并进行了教材使用反馈问卷调查，教师和学生普遍反映良好。这些研究和教学实践使我们增强了出版这套教材的动力和信心。

教材特色

本套口语教材在编写中力求体现以下特色：

1. 功能设置、技能要求和跨文化主题选择紧扣《大学英语课程教学要求》和《大学英语四、六级考试口语考试大纲》。
2. 每个单元围绕话语功能（第一册）或符合学生需要和兴趣的跨文化主题（第二册、第三册）展开。
3. 着重发展口语能力，并通过听、读、写等多种形式的练习促进学生口语能力的提高，将语言输入和输出有机结合。
4. 练习方式从功能操练（第一册）到丰富的交际活动（全套教材），难度层层递进，以期达到熟练运用的目的。
5. 活动形式多样，包括单人、两人、小组和全班活动等多种形式。
6. 提供与单元内容相关的名言和歌曲，提高学生兴趣，加深对单元主题的理解。
7. 三册难度循序渐进，内容各有侧重，方便教师根据学生水平和需求进行选择。

分册编排

本套教材共分为三册，每册包含20个单元，处理每单元需要2个学时。三册侧重点有所不同。第一册《功能与语境》(Functions and Contexts) 围绕《大学英语课程教学要求》规定的话语功能展开，结合跨文化语境组织对话和练习，旨在使学生学会常用交际功能的核心句型，并结合不同语境灵活运用。第二册《差异与理解》(Differences and Understanding) 围绕符合学生需要和兴趣的跨文化主题展开，提供大量语言输入，揭示文化差异，培养文化宽容意识，并复习第一册所学的功能句型，使学生能够言之有物、表达得体，拓展学生口语交际能力的深度和广度。第三册《交际与提高》(Communication and Proficiency) 拓宽主题和选材范

围，加大语言输入，设计多种交际活动，如讨论、辩论、即兴表演等，帮助学生不断提高口语交际能力，从而达到交际自如的程度。教师可以选择全套教材进行系统教学，也可以根据学生水平选用其中的某一册，或者根据教学目的选取其中的某些单元。

分册介绍

本书为《新世纪英语口语教程》(修订版)的第一册《功能与语境》，共包括20个单元，每个单元包括6个板块：

1. **对话 (Conversations)**: 提供一段或多段体现单元主题功能的真实跨文化语境下的对话素材，可用于听力练习、模仿和角色扮演，为功能句型学习和练习作准备。
2. **功能表达法 (Functional devices)**: 根据不同的交际功能总结最常用的功能表达法，进一步拓展可理解语言输入，为输出作铺垫。
3. **功能操练 (Functional practice)**: 基于对话和功能表达法而设计的操练活动，重点在于鼓励和引导学生将功能表达法应用于交际活动，深化对于这些功能表达法的理解。有些活动提供了范例。
4. **交际活动 (Communication activities)**: 自由度高、语境真实和激发创造性的跨文化交际活动。学生可以灵活地运用功能句型，并且发挥语言使用的创造性，做到用英语进行得体、自如的交际。
5. **写作 (Writing)**: 结合跨文化语境，强调写作的交际目的，巩固、复习所学内容，培养逻辑思维能力，有助于增强口语连贯性。
6. **英文歌曲 (Song for the unit)**: 歌曲不仅可以活跃气氛、提高语言学习兴趣，而且可以引导学生注意语流的节奏、同化、省音和连音等技巧。歌曲内容与本单元主题相关，并辅以填空练习和讨论题，训练听力，拓展思维。

此外，每单元精选了两句名人名言，置于单元的篇首，用于加深对单元主题的理解。教师可以酌情选用，如可以让学生背诵，在交际活动中使用，或用来组织讨论和辩论等。

第一册由李华东、栾述文主编，陈丽艳、王飞娟、宁倩倩、舒谊、叶丹琴、陈倩茜、台彦文、郭振华、黄静芬、武学锋、刘艳芹、魏三军、贾卫章、王芳、邓燕和高玉英等参加编写。由李华东统编、修改、定稿。

适用对象

本套教材可以作为必修、选修口语课教材使用，也可用于自学。

适用对象为在校专科、本科、硕士等学生群体；出国英语口语培训学员；各类社会英语口语受训人员和英语口语自学者等。

教师角色

在采用本套口语教材时，建议教师不仅仅做一个课堂的控制者（controller），而且要承担多种角色，如评价者（assessor）、活动组织者（organizer）、士气鼓动者（prompter）、活动参与者（participant）、解疑者（resource）、辅导员（tutor）和研究者（investigator）等，摆脱一味“填鸭式”的教学模式，将更多的课堂时间留给学生，并想方设法提高学生学习的主动性。

致谢

本套教材编写过程中，我们查阅了国内外大量口语教学理论资料和教材，参考了大量相关报刊和书籍，谨向这些作者和出版社表示衷心的感谢。美籍外教 Scott Andrew Arwood 先生校阅了第一册全部书稿和第二册和第三册部分书稿。美籍外教 Midori Audrey Araki 女士校阅了第二册和第三册的部分书稿。武汉体育学院国际教育学院院长杨梅教授校阅了第二册第一至第六单元的书稿。王晓芸、徐月燕和王飞娟参与了考卷命题工作。外研社高等英语教育出版分社的领导和编辑们为此次修订做了大量的工作，在此一并致谢。

我们恳切希望专家、同行和教材使用者继续对本套教材提出意见和建议，以便于我们不断完善教材。

编者

2013年7月

修订 说明

本套教材于2002年4月初版。十余年来，这套教材销量稳步攀升，得到了广大读者的认可。但时代的进步与发展对学习者的英语语言技能提出了更高的要求，而且学习者的自身语言水平和需求也发生了很大的变化。因此，在征求广大学习者使用反馈的基础上，我们结合自己使用这套教材的教学实践，对原教材进行了以下方面的修订：

1. **调整和更新内容。**出版十余年来，世事变迁，原书部分内容已不符合时代的发展和学生的生活实际，针对这些内容进行了调整和更换。
2. **增减单元。**在教材使用中，我们发现初学者对于语言困难缺乏应对措施，在交际中经常出现无话可说或者找不到恰当的表达方式的情况，导致交际中断。所以，我们在第一册专门增加了一个单元“Language difficulties and hesitation fillers”（Unit 20），目的在于帮助学习者掌握一定的交际策略以及交际失败的应对措施。此外，鉴于学习者反映教材内容过多，规定学时内无法完成，此次修订时每册书删减了6个单元，保留20个单元的内容。
3. **调整单元顺序。**原教材的单元是以语言难度为主要排序依据的，从内容上看有些杂乱。此次修订，除了语言难度上的考虑，重点从内容上进行了调整，把内容相关的单元集中编排，便于学习者根据自己的需要安排学习重点和次序。
4. **增加名人名言。**每个单元选取了言简意赅、朗朗上口，并与单元主题契合的一些名言，拓展单元主题，启迪思考。
5. **补充英文歌曲。**原书作为试探性的一个举措，在部分单元设置了英文歌曲。学习者反映英文歌曲对提高英语发音水平有一定帮助，还能够促进单元主题的理解和深化。此次修订所有单元均提供了和主题相关的英文歌曲，并配有一定量的练习，作为补充内容，供学习者选用。
6. **设计考卷。**此次修订增设了期中考试和期末考试考卷，便于教师选用或参考。考虑到有些学生要参加大学英语四、六级口语考试或英语专业四级口试，第二册和第三册提供了两种形式的期末考试考卷。学习者可根据自身需要到外研社高等英语教学网（<http://www.heep.cn>）上下载。

课堂组织形式图标说明



单人形式



双人形式



小组形式



全班形式

Map of the book

| Unit | Conversations | Culture notes | Functional devices |
|---|--|---|---|
| Part 1 Social communication | | | |
| Unit 1 Starting a conversation, introduction and greeting 3 | <ol style="list-style-type: none"> 1 Don't I know you from somewhere? 2 Mr. Harris, this is Mr. Wang. | <ol style="list-style-type: none"> 1 Conversational taboos 2 These Chinese greetings do not apply to native English speakers. 3 Inappropriate use of "hello" | <ol style="list-style-type: none"> 1 Starting a conversation 2 Introduction 3 Greeting |
| Unit 2 Congratulations and thanks 17 | <ol style="list-style-type: none"> 1 Congratulations! That's really good news. 2 I have been accepted by Yale University! | The Chinese and Western ways of showing thanks | <ol style="list-style-type: none"> 1 Expressing congratulations 2 Expressing thanks |
| Unit 3 Permission-seeking and leave-taking 29 | <ol style="list-style-type: none"> 1 I wonder if I could use your mobile. 2 I really hate to say goodbye to you. | | <ol style="list-style-type: none"> 1 Permission-seeking 2 Leave-taking |
| Unit 4 Request, offer, acceptance and refusal 39 | <ol style="list-style-type: none"> 1 Can you explain to me how to use it? 2 Let me get you a cup of coffee. 3 Are you free on Sunday evening? | | <ol style="list-style-type: none"> 1 Making a request 2 Offering help 3 Acceptance and refusal |
| Unit 5 Persuading, giving advice and expressing enthusiasm 53 | <ol style="list-style-type: none"> 1 Let's go to watch a movie. 2 Let's go traveling. | <ol style="list-style-type: none"> 1 Less commands, more advice 2 Use of hyperbole and understatement | <ol style="list-style-type: none"> 1 Giving advice and making suggestions 2 Refusing suggestions 3 Persuading 4 Expressing enthusiasm |
| Part 2 Attitudes and feelings | | | |
| Unit 6 Apologizing and complaining 67 | <ol style="list-style-type: none"> 1 I'm sorry, ... 2 Excuse me, ... | Differences in the American and Chinese ways of complaining | <ol style="list-style-type: none"> 1 Apologizing 2 Complaining |
| Unit 7 Intentions, promises, reminding and remembering 81 | <ol style="list-style-type: none"> 1 I'm going on vacation. 2 A promise is a promise. 3 It reminds me of the trip. | Part-time jobs | <ol style="list-style-type: none"> 1 Intentions 2 Promises 3 Reminding and remembering |
| Unit 8 Obligation, instructions, commands and warnings 95 | <ol style="list-style-type: none"> 1 Can you show me how? 2 Is this your car, sir? | Community service in America | <ol style="list-style-type: none"> 1 Expressing obligation 2 Giving step-by-step instructions 3 Giving commands 4 Giving warnings |

| Functional practice | Communication activities | Writing | Song for the unit |
|--|--|--|-------------------------------|
| <ol style="list-style-type: none"> Opening-response match You look familiar! Host and guest | <ol style="list-style-type: none"> Getting to know your partner Introducing your partner | My partner | How Do You Do |
| <ol style="list-style-type: none"> Opening-response match Thank you very much! Congratulations! | Class reunion | Changes in our classmates | Congratulations |
| <ol style="list-style-type: none"> Opening-response match I wonder if you could... | <ol style="list-style-type: none"> Asking for leave I really hate to say goodbye. | If you don't mind, I want to... | Permission to Fly |
| <ol style="list-style-type: none"> Opening-response match Asking for and offering help Asking others for help | <ol style="list-style-type: none"> Making requests A plan for a picnic | A plan for a picnic | I Refuse |
| <ol style="list-style-type: none"> Opening-response match Offering advice Advice for you | <ol style="list-style-type: none"> On the weekends Persuading | Replying to a letter from a reader | Advice for the Young at Heart |
| <ol style="list-style-type: none"> Opening-response match Making a complaint Making an apology | <ol style="list-style-type: none"> Apologizing and complaining Making a complaint and a proposal | A letter of complaint | Apologize |
| <ol style="list-style-type: none"> Opening-response match Sure, I promise. Don't you remember your promise? | <ol style="list-style-type: none"> Going for a visit Planning a trip | A plan for our trip | Promises Don't Come Easy |
| <ol style="list-style-type: none"> Giving instructions, commands or warnings You'd better quit smoking. | <ol style="list-style-type: none"> Giving instructions / commands Giving the seat to people in need on the bus | A to-do list and a not-to-do list for freshmen | Advice |

| Unit | Conversations | Culture notes | Functional devices |
|---|--|---|--|
| Unit 9 Likes, dislikes and preferences 107 | 1 Do you like it or dislike it? 2 What do you like to do in your spare time? | American table manners | 1 Talking about your likes 2 Talking about your dislikes 3 Expressing your preferences 4 Inquiring about others' likes and dislikes |
| Unit 10 Possibility and impossibility, certainty and uncertainty 119 | 1 Do you think it may...? 2 Are you sure? 3 Are you certain of it? | The American Dream | 1 Expressing possibility / impossibility 2 Expressing certainty / uncertainty |
| Unit 11 Real conditions and unreal conditions 131 | 1 If I won the lottery... 2 Three days to see | A tale of two old ladies | 1 Expressing unreal conditions 2 Expressing real conditions 3 Imagining what if... |
| Unit 12 Worry, happiness and unhappiness, disappointment 143 | 1 Don't worry, Mary. 2 I really have a pleasant heart. 3 It couldn't be any worse! | | 1 Expressing worry 2 Expressing happiness / unhappiness 3 Expressing disappointment |
| Part 3 Directions, frequency and estimation | | | |
| Unit 13 Directions and distance 157 | 1 Could you tell me the way to the department store? 2 How far is the castle from the city? | Road signs | 1 Talking about directions 2 Talking about distance |
| Unit 14 Weather, temperature and frequency 169 | 1 A cold day 2 Do you know how often the bus runs? | Why do Westerners like talking about the weather? | 1 Talking about the weather and temperature 2 Talking about frequency |
| Unit 15 Average, estimation and approximation 181 | 1 Expenditure patterns of the average Canadian family 2 Why do we study English? | | 1 Expressing an average 2 Expressing an estimation 3 Expressing an approximation |
| Part 4 Discourse control | | | |
| Unit 16 Comparison and contrast, generalization and conclusion 195 | 1 Are our cars similar? 2 Getting rid of him | | 1 Expressing comparison and contrast 2 Making generalizations 3 Making conclusions |
| Unit 17 Causes and effects, aims and purposes 207 | 1 Why you've never got married? 2 I've decided to become a vegetarian. | Love in China and love in the West | 1 Expressing causes and effects 2 Expressing aims and purposes |
| Unit 18 Describing, narrating and interpreting 221 | 1 A new sofa 2 A lecture | | 1 Describing places and people 2 Narrating 3 Explaining and interpreting |
| Unit 19 Giving opinions, agreeing and disagreeing, exemplifying 233 | What does work mean to you? | | 1 Giving opinions 2 Agreeing and disagreeing 3 Exemplifying |
| Unit 20 Language difficulties and hesitation fillers 243 | 1 You know the guy I'm talking about? 2 Love at first sight | 1 Tips on hesitation 2 Repair | 1 Language difficulties 2 Positive responses to language difficulties 3 Hesitation fillers |

| Functional practice | Communication activities | Writing | Song for the unit |
|---|---|--|--------------------------|
| 1 Opening-response match 2 Do you like...? | 1 Things I like / dislike 2 I'm afraid I don't like... | My favorite / least favorite subject | Do You Like It |
| 1 Opening-response match 2 Discussing prices | 1 Predicting future 2 Football match | Looking ahead | Possibility |
| 1 Opening-response match 2 What if...? 3 Planning a trip to Yunnan | 1 What if I had not enrolled in college? 2 Daydreaming | Dreams and realities | What If |
| 1 Opening-response match 2 Good news! 3 It's a wonderful movie! 4 Cheer up! | 1 How worried / (un)happy / disappointed... I am! 2 What a fascinating / boring summer vacation! | I've been accepted by a university! | Happiness |
| 1 Opening-response match 2 Asking the way 3 How can I get to...? | 1 The way to the city museum 2 An experience abroad | An email to a friend | On the Road Again |
| 1 Opening-response match 2 Can we go for a picnic tomorrow? | 1 Five types of weather 2 Four seasons in my hometown | My hometown at this time of the year | Sunshine Girl |
| 1 Opening-response match 2 Living costs at college | 1 Did you drive a hard bargain? 2 How much is your household waste? | How to dispose of the waste? | Price Tag |
| 1 Talking about differences 2 Talking about similarities and differences 3 Smoking and health | 1 English study at college and in middle school 2 The energy crisis | Middle school life versus college life | Love Is Color-Blind |
| 1 Where there is a cause, there is an effect. 2 Why did I choose this major? | 1 Causes of the generation gap 2 Purposes of the trip to the U.S. 3 Causes of the environmental pollution | Purposes of part-time jobs | Cause and Effect |
| 1 Opening-response match 2 What is it? 3 Can you explain...? | 1 Like clockwork 2 Take your turn. | A teacher I respect | Negative Things |
| 1 Showing disagreement 2 Showing agreement 3 What's your opinions about...? | 1 Should the community forbid raising pets? 2 What should I do? | Are men and women equal? | I Don't Think I Love You |
| 1 Opening-response match 2 Well done! | What does friendship mean to you? | On friendship | I'll Be There for You |