

## 乐学英语编写组

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外研社

## PREFACE

随着全球化的快速发展,各个领域的国际交往活动日益增多,熟练掌握一门外语已经是很多行业和职位的敲门砖。英语作为一门必修的公共基础课,在我国的高等职业教育人才培养中,发挥了重要作用。长期以来,由于课时的限制,大部分高职院校只开设了融英语听说读写于一体的综合课程,没有语言专项技能课,也缺乏对专项技能训练的有效指导。随着国际合作的逐渐深入,很多高职院校开始与国外院校联合办学,互派学生和教师,参加国际比赛、行业展会、国外实习等,要求学生用英语进行交际的机会越来越多。很多学生毕业后,还要用英语开展工作。英语作为一门交流工具,作为学生职业核心能力的重要构成部分,其重要性日益突出。广大高职院校都逐渐认识到了这一点,开始加强对英语专项技能训练的指导,但是缺少合适的教材。《乐学英语》系列教材就是在这种情况下应运而生。

《乐学英语》系列教材是供高职高专院校使用的英语语言专项技能训练教材,包括《乐学英语口语教程》《乐学英语文化阅读教程(第二版)》《乐学英语写作教程(第二版)》《乐学英语视听说教程》《乐学英语演讲教程》《乐学英语语法教程》《乐学英语词汇手册》等。

《乐学英语口语教程》兼顾适合学生终身发展和社会发展需要的语言应用能力、综合职业能力和人文素养,既可以作为综合英语教程的配套教材使用,也可以作为单独的语言技能教材使用,可满足 48—72 个课时的教学需求。

### 教材结构

本教材共分为 3 个模块,分别为 Myself, Social Life 和 Step into Workplace,介绍了个人、公共和职场领域的一些基本话题。每个模块有 5 个单元,全书共计 15 个单元,各单元的结构如下:

#### 1. Objectives

单元目标,提供各单元所涉及话题的语言、功能等学习目标,帮助学生在单元学习前明确需要具备的技能,在单元学习后能对是否达到目标进行自我评价。

#### 2. Warm-up

通过图片或一两个简单的练习,激发学生对单元主题的兴趣,激活其关于该主

题已有的知识储备，并就话题进行初步的思考。

### 3. Speaking Out

该部分是各单元的主体部分。每个单元都包括 3 段关于单元主题的对话或独白，难度有小幅递进。每段对话或独白后均设置了一些活动，既有对细节的把握，又有需要学生在创设的语境下完成具体交际的任务。活动形式活泼多样，有助于激发学生的学习兴趣，调动其参与性，巩固学习效果。活动设计环环相扣，难度依次递进，一步步指引学生完成最终的交际任务。

例如，每单元里均有一个任务必须由两位学生协作完成。两位学生拿着附录中分别为 A、B 角色准备的题卡，在信息不对等的情况下，按照要求，通过沟通完成该任务。该活动既有助于学生感受语言的魅力，提高其学习兴趣及语言应用能力，又便于教师安排教学活动。

### 4. Tips

各单元根据主题和对话的内容，会适时给出一些关于学习策略、跨文化交际策略等方面的小贴士，潜移默化地培养学生的文化底蕴和科学精神，让学生具有初步的跨文化交际意识和思辨能力。

### 5. Pronunciation Workshop

每个单元都会介绍一个英语口语的小技巧，如连读、弱读、升降调等，配合练习，以达成帮助学生提高英语口语水平的目标。

### 6. Global Voices

该部分是本书的一个亮点。我们收录了十几段非英语国家的人士与英美人士的对话，希望帮助学生熟悉各种口音的英语，提高其语言实际应用能力，以更好地适应在未来生活和职场中的真实语境。

### 7. Phrase Bank

该部分是对各单元主题相关常用句式的总结和适当扩展，可供学生课后复习、自学使用，有助于学生将在课堂中所学知识拓展到生活以及未来的工作中。

### 8. Presentation Time

各单元的最后都根据单元主题和学习目标设计了一个 1—2 分钟自我展示任务。学生可运用在各单元学习到的语言知识和技巧，结合自己的实际情况进行展示，在实践中提高英语口语表达能力。

## 教材特色

### 1. 权威专家编写，话题丰富，语言鲜活地道

《乐学英语口语教程》由英语教育专家根据我国高职学生的英语水平和学习需

要精心打造。主编吴耀武是西安外国语大学语言学及应用语言学教授，具有多年教学经验，了解学生英语学习水平和学习特点，了解学生实习、就业时工作岗位对英语的要求，了解高职英语教学的实际需求，确保了教材内容和话题的实用性。书中对话语言鲜活、地道，充分反映了时代气息和年轻人的兴趣爱好。

## 2. 语言能力与跨文化交际意识并重

本教材不仅注重对学生语言应用能力的培养，也注重对其跨文化意识的培养，以期促进学生的全面发展和可持续发展。在教材设计中，我们力求在恰当的语境中尽可能体现英语国家的风俗习惯及中西差异。本书的特色之一，是穿插在文中的小贴士。这些贴士针对中国学习者用英语交流时的薄弱环节进行提示，能有效提升交际效果。

## 3. 活动丰富，易教乐学

遵循乐学善学的原则，教材中的活动设计遵循以学生为主体的原则，创设真实语境，个人思辨活动和小组活动有机结合，各活动环环相扣，引导学生一步步完成任务。

## 4. 版式清新时尚，插图生动活泼

每个单元主体部分均由画手精心绘制了插画，在有效营造真实实际场景的同时，也使得教材更加美观，充满时代气息，符合学生的审美习惯。

## 5. 数字资源立体丰富

本教材中的所有对话及 Pronunciation Workshop 中的例句均配有 MP3 录音，并在此基础上开发 APP 应用，可供学生自主学习使用。


希望这本《乐学英语口语教程》能让同学们喜欢学习英语、开心使用英语，对其未来的生活和工作有所裨益。

乐学英语编写组

2022 年 4 月

### 教材二维码资源获取方法

第 1 步：扫描右侧二维码，下载“U 校园”App，注册登录。

第 2 步：使用“U 校园”App 扫码功能，点击“

\* 微信不支持本教材内文二维码扫描。



# CONTENTS

Module	Unit	Subjects	Topics	
Myself	1 P003	Greetings & introductions	Nice to meet you.	
	2 P010	Friends & family	How old is your father?	
	3 P017	Hobbies & interests	What do you like to do in your free time?	
	4 P024	Campus activities	I'd like to join the film club.	
	5 P031	Keep healthy	Could you show me what to do?	
Social Life	6 P041	At a shopping mall	Have you got this in size 10?	
	7 P048	At a restaurant	Are you ready to order?	

Functions		Vocabulary	Pronunciation Workshop	Global Voices
	Greeting people; Introducing yourself & others; Exchanging contact details	Countries and nationalities	Word stress	Chinese & British; Thai & American
	Naming different members of a family; Talking about family and friend relationships; Describing people	Family relationships	Short forms	French & American
	Talking about likes and dislikes; Giving reasons	Leisure activities	/e/ or /æ/	Italian & American; French & British
	Talking about time and date; Joining a club; Giving advice and making suggestions	Date and time	Elision	Japanese & British; Czech & American
	Joining a gym; Asking about exercise classes; Asking about how to use fitness equipment	Different exercises for body-building	Weak forms in prepositions	Italian & British; Czech & American
	Talking about prices, sizes and other features; Bargaining; Making complaints and returning goods	Different departments in a store	/æ/ or /eɪ/	South Korean & American; German & British
	Booking a restaurant; Ordering food and drink at a restaurant; Complaining politely	Food and drink	schwa	Spanish & British

Module	Unit	Subjects	Topics	
Social Life	8 P055	At a hotel	Do you have any rooms available?	
	9 P062	At a surgery	I've had a temperature since Monday.	
	10 P069	At a subway station	Could you tell me how to get to the zoo?	
Step into Workplace	11 P077	Career choice & planning	Do you know what you would like to be?	
	12 P085	Job hunting	Why do you want this job?	
	13 P093	My company	What does it do?	
	14 P100	Business reception & etiquette	Could you arrange a meeting on Friday?	
	15 P107	Workplace safety	What should we do if we have an accident?	
Appendix	P115			



Functions		Vocabulary	Pronunciation Workshop	Global Voices
	Checking in and checking out of a hotel; Ordering room service	Hotel facilities	Linking "there is" and "there are"	French & British
	Making an appointment; Describing symptoms; Understanding diagnosis and prescription	Symptoms	Irregular spellings and sounds	Chinese & American
	Buying a ticket; Dealing with travel problems; Asking for and giving directions	Landmarks	Different numbers	South Korean & American; German & British
	Talking about career choices; Describing future career plans	Jobs	/s/ or /z/	Indian & American
	Discussing job conditions; Asking and answering interview questions	Proper impression	Rising and falling intonation in questions	Japanese & British
	Describing a company and a job; Introducing the regulations of a company	Regulations	Regular past simple endings	German & British
	Making and answering calls; Greeting and saying goodbye to guests; Making small talk	First impression	"You" in questions	South Korean & American; German & British
	Talking about emergency procedures; Talking about health and safety; Describing dangers around the company	Rules	Sentence stress	Chinese & American

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个人生活

Myself

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UNIT

## 1

# Nice to meet you.

After learning this unit, you will

- be able to name some countries and nationalities;
- be able to greet people and introduce yourself;
- be able to exchange personal information;
- know more about word stress.



## Warm-up

### Countries and nationalities

1 Complete the table of countries and nationalities.

Country	Nationality	Country	Nationality
China		Germany	
	Vietnamese	The USA	
Japan			French
Britain			Argentinian
	Spanish	Australia	

2 Work in groups and write down as many different countries and nationalities as you can.

# Speaking Out



1

## Meeting and greeting

*Some students are chatting after class.*

**Julia:** Nice to meet you. My name's Julia.

**Huan:** Nice to meet you too. I'm Li Huan.

**Julia:** Where are you from?

**Huan:** I'm from China. Are you from Spain?

**Julia:** No, I'm not from Spain. I'm from Italy.

**Huan:** Jose, this is Aiko. She's from Japan. Aiko, this is Jose. He's from Brazil.

**Jose:** Nice to meet you... Iko?

**Aiko:** Aiko.

**Jose:** How do you spell that?

**Aiko:** It's A-I-K-O.

**Jose:** Are you in the first year?

**Aiko:** Yes, I am.

**Mohammed:** Hi, Katie. How are you?

**Katie:** I'm fine.

**Mohammed:** Where's Huan?

**Katie:** He isn't here. He's having a class.

**Mohammed:** Is Susie here?

**Katie:** Yes, she is. She is in the café waiting.

**Mohammed:** Oh, OK. Let's go.

### Tips

In some cultures, people don't like to talk about their age. If you are unsure, it is best to avoid this question.

1 Listen to the three short conversations. Who is known to all the people?

☐ Huan

☐ Jose

☐ Aiko

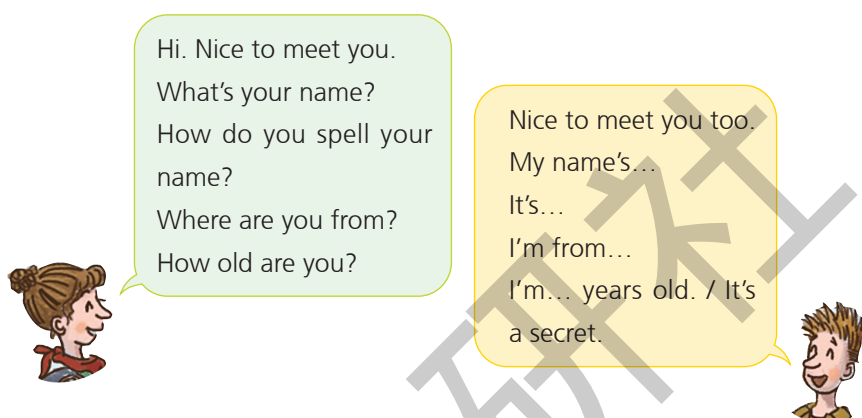
☐ Julia

☐ Mohammed


2 Match the questions and statement to the responses.

- |                          |                         |
|--------------------------|-------------------------|
| 1 Nice to meet you.      | a It's A-I-K-O.         |
| 2 How do you spell that? | b Nice to meet you too. |
| 3 How old are you?       | c I'm from Spain.       |
| 4 Where are you from?    | d I'm twenty years old. |
| 5 How are you?           | e I'm fine.             |

3 Ask and answer in pairs. Say your age if you want to.



Hi. Nice to meet you.  
What's your name?  
How do you spell your name?  
Where are you from?  
How old are you?

Nice to meet you too.  
My name's...  
It's...  
I'm from...  
I'm... years old. / It's a secret.

4 Work in pairs. Student A turns to Page 115. Student B turns to Page 121. Complete the information of each other.



Appendix



## 2 Asking about others

*Huan meets Jose on campus.*

**Huan:** Hi, Jose. How are you?

**Jose:** I'm fine, thanks. Huan, this is Maria. Maria, this is Huan.

**Huan:** Nice to meet you.

**Maria:** Nice to meet you too. How do you two know each other?

**Huan:** We play in the same football team. How about you?

**Maria:** We have maths classes together on Monday mornings.

What course are you taking?

**Huan:** I'm studying Business Management.



## Tips

In some countries, college students' residences are usually temporary.

**Maria:** Oh, do you know Nicki? She's got long blonde hair. She's from Manchester.

**Huan:** I think she's in my seminar group. How do you know each other?

**Maria:** We live together. She's my flatmate.

**Huan:** Where are you living?

**Maria:** We're in Bute Street, halls of residence. In block C.

**Huan:** Oh, yes. I know it. I have a friend in block B.

1 Listen to the conversation and tick the correct answers.

1 Who already knows each other?

☐ Jose    ☐ Maria    ☐ Huan    ☐ Nicki

2 Who studies together?

☐ Jose    ☐ Maria    ☐ Huan    ☐ Nicki

3 Who lives together?

☐ Jose    ☐ Maria    ☐ Huan    ☐ Nicki

2 Work in groups of three. Student A introduces Student C to Student B.

Student B should find out:

- how Student A and Student C know each other.
- what Student C is studying.
- where Student C is living.

3 Tell your classmates about the people in the group you just spoke with.

That's...

He's/She's studying...

He/She lives in...

They know each other...







# Pronunciation Workshop

## Word stress

The stress is put on different syllables for different words. Learn to stress the correct syllables.

- 1 Listen and repeat the stress on these words.

O	Oo	oO	Ooo	ooO	oOoo	...
Spain	Britain	Brazil	Germany	Japanese	America	...

- 2 Look at these countries and nationalities. Add them to the correct columns in Exercise 1.

Japan	Mexico	Cambodia	Chinese
Canada	Cuba	Portuguese	Swiss
Thailand	Philippines	Russian	Canadian

- 3 Listen and check your answers. Repeat the words as you listen.



### 3

## Giving personal information

*Huan and Maria are exchanging contact details.*

**Huan:** Really nice to meet you, Maria.

**Maria:** You too, Huan. We're going to a party tonight. Would you like to come?

**Huan:** Yes, that would be great. Let's swap contact details.

**Maria:** Sure.

**Huan:** What's your surname?

**Maria:** It's Fisher.



Huan: How do you spell that?

Maria: It's F-I-S-H-E-R.

Huan: And, what's your mobile number?

Maria: It's 07669523461.

Huan: What's your email address? Sometimes I may send you some learning stuff.

Maria: It's m.g.fisher@gmail.com.

Huan: Great. Let me call you now and you'll have my number.

Maria: Great. Got it! See you later.

Huan: Yes, see you tonight.

- ① Listen and complete Maria's phone entry.
- ② Create a new identity for yourself. Write down imaginary answers to these questions.  
 What's your name?  
 How do you spell your name?  
 Where are you from?  
 How old are you?  
 What's your mobile number?  
 What's your email address?
- ③ Walk around the class and try to gather your classmates' information of their new identities. Have a competition and find who can gather the most.

## Global Voices

In this part, you'll hear two conversations. One is between a Chinese professor and a British student, and the other is between a Thai man and an American woman.

## Phrase Bank

### 1 Asking about personal information

- What's your name?
- Where are you from?
- How old are you?
- What are you studying?
- Where are you living?
- What's your mobile number?
- What's your email address?
- What's your hometown?
- What course are you taking?
- When were you born?
- What's your address?

### 2 Giving personal information

- My name is...
- I'm from...
- I'm... years old.
- I'm studying...
- I'm living in...
- My mobile number is...
- My email address is...
- My hometown is...
- I'm taking a course in...
- I was born in...
- My address is...

## Presentation Time



Introduce one of your friends to the class. Your introduction must include his/her name, major, age, etc. The presentation should be between 1 and 2 minutes.

# How old is your father?

## After learning this unit, you will

- be able to name different members of a family;
- be able to talk about family and friend relationships;
- be able to describe people;
- know more about short forms.



## Warm-up

### Family relationships

1 Complete the table with the words in the box.

son      husband      aunt      sister  
children      parents      in-laws      niece



grandfather	grandmother	grandparents
father	mother	
brother		siblings
	wife	couple
	daughter	
uncle		
nephew		cousins
father-in-law	mother-in-law	
brother-in-law	sister-in-law	

### Tips

In English you can say "siblings" to mean sisters and/or brothers, but people usually say "my brothers and sisters" rather than "my siblings".

2 Circle the family members that you have in the table. Choose one of them and tell your partner something about him/her.

# Speaking Out



1

## Talking about your family

*George is showing the photos of his family to Maria.*

**Maria:** How many sisters do you have?

**George:** I have one sister. Her name's Becky. She's 41. Her son is called Tom, and her daughter is called Jessica.

**Maria:** So you're an uncle – how nice! My sister doesn't have children.

**George:** Look, this is me with Becky and her children.

**Maria:** What a lovely photo! How old are they?

**George:** Tom is 14 and Jessica is 21.

**Maria:** You have two children, don't you?

**George:** I do. Let me find another photo. Ah, here are my parents. This is from my mother's birthday. She's 70. This is my son Omari and that's my daughter Emma. And that's Hayley, my wife. That's me, next to Hayley.

**Maria:** How old is your father?

**George:** He's 65. He's a brilliant grandfather. The children love their grandparents, who play games with them all the time. They also love their grandmother's cooking!

**Maria:** They look lovely! Do you get on with your in-laws?

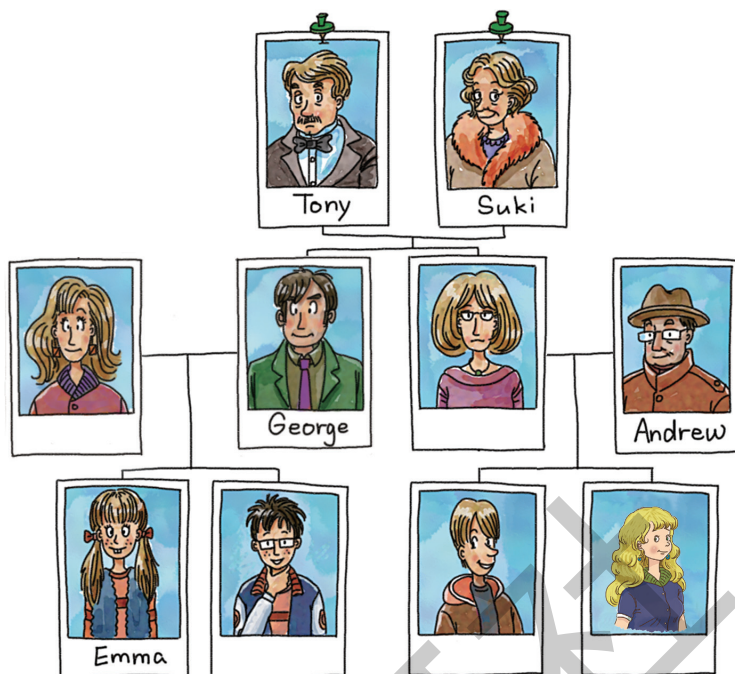
**George:** I do. Let me show you a photo. Here. These are my in-laws, with Hayley.

**Maria:** Your wife looks really like your mother-in-law!

**George:** I know. Her brother looks like my father-in-law too.



- 1 Listen to the conversation and complete the family tree.



- 2 Work in pairs. Ask each other about the family.



Student A

Do you have a/any...?  
How many... do you have?  
How old is your...?  
What's his/her name?



Student B

Yes, I have.../No, I don't have...  
I have...  
He/She is...  
His/Her name is...  
My... is called...

- 3 Work in pairs. Show photos of your family to your partner and tell something about them.

This is my...  
That's my...  
He's/She's called...  
She's/He's... years old.



## 2

## Talking about relationships and activities

*Huan and his friends feel homesick. They are talking about their friends and families, as well as the things they like to do together.*

**Jose:** I like being at college, but I do miss my families and friends back home.

**Huan:** Me too. Back home I usually go shopping with my friends every weekend. Once a month we watch a film together as well.

**Jose:** Yes, it's the simple things that I miss. Every day I go for a coffee or have lunch with my friends in town. What about you, Maria? Do you miss anyone?

**Maria:** Of course! I miss my family a lot. I'm really close to my sister. We chat and listen to music every day. Every Friday we have a takeaway together. Also, once a month we usually go on a big shopping trip to London. Are you in touch with people from home much?

**Huan:** Yes, I chat with people online every day.

**Maria:** Me too.

**Jose:** I enjoy playing games online with my friends. Imagine what it was like before computers!



- 1 Listen to the conversation and match the activity to the frequency.

have a takeaway

watch a film

listen to music

go for a coffee

chat online

every day

every Friday

once a month

**2** Make sentences about activities and frequency.

*Example:* I have lunch with my aunt once a month.

**3** Work in pairs. Tell each other about your family activities.

What do you usually do with your...?

How often do you... with...?



## Pronunciation Workshop

### Short forms

In spoken English we usually use short forms for words such as *have, has, am, is* and *are*. Using short forms will make you sound more natural when speaking.

**1** Rewrite these sentences using short forms.

- ☐ 1 I have got two sisters.
- ☐ 2 My aunt has got a son.
- ☐ 3 My father is a teacher.
- ☐ 4 I am nineteen years old.
- ☐ 5 They are boyfriend and girlfriend.
- ☐ 6 She has got blonde hair.

**2** Listen and tick the sentences you hear in Exercise 1.**3** Practise saying the sentences in Exercise 1 using short forms.

## 3

### Describing people

*Huan is describing his flatmates to Maria.*

**Maria:** Good to see you again. I know that you are living with several flatmates. What are they like?



**Huan:** I get on really well with Marco. He really likes sports. He's tall with blonde, short hair. He's a really interesting guy. He's done a lot of travelling.

**Maria:** Yes, I thought he is good to talk to. Is Silke the one with short brown hair?

**Huan:** No, that's Katie. Silke has long brown hair and green eyes. She's got piercings in her ears.

**Maria:** Oh, yes. Silke is quite quiet.

**Huan:** I know. We don't really get on very well. She's quite boring really. It's difficult to talk to her about much. We don't have a lot in common.

**Maria:** What about Katie?

**Huan:** We get on quite well. She's always friendly and nice to me. We just have different interests so we're not that close. What are your flatmates like?

**Maria:** Well, you know Nicki. She's great! I'm really not very close to any of the others though.



**1** Tick the three people Huan lives with.

☐ Maria    ☐ Marco    ☐ Silke    ☐ Nicki    ☐ Katie

**2** Complete the sentences using the names and adjectives in the conversation.

Huan gets on well with \_\_\_\_\_ because she's \_\_\_\_\_.

Huan quite likes \_\_\_\_\_ because he's \_\_\_\_\_.

Huan doesn't get on well with \_\_\_\_\_ because she's \_\_\_\_\_.

**3** Write down the names of three people you know. Choose the adjectives in the box to describe them. Tell your partner about these people.

intelligent   friendly   nice   clever   kind   boring   interesting  
lazy   happy   funny   quick-tempered   mad   crazy   unhappy   worried

**4** Work in pairs. Student A turns to Page 115. Student B turns to Page 121. Take turns guess who your partner is describing.

**Tips**

Be careful using negative adjectives. It can easily cause offence. People will often avoid using them and say something more neutral. For example, instead of describing a person as "boring" someone might say "we don't have a lot in common".



Appendix

## 🎧 Global Voices

In this part, you will hear a French student introducing her family members to her American friend.

# Phrase Bank

### Asking and talking about family members

- Do you have a/any...?
- How many... do you have?
- How old is your...?
- What's his/her name?
- I have...
- My sister is called...
- My aunt's.../Her name is...
- This is/That is...
- My... is called...

### Talking about relationships

- I get on with...
- I'm really close to...
- I don't get on well with...
- I'm quite close to...

### Describing people

- **Hair**  
He's/She's got (curly, straight, dark, black, brown, blonde, red, long, short...) hair.  
He's a bald man.
- **Eyes**  
He's/She's got (blue, green, brown, black...) eyes.
- **Others**  
He's/She's got (a piercing/beard/moustache...)

# Presentation Time



Introduce one of your family members or friends to the class—what does he/she look like, what do you do together and what is your relationship like? The presentation should be between 1 and 2 minutes.