

# 流利口语

## FLUENT SPEAKING

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副主编 沈 姝 承 雨



第二军医大学出版社

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## 内 容 简 介

本书精选读者感兴趣的素材,通过话题探讨,使读者锻炼较为流利的英语口语表达,配合各话题,提供常用词汇和短语;设计、提供了丰富的口语教学课堂活动,有辩论、角色扮演等;精选配合各话题的视频和音频素材,使学习更生动、立体。书后附光盘,可供教师实施多媒体教学,又可作为学生自学时使用。

本书适合非英语专业大专生、本科生、硕士生、博士生口语强化培训或相应水平的职业英语口语短期培训使用。

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## 流 利 口 语

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为适应非英语专业大专生、本科生、硕士生、博士生口语强化培训或相当水平的职业英语口语短期培训,我们组织长期从事英语口语的专家教授编写了本书。

本书的内容和特点如下:

1. 精选了年轻人感兴趣的话题文章为教材线索,通过话题的探讨使得学生在锻炼语言的同时达到明理的目的。

2. 配合各话题,提供了中国学生需要的常用词汇和短语。

3. 设计、提供了丰富的口语教学课堂活动,有辩论、角色扮演等,促进学生全方位参与,也为教师备课和教学提供了极大的便利。

4. 精选了配合各话题的视频和音频素材,教师可参考选择使用,使教学更生动、立体。

5. 每课提供了一篇短小精悍、适合学生背诵的口语小文章。

6. 提供了一些经典的英文歌曲,配有制作精良的歌词。在教学中使用这些歌曲,可以营造良好的学习氛围,增加学生的学习兴趣。

7. 设计了英语口语教学策略,帮助教师快速适应口语教学的环境和要求。

随书附赠的光盘,为教师实施多媒体教学创造了条件,又适合学生自学使用。本光盘可以在电脑上单机运行,也可以网页的形式在网上发布。在此,需声明的是,将本光盘的内容以网络课程的形式发布于网上,必须征得作者和第二军医大学出版社的书面许可。

**编 者**

2008年7月

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# Unit One

## *Open Your Mouth*

### **Teaching Tips for Oral English Teachers**

#### **Tip One — Use English as the main classroom language**

The communicative goal of oral English course should be ever-present throughout the whole course. It should be emphasized from the start by establishing English as the main classroom language. Constantly, consistent use of routine classroom expressions, asking and discussing all sorts of questions in English gradually get students accustomed to them. It can make students feel that they are really using English for a purpose. To start with, control the range of language you use: speak naturally, but fairly slowly and carefully. Increase the range and speed of classroom English gradually as students advance.

#### **Game**

Four students should go out of the room. The class thinks of a well-known person. Chinese or foreign, contemporary or historical. The class chooses a class leader to answer the questions. The class leader asks the four to come in and sit at the front facing the class. They have to find out who the person is by asking questions. They are allowed 20 questions between them. Each in turn asks the leader a question. The leader can answer only “Yes” or “No”.

### **Topic 1 Oral English**



#### **Part One Core Text for Reading**

##### **From Dumb English to Smart English**

Most students entering university have studied English for at least seven years but they still find it difficult to use English in the simplest of conversations. Does this mean that Chinese students are lazy or not very bright? No! The answer is that there are fundamental problems in how English is taught in the Chinese educational system. Below are some reasons why this is so.

### Exams but not communication

The educational system has certain goals to achieve, focuses more on understanding the language rather than its usage. One of the principal goals, which *contribute to* the difficulty so many students face, is the need to pass exams. From the age of eleven, Chinese students study English with the primary aim of passing exams; not to use English as a working (or spoken) language. This failure in communication is not due to lack of vocabulary, or knowledge of grammar, but simply, due to lack of practice in speaking English. And this is one of the first *hurdles* that you, the reader, need to overcome if you want to be a good speaker. Understanding the problem is half way to finding the solution. In this case, the problem is not enough practice in using the language as a means of communicating with others.

### Memorization rather than understanding

Chinese education is mostly based on learning by heart rather than understanding through the mind. This can lead to problems in learning English when students learn set phrases and sentences but fail to use them correctly in conversation or in writing. The emphasis should not be so much on what to say but why. Some students will ask “what is the RIGHT way to say this” and “What is the RIGHT way to answer that” when students *stumble upon* two different turns of phrase for the same situation and get confused for want of a more creative approach to the language than that *instilled* by *overly-rote* learning.

### Accuracy but not fluency

All languages have grammatical rules that help the language learners to understand the basic building blocks supporting that language. Grammar is necessary but under the Chinese educational system too much emphasis is placed on grammar *at the expense of using* that language. The emphasis in communication is on fluency whereas in grammar and writing the emphasis is accuracy. Native English speakers will generally *overlook* grammatical mistakes because they are more interested in what the student is trying to communicate. Catching the meaning is more important than correcting the mistakes.

### Chinese English teachers not native English teachers

Almost all Chinese students learn English from Chinese teachers. However, the problem is that many Chinese teachers, especially those at primary and middle school, are poor at English, most *notably* at spoken English. Probably most of the Chinese teachers learnt their English from other Chinese teachers and they only use English for teaching and not for communicating and this results in a *vicious cycle*. Unqualified Chinese teachers will *pass on* their faults, especially pronunciation, to others. Children at primary and middle school will learn a poor standard of English which will be harder to correct in later years. Also, Chinese English teachers have a habit of using a lot of Chinese to explain English. This results in not



only poor English being used in the classroom but very little English too. By contrast, native foreign teachers in the classroom will use a high level of English and rarely use Chinese. They also teach English in order that students can communicate. Exams are of minor importance. To communicate is everything.

### Conclusion

English is a global language spoken and read all over the world. To learn English is to learn how to communicate with an outside world that is rapidly entering China in ever increasing ways. Grammar has a place in teaching, but it is *vital* to learn what makes up a language and how that language is expressed in communication. Communication in English learning is the key and to communicate we must first listen and speak, which is how we learnt our mother tongue. “Dumb English” must be replaced by “smart English” where brain and tongue are both actively used together. Chinese teachers of English have a responsibility to teach their students correct English. This teaching should *incorporate* the latest technology which utilizes all the students’ senses and interests rather than *stultify* its audience into a bored, passive and non-learning state. It is this present-day language that needs to be taught in the classroom so that students can go out of the classroom and communicate with native English speakers in a way that is easily and readily understood by both. Language is communication and communication is language. Let’s smarten up our “dumb English” so that we can communicate in this new world of globalized English.

### Questions for Discussion

1. How many years have you spent in learning English? How do you evaluate your oral English proficiency?
2. What is your comment on the status quo of English teaching in China? Is it successful or not? Why?
3. What are the problems in English teaching which hinder students from speaking fluent English?
4. Is it possible or realistic for us to learn to speak native-like English in China? Why or why not?
5. What are the advantages and disadvantages of Chinese English teachers and native English teachers?

### Text-related Words

contribute to 导致,造成

hurdle *n.* 障碍

stumble upon 偶然遇到,碰巧找到

instill *vt.* 灌输

overly-rote 过分的生搬硬套,死记硬背

at the expense of 以……为代价,在……受

损害的情况下

overlook *vt.* 忽视,忽略

notably *adv.* 显著地,显要地

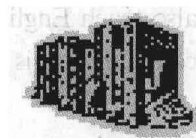
vicious *adj.* 罪恶的,不道德的

vicious circle 恶性循环

pass on 把……传给……

vital *adj.* 极其重要的, 必不可少的  
incorporate *vt.* 使并入, 包括

stultify *vt.* 使厌烦



## Part Two Unit – related Words and Expressions

accent 口音

dialect 方言

intonation 语调

tone 语调

stress 重音

liaison 连读, 连音

mother tongue 母语

native rhythm of the language 母语的节奏

mouth movements 口腔运动

clarity of your speech 讲话的清楚程度

a lack of self-confidence 缺乏自信

fluency 流利

accuracy 准确性

motivation 动机

initiative 主动权, 自主能力

do sth. on their own 自己做主做某事

grammar 语法

vocabulary 词汇

practice 练习

monologue 独白, 独角戏

dialogue 对话

tongue twister 绕口令

Chinglish (Chinese English)

stammer 结结巴巴地说话

whisper 小声说, 低语, 耳语

verbal 口头的, 非书面的

oral composition 口语作文

imitate 模仿

retell 复述

recite 背诵

dictate 听写

opusculum 小品

inadequate 不够的

self-confidence 自信心

bilingual 双语的

semantic 语义的

lexical 词汇的

syntax 句法

weird 怪异的

panic 恐慌, 惊慌

communicate with 与……交流

interpretation 口译

### Famous Sayings

1. Money spent on the brain is never spent in vain.
2. Constant dropping wears the stone.
3. Experience is the mother of wisdom.
4. Every man is his own worst enemy.
5. Saying and doing are two different things.
6. Actions speak louder than words.
7. From small beginnings come great things.
8. I don't have an English accent because this is what English sounds like when spoken properly.
9. Every English poet should master the rules of grammar before he attempts to bend or break them.



## Part Three Speaking Activities

### Task 1

Watch the video titled “Learning English”, and discuss how to effectively improve your English. Do you think there is a short-cut in English learning or what you have to do is just practicing and practicing?

### Task 2

#### Pair Work

- a) Make a discussion on “my way of learning oral English”. The discussing questions can be as follows:
- How do you learn your oral English outside the classroom?
  - How long do you speak English every day?
  - What do you think is the most effective way of learning oral English?
  - Do you think it is necessary/practical to learn to speak oral English well in China?
  - Why do we Chinese bother to learn English?
- b) Deliver a speech based on your discussion. The speech should include the main contents of your discussion.

### Task 3

#### Debate Time

#### Can We Learn to Speak Oral English Fluently in China?

The class is divided into two groups: one the affirmative side, the other the negative side. Each group chooses your own first Defender, who is supposed to start defending, and last Defender, who is supposed to conclude the defending. All the other students can participate as the defenders in between. The debate is divided into three parts:

#### Part 1 Presenting

Each side has 10 minutes to present your supporting points on why students can/cannot learn to speak English fluently in China. While one group is speaking, the other group should take some notes so as to base their counter-agreement on. The teacher hosting the debate will count and write on the blackboard the points each group has earned. Whenever one reasonable, logical supporting viewpoint is given, the defender will get one plus point for his group. Your participation is highly encouraged. The group which has more defenders will get more points accordingly.

**The difficulties students encounter in learning to speak English well:**

- Not enough vocabulary
- Poor grammar
- Teachers' poor English speaking ability
- Lack of language environment
- No use in reality
- Difficulty in imitating the native pronunciation and intonation

**The most effective way to improve oral English is to use the language:**

- Talk to yourself
- Record your own voice
- Participate in class
- Learn common idioms
- Understand the sounds that your mother language doesn't have
- Practice minimal pairs
- Study word and sentence stress
- Practice tongue twisters
- Make friends with the exchange students on our campus
- Watch for notices of English activities such as English corners or English speaking contests, and join in whenever you can.
- Watch the TVB-Pearl and ATV-World to improve your listening skills. Try watching the news in English instead of Chinese. If you watch a movie and it has subtitles, try taping a paper over them. Listening to others talk is a good preparation for talking yourself.
- Listen to radio. You could get up five minutes earlier and listen to the news in English.
- Make a foreign friend on internet, talk to him or her once in a while by means of internet.

**Part 2 Arguing**

Each side has another 5 minutes to fight against what the opposite side has illustrated according to the notes they have taken. This part also begins with the first defender and ends with the last defender. Other students may participate by starting with "I don't agree with... on ..., or what... has said is not true because..." etc.. Whenever one viewpoint is fought against reasonably and logically, the group which owns the views will get a minus point. At this stage, the number of defenders will also be counted, so as to earn plus points for the group.

**Part 3 Declaring the winner**

The teacher counts the points on each side, and declares the winner according to the numbers. The group which gets more points will win the debate. However, if the

negative group win the debate, the teacher may conclude by assuring that we can learn to speak English well in China.

#### Task 4

Make a short speech on the following issues:

1. How I improve my oral English?
2. Are communicative skills more important in English study?
3. Are foreign English teachers always better than Chinese English teachers?
4. Is second language learning the same as mother tongue acquisition?



### Part Four Sample Speech

#### How I Improve My Oral English?

Why have I been so crazy in improving my English, especially my speaking competence?

To answer the question, I have to tell you a story which happened this April. I sent my application materials to one company in Miami, Florida. In a week, the recruiting manager made a long-distance call to me. She asked some very professional questions. To speak frankly, I had never encountered any interviewer who ever asked so good questions. I understood every question she asked. But the problem was I was not able to answer them precisely. If I answered them in Chinese, there would be no problem at all. But when it came to English, I became kind of stupid. How miserable I was!

That kind of experience pushed me to improve my spoken English. I am pretty sure I will speak perfect English just like my Chinese although I am now in China where the English speaking environment is quite limited. My motto is always with me: nothing is difficult if you put your heart into it.

So I planned to read more English books, watch English movies, listen to English channels like BBC, VOA, talk with others in English especially native speakers. And I have practiced regularly. I have spent more than one hour learning oral English every day!

I think there are two good ways to practice oral English. One is to chat with partners who are on the same level as you. That would be wonderful if he is a native English speaker. Choose different units to speak on, which can broaden your knowledge and enrich your vocabulary. So please try to look for different partners for different units.

The other way is watching English movies. Try to get every sentence clearly and repeat it. Memorize some useful sentences. You can get expand your vocabulary, and what's more it will make you get used to the English environment.

Please remember practice makes perfect. I believe I will succeed.

## Leisure Time — Song Appreciation

### Dô-Re-Mi

*Sound Of Music* 《音乐之声》主题曲

Let's start at the very beginning  
A very good place to start  
When you read you begin with A-B-C  
When you sing you begin with do-re-mi  
Do-re-mi, do-re-mi  
The first three notes just happen to be  
Do-re-mi, do-re-mi  
Do-re-mi-fa-so-la-ti  
Let's see if I can make it easy

Doe, a deer, a female deer  
Ray, a drop of golden sun  
Me, a name I call myself  
Far, a long, long way to run  
Sew, a needle pulling thread  
La, a note to follow Sew  
Tea, a drink with jam and bread  
That will bring us back to Do (oh-oh-oh)

Do-re-mi-fa-so-la-ti-do  
So-do!

Now children, do-re-mi-fa-so and so on  
Are only the tools we use to build a song  
Once you have these notes in your heads  
You can sing a million different tunes by mixing them up  
Like this

So Do La Fa Mi Do Re  
Can you do that?  
So Do La Fa Mi Do Re  
So Do La Ti Do Re Do  
So Do La Ti Do Re Do

Now, put it all together  
So Do La Fa Mi Do Re, So Do La Ti Do Re Do

Good!

But it doesn't mean anything

So we put in words. One word for every note. Like this.

When you know the notes to sing

You can sing most anything

Together!

When you know the notes to sing

You can sing most anything

Doe, a deer, a female deer

Ray, a drop of golden sun

Me, a name I call myself

Far, a long, long way to run

Sew, a needle pulling thread

La, a note to follow Sew

Tea, a drink with jam and bread

That will bring us back to Do

Do Re Mi Fa So La Ti Do

Do Ti La So Fa Mi Re

Do Mi Mi

Mi So So

Re Fa Fa

La Ti Ti

When you know the notes to sing

You can sing most anything

Doe, a deer, a female deer

Ray, a drop of golden sun

Me, a name I call myself

Far, a long, long way to run

Sew, a needle pulling thread

La, a note to follow Sew

Tea, a drink with jam and bread

That will bring us back to

Do ... So Do  
Re ... La Fa  
Mi ... Mi Do  
Fa ... Re  
So ... So Do  
La ... La Fa  
Ti ... La So Fa Mi Re  
Ti Do-oh-oh Ti Do — So Do

## Topic 2 Public Speaking



### Part One Core Text for Reading

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#### How to Speak Well in the Public?

Do you get tongue-tied while speaking to strangers or office-colleagues? Or, the thought of giving a presentation/speech to a group of people sends a rattle snake up your spine? Your voice turns viscous, your knees go weak, and your spirit leaves you to stroll on another planet?

Don't worry; you are not in a minority.

The greatest of men and women have gone through this harrowing experience. The fear of speaking is rated as only second to the fear of snakes and before the fear of dying. OK, I must confess that I stole the previous line from another article.

But believe me, most of it is *stereotypical*. People who can speak in the presence of many people are considered to be smart, intelligent and outgoing; whereas those who prefer to be quiet are considered to be not very intelligent. Effortless ability to speak is construed as smartness. This is not so. Your intelligence has got nothing to do with your public speaking *verve*.

It's all in the attitude. Once you can make yourself believe it's no big deal, you can speak in front of 10 s, 100 s, 1 000 s of people. Just, don't give your mind to *scary* speculations. Be yourself, be clear of your words, and try to like people sitting in front of you.

Here are a few tips you can use to improve your speaking skills. They can also be *implemented* on day-to-day work-place interactions.

#### Why do you want to speak?

Once you know why you want to speak, your confidence gets a boost. Is it important for your business? Is it important for your job? Are you pursuing a noble cause that you want to promote through your speech? Do you want to join politics in the near future? Do you just want to put a point across?



Think hard why you want to speak and write it down on a piece of paper and then read it again and again. Is it worth taking the risk (the word “risk” is misplaced here, but I’m trying to drive in a point)? If you find yourself saying “yes”, then half the battle is won.

### **Make your intentions clear assertively**

You, on your own, become assertive once you know why you want to speak. Put emphasis on your words, but don’t over-do it. I remember attending a workshop where an e-learning expert was giving a presentation. She was so assertive that in a few minutes she became a *nuisance* and everybody was feeling awkward and funny.

### **Make eye contact**

Look in the eyes of your audience. Try to make as much eye contact as possible. It will put you at ease. It also shows whatever you are saying when you are saying it with a conviction.

### **Be flexible**

To keep yourself in a relaxed state, keep your body flexible. Don’t stiffen your shoulders, arms and legs. Take deep breaths. Imagine a *soothing beam* of white light *permeating* your limbs and feel its *serene* touch from within. Does it sound *superfluous*?

### **Use questions**

Asking questions makes your speaking session interactive. Get their input. You begin to converse with your audience and this makes you comfortable. You strike a friendly note and your audience no longer seems *intimidating*. Most *precarious* issues in the international politics have been resolved through two-way communication.

### **Posture well**

Use your posture and body language to your advantage. You should keep your limbs relaxed while talking. A relaxed posture is a good posture.

### **Listen**

If you listen well, then you speak well. All good speakers are good listeners too. If you listen, you know what other people are thinking of. By listening, you *gauge* the atmosphere in the room and adjust yourself accordingly.

Speaking is not an art. It is not a skill. It is just an expression. The moment you are true to yourself and the people around you, you can speak well.

### **Questions for Discussion**

1. How can you make a successful public speech?
2. Could you read a prepared written article while presenting a public speech? Why?