



Talk
& Speak

互动口语

主编 胡继岳 沈 姝 承 雨



第二军医大学出版社

Second Military Medical University Press

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内 容 简 介

本书围绕 20 个热点话题,通过新颖独特的教学设计、灵活多变的教学方法、生动活泼的教学素材以及丰富实用的教学活动,帮助学生在提高语言学习兴趣的同时锻炼英语口语交际和表达能力,帮助学生突破口语表达的瓶颈。

本教材适合非英语专业本科生、研究生和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。

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前 言

随着我国外语教学的不断改革和发展,国外先进外语教学理念的引入以及国内教学条件的进一步改善,中国的外语教学取得了喜人的成绩。然而,中国英语教学中还存在着不容忽视的问题:相当一部分学生尽管学了多年英语,依然无法用英语进行流畅的口头表达与交流,结果“有口难开、有言难发、有思难辨”。根据2007年7月教育部颁布的《大学英语课程教学要求》,大学英语的教学目标为“培养学生的英语综合应用能力,特别是听说能力,使他们在今后和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”。因此,作为研究生英语课程和课程体系改革与建设的一部分,我们在对国内外口语教材以及中国学生口语学习环境深入研究的基础上,编写了这本《互动口语》(Talk and Speak)教材,旨在培养和提高学生的英语口语交际和表达能力,帮助学生突破口语表达的瓶颈,帮助学生能够就各类热点话题用英语准确流畅地进行表达、分析以及谈论。

在编写过程中,我们力求突出以下特色:

1. 独特的教学思路——结合中国口语学习者的学习特点,让学习者在原汁原味的语言氛围中就感兴趣的话题展开讨论,锻炼口语能力。每个单元的活动设置均采用逐步递进的方式,遵从学习者口语学习规律,逐步提高口语表达能力。

2. 灵活的教学方法——培养学习者合作学习,鼓励相互分享看法和观点;每个单元在多媒体材料辅助下,通过提供广泛有趣的话题和活动,激发英语学习兴趣,提高口语能力。

3. 多样的教学主题——采用与时代和社会紧密结合、与年轻人生活和思想密切相关的课文主题。学生能够根据自身经历和切身体会,多方位、多视角对同一主题展开陈述、讨论,使学生有话可说,从而激发学生用英语进行口头交际的兴趣和欲望。

4. 生动的教学素材——利用图片、音频、视频再现真实环境语言;每个单元均配有图片、音频和视频材料,全方位输入语言学习材料。帮助学习者通过自身经历以及感受社会文化来寻找语言灵感、并进一步表达自身看法。

全书共 10 个单元,分为 20 个话题,内容包括口语学习、演讲、爱情、时尚、饮食文化、旅游、体育、幸福生活、成功人生、家庭教育、社会教育、求职、职场、媒体、现代科技、身体健康、心理健康、学术道德、社会道德等。每个单元涵盖不同的活动形式,其中包括:图片描述、情景对话、讨论、辩论、角色扮演、示范演讲等。每个话题均含有相关的导读文章以及话题相关词汇和短语。另外,每个话题还配有一个与话题相关的视频材料,供学生课后欣赏并讨论。

本教材配有多媒体学习光盘,收录了每个单元的音频、视频以及相应的文字材料,便于学习者参考。光盘设计合理、界面友好,便于学习者使用。

本书适用于各类高校中具有一定语言学习基础的学生使用,也可供各类英语爱好者提高口语之用。编者真诚地希望该书能够帮助您说出一口流利、地道的英语。另外,在编写过程中,美籍专家 Peter Huston 对本书的文字作了精心的润饰,在此一并表示诚挚的感谢!

由于编者的水平和经验有限,不足之处在所难免,恳切希望各位读者不吝赐教,以便进一步修订完善。

编 者
2012 年 7 月

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Unit One

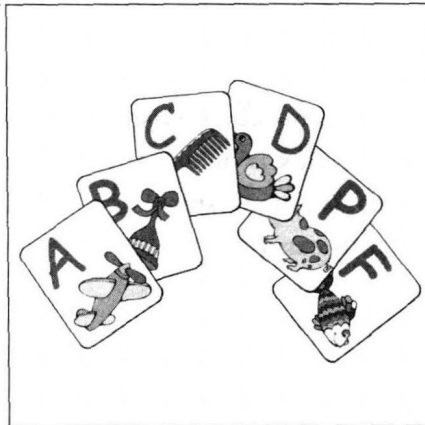
Open Your Mouth

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. Constant, consistent use of routine classroom expressions gradually get students accustomed to them. Asking and discussing all sorts of questions in English can make students feel that they are using English for a purpose. To start with, control the range of language you use: speak naturally, but fairly slowly and carefully. Broaden the range and increase the speed as students advance.

Topic 1 Oral English



Part One Ice-breaker

Tell the students to stand up. You tell the students to do things. When you say “Simon says . . .” they must do it. When you say “Do” something, but you don’t say “Simon says”, they must do nothing. For example:

Simon says clap your hands!

Simon says put your finger on your nose!

Put your finger on your chin!

Simon says put your hand on your knee!

Put your hands on your arms!

Those who do it when you don't say "Simon says" must sit down and are out of the game.

Part Two Core Texts for Reading

Text One

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 even 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. These goals focus more on understanding the language rather than its usage. One of the principle 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. Although some students may get high marks in exams they may find it difficult to talk with a native English speaker. 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. English should be studied as a practical language for everyday use, in the exchange of ideas, and information, not just for the purpose of passing exams. 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

Much of Chinese education is based on rote learning rather than developing a deeper understanding through the mind. This can lead to problems in learning English when students learn set phrases and sentences but do not use them correctly in conversation or in writing. Students need to understand the questions they are asked and then to think before they speak so that they give a correct answer. 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. They get confused in these situations for want of a more creative approach to the language than that **instilled** by **overly-rote** learning.

Too much emphasis on grammar

All languages have grammatical rules that help the language learner 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. Students know the right words but often cannot use them to make sentences. However, when talking, sentences are more important than grammar because communication is the key. 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.

Conclusion

English is a global language spoken and read widely all over the world. To learn English is to learn how to communicate with much of an outside world that is entering China in ever increasing ways. Yes, there is a need in schools to test English through exams but a greater emphasis should be placed on English as a communicative tool to be used rather than a subject to be studied. Grammar has a place in teaching and it is **vital** to learn what makes up a language and how that language is structured but words are placed in sentences and sentences are 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. Language is not neutral and comes to us with a cultural and literary background which can be used to make English come alive because English is a living language. Let’s smarten up our “dumb English” so that we can communicate in this brave new world of global English.

Questions for Discussion

1. How many years have you spent on 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 necessary to have oral English courses in middle school or colleges?
5. In order to enter middle school or university at both undergraduate and graduate level, Chinese students have to take English exams which concentrate on writing and reading. Do you think it’s reasonable to include English as one subject in all these entrance examinations?

Text-related Words

contribute to 导致,造成

hurdle 障碍

stumble upon 偶遇,碰巧找到

instill 灌输

overly-rote 生搬硬套

at the expense of 以……为代价

overlook 忽视,忽略

vital 极其重要的

Text Two

The Importance of Speaking Practice

There are 4 key skills when you learn a language: listening, speaking, reading and writing. Which one of these is the “**Odd-One-Out**”? Which one of these is different from the other three? The answer is speaking. The other three you can do alone, on your own, without anyone else. You can listen to the radio alone. You can read a book alone. You can write a letter alone. But you can’t really speak alone! Speaking to yourself can be “dangerous” because men in white coats may come and take you away!

That is why you should make every effort possible to find somebody to speak with. Where can you find people who can speak English with you? And how can you practice speaking when you are alone?

At school

If you go to a language school, you should use the opportunity to speak to your teachers and other students. When you go home, you can still practice listening, reading and writing, but you probably can’t practice speaking. If your teacher asks you a question, take the opportunity to answer. Try to say as much as possible. If your teacher asks you to speak in pairs or groups with other students, try to say as much as possible. Don’t worry about your mistakes. Just speak!

Conversation clubs

Many cities around the world have conversation clubs where people can exchange one language for another. **Look in** your local newspaper to find a conversation club near you. They are usually free although some may charge a small *entrance fee*.

Shopping

If you are living in an English-speaking country, you have a wonderful opportunity. Practice speaking to the local people such as shop assistants or taxi drivers. Even if you don’t want to buy anything, you can ask questions about products that interest you in a shop. “How much does this cost?” “Can I pay by cheque?” “Which do you recommend?” Often you can start a real conversation — and it costs you nothing!

Pubs and bars

Even if you don’t live in an English-speaking country, there are often American,

British, Irish and Australian pubs in many large cities. If you can find one of these pubs, you'll probably meet many people speaking English as a first or second language.

Language is all around you

Everywhere you go you find language: shop names, street names, advertisements, notices on buses and trains, etc. Even if you are not in an English-speaking country, there are often a lot of English words you can see when walking in the street, especially in big cities. And there are always numbers: car numbers, telephone numbers, house numbers, etc. How can this help you? When you walk down the street, practice reading the words and numbers that you see. Say them to yourself. It's not exactly a conversation, but it will help you to "think" in English. For example, if you walk along a line of parked cars, say the number on each car quickly as you pass it. Test yourself, to see how fast you can walk and still say each number. But don't speak too loud!

Songs and video

Listen to the words of an English-language song that you like. Then repeat them to yourself and try to sing with the music. Repeat the words as many times as possible until they become automatic. Soon you'll be singing the whole song. Or listen to one of your favorite actors on video and repeat one or two sentences that you like. Do it until it becomes automatic. It's good practice for your memory and for the mouth muscles that you need for English.

Above all, don't be afraid to speak. You must try to speak, even if you make mistakes. You cannot learn without mistakes. There is a saying: "The person who never made a mistake never made anything." So think of your mistakes as something positive and useful.

Speak as much as possible! Make as many mistakes as possible! When you know that you have made a mistake, you know that you have made progress.

Questions for Discussion

1. Which one of the four key language skills is most useful for you now?
2. Which method do you like best to practice oral English?
3. Can you name some other methods or occasions of practicing oral English that are not mentioned in the article?
4. Is it possible or realistic for us to learn to speak native-like English in China? Why or why not?
5. What's your understanding of the saying "The person who never made a mistake never made anything"?

Text-related Word

Odd-One-Out 与众不同的

entrance fee 入场费

look in 查找

Part Three Topic-related Words

accent 口音

accuracy 准确性

bilingual 双语的

Chinglish(Chinese English)中式英语

clarity 清晰度

cross-talk 相声

dialect 方言

dialogue 对话

fluency 流畅性

grammar 语法

imitate 模仿

inadequate 不够的

initiative 主动权,自主能力

interpret 口译

intonation 语调

lexical 词汇的

liaison 连读

monologue 独白

mother tongue 母语

motivation 动机

opusculum 小品

panic 惊恐

recite 背诵

retell 复述

semantic 语义的

stammer 结巴地说话

stress 重音

syntax 句法的

tone 语调

verbal 口头的

vocabulary 词汇

weird 怪异的

whisper 小声说,耳语

a lack of confidence 缺乏自信

mouth movements 口腔运动

oral composition 口头作文

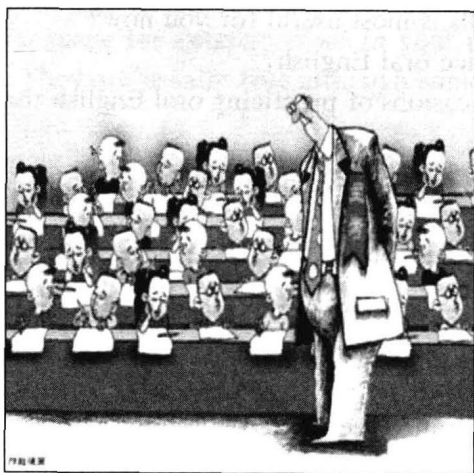
tongue twister 绕口令

Part Four Speaking Activities

Task 1

Individual Work – Picture Description

Directions: Look at the following pictures. Select one of them and make a detailed description of it.





Task 2

Pair Work - Q & A

Directions: Talk to your desk partner about the following questions. Take turns to invite responses. Then volunteer pairs will be selected to present a conversation in front of the whole class.

1. When did you begin to learn English? Can you share your English learning experience with us?
2. Many kids start learning English in kindergarten. Do you think it necessary for Chinese students to learn English at such an early stage?
3. Is it justified for colleges in China to associate the diploma with the CET 4 certificate?
4. Can you express yourself in English fluently even if you are good at English examinations?

Task 3

Group Discussion - My Way of Learning English

Directions: Watch the video and have a discussion within each group on the following topic. One group representative shall summarize the group discussion's result and present a short report to the whole class.

Make a discussion on "my way of learning English". The discussing questions can be as follows:

1. How do you improve your oral English outside the classroom?
2. How much do you speak English each day?
3. What do you think is the most effective way of learning oral English?
4. Do you think it is necessary/practical to learn to speak oral English well in China?
5. Why do we Chinese bother to learn English?

Task 4

Role Play – Seminar

Directions : Some students are talking about “ the reasons why I cannot speak English well” in class . The students elaborate on the problems one by one . One student , who is selected to act as the teacher , should make a list on the blackboard . After that , the “ teacher” and the class may discuss the possible ways to solve those problems .

Lack of speaking environment

1. Make an English speaking friend and talk to him/her by means of the internet.
2. Talk to yourself/recite some passages.
3. Talk to some English speaking friends on trips or in some special social occasions.

Problems in pronunciation and intonation

1. Listen to one tape whose speaker’s pronunciation and intonation you want to imitate.
2. Listen to it for many times, and then try to imitate it and make a recording.
3. Compare the two tapes, get to know your shortcoming, and imitate the original again.
4. Make another copy of your imitation. Continue the work until there is no such big difference.

Task 5

Group Work – Debate

Can we learn to speak oral English fluently in China?

Arguments for PRO Side

1. Make friends with the English speaking exchange students on our campus.
2. Watch for notices of English activities such as English corners or English speaking contests, and join in whenever you can.
3. 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.
4. Listen to the radio. You could get up five minutes earlier and listen to the news in English.
5. Make an English speaking friend on internet, then talk to him or her once in a while by means of internet.

Arguments for CON Side

1. They don’t have enough vocabulary to express themselves.
2. They don’t master the grammar well.
3. They lack the language environment.

4. There is no use in reality for some English words or sentence patterns they have learned in class.
5. They have difficulty in imitating the native pronunciation and intonation.

Part Five Sample Speech

Cellular Phones: New Learning Options on the Go

Cellular phones, Voice Over IP phones, Internet phones. Wow, so many choices that now provide you with opportunities to learn languages while you're on the go — Mobile Learning.

In the past, students were either limited to learning languages in a classroom environment or from their computers, however, with the development of different phone services, students can surf the Internet, download music or audio files, or even language-learning modules, or content, that they can view or hear from their cell phones. This is all part of distance education. If by chance all of these services haven't reached you yet, you can do simple things with a conversational partner or teacher to make the most of your situation and the cell phone you have.

Here are two ideas:

Plan a regular conversation with a friend in English, two or three times a week. Think of a topic of conversation beforehand (e.g. free time activities, shopping, family, entertainment, etc.) and speak with this person for 10 to 15 minutes. If you plan the basic topic in advance, you and your partner will have time to consider the language structures, vocabulary and expression you can use.

Next, send a picture to a friend and have him or her describe in your next conversation. For instance, if you have been talking on eating out, send a picture of your favorite restaurant and be prepared to describe it in your next conversation.

The cellular learning craze has only just begun, and more and more innovative learning ideas are certainly just around the corner.

Part Six Bilingual Sayings

1. 巧舌如簧利如刃。
A good tongue is a good weapon.
2. 说和做是两回事。
Saying and doing are two different things.
3. 事实胜于雄辩。
Actions speak louder than words.
4. 狗嘴吐不出象牙。
An enemy's mouth seldom speaks well.
5. 说多错多。
Talk much, and err much.

Part Seven Home Task – Video Watching

A New Mania for Learning English in China

Topic 2 Public Speaking



Part One Ice-breaker

“YOU WILL NEVER GUESS . . . !” is an expression used in English when you want to tell someone something surprising. For instance, when you scored over 90% in an exam: “you will never guess what mark I got for English in the exam”! The students can work in small groups. The teacher writes hints on slips of paper and give a hint to each group. The students have to make up the surprising information, saying, “You will never guess What/Where/How . . . !” For example, if the hint is *my parents did*, student A from the group says, “You will never guess what my parents did at the weekend!” Student B asks, “What was that? ” Then all the group members take part in the discussion to make up a reasonable story.

Part Two Core Texts for Reading

Text One

The Best Way to Succeed Is Not to Consider Yourself a Public Speaker!

While it may seem **paradoxical**, the best way to succeed as a public speaker is not to consider yourself a public speaker at all. Many of us have exaggerated views of what successful public speakers do. We often assume that to be successful ourselves, we must strive very hard to **bring forth** certain idealistic qualities we presently lack.

Consequently, we struggle desperately to **emulate** those personal characteristics of other speakers which we wrongly believe are responsible for their public speaking success. In other words, we try to become someone other than ourselves! We try to be a public speaker, whatever that image means to us. The truth about public speaking is that most successful speakers got that way by doing just the opposite! They didn't try to be