

*A
Practical Course
of
Spoken English*

陈贤旭 编著

实用英语

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语

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前 言

编者从事高职英语人才语言素质的研究已有十余年,且一直任教英语口语和商务英语口语等课程,充分了解高职院校学生英语学习中存在的各种障碍,并对此进行了比较全面的研究。从实践中悟出,高职英语教学应以培养学生实际运用语言能力为目标,尤其培养学生实际使用英语进行交际的能力。针对这一定位,本教材的编写始终贯穿着交际和实用两大主旋律,重点突出语言的交际功能,并充分考虑高职院校学生的认知能力,尽量使教材符合学生的认知规律。在内容的编排上注重语言的地道纯正,题材丰富广泛,与日常工作及生活息息相关,同时兼顾语言学习的思想性。在语言项目组织上,注重以学生为中心,以任务为核心,努力做到与高职院校学生的认知能力和认知过程和谐统一。

本书由3个部分44个单元组成,每个单元均有一个主题。每一单元的内容又包括7~8个部分的语言技能板块。比较富有特色的是,每一单元都由热身练习开始,以鼓励学生开口说英语去导入课堂,这一步骤的设计主要帮助学生温故而知新,要求任课教师至少组织5分钟的口语练习。第二部分是示范性对话,这是分组双边活动,学生应通过变换角色等形式练习多次,达到一定的熟练程度。在对话部分,教师应加强学生的语音指导,及时纠正语音错误。第三部分是一段操练型对话,作为学生的进一步练习材料,后附有问题供学生理解和回答。对话之后是常用词汇和表达法,要求学生牢记并运用。接着安排有绕口令供学生操练,教师没有必要过多讲究学生对绕口令的中文意思理解。之后安排了系列练习,第一部分是复述练习,组织了一些笑话和故事,表达简单易懂,要求学生学习之后能复述或背诵。第二部分是情景练习,要求学生依据提供的情景花5~10分钟创作对话,先写下对话再分组向全班演示。教师有必要帮学生修改和完善对话。第三部分是口译练习,精选了200个

句子作为学生练习材料,每个句子均包括一种句型结构,要求学生理解句型并仿效造句。第四部分是补充对话,鼓励学生根据上下文补全句子。本书部分单元还设计了名人名言板块,供学生理解、欣赏并作为日记的材料。本书附录(一)为教师提供了许多课堂讨论的主题,教师可依据学生需要选择使用。

真诚感谢爱尔兰朋友彼特·卫哈根,菲律宾朋友朱利·阿列勤和玻尼·弗罗里斯,美国朋友杰逊·克罗克,加拿大朋友科宁·比色莎,这些朋友无私地为我奉献了许多宝贵时间,帮我修改完善这本书稿,使之成为对学生更有益的语言材料。

书稿即将付梓之际,作者呈送中南大学外国语学院院长、博士生导师屠国元教授审阅,承蒙他提携鼓励,欣然作序,不胜感激。长沙职业技术学院李运礼书记、杨力工院长对本人的编写工作一直给予大力支持,在此深表谢意!

陈贤旭

2006年3月于浏阳

Introduction

Having done research for in excess of 10 years into the language qualifications' needs of English Majors at higher vocational level, and having taught Spoken English and Business English Interpretation at this level myself during all this time, I have come to realize that the teaching of English at higher vocational level should primarily aim at training the students' practical language skills, especially as regards verbal communication. This book, therefore, proposes to serve this purpose by organising itself around the core skills of verbal communication and everyday language use, and by focusing on the communicative functions of language. During the editing process, special attention was given to including colloquial and standard expressions, so as to give a broad reflection of how English is used in people's daily life and work, as well as in their moral education.

A Practical Course of Spoken English is intended for college students at different levels. It is made up of three parts containing 44 study units with one main topic heading in each. The content of each unit comprises a series of skill development features organized into seven or eight parts. Typically, a unit begins with Warm-up Exercises, which encourage learners to open their mouths and produce their English even at the beginning of class. This part is designed to brush up on what has been learned previously and requires the teacher to organize at least five minutes' practice before moving onto the second part, Model Dialogue. Dialogue is a pair-work activity and students

can role-play and change roles, practicing it several times until they are well versed in it. Meanwhile, the teacher should pay attention to the students' pronunciation and correct errors. Further Practice includes a second dialogue, followed by some questions for the students to produce answers to. Following the dialogues is a list of Useful Expressions, which requires students to memorize. These are followed by Tongue Twisters, intended to polish the students' pronunciation. The teacher is not expected to offer much in the way of explaining their meaning. What comes next is a series of exercises. Retelling centers on some jokes or stories, simply expressed and easy to understand, and students are required to be able to retell or recite after learning. Situational Practice requires the students to talk for five to 10 minutes to create their own dialogues and write them down in their notebooks before presenting the results to the class. The teacher may find it necessary to help by correcting and improving the dialogues. The Oral Translation part is made up of 200 typical sentences, each of which contains a certain structure. The students must understand the structures and create more sentences in the same vein. Guided Dialogue helps motivate students to create their sentences to match the context of the dialogue. Famous Saying is designed for the students' appreciation and will provide them with resources for keeping their diaries. Appendix One will provide the teacher with some good topics for discussion in class, and the teacher can make selections to match the need of the students.

My sincerest thanks to Piet Verhagen from Ireland, Jonie Alejon and Bonnie Flores from the Philippines, Jason W. Clark from the States, and Colin Bissessar from Canada, who

unselfishly offered ample amount of their time to assist me in revising this book into a more meaningful tool for the students and to give them a more meaningful Spoken English learning experience.

The author: Mark Chen

外语教学与创新教育(序)

创新素质教育是中国高等教育发展的方向,其中创新外语教育是一个重要内容。毋庸置疑,复合型外语人才,比起传统的外语人才,在当今社会具有更大的适应性和竞争性。世纪之交,人类社会正进入知识经济时代,对外语教育自然也提出了更高的要求。仅仅停留在复合型人才的培养上,已远远不能满足社会的需求,创新型外语人才培养的任务客观地摆在我们面前。在知识经济时代,对外语人才的需求,不仅取决于人才的数量和结构,更取决于人才的质量,即人才的创新素质,包括创新精神、创新能力和创业能力等。

创新素质培养是一个系统工程,涉及许多环节,其中包括心理素质和创新人格等,教育应以人为本,促进作为具体的、活生生的、个体的全面发展,这是教育最重要、最核心的职能。有人认为,中国外语教学几十年来是“一壶永远烧不开的水”。李岚清同志也指出,中国的外语教学投入多,教学效果却非常不理想。原因是多方面的。比如,在认识上,不少人对外语教学及外语学习者的创新持怀疑甚至否定态度,认为外语只是一种工具,无所谓什么创新。而事实上,创新外语教育虽然无可以准确量化的社会效益和经济效益,却能锻炼学习者的心智,提高他们在当今和未来社会中的适应性和竞争性,即创新和创业能力,因此是非常有价值的。另外,传统的外语教学重点往往在于如何教的层面上,人们关心更多的是教材的编写、教学方法的设计等,而忽视了对学习的最终结果起决定作用的学习者本身,包括了他们的自主性、能动性、超越性和创新性。例如,现在的外语教材,不写绪论或引言者不在少数。即使是写了的,不少也只是介绍该教材的组织安排、内容结构以及课程目的和任务等,给一个对所涉语言事先无所知或知之甚少的学习者的感觉是:语言是静态的,是某个人造出来的,而不是某种动态的文化的产物,在不知不觉中给他们造成一个先验论的影响,从而束缚或

误导他们的思维方式,扼制他们的学习兴趣等。毋庸置疑,外语教学,无论是为何种教学目的,无论采用何种教学方法,最终结果都会体现在外语学习者主体身上。传统外语教学中,人们往往忽视了学习者的情感因素,包括学习动机、学习态度和个性特征等。比如,为提高四、八级通过率而进行的应试教育,忽视了广大学习者对素质教育的需要,长此以往,扼制了他们的学习热情,大学阶段的学习成了“高考”的继续,学习成了一种负担、痛苦甚至折磨。同时也扼杀了他们的创新欲望和创新能力,使一批又一批灵性的天才学子成了庸才,客观上造成了大量的人才浪费。

青年时期是人生最美好的时期,它充满了青春的活力和生机,具有蓬勃向上、积极好学、敢于创新的特点。高等教育担负着对青年大学生成长和成才的培养任务,如何培养适应新时期社会发展需要的创新型人才,是其一切改革和发展的终极目标。要想解决这个问题,就要了解掌握青年学生的心理状况,注意他们的心理素质,塑造他们的创新人格。Aristotle 在《Rhetoric》一书中论及青年人性格时分析说,青年人感情剧烈,容易不分是非地追求自我满足;他们看重荣誉,更珍视胜利,渴望优胜于别人。自然给了他们青春的活力。他们天真、乐观,对人爱得深、恨得狠,对待任何事情都是这样;他们喜欢玩乐,也富于机智……培养外语学习者的良好心理素质和创新人格,首先要解决他们学习外语的动机和态度,了解他们的性格,培养他们真正的学习兴趣等。外语学习者的动机各不相同,但不可否认,他们对某外族文化抱有好感、向往其生活方式、渴望了解其历史文化及社会知识,显然都是一些十分有利于学习所涉语言的因素。相反,对某外族文化抱有敌意或厌恶的态度,就很难让学习者有认真学好该文化语言的动机。如果对某一种语言抱有好感,对该语言的结构和表达方式感到新奇,那么对这样的学习者来说学习将是一个不断发现新鲜事物的过程,是一种探索和享受。从20世纪80年代起,日本决心进行一场面向21世纪的教育改革,出台了《关于教育的最终报告》,提出了日本未来教育的

基本构想和方向,其中一个主要内容便是强调重视学习者的个性,努力培养身心和谐发展并富有创造力的一代新人。这里所谓“身心和谐发展并富有创造力”,我们认为,就是指注重心理素质。

教学过程,就其本质而言,是一个以传授知识为中介、促进学生全面发展的过程,而绝非仅是一个以传授知识、技能为目的的过程。因此,应提倡民主式和启发式教学,把教师的启发、引导、讲解、示范与学生的理解、思考、讨论、接受等有机地结合起来。这样,学生也能保持浓厚的学习兴趣,充分发挥其积极性、主动性和创造性,在心理上有一种挑战感和成就感,从而能有效地保护自己的个性,学习成了一种愉悦,学习动机和态度问题也就迎刃而解。同时,对教师在知识结构、知识更新和教学手段等方面自然也提出了更高的要求,而不仅仅停留在照本宣科上,从而实现师生互动的良性循环。

据统计,目前中国内地学英语的人数达3亿,这里包括社会各类培训学员、高职高专英语教学的不断深入,如何突破“哑巴英语”,解决学生开口难、交流难的现状,提高英语表达能力,已成为高职高专英语教学中亟待研究和探讨的一个课题。要大幅度地提高口语课的教学效果和教学质量,实用的教材起着不可忽视的作用。

陈贤旭先生曾创办湖南唯一一所外语类民办高职院校,并担任院长达12年,现在又作为特殊人才调入长沙职业技术学院工作,对高职学生英语语言素质颇有一番研究。他一直没有脱离教学第一线,长期任教英语口语、商务英语口译等课程。面对高职院校学生英语基础整体偏差这一客观现实,他逐步摸索并编写了这本适合高职学生基础及就业需要、以实用和交际为核心的教材。历经4年的讲义反复修改及多位外籍教师的课堂教学实践,他终于使得该书基本达到高职高专英语的教学目标。

《实用英语口语》有其显著特色。主题实用性强。所涉及话题都是与人们的思想、工作、生活紧密相关,语言材料具有很强的交

际性。思想含量高。名人名言、专题讨论等板块都具有很强的思想性。语言功能强。示范对话、复述练习、看图说话、绕口令等都注重学生的语言训练和积累。

本书兼顾英语教学和自学的需要,既可作为高职高专的教材,也可用做公共英语学生和一般英语教学和自学的需要;既可作为高职高专的教材,也可用做公共英语学生和一般英语爱好者提高英语口语能力的参考读物。特作此序向广大读者推荐。

屠 国 元

2006年4月于中南大学

Pronunciation

The importance of a good pronunciation

Man is a speaking animal and a social animal par excellence. Spoken language or speech, which are unique to humans, is the instrument of society, the most important and most convenient means of communicating thoughts or coordinating activities. But the medium of language is sound. In order to understand other people's speech and to make oneself readily and correctly understood, one must be able to pronounce the speech sounds and sentences in that language intelligibly. When we learn to speak and understand the English language we must learn, first of all, how to produce the sounds of that language and how to decode those sounds and sound combinations accurately. A good pronunciation of the English language will thus help you to understand messages and to convey your thoughts quickly, correctly and effectively.

Phonetic Symbols

Pronounce the symbols and understand the spelling rules. Then produce the sound of the words given.

Part One Vowels

1 [i:]

e—be, these, evening, complete

ee—see, tree, been, need, cheese, wheel

ea—sea, leaf, reason, east, meat, read

ie—piece, field, belief, yield

ei, ey—seize, receive, key

i—machine, police, magazine, routine

2 [i]

i—it, sit, fifth, with, rich

y—city, pity, rhythm, symbol

e—pretty, except, English

a—village, private

3 [e]

e—egg, send, set, went

ea—head, breath, dead

a—any, many, says, friend

4 [æ]

a—mat, sat, hand, lamp, rash

5 [ʌ]

u—up, sun, dull, mum

o—son, come, among, month

ou—country, enough, young, southern

oo—blood, flood

6 [ɑ:]

ar—are, car, march, charm

al—calm, palm, half

a—after, staff, task, pass

ear—heart, hearth

er—clerk, sergeant

au—aunt, laugh, draught

7 [ɔ]

o—on, dock, dog, gone

a—was, what, watch, quality

ou, ow—cough, trough, knowledge

au—because, sausage, Australia

8 [ɔ:]

or—horse, cord, born, sword

aw—saw, jaw, law, yawn

ou, au—ought, bought, daughter, fault

a—all, talk, salt, war

ore, oor, oar, our—before, more, door, oar, court, four

9 [u]

u—put, full, sugar, bull

o—wolf, woman, bosom

oo—good, cook, foot, brook

ou—could, should, would

10 [u:]

oo—too, food, moon, spoon

o—do, who, move, lose

ou—you, group, soup, wound (*n.*)

u—June, rude, Susan

ew, ue, ui, oe—chew, blue, juice, shoe

11 [ə:]

er, ear,—serve, earth, heard

ir, yr—bird, first, girl

ur—turn, church, nurse, suburb

or—word, world, worse, work

our—journey, courtesy

12 [ə]

i—possible, horrible

e—gentlemen, pavement

a—woman, about, breakfast

o—oblige, method, Europe

u—suppose, column

ar—particular, forward
 er—father, better, manner
 or—doctor, effort
 oar—cupboard
 ou—famous, spacious
 our—colour, neighbour
 ure—figure, nature, literature
 re—centre, metre, litre

13 [ei]

a—face, lady, male, waste
 ai, ay—rain, aim, waist, pay
 ei, ey—eight, veil, weigh, survey
 ea—great, break, steak

14 [ai]

i, y—time, bite, climb, dry
 igh, eigh—high, light, might, height
 ie, ye—die, lie, pie, dye
 ei, ai—either, aisle

15 [ɔi]

oi—oil, voice, boil, point
 oy—boy, employ

16 [əu]

o—so, old, both, folk
 oa—road, soap, oak, toast
 oe—toe
 ou, ow—soul, though, shoulder, blow

17 [au]

ou, ow—sound, cow, town, allow

18 [iə]

ear, eer—ear, dear, tear, deer

eir, ier—weird, fierce

ea, eu—idea, museum

19 [ɛə]

are—care, rare, share

air—fair, pair, chairman

ear—bear, pear, wear

20 [uə]

oor—poor, moor

ure—pure, cure, sure, endure

ur—during, curious, security

our—tour, gourd

Part Two Consonants

1 [p]

p—peace, lips, please, happy

2 [b]

b—beat, lab, best, cab

3 [t]

t—tea, light, tip, tape

4 [d]

d—lead, dine, decide, sad

5 [k]

k, ck—king, kind, back, tackle

c—cart, come, classic, academe

cc—accord, account, accuse

ch—character, stomach, chemist

qu—conquer, liquor

6 [g]

g—leg, agree, ago, give