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Say It Right

新编英语口语教程

Book Two



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上海外语教育出版社

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Say It Right

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前 言

改革开放以来,我们国家综合国力日益增强,对外交流不断扩大,在国际事务中起着举足轻重的作用。在中国大踏步走向世界、世界也大踏步走近中国之际,肩负时代重任的青年一代学会用英语进行有效口头交际,越发显得重要。为了适应时代与社会对人才培养的要求,我们以《高等学校英语专业基础阶段教学大纲》(以下称《大纲》)为指导思想,编写了《新编英语口语教程》。

《新编英语口语教程》全套四册,对学生进行循序渐进、全面系统的口语训练。四册书是一个整体,每册各有其重点,又相互衔接。第一册根据《大纲》规定的功能意念,侧重交际功能训练。第二册紧扣《大纲》关于“语言基本得体”的要求编排情景对话,注意培养学生对文化差异的敏感性。第三册参照《大纲》“作3—4分钟连贯性即席讲话”的规定,主要进行英语演讲训练。第四册的重点是英语辩论。学生使用这套教材,经过四个学期较为系统的训练,可以有效提高英语口语表达和交往能力。

中国学生上英语口语课有时会感到无话可说,一个原因是使用的口语教材偏重“固化”的机械性操练,让学生只是跟读背诵,为语言交流而操练语言。其实,语言交流的内容是思想和感情,语言交流的目的在于思想和感情的交流。《大纲》明确指出口语课的教学要求是要学生“能正确表达思想”。《新编英语口语教程》在练习设计上注意培养学生主动表达能力和独立思考问题能力。第一、二册中设置了看图说话、编故事、写对话等练习形式,旨在培养学生创造性灵活运用语言的能力。第三、四册中的演讲、辩论、专题讨论等训练项目为学生提供机会就某一话题连贯地阐述自己的观点

看法,并展开争论。我们希望,这样教学能使学生不仅练了英语口语,也锻炼了思辨能力。

英语一定要通过实践和运用才能真正掌握,英语口语尤其如此。作为一门单项技能训练课,口语课的任务是让学生在课堂上开口自己讲英语,而不是听教师讲英语。教师主要起组织活动、辅导训练的作用。《新编英语口语教程》的编写思路是通过交际性活动来进行口语训练,这些活动包括对子练习、小组讨论、大组汇报、复述、表演、游戏等。学生通过参与各种富有创造性的语言实践活动,扮演角色,交流信息,解决问题,成为口语课的主人。教师以开展活动的方式组织课堂教学,不仅能提高学生交际运用语言的能力,而且活跃了课堂气氛,使口语课不至于呆板单调。本套教材内容比较丰富,每一单元活动较多,教师可以根据学生实际需要,选择使用。

《新编英语口语教程》第二册是在第一册“能开口说”的基础上更进一步,要求学生“说得好些”,在文化与语言两个方面做到得体。用英语进行讨论是这一阶段训练的一个重点。我们为每一单元的中心话题提供了“背景知识”(Background Information),解释中西社会文化的差异,以增强学生跨文化交际的意识。复述故事等练习可以有效提高学生英语语言表达的准确性。

《新编英语口语教程》在南京大学英语系、国际商务系试用时,学生和教师积极配合,并提出不少宝贵的改进意见。在编写过程中,我们得到上海外语教育出版社庄智象老师、汪义群老师的指导和帮助,在此一并表示衷心的感谢。

王守仁

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Unit 1

Focus :
Meeting New Friends



WARM-UP

- 1. What did you do during the winter vacation ?*
- 2. Did you meet your old schoolmates ? What did you talk about ?*
- 3. How did your family celebrate the Spring Festival ?*
- 4. What's your plan for the new semester ?*

5. *What do you expect from this oral English course?*

The whole class is divided into four groups and the students in each group speak the following poem slowly, and say each word slowly enough to be understood by the listener.

Faith

- All: (SLOWLY) F-A-I-T-H ...
- Group 1: ... keeps / us // young.
- Group 2: It blooms ...
- Group 3: ... in every flower.
- Group 2: It bursts ...
- Group 4: ... from every bird throat.
- Group 2: It blesses ...
- Group 1: ... with every spring shower
- All: We (SLOWLY) h-o-p-e ...
- Group 3: ... that in all of us / too
- Group 2: Faith is born ...
- Group 4: (SOFTLY AND SLOWLY) ... a-g-a-i-n
- All: This very hour.
-

What's Your Name

Work with your partner. Ask your partner the questions in the left boxes and write down your partner's answers in the right ones.

<i>What's your given name ?</i>	
<i>Does your given name have a meaning in Chinese ? What is it ?</i>	
<i>Is your name common in China ?</i>	
<i>Why did your parents choose this name for you ?</i>	
<i>Are you happy with your name ? Why ?</i>	
<i>Did you like your name when you were a child ?</i>	
<i>Do you have a nickname ? What is it ?</i>	
<i>What is your favorite name ? Why ?</i>	

CONVERSATION

Background information

In the west, when two people first meet and are getting acquainted with each other, it is common to talk about one's work, aspects of one's social identity, including education, employment experience, technical and general knowledge, personal interests, family, routine activities, likes and dislikes, and leisure time activities.

When two people become somewhat familiar with each other, it is common to talk about age, marital or parental status, health problems, career aspirations, political, philosophical or religious ideas, and critical evaluations of mutual acquaintances.

When two people know each other quite well, it is common to talk about political, philosophical, or religious beliefs, salary and one's financial state, the state of one's marital or romantic relationships, critical evaluation of each other's life, behavior and thinking.

Personal topics should not be discussed too early in a relationship. In the west, it is acceptable to ask how old small children are, but it is not normal to ask how old adults are. Other topics such as the cost of purchases, the cost of one's possessions, or a person's ability to drink alcohol are not discussed soon after meeting for the first time.

Study the following dialogue, and then answer the questions below.

(At Mr. John Smith's house)

George: Let me introduce you to Mr. Smith, an artist. This is Zhang, an overseas student from China. I believe you both can get along well together.

Zhang: How do you do?

Mr. Smith: How do you do?

George: Don't stand on ceremony, Zhang. What I mean is: don't just stand there. Mr. Smith is an old friend of mine.

Mr. Smith: Yes, do sit down, please.

Zhang: Mr. Smith, you have a lovely place.

Mr. Smith: Thank you.

Zhang: The oil painting above the piano is your work, I guess?

Mr. Smith: Oh, no. I wish it were. I'm just a beginner in painting. As a matter of fact, I bought that painting some years ago from an artist.

Zhang: I see. It is such a nice work.

George: It must have cost you a lot, I fancy.

Mr. Smith: Only five hundred dollars.

George: Only?

Mr. Smith: Someone offered me one thousand recently, but I didn't want to sell it.

George: If I were you, I would sell it.

Mr. Smith: Why?

George: Business is business. You'd make money out of it, wouldn't you?

Zhang: Yes, but Mr. Smith is fond of art, while you are business-minded.

George: You see, John. Zhang has stood up for you already. I said you would get along. So I was right there. (*To Zhang*) I remember when he mentioned the name Picasso to me for the first time, I said, "Never heard of it!" You see, I'm in the car business. I once thought this famous artist Picasso was a new brand of some car!

Questions :

1. What does the expression "stand on ceremony" mean?
2. How much do you know about Picasso?
3. What is your general impression of George?

4. How would you describe the relationship between George and Mr. Smith?
 5. Is it polite for George to inquire about the cost of the painting?
-

Analyze the following situation .

At your college you have made friends with a foreign teacher from the U. S. who sometimes invites you to come over to his apartment to have a pleasant chat and to watch films on his VCD player. One day you got an interesting VCD that you wanted to watch. Though you had easy access to a TV set in your dorm, you had no VCD player, so you asked your foreign friend if you could borrow his VCD player for one evening. He said, "I'd really like to help, but I don't lend out my VCD player."

Questions :

1. How would you feel about this refusal?
2. Why did the foreign teacher refuse?
3. How should you make a proper response?
4. What would or would not be a reasonable request to borrow in China and in Western countries?
5. In your opinion, does friendship entail an obligation to satisfy a friend's request?
6. Suppose the owner of the VCD player was a Chinese teacher, how would he respond to the student's request? If his response was different from that of the foreign teacher, what possibly would it reveal?

PAIR WORK

At the Airport

You are going to meet a business visitor at the airport.

Student A: turn to page 244

Student B: turn to page 250

Here are some useful expressions:

Excuse me, but are you . . . from . . . ?

How was . . . ?

I've been . . .

Is there anything I can do for you ?

Let me help you with . . .

Is this your first time . . . ?

Why, yes. I'm You must be . . . from . . .

It's really kind of you.

Here comes a taxi.

The following common phrases are associated with particular situations. Identify each phrase by describing briefly who would say it and in what circumstances.

E. g. "Please fasten your safety-belts."

Air-stewardess to passengers before take-off or landing.

1. "I swear to tell the truth, the whole truth and nothing but the truth."

2. "This won't hurt."
3. "God bless her and all who sail in her."
4. "Amen."

Choose one of the above phrases and make up a dialogue with your partner .

Study each of the following proverbs , and decide if you agree with the point of the proverb .

Rome was not built in a day.

Penny wise and pound foolish.

Variety is the spice of life.

Honesty is the best policy.

Choose one of the above proverbs to make up a story .

GROUP TASK

A year and a half ago my then three-year-old daughter told me she wanted to learn French, but I thought that she could better spend her time with an introduction to dance. However, the French phrases that are used in the ballet lesson only reinforced her keen interest in this romantic language. And I decided finally it was time to investigate how one begins to introduce a child to a foreign

language.

Christine Rothbaum, founder of The French Language School for Children, indicates that children like my daughter may want to learn languages because of “the magic of the sounds”. These children may be enchanted by the new and different sounds of a foreign tongue.

Lessons for young children (ages 3 - 6) should come in the form of play. Madame Rothbaum joins her students on the floor of her school with songs and plays with her little bags of toys — color toys, clothing toys, transportation toys, weather toys, characters and others. “It’s spontaneous,” she says of the conversations she has with the children. They talk about their activities and what they have learned. They sing songs in a microphone and are especially adept at identifying things. “Children learn through games and don’t even know they’re learning.” By seven or eight years of age students are introduced to writing, vocabulary and grammar. “It is given that a child who is exposed to a foreign language is going to pick it up.”

No matter what the program is, foreign language and young children are a good match. Studies have linked foreign language programs to higher standardized test scores, elevated self-esteem, mental flexibility and creativity. And the children think it’s a whole lot of fun. But beyond the discovery of magical new words comes an even more profound awareness. For by teaching our children language, we can hope to teach them about other people’s differences — and similarities. With knowledge comes power, yet more importantly, with knowledge comes understanding.

Questions :

1. This case concerns “introducing a child to a foreign language”.

Do you think college foreign-language-learners like you can also get something from it? **MAYBE WHAT YOU GET IS THE KEY TO LEARN A FOREIGN LANGUAGE.**

2. It is obvious that college students cannot learn foreign languages only "in the form of play". What is your suggestion for teachers to make college learning more effective?
3. It is far from enough for students to improve greatly if only relying on classroom hours. How do you practice English after class?
4. In this case, the author's daughter learns French with her keen interest in it. Actually, it becomes not uncommon for little children like her to be sent to learn foreign languages or to develop a certain skill, such as playing the piano. Are they all for the same reason? If not, what are their reasons?

Discuss the following topics with your group members.

1. *Some famous people have talked about their ideas about school and schooldays. Here are some of their comments. Read them and discuss their meanings with your group members.*

Term, holidays, term, holidays, till we leave school, and then work, work, work till we die.

—C. S. Lewis

I forget what I was taught. I only remember what I've learnt.

—Patrick White

School was merely an interruption of the hobbies and affections of home.

—Evelyn Waugh