

中学英语
重点梳理
系列丛书

高中英语口语

ADVANCED SPEAKER SPOKEN ENGLISH FOR SENIOR
HIGH SCHOOL STUDENTS

出口成章

主编 高桂香



全面梳理基础知识
系统归纳所学内容
透彻讲解重点要点
反复练习各种用法
结合实际学以致用
有效提高口语技能

金盾出版社

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内 容 提 要

本书根据新的全国制中学英语教学大纲中有关英语口语部分的具体要求编写,包括英语口语突破旨要、专题演练和万花筒等三大部分。英语口语突破旨要部分提出了提高英语口语技能和培养交际能力的几点建议;专题演练共分 22 个单元,内容涉及介绍与问候、邀请、购物和现代技术等多个日常生活场景和话题;万花筒则可帮助高中学生掌握课堂用语、拓宽知识面。本书课文构思新颖、内容丰富、生动活泼,主要供高中学生使用,也可作为高中英语老师组织英语口语活动时的参考书。

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前 言

国家教育部颁布的《基础教育课程改革纲要》指出:基础教育改革的重点是培养学生积极主动的学习态度,倡导使学生主动参与、乐于探索和勤于动手的教学方式,提高学生搜集和处理信息能力、自主获取新知识的能力、分析和解决问题的能力以及交流与合作的能力。

新《英语教学大纲》和《英语课程标准》的颁布也要求广大教师必须掌握新的教学理念、教学策略和教学方法,使我国的英语教育更好地适应社会、经济和科技的发展,满足日益增长的全球化的需要。我们必须看到,尽管我们的外语教学改革取得了前所未有的发展,但是,我们的教学水平还远远不能满足信息时代的发展需求。

我们知道,教育质量提高的关键在于教师,而具有先进的教学理念、扎实的语言基础和全面技能的教师主要靠高等师范院校来培养。河北师范大学外国语学院部分专家、教授在完成好培养高素质英语教育人才的同时,充分发挥师范院校的优势和特点,结合他们多年的科研成果和教学经验,借鉴国内外英语教学的长处,与多所重点中学长期工作在教学一线的骨干教师一道,联手打造了这套《中学英语重点梳理系列丛书》。

该套系列丛书共十册,分为初、高中两部分,各包括语法、听力、口语、阅读和写作五个分册。系列丛书紧扣新《英语教学大纲》和《英语课程标准》,最大限度地运用汉语母语与英语学习的特点和规律,积极培养学生学习英语的兴趣,充分发挥学生自主学习的主观能动性,对培养全面发展的高素质人才有着积极的促进作用,是广大中学生和英语爱好者不可或缺的良好益友。

《高中英语口语出口成章》是《中学英语重点梳理系列丛书》中的一册。本书根据高中英语口语的特点,采取由浅入深,按情景和功能两部分编写。内容包括介绍和问候、失望与懊悔、购物、观光游览、体育运动、外币兑换、找工作、现代技术等。

本书在编写过程中注重了以下几个方面:首先,对课文里的关键词、词组、句子、惯用语进行详细的英汉解释并举例说明,目的是使学生更好地理解课文,扩大词汇量和拓宽知识面。其次,课文构思新颖,题材广泛,本书课文以短文和对话形式编写,每课配有金钥匙这一特有的小栏目以使学能更好地应用一些重点常用短语。再次,口语训练由易到难,循序渐进;练习设计多样,形式生动活泼,材料真实、情景逼真,以求学生在现实社会语境中正确得体地使用语言。最重要的是,本书每课都有文化背景知识介绍,这对于学生提高口语能力是至关重要的。在外语学习中,如果学生对使用这种语言的民族文化不了解,就不可能真正学到地道的外语。此外,本书配有录音磁带(2盘),录音者均为美国学者和专家,语言纯正、语调优美、语速自然。

我们衷心希望广大读者使用这套值得信赖的系列丛书。同时,我们也殷切希望您对该书的不足之处不吝指正。

《中学英语重点梳理系列丛书》总策划 卢祥之

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目 录

● 英语口语突破旨要	(1)
◎ 英语口语的重要性	(1)
◎ 英语口语提高策略	(1)
▲ 注重惯用搭配	(1)
▲ 调整好心理因素	(2)
▲ 注重培养交际策略能力	(2)
◎ 提高英语口语技能的几点建议	(2)
▲ 重视语言基本功训练	(2)
★ 语音	(2)
★ 语调	(3)
★ 语法	(3)
★ 重音	(4)
★ 音变	(4)
▲ 加强词汇积累	(5)
▲ 增长文化知识	(5)
● 专题演练	(6)
◎ 介绍和问候(INTRODUCTIONS AND GREETINGS)	(6)
◎ 邀请(INVITATION)	(13)
◎ 请求与提供帮助(REQUEST AND OFFER)	(20)
◎ 道歉与致谢(APOLOGY AND THANKS)	(26)
◎ 失望与懊悔(DISAPPOINTMENT AND REGRET)	(33)
◎ 谈论天气(TALKING ABOUT WEATHER)	(38)
◎ 在银行(AT THE BANK)	(44)
◎ 问路(ASKING THE WAY)	(50)
◎ 看病求医(SEEING THE DOCTOR)	(56)
◎ 在旅馆(AT THE HOTEL)	(62)
◎ 旅行(TRAVELING)	(68)
◎ 在邮局(AT THE POST OFFICE)	(76)
◎ 购物(SHOPPING)	(83)
◎ 在理发店(AT THE BARBER'S)	(90)
◎ 在海关(AT THE CUSTOMS)	(95)
◎ 打电话(MAKING A TELEPHONE CALL)	(102)
◎ 体育运动(SPORTS)	(109)



◎ 在饭馆(AT THE RESTAURANT)	(117)
◎ 外币兑换(FOREIGN EXCHANGE).....	(126)
◎ 观光游览(SIGHTSEEING)	(133)
◎ 找工作(JOB HUNTING)	(140)
◎ 现代技术(MODERN TECHNOLOGY)	(146)
● 万花筒	(151)
◎ 英语课堂用语(CLASSROOM ENGLISH)	(151)
◎ 人名及其意义(NAMES AND MEANINGS)	(163)
◎ 英语国家的一些节日(FESTIVALS IN ENGLISH-SPEAKING COUNTRIES).....	(172)



● 英语口语突破旨要

◎ 英语口语的重要性

随着改革开放和国际交流的增多,尤其是我国成功地加入了世界贸易组织,提高英语口语表达能力和交际能力就显得更为重要。人们用语言来进行交际,主要是用口语和书面语两种形式。两者相比,不论是从语言的发展或学习语言的自然规律来看,都应是口语居先。因此,口语表达能力的培养已成为英语教学中非常重要的一个方面。任何人学习一种语言,如果只有读写能力,而听不懂、说不出,那么运用语言进行交际,将会受到很大限制。这一点道理虽然很简单,却往往得不到足够的重视,即便认识到了口语的重要性,却也往往满足于使用所学的书面表达方式,结果口语表达既生硬,又不甚得体,有时甚至引起误解,不能达到预期的交际目的。

综上所述,口语非但一定要学,而且要学得地道,如何尽快有效地提高英语口语水平已经提上日程。

◎ 英语口语提高策略

▲ 注重惯用搭配

“开大自来水”、“关小自来水”,这两件事同学们每天都要做,但是并非每个同学都能把这两句话译成地道的英语。其实,答案一点也不难:“Turn up the water.”,“Turn down the water.”。同学们对这些词都是很熟悉的,但使用时搭配不当,类似的搭配问题通常称为“惯用法”。违反惯用法,造出的句子总是罗嗦、拗口、不通顺。有人把“拍苍蝇”、“大扫除”、“包书皮”译为“kill flies with a fly-swatter”,“give a room a thorough cleaning”,“protect a book with paper”。这样译也可算是英语,但英美小孩真正在讲的乃是“swat a fly”,“clean out a room”,“jacket a book”。何等明了生动!违反惯用法,还会闹出大笑话。例如欢迎来宾,你想说:“我很高兴见到你由飞机上下来!”可是不知道“下飞机”的译法是“step off a plane”,就生造了一句:“I am very glad to see you land from the plane!”结果这句话的意思成了:“我很高兴看到你由飞机上降下来!”

上面出现的每一个英语单词都是极其常见的,而六个汉语片语更为普通,但决不能就此断定学生能够正确地运用上面六个惯用搭配。事实上,要掌握一个惯用搭配,必须通过学习。所谓学习,包括观察例句,找出汉译,熟记搭配,练习造句四个环节,缺一不可,而关键环节是熟记。中国学生由于深受母语文化的影响,形成了特有的思维方式。当他们面临陌生的目标语言文化背景时,即使熟知单词意义和句型结构,也往往难以表达自己的思想。学习者带有母语文化的深刻印迹,不熟悉目标语言与根深蒂固的母语文化模式之间的差异,便构成了口语学习的一大障碍。所以不经系统学习,决计掌握不了惯用搭配。



▲ 调整好心理因素

因为口语的主要作用是交流功能,传递具体信息。为了达到这个目的,我们为学习者设计了一些提供具体场景和信息的练习,以帮助他们更好地掌握口语交流的技巧。

在挖掘语言技巧,特别是口语的技巧方面,紧张感的消除与否是非常重要的。心理学的研究表明,尽管学习者非常渴望用英语表达自己的思想,但是他们往往不愿意参加到能够提高口语技能的口语活动中去,因为开口说话相对于坐在那里听老师讲课来说要困难得多。大多数人在他们第一次试图用英语说话时,总会显露出紧张、不自在,他们都不想在同伴面前犯错误,当众出丑,害怕失败、挫折和嘲笑。虽然想说英语的愿望是强烈的,但阻碍他们开口的心理障碍也很大。因此,掌握正确的语音语调与句法结构知识,重音、节奏、词语之间的连接技巧,多听纯正的英语录音,进行模仿,才能建立起学生对自己说口语的信心,使他们从自我封闭、被动地接受语言转向主动地运用语言。

▲ 注重培养交际策略能力

交际策略能力(strategic competence)是交际能力的一个重要组成部分。它是指语言学习者用言语筹划来为交谈中的失误进行补救或增强交际有效性的能力。对于大多数母语为汉语的中国人来说,对英语的掌握程度远不像汉语那样运用自如,所以这样的补救筹划手段就显得尤为重要。

1. 用已掌握的同义词或近义词来进行替换。如用“gift”代替“present”,以“ability”代替“competence”。这样当学生在交谈中想不出某个词汇时,就可以用意义相近的词来进行代替,而不致使自己的话语中断。
2. 灵活地使用迂回说法,也就是采用描写法或释义法巧妙地应付困境。假如不知道如何表达“garage”时,可以用“a building in which to keep one or more cars”来替代。
3. 恰当地使用搪塞语(hesitation filler)。如 er, well, um, you know, let me see 等。当学习者在交流过程中突然无话可说时,可以用诸如此类的表示犹豫的搪塞语,为自己争取时间,同时不至于让对话中断。

◎ 提高英语口语技能的几点建议

▲ 重视语言基本功训练

★ 语音

语音是语言的物质外壳,离开它,交际就无法进行,只有发音正确,才能听懂别人的话。正确的辨音是突破口语的第一点,不能正确辨音(往往是由于自己发音不准),很容易导致理解上的错误。例如:bank, rank, tank 这三个词看似容易,但要求正确地辨认出来却并不容易。

又如: The teacher collected the papers himself. /kə'lektid/

The teacher corrected the papers himself. /kə'rektid/

尽管划线的两个词只有一个音不同,但所提供的信息却相差甚远。



★ 语调

语调是指说话或朗读时声调和声音高低的变化。正确的语调能使意思表达得更确切,有时还能表示出说话人的各种感情、语气、态度等。英语的基本语调有两种:降调和升调。降调表达的基本意思是“肯定”。降调主要用于陈述句、特殊疑问句、祈使句和感叹句。如:

He is busy today. ↓ Whose hat is this? ↓
Be quiet. ↓ How hard he is working! ↓

升调所表达的基本意思是“不肯定”,有时也表示客气。升调主要用于一般疑问句。如:

Do you study English? ↑ Would you like some tea? ↑

汉语的语调比较平,我国学生读起英语来抑扬不大分明。因此,在口语中应注意加强语调的练习。

★ 语法

学习英语口语必须对英语的语法知识有个全面熟悉的了解,因为语法知识可以帮助我们正确地表达思想。

依照某些著名学者的看法,所有英语的句子都是从一些基本句型,经过种种变化和结合过程演化出来的,语言学家 Roberts 提出了 10 种基本句型。句型分类基本上是根据句子“主要动词”的类别。他承认英语句型远不止这些,不过这 10 种句型是基本的,可以变化和结合成许多可能有的英语句子。

名词或代名词(两者都用 N 表示);动词(V);副词(Adv);形容词(Adj)

1. N V

Horses eat.

2. N V Adv

The children played noisily.

3. N V Adj

The boy seems happy.

4. N V N

The man became a doctor.

5. N V N

John eats potatoes.

6. N V N N

The father gave the children some toys.



7. N V N Adj
The students thought his lecture interesting.

8. N be Adv
They are here.

9. N be Adj
The boys are happy.

10. N be N
He is a policeman.

★ 重音

英语的词汇主要是由日耳曼语(包括盎格鲁-撒克逊语)和拉丁语的词汇汇集而成。

英语单词的重音可按音节的数目分为下列三种情况:

1. 在有两个音节的单词里,重音一般放在第一个音节上。例如:record(名词), carry(动词), sister(名词)。但在有前缀的拉丁词源的动词、名词和形容词的单词里,重音就落在第二个音节上:prepare(动词), success(名词), immense(形容词)。
2. 在有三个音节的单词里,重音一般也落在第一个音节上。例如,difficult, general。如果是动词,重音仍在词根上。例如,distribute(动词), envelope(动词)。重音是表意的语言手段,在这些例子里尤其明显。
3. 有四个或四个音节以上的单词的重音,一般落在倒数第三个音节上,但是如果单词增加后缀,重音的位置就后移,以维持平衡,如: 'photograph, pho'tography, photo'graphic.

★ 音变

在读英语的时候,由于前后音的影响,或是节奏的需要,某些音素或音节的读法不同于在孤立的单词中的读法,这种现象称为音变。音变是一种自然现象,但口语中往往对此重视不够,因而朗读或说英语时汉语味很浓,不够自然,在听以英语为母语的人讲英语时也感到困难。音的变化主要有以下几种:

1. 连读

英语单词在词组和句子里,前一个词的结尾是辅音,后一个词的开头是元音时,辅音和元音要连读。如: on a table, stand up, far away, come on。连读使英语词组和句子说得流利自然。在汉语里一般没有连读,每个字的音都单发,因此中国学生读起英语来也不习惯连读。结果,每个词都读得很重,而且不自然。

2. 同化

英语的单音在词里或句子里受到前后音的影响而改变原来的发音叫同化现象。这在汉语里这种同化现象也是不明显的。英语的同化有下列几种情况:

(1) 浊辅音变清或清辅音变浊。如: newspaper /'nju:speɪpə/里 news 的“s”原来发浊



辅音 /z/, 受 paper /'peipə/ 里 /p/ 的影响, 读成清辅音 /s/。

- (2) 辅音 /t/ /d/ 后面跟有半元音 /j/ 时, 常软化为 /tʃ/ /dʒ/。如:

and you /'ænd ju:/ → /'ændʒju:/

would you /'wud ju:/ → /'wudʒju:/

last year /'lɑ:st 'jiə/ → /'lɑ:st j iə/

- (3) 不完全爆破

在两个爆破音相连时, 由于后面邻音的影响, 发前一个音时, 仅在口腔中形成阻碍而不送气, 接着便发下一个音。如: bedtime /'be(d)taim/, I don't know /ai'dəʊn (t) nəʊ/。

- (4) 失去爆破

在英语中, 当一个爆破音后面紧接着另一个爆破音时, 两者合为一体只发后面的一个就够了。第一爆破音不发生爆破, 即只由有关发音器官做好这个音的发音姿势, 稍停即发后面的爆破音。两个相同的爆破音在一起时, 以双倍长的闭塞时间发出一个。倘若是两个不同的爆破音, 单从第一个闭塞的过程就足以说明它与第二个有所不同。例如:

a good teacher	a black box	an old city
just think	take three	just then

▲ 加强词汇积累

词汇是听力的基础, 更是口语的基础。词汇量小, 必然会影响听力理解和口语表达的顺利进行。因此, 词汇量的储备是影响口语学习的重要因素。学习者要掌握大量词汇和各种固定词组搭配, 才能顺利地表达自己的意图。如: take French leave (不辞而别), It's Greek to me. (我一窍不通。), a castle in the air (空中楼阁, 白日做梦) 等。

▲ 增长文化知识

因为交谈内容涉及的范围很广, 所以对于英语口语学习者来说, 有必要具有一定的文化背景知识, 了解东西方文化差异; 涉猎天文、地理、文化、教育、历史、艺术、政治、经济等各个领域, 熟悉名人生平、风土人情、常人趣事等。

“语言是历史的档案”, 而且“语言不能脱离文化而存在”。同样, 学好口语也不能脱离所学语言国家的文化和历史, 如果只讲语言, 而不了解语言所赖以存在的文化, 那是很难准确并得体地使用语言的。



● 专题演练

◎ 介绍和问候 (INTRODUCTIONS AND GREETINGS)

TEXT A

I Am Her Father

A lot of boys and girls in Western countries are wearing the same kind of clothes, and many of them have long hair, so it is often difficult to tell whether they are boys and girls.

One day, an old gentleman went for a walk in a park in Washington, and when he was tired he sat down on a bench. A young person was tired and he sat down on a bench. "Do you see that person with the loose pants and long hair? Is it a boy or a girl?"

"A girl," said his neighbor. "She is my daughter."

"Oh!" the old gentleman said quickly. "Please forgive me, I didn't know that you were her mother."

"I am not," said the other person, "I'm her father."

TEXT B

DIALOGUE 1

(Two freshmen¹ introduce themselves.)

Mary: Excuse me, are you a freshman?

Kathy: Yes, I am. And you?

Mary: I'm a freshman, too. My name is Mary.

Kathy: Mine's Kathy. Glad to meet you.

Mary: Very pleased to meet you.

Kathy: Is this your first day here?

Mary: Yes.

Kathy: How do you like our university²?

Mary: Oh, I like it very much. I'm used to the life here because my hometown is not far away from here.

Kathy: That's great. But it's different from what I expected. I haven't got used to the weather here yet. I've heard that it's even colder in winter. I wonder how I can manage to survive³ the winter here.

Mary: Oh, don't worry. You'll soon get used to⁴ it. Winter here isn't as bad as what you might have heard.

金钥匙: be used to 表示“某人习惯做某事”, 这里 to 是介词, 后面接动名词或名词。

**DIALOGUE 2**

(Yang Jun runs into a friend in the street.)

Yang Jun: Hi, good morning, Li Li.

Li Li: Oh, it's you, good morning, Yang Jun. I haven't seen you for a long time.

Yang Jun: How are things going with you⁵?

Li Li: All right, thanks. How about you?

Yang Jun: Wonderful! Things couldn't be better. You're preparing for the college entrance examinations?

Li Li: Er-yes. It's the last chance for me. My dad says I must find a job if I don't pass the exams.

Yang Jun: I wish you every success⁶.

Li Li: Thank you. And how is your English study going?

Yang Jun: Just so so. But I'm determined to catch up with⁷ the others.

Li Li: Good. Drop me a line⁸ when you are free.

Yang Jun: Sure. Bye!

Li Li: Bye!

▲ NOTES

- 1) freshman: (n.) student in his/her first year at university, college, or high school 大学、学院或中学一年级的学生
- 2) How do you like our university?
你觉得我们大学怎么样?
- 3) survive: (v.) continue to live or exist 继续生存或存在
- 4) get used to: (ph.) having learned to accept something, accustomed to something 对某事物已适应, 已习惯
- 5) How are things going with you?
你过得怎样?
- 6) I wish you every success.
祝你成功。
- 7) catch up with: 赶上
For example: I want to catch up with most students.
我希望能赶上大多数同学。
- 8) Drop me a line.
给我写封短信。

▲ USEFUL PATTERNS

- 1) I'd like to introduce our director.
我愿向诸位介绍我们的主任。



- 2) Meet my brother Walker.
见见我的兄弟沃克吧。
- 3) May I introduce myself: Donald Ervin.
请允许我自我介绍:唐纳德·欧文。
- 4) By the way, do you know each other? John Brown, Susan Smith.
顺便问一下,你们彼此认识吗?这位是约翰·布朗,这位是苏珊·史密斯。
- 5) Hello, old chap!
你好,老朋友!
- 6) What an unexpected pleasure!
(没想到你会来,)真是太高兴了!
- 7) In good shape, are you?
光景不错吧?
- 8) Just the man I was looking for.
你正是我要找的人。
- 9) Long time no see!
好久不见了!
- 10) What are you up to these days?
你近来在忙些什么?
- 11) How's everything at home?
家里一切都好吗?
- 12) How's life with you?
你过得怎么样?
- 13) I hope all goes well with you?
我想你一切都好吧?
- 14) Anything new?
近来怎么样?(有什么新情况吗,有什么新闻吗?)
- 15) How was your weekend?
你周末过得怎么样?
- 16) I'm very pleased to make your acquaintance.
很高兴能认识您。
- 17) It's a privilege to know you.
认识您是我的荣幸。
- 18) Fancy seeing you here.
真想不到在这儿遇见你。
- 19) Bumping into you like that was a bit of luck.
这样意外地碰见你,真是幸运。
- 20) What brings you here today?
今天什么风把你吹来啦?



▲ CLASS WORK

1. Answer the following questions:

TEXT A

- 1) Why is it difficult to tell a boy from a girl in Western countries?
- 2) Where did the old gentleman go for a walk one day?
- 3) What did he do when he was tired?
- 4) Who sat on the bench, too?
- 5) What did the old gentleman ask?
- 6) What did the young person answer?
- 7) Was the young person a woman?
- 8) What do you think of man wearing long hair?

TEXT B

- 1) How was Mary?
- 2) How does Mary think of the university?
- 3) What did Kathy worry about?
- 4) What did Li Li do nowadays?
- 5) How were things going with Yang Jun?
- 6) Did Yang Jun study English very well?
- 7) What would Li Li do if she couldn't pass the examinations?
- 8) What will you say when you meet an old friend?

2. Retell TEXT A in your own words.

3. Summarize the main idea of TEXT B in groups.

4. Act out the situation with your partner.

Situation: Linda and Sarah are shopping in the supermarket. And they meet Tom, one of Linda's colleges. Linda introduces Sarah to him.

5. Learn the following words or phrases by heart:

- | | |
|-----------------------------|------------------------------------|
| 1) postgraduate student 研究生 | 9) Your excellency/Your Majesty 阁下 |
| 2) undergraduate 大学生 | 10) Your Highness 殿下 |
| 3) trainee 实习生 | 11) Queen Mary 玛丽女王 |
| 4) freshman 大学一年级学生 | 12) Prince Charles 查尔斯亲王 |
| 5) Sir 先生、阁下 | 13) Senator Fulbright 富布赖特参议员 |
| 6) Madam 夫人 | 14) Judge Garley 哈利法官 |
| 7) Miss 小姐 | 15) General Patten 巴登上将 |
| 8) Mr. President 总统先生 | 16) Colonel Quail 奎尔上校 |



17) professor 教授

18) associate professor 副教授

19) lecturer 讲师

20) research fellow 研究员

21) doctor 博士/教授/大夫

22) Ph. D 哲学博士

23) Ed. D 教育博士

▲ TOPIC DISSCUSSION

If you want to go to work in a foreign company, give an introduction about yourself.

▲ ADDITIONAL READING

One winter evening, a country storekeeper in Vermont was closing up his shop for the night when he saw Seth, a lazy, good-for-nothing fellow, grab a pound of fresh butter from the shelf and conceal it in his hat. Immediately the storekeeper thought of a way to punish the thief.

The grocer came in and closed the door after him, "I say Seth, sit down," said he in a friendly tone. "I believe, now, on such a cold night as this a little something warm to drink would not hurt a fellow." Seth felt very uncertain. He had the butter and was eager to be off, but the temptation of something warm to drink made him hesitate. He was planted on a seat close to the stove.

"Seth, we'll have a little warm drink," the grocer said. "Without it, you'll freeze going home on such a night as this." As he spoke, he opened the door of the stove and stuffed in many sticks of wood. When the grocer brought out two glasses filled with a steaming hot drink, Seth could already feel the butter settling down closer to his hair. And in no time, streak after streak of the butter came pouring from under his hat, and the handkerchief he wore around his neck was already soaked with the greasy overflow.

Unable to stand it a moment longer, Seth jumped to his feet and darted to the door, saying, "No. I must go; I am not well; let me go."

"Well, then, good night, Seth, if you really must go," said the grocer. And just as his unhappy victim darted out the door, he added, "I say Seth, I think the fun I've had out of you is worth the money, and so I won't charge you for that pound of butter in your hat."

Pair Work

1. Ask and answer the following questions according to the additional reading:

- 1) Did the storekeeper discover Seth's theft?
- 2) Why did the storekeeper offer Seth a warm drink?
- 3) In what way was Seth punished?
- 4) Why was Seth's handkerchief around his neck wet?



5) What do you learn from the story?

2. Tell your partner in your own words what you have read.

▲ CULTURAL INFORMATION

- 1) In the U.S. people have different titles according to their jobs or even according to different situations in which you meet them. Therefore do not attempt to address a stranger by his title; it is always better to say "Excuse me" to get someone's attention. In this way you will never use the wrong title and you will always be understood.

在美国,由于职业和相逢场合的不同,人们的称谓也不同。所以在和陌生人打招呼时,不要想着用何种头衔,较好的办法是说“对不起”以引起对方的注意。这样就绝不至于用错,而且别人也会理解你的用意。

- 2) The trend of many English-speaking people has been to address others by using the first name—Tom, Michael, Linda, Jane, etc.—rather than calling the person Mr. Summers, Mrs. Howard or Miss Jones. This is especially common among Americans, even when people meet for the first time. This applies not only to people of roughly the same age, but also of different ages. It is not a sign of disrespect. It is not at all uncommon to hear a child calling a much older person—Joe, Ben, May, Helen, etc. This may even include the child's parents or grandparents. People of different social status do the same. For example, many college students call their professors by their names. The professors do not regard this as a sign of disrespect or familiarity, but rather, as an indication that the professor is considered affable and has a sense of equality. This, of course, is quite counter to Chinese custom.

许多讲英语的人常常用名字称呼别人,如 Tom, Michael, Linda, Jane 等,而不用某某先生、某某太太或某某小姐,如: Mr. Summers, Mrs. Howard or Miss Jones 等。这种称呼方式在美国人中尤为普遍,甚至初次见面就直接用名字称呼。不仅年龄相近的人之间这样称呼,年龄相差悬殊的人之间也这样称呼,而没有不尊重对方的意思。你可以听到孩子叫年长的人 Joe, Ben, Helen, 等。甚至孩子对父母、祖父母也可以这样称呼。社会地位不同的人也是这样。例如许多大学生叫老师的名字。老师们对这种做法并不反感,也不认为学生不尊重自己或过于随便,他们反而认为学生能这样做,正好说明自己待人友好,平易近人。这正好与中国的习惯完全相反。

- 3) When Chinese meet for the first time, there is no special expression for the occasion, but when most English-speaking people meet for the first time, they often say something like "I'm pleased to meet you." And when they part, they are expected to remark, "It's nice meeting you" or "It's nice to have met you" or something similar.

两个中国人初次见面时没有特别的说法,而多数讲英语的人初次见面总要说:“见到你很高兴”之类的客套话,分手时他们还要说:“认识你很高兴”之类的话。

- 4) It is not complimentary to tell a person that he has gained weight, unless the person has been severely ill and should gain some weight for health reasons. On the other hand, it is