

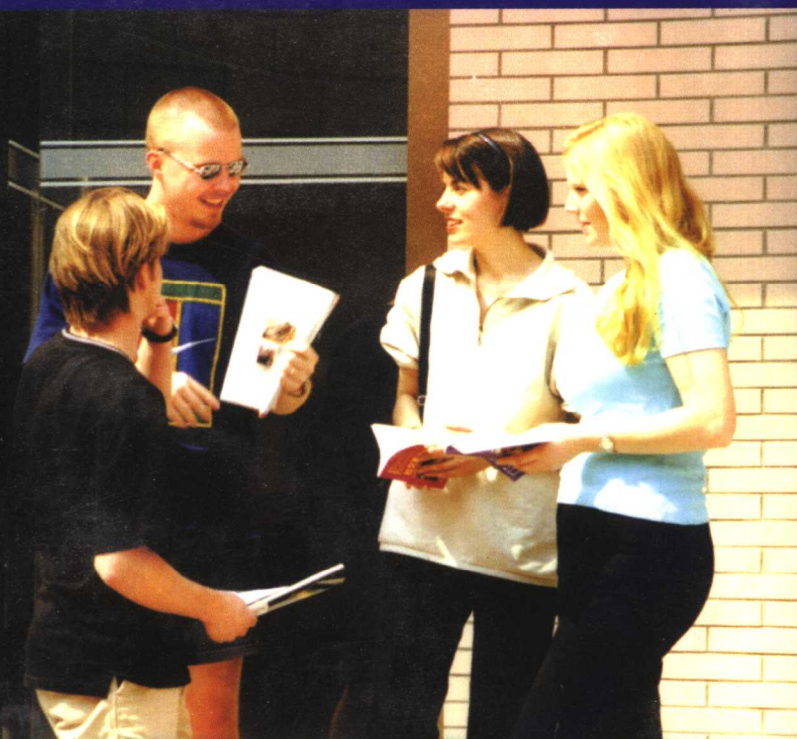
大学英语

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交际口语

ORAL COMMUNICATION FOR COLLEGE STUDENTS

主编 范谊 赵敏娜



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大学英语交际口语
(下)

Oral Communication
for College Students

主 编 范 谊 赵敏娜
副主编 林渭芳 蒋 静
审 校 Helen Balanoff 刘 华
编 者 芮渝萍 邬蔚群 陈佳岚

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Preface

I have been teaching in China for four years. During that time, I have noticed that many learners of English are still reluctant to speak in the language, even though they have studied it for a number of years. They may have extensive vocabularies and may be very competent at English, but they lack the confidence they need to speak in another language. Yet, sometimes, as I walk through the campus or along the street, young people approach me and I know they want to talk to me. So I smile and say, "Hello!", but they pass me by and only after they have passed me, do they call out "Hello! How do you do?" Then they giggle and walk on. In fact, they have accomplished much. Firstly, they have overcome their apprehension of speaking out in a language that is not their own. Secondly, they have put into practice knowledge they have already acquired. Thirdly, they have used that knowledge to communicate with someone — the real purpose for learning a language.

The publication of this textbook series, *Oral Communication for College Students*, is significant for English education in China for two reasons. It formally recognizes that learning to speak effectively is an important aspect of learning a language. After all, we call people who have mastered the language speakers of that language, as in "She's English-speaking." We never say "She's English-writing." At the same time, it provides College English students with better opportunities to develop and practice their oral English. As a foreign teacher, one of the most common questions College English students ask me is "How can I improve my spoken English?" I always tell them that there is only one way: we learn to speak by speaking. With these new textbooks to guide them, College English students should be able to make the most of their new opportunities to practice speaking.

There are many aspects of these textbooks that impress me: the language the writers have used, the up-to-date content, the teaching and learning processes, and the notes that help clarify both linguistic and cultural communication issues.

- **Firstly, the language**

The English used in spoken English is different from that used in writing: it is much more colloquial, much less formal. The writers of these textbooks have recognized this distinction, and consequently have chosen colorful, modern expressions for their ideas. This English is much more natural than that contained in other textbooks I have seen. It more closely resembles the English we use in everyday conversations. In fact, if English-speaking young people were discussing these topics, this is the language they would use.

- **Secondly, the content**

Because the writers thought it important for the content to be relevant for today's students, they invited input from their students. As a result, the textbooks are organized around topics like

tasks. The writers have faced similar situations and share a common interest in improving learning for their students. They want to share their ideas with other teachers. China is fortunate to have such teachers: teachers with a vision of the future; teachers who are aware of what students need to learn in today's world, and who are committed enough to develop their own learning resources. I have been privileged to work at Ningbo University with the teachers who wrote these textbooks. I commend them for their excellent work and am confident that many people will benefit from it for years to come.

Helen Balanoff
Ningbo University
March, 1999

编写说明

我国社会、经济、科技、文化及教育的发展趋势,使大学英语传统的课程模式和教学模式面临严峻挑战。在社会经济飞速发展、国际交流日益频繁的今天,以知识传授为主的应试教育已远远不能满足科技化、信息化、国际化社会对人才的需求。因此,转变大学英语教学指导思想,改革现行的教学模式、教学内容及课程体系,使之从应试教育转向素质教育,从知识传授转向能力培养,从而造就大批现代化社会所需要的既有专业特长,又有英语交际能力的复合型人才,这是我国外语教育界的当务之急。

为了实现这一目标,改进大学英语口语教学是一项重要举措。我们的思路是:在不增加现行大学英语总课时的前提下,全面开设“大学英语口语”课程,使每位大学生在大学英语基础学习阶段接受系统的英语口语训练,使之能够用英语应付生活交流和胜任工作交际。

《大学英语交际口语》(*Oral Communication for College Students*)是我们为了实施这项改革计划而编写的配套系列教材之一,供普通高等学校大学英语基础阶段口语课使用。整套教材共分四级:第一级——走进校园;第二级——走出校园;第三级——走向世界;第四级——工作英语。教材内容按每周1—2课时设计,可在两年内学完。

这套教材是集体智慧的结晶。这不仅指本书编者是一个相互协作的集体,更指它有广大学生的参与。为了使教材内容能够贴近学生生活,符合学生兴趣,满足学生需要,我们向不同专业的学生发出了200余张问卷调查,最后根据统计确定各课主题。在教材的试用过程中,我们又根据教师和学生使用后的反馈意见,对课文内容和活动设计进行了调整、删改和补充。有些活动直接来源于学生的建议和课堂教学实践。

参加本册编写的有蒋静(第一、二、十四单元)、芮渝萍(第三、四、五、六、七单元)、范谊(第十、二十单元)、林渭芳(第八、九、十二、十三单元)、赵敏娜(第十一、十五、十六、十七单元)、鄢蔚群(第十八单元)、陈佳岚(第十九单元)。加拿大籍课程设计专家(Syllabus Designer) Helen Balanoff女士认真审校了全部书稿,并高度评价本书的设计思想。上海外语教育出版社的领导以积极参与和支持大学英语教学改革的高度责任感和使命感,为本书的出版付出了辛勤的劳动,我们在此表示衷心感谢。

在编写本教材过程中,我们参考了国内外新近出版的大量口语教材,广泛吸收了各种教材的长处,并结合我国大学英语实际教学条件,进行了许多新的尝试。我们恳切希望国内外同行、专家、广大读者和师生批评、指正。

编者
宁波大学杏琴园
2000年4月

使用 说明

- 内容多样化** 以语言功能为导向,以培养和发展学生的英语交际能力为宗旨。每单元设立一个主题、一个副题和课外练习。主题力求贴近学生的现实生活,包括一些富有中国文化特色的交际内容,使学生能够学以致用;副题和课外练习力求趣味性和多样化,以丰富的教学内容扩大教材的张力。
- 教材教案化** 本教材的设计思路是:运用演绎法,通过预备活动(Warm-up)导出单元主题,通过句型(Patterns and Expressions)熟悉常用表达法,再通过课文情景(Text)将主题深化和扩展。课文后面设计有语用注释(Pragmatic Notes),为课文内容提供了必要的语用交际知识和文化背景介绍,使学生知其所以然。所有的板块及活动设计均遵循“情景+兴趣+应用”的原则,将知识性、趣味性融为一体的交际活动贯穿于整个教学过程中。为便于课堂操作,我们在每个主要板块后面设计了多项适合大学英语40人左右班型的课堂活动(Activities),如Pair Work, Group Work, Class Work等,努力使课堂活动交际化,交际过程行为化,最大限度地减轻教师备课、查询资料及设计活动的负担。
- 学生为中心** 教材尽可能地为 学生创造使用所学语言知识的语境。通过真实或模拟情景会话、串讲故事、角色扮演、游戏、看图说话、抢答、辩论、专题讨论等各种活动刺激学生的交际需要,激发学生的学习意愿,将学生从被动的语言知识灌输对象变成教学活动的参与者、真正的对话者,成为教学活动的中心人物;而教师则成为课堂活动的组织者、引导者、提供语言方便者。学生在丰富多彩的语言活动中积极、主动地去学习、领会、习得语言知识,掌握交际技能,自我发现并总结语言规律。
- 课 外 活 动** 教材中的课外练习板块(Assignments)意在开发学生的课余时间,以趣味性活动为主,同时配以定期组织的校园英语活动,如外语角、收听无线电台广播、演讲比赛、英语晚会等手段营造积极、轻松的英语学习氛围,使语言学习和语言习得相得益彰,从真正意义上开发学生的语言潜力,进而达到自由交际的目的。
- 正 音 正 调** 要提高英语口语交际能力,正确的语音、语调是不可忽视的。考虑到大学英语学生生源复杂,正音练习是必要的。因为没有良好的语音语调基础,学生容易产生心理自卑感,不敢大胆开口。为此,我们在教材中设计了语音练习(Phonetic Practice)这一板块,目的是为了帮助学生纠正发音,为培养准确、流畅的英语交际能力打下基础。

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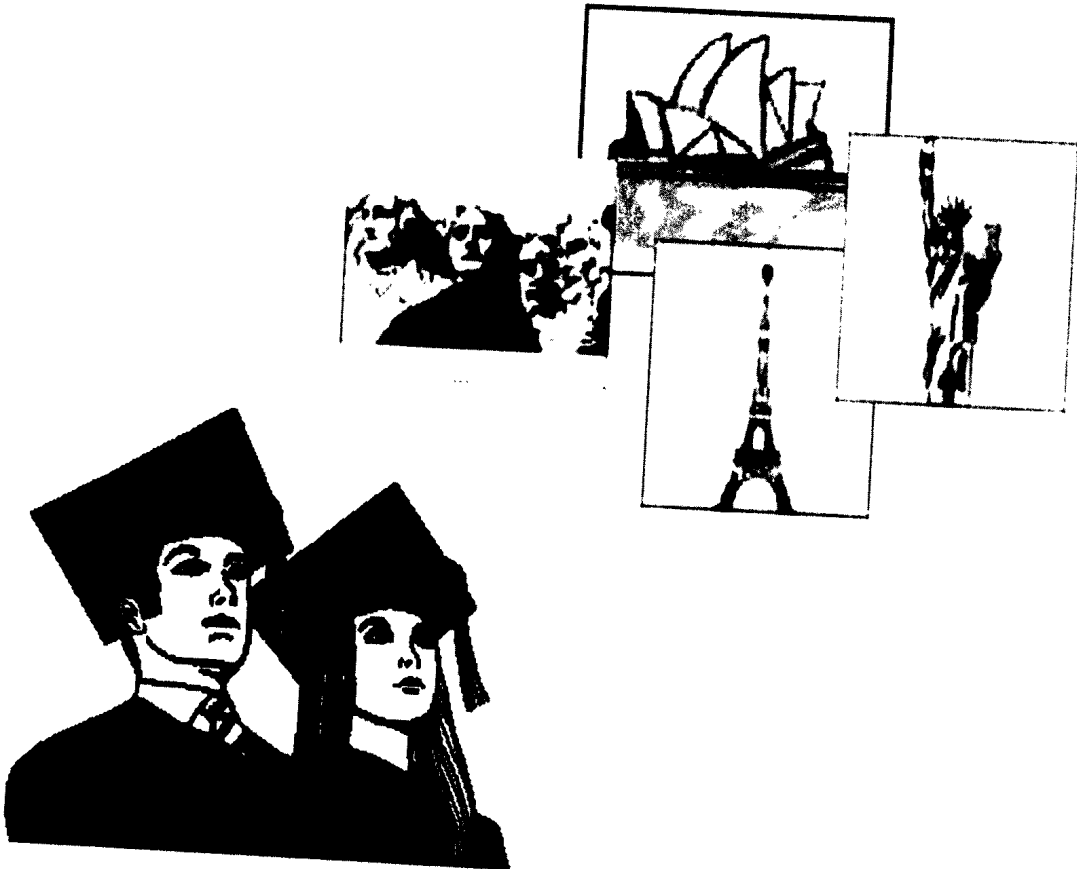
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Level Three

Life Abroad



Unit 1

International Travel

Warm-up

Write out the countries you conjure up at the sight of the symbols. Tell the group what you know about each of the countries, such as its location, language, landscape and other distinctive things.

Country	Location	Language	Landscape	Other Distinctive Things



5



Patterns and Expressions

A. Booking or buying airline tickets

Inquiries/Statements	Responses
I want a direct flight to London, first class/economic class.	Would you like a one-way or a round-trip ticket?
Do you have a direct flight from Shanghai to Chicago?	No. You've got to take a connecting flight at San Francisco.
Is there any discount on some air routes?	There is a 20% ~ 25% reduction on the night rate on certain flights between 9:00 p.m. and 6:00 a.m.
Is it necessary to reserve tickets?	Yes, I think it's advisable. The unreserved tickets are inexpensive but you can get them only when they are available.
Is there any limitation on the baggage weight?	Yes. If the package is too bulky for hand luggage, it can't be carried onto the aircraft.
Is it possible to extend the validity of this ticket?	Yes, sure. How long do you want to extend your ticket?

B. Talking with air stewardesses

Statements	Responses/Inquiries
Hello. May I have your boarding passes please?	Here you are.
Your seats are in the middle of the plane, 15D, on the left. It's the non-smoking section.	Thank you.
Excuse me, miss.	Yes?
Can I have a cup of tea?	Yes, but you'll have to wait until the plane takes off.
Can we have our headphones now for the movie?	Certainly. Just a moment, please.
Do you need my help?	Yes. Could you bring me a cup of water?
With ice or not?	No ice, just mineral water, please.

C. Useful words and expressions

bigwig	名人, 要人	the customs	海关
visa	签证	boarding pass	登机牌
consul	领事	drop in (n.) / drop in (v.)	顺便拜访
consulate	领事馆	polished shoes	锃亮的皮鞋
discount	打折	pressed suit	平整的衣服
validity	有效期	immunization record book	免疫注射记录册
stewardess	空中小姐	customs declaration	报关
15 D	15 排 D 座	You put your best foot forward.	拿出你最好的一面。
red tape	官方程序	I was jumping the gun.	我太着急了。
check-in	换登机牌	Fasten your safety belts.	系好你的安全带。

Activity 1 Individual Work and Pair Work

Task 1 Find the word that has the same meaning of each of the given statements and match them.

communication	travel	passport	visa	transportation
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- (1) the movement of goods from one place to another ()
- (2) the exchanging of information ()
- (3) an official document identifying a traveler and giving that traveler permission to leave and return to a country ()
- (4) permission granted by a government to enter its country ()
- (5) the movement of people from one place to another ()

Task 2 Use the patterns and expressions above to make up three dialogues on the topics given below.

- (1) applying for a visa
- (2) buying an air ticket
- (3) ordering a cup of coffee on the phone

Activity 2 Pair Work and Group Work

Task 1 Suppose an American consul is interviewing a Chinese traveler who received an invitation from his uncle, a businessman living in the Fifth Avenue, New York. The traveler intends to go to the U. S. A. as soon as he gets the visa. Act out the interview. The following questions may serve as guidelines.

- (1) What is the purpose of your trip?
- (2) How long do you plan to stay in the U.S.A.?
- (3) At what address will you reside in the U.S.A.?
- (4) When do you intend to arrive in the U.S.A.?
- (5) Who will furnish the financial support?

Task 2 Suppose you have received a scholarship to go to a university in Canada for graduate studies. Work in a group of three. Talk about how you would go abroad step by step. Write out the outline and report it to the class.

Text

Going Abroad

1. Applying for visa

A: What news? Did you see the Consul?

B: No. I didn't. I was jumping the gun. I have to get my passport first. Then I'll tackle the American Consulate at Shanghai.

A: Easy does it—when you can.

B: Bill told me that I should make an appointment with the secretary or the receptionist to see the Consul.

A: He's right. It's very important to make an appointment if you want to see a bigwig. You're smart to make your appointment well in advance. Those guys work a tight schedule. They don't have time for dropins.

B: Gee, my English isn't good enough to talk to the Consul. I might lose my nerve.

A: Don't be afraid to speak up. Your English is quite good. Many Consuls or Vice-Consuls speak fluent Mandarin.

B: Thank you for the moral support. But when they interview a student, they won't speak any Chinese, because they want to be assured that his listening comprehension and oral ability are good enough to go to the States. Incidentally, what do you think the Consul will ask me in the interview?

A: That will be hard to say. I would think he might ask if you are a genuine student, where you are from, which part of the States you are going to, who will support you, so on and so forth.

B: By the way, what's the difference between where you are from and where you were born?

A: That always confuses me, too.

2. Buying air tickets

A: Good morning, Ma'am. May I help you?

B: Yes, please. I need some information about going to the United States.

A: Have you decided which airline you want to fly with?

B: I don't know the flight patterns of the different lines. Where would the stopover be for Northwest or Pan American?

A: Northwest stops over at Tokyo and Seattle. Pan Am. is through Tokyo, and sometimes Hawaii.

B: My destination is Dayton, Ohio. Can I buy a ticket direct from here to Dayton? What's the price?

A: No, but I can quote you the price only from here to Seattle or San Francisco. Anyhow you will have to transfer at San Francisco or Seattle to a domestic airline and they fly quite often.

B: Thank you. Can I make my reservation now?

A: That would be advisable. The flights are pretty crowded at this time of year.

B: Good. Set it up for the 10th on Northwest. May I just phone you if I want to change it?

A: Certainly, but you'll have to come in a day or two before you are scheduled to leave to call for your ticket. What is your name, address and phone number? Fill in this form, please. And thank you for flying with us. I hope you have a nice trip.

3. During the journey

A: Feel the plane moving? Are we taking off now? Listen. The girls are giving instructions on how to use the life vests.

B: See those words flashing on overhead, "Fasten Your Safety Belts!"; "No Smoking Allowed!"

A: Do we have to keep the belts buckled all the time?

B: I guess not—only on take-off, landing and when it meets turbulence. Whenever the pilot thinks it necessary for the passengers' safety, the warning is on.

A: I hope we have a good flight.

B: So do I. I don't like flying.

A: You may be a bit tired of it. But it's the first time for me.

B: Me too. I'm even a bit afraid.

(A stewardess comes and asks: "Would you like a drink, sir? ")

A: Yes, please. A beer.

B: I'll have an orange juice, please.

A: I'm a bit hungry. I heard we will have food served on the plane.

B: Yes. But most of it has been cooked and frozen and placed in the refrigerator. It takes about ten minutes to heat when they are ready to serve.

...

B: Dai, it's about time to arrive in San Francisco. It will save us some time if we fill out our customs declaration now. Be sure you have your ticket, passport and immunization record book ready to show when you go through the Customs.

B: Thank you. You really helped me a lot. I enjoyed being with you.

A: Thank you for your charming company too, and good luck to you.

Pragmatic Notes

◆ Applying for visa

When you apply for visa, the consul might ask you questions like "What are you going to do in our country?" "How long are you to stay there?" "Where are you going to stay?" "By what means are you going to support yourself?" "Do you have relatives there?" "What are you going to learn?" "What are you going to do after graduation?" etc. By asking these questions he might get to know your language proficiency, your purpose of going to his country, whether you intend to immigrate to his country and whether you can support yourself or not.

◆ Formal, semiformal and informal language

In English, as in other languages, the types of vocabulary, structure, and tone used in conversation vary with the situation. Compare the ways that a request may be made and look at the vocabulary used and the length of the sentence in each of the following examples:

- (1) I'm sorry to trouble you, but could you please tell me where the customhouse is? (formal)
- (2) Would you be so kind as to tell me where the customhouse is? (formal)
- (3) Where is the customhouse, please? (semiformal)
- (4) Where's the customhouse? (informal)

Learning different styles in a second language is not always easy. It is necessary to know how to vary your speech according to situations.

Activity 3 Individual Work and Pair Work

Task 1 Read the following situations and think over how to make appropriate requests.

Situation 1

You need some money and you are considering asking either your parents or your friend for a loan.

- (1) How would you ask your parents?

(2) How would you ask your friend?

Situation 2

You are traveling with a friend. You want to know how to get from the airport to downtown.

(1) How would you ask your friend?

(2) How would you ask at the information center?

Task 2 Work with your partner. Look again at the above situations and discuss the following questions.

(1) How would you respond in your mother tongue?

(2) Are there formal and informal ways of expressing yourself?

(3) In your language, what words or grammatical constructions indicate formality and informality?

Activity 4 Pair Work

Task 1 Discuss with your partner the following question and present your answer to the class.

What's the difference between "Where are you from?" and "Where were you born?"

Task 2 Make up dialogues according to the following situations.

Situation 1

You have received an invitation from an American friend and are planning to pay a visit in the near future. But you are completely blind about how to go abroad. So you are consulting a friend. The following may serve as guidelines for your inquiries.

(1) What's the difference between "passport" and "visa"?

(2) How can I get them?

(3) Where can I book international flight tickets?

(4) Can I arrange my flight with a travel agency?

Situation 2

You've got your visa and are telephoning to book an air ticket. The date scheduled for the flight is seven days later. The destination is New York, U.S.A.

Situation 3

You have boarded a plane. Since this is the first time for you to be on a plane, many things remain new to you. You are asking your neighbor how to use the seat belt, how to recline your seat, where life vest container is, etc.