

大学英语

· 实用技能教程丛书 · 丛书主编

宗炎

英语

交际口语教程

Speaking
English
Effectively

夏纪梅 主编



I'm fine, thank you.



北京大学出版社

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序

《英语交际口语教程》是我们中山大学五位有经验的老师合编的一本口语教程。此书由夏纪梅同志设计。我与编者曾多次交换意见，初稿写成后由我进行文字加工。现在想说几句话。

首先，我要说明，本书的编写是从调查研究入手，围绕中国大学生毕业后的实际需要进行的。学生们将来要找工作，本书就有一个单元讲求职面试问题。他们可能想出国深造，本书就有一个单元讲到外国领事馆怎么申请签证。他们会参加一些学术会议，本书就对此做了简明的论述。他们会参加某些商务洽谈，本书对此也做了清楚的指导。

其次，我们考虑到，进行口头交际，不仅仅是张嘴说话的问题。我们还必须清楚，对方是什么人，自己扮演的是什么角色，话怎么说才说得有礼貌，有分寸，有说服力，即使对方不同意，也不会生起气来。为此目的，本书一方面收集了大量的备用语言材料，一方面还提供了比较丰富的社交知识和文化知识，以期学生临场不怯，应付裕如。

口语教学，只是我说你听，我问你答那么简单的一件事情吗？我们认为不是。教英语，要学生懂得透，记得牢，用得活，必须把学生的脑子动员起来。所以，在本书的每个单元中，我们都采取先启发，后灌输的方式。首先是提出任务，说明要求，让学生思索一番。接着是摆出样本，让他们分析研究，找出诀窍，从而决定自己在特定场合得怎么干，怎么说。最后，本书根据具体情况，或者是给一个答案，或者什么答案也不给，留待进一步研究。我们想，这样做，学生会觉得趣味盎然，印象深刻。

我们不能预言,这是一本完全合用的书,但这是我们反复琢磨、深入研究的结果。我们希望,国内大学高年级的师生们试用它,也希望各种大专程度的英语口语短训班试用它。我们衷心祈求,大家用过之后,把宝贵的意见告诉我们,以便我们及时做出必要的修改和补充。

王宗炎

1997年中秋节后三天

编者的话

为了使學生能说得一口得体适当、恰到好处的英语,能把英语说得流利顺畅、语言地道,我们编写了这本口语教程。本教程具有以下特点:

教学目标

启迪学生思考问题,探讨问题和认识问题,使他们具有进行工作时所需要的口语交际能力,尤其是跨文化交流能力和运用策略来解决问题的能力。

教学内容

围绕学术交流和商务活动这两个领域的需要,分别介绍跨文化交流常识,社交礼仪与策略、面试技巧、辩论的各种形式、演讲要领等等。

教学方法

以问题为先导,以“干中学”为原则,采用“任务”、“角色”、“案例分析”、“细心体验”等形式,突出情景对话,使学生设身处地,掌握技能。

教学特色

实现三种转变:1)学生从初步懂得语言前进到运用语言。2)英语口语活动从课堂行为进展到社会行为。3)口语教学从偏重语言到语言习得与素质培养并重。这样可以从根本上避免学生“高分低能”,只会记不会用的毛病。

本教材的写作分工如下:第一章“口语交际技巧”,由夏纪梅撰写;第二章“面试技巧”,由张艳梅撰写;第三章“辩论技巧”,由尚媛媛撰写;第四章“会议技巧”,由张佩雯撰写;第五章“演讲技巧”,由马海燕撰写。全书由夏纪梅主编,区拱校阅,王宗炎审定。

本教材适合大学三,四年级开设英语选修课使用。那些为具有中等以上英语水平的人而开设的各种培训班,也可用本书作为教材。

主 编

1997年7月

英语 *Speaking*
交际口语教程 *English*
Effectively

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Formation of a Unit

Chapter Title

Introductory remarks about the chapter

Unit Title

Aim of the Unit

Warming-up Questions

1.

2.

3.

Task 1

Task 2

Task 3

Useful Expressions or Common Knowledge

Key to Tasks

Chapter one

Directions on Oral Communication

To develop oral communicative competence is one of the objectives of English learning. How to communicate appropriately and effectively? This chapter aims at helping you with cultural awareness, interactive manners, sociolinguistic strategies and principles to keep conversations going on smoothly.

Unit 1 Cultural Awareness

Different cultures have different expected behavior. What is right in one culture may be wrong in another. Therefore, language learning should go hand in hand with culture learning. Actually, people begin to understand their own culture better only after they have begun interacting with people from another culture. It must be realized that cultural mistakes in communication make the other side more uncomfortable than grammatical mistakes do.

Aim of the Unit: To raise awareness of cultural factors that affect our speech acts so as to avoid “cultural bumps” in communicating with native English speakers.

Warming-up Questions

1. What does “cultural bump” mean?

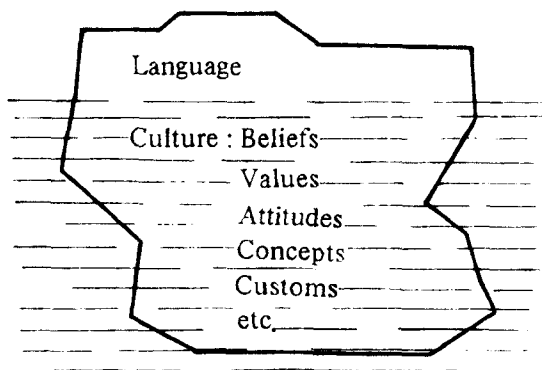
2. How much do you know about Chinese behavior culture?
(e. g. greeting, hospitality, compliment, etc.)
3. Have you got any idea about Western behavior culture from your previous English studies?
4. What's the difference between the two cultures and how do they affect the speech acts?
5. What shall we do to avoid "cultural bumps" in communicating with each other then?

Task 1

Look at the following pictures and discuss the relations between language and culture on the basis of the hints and questions given.

(Divide the class into five groups and ask each to prepare for the presentation of one picture. Then do it in class.)

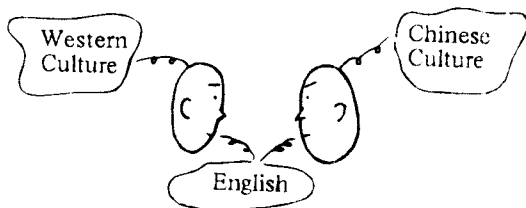
Picture 1: An Iceberg



Hints and Questions: Most of the iceberg is deep within the

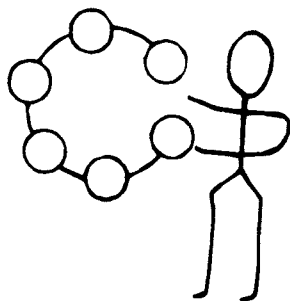
Ocean just as much of our culture is deep in people's minds, hidden from sight but reflected upon the language. What are the hidden cultural elements and how do they affect the language use?

Picture 2: Cross-cultural Interaction



Hints and Questions: When two people with different cultural backgrounds speak English, they don't seem to have much difficulty interacting because they use the same language. But do they understand each other well enough? What may be the problems arising and what causes them?

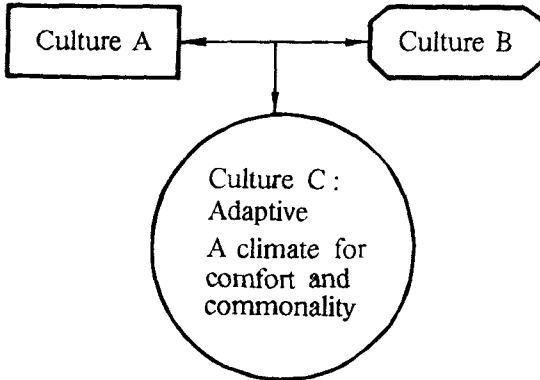
Picture 3: An Acrobat



pronunciation, intonation,
vocabulary, structure, manners,
ideas, culture, etc.

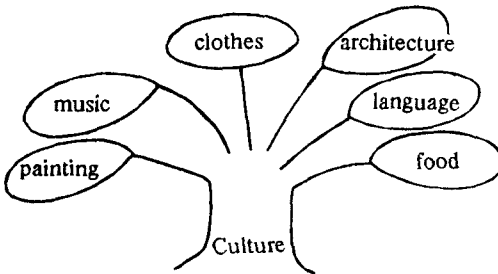
Hints and Questions: A foreign language speaker acts like an acrobat, juggling several balls at the same time. What are the balls and how does the player feel?

Picture 4: Culture C



Hints and Questions: When two people with different cultural backgrounds communicate, they need to find something that both feel acceptable, adaptable, understandable and comfortable. How can we deal with the cultural differences and reach an agreement?

Picture 5: A Culture Tree



Painting, Music, Clothes,
Architecture, Language, Food, etc.

Hints and Questions: Language is one of the products of culture just as crops grow out of the soil. The Chinese language originates from Chinese culture and English originates from the culture of English speaking people, Britons, Americans, Canadians or other nationals. Can you find some examples to show the influence of a nation's culture upon the language?

Task 2

Read aloud the two mini-dialogues and find out the differences between Chinese and native English speakers in their behavior cultures.

Dialogue 1

(A Chinese is at an English friend's home.)

English: What would you like to drink, tea or coffee?

Chinese: No, no, no, no trouble. I'm not thirsty. Thank you
for your kindness.

(The host doesn't serve him any drink then.)

Questions for Discussion

1. Why does the Chinese decline the offer? Do you believe that he is really not thirsty?
2. How does the Englishman interpret the refusal?

Dialogue 2

(An English friend is visiting a Chinese home.)

Chinese: Please have some tea and cookies.

English: No, thank you. I've just had a big breakfast.

(The Chinese host insisted on serving the guest with tea and cookies.)

Questions for Discussion

1. Does the Chinese offer food and drink in the Chinese way or the English way? How do you know?
2. Why does the Chinese serve the guest with tea and cookies, ignoring the latter's refusal?

Analysis of the Cultural Differences in Showing Hospitality.

(Answers are given at the end of the unit.)

Read aloud Dialogue 3. Group A answers the question raised to foreigners and Group B answers the question to the Chinese.

Dialogue 3

(Jean, an English woman comes across Lingling, a Chinese friend, on the way home.)

Lingling: Hi, Jean. Where are you going?

Jean: Hi, Lingling. How are you?

Lingling: Wow, what a special minority blouse you're wearing! I guess it's made of batik. (She feels it by hand and asks) How much does it cost?

Jean: I bought it in Yunnan and it's worth buying, I think.

Lingling: Did you get it at a bargain sale?

Jean: Oh, the bargain sale was really a scene.

Question to foreigners: Why did Lingling ask those questions?

Question to the Chinese: Did Jean answer what Lingling asked?

Why/Why not?

Analysis of the Cultural Differences in Greeting and Chatting
(Answers are given at the end of the unit.)

Suggestions for Problem Solving

- If you said or did something out of politeness in the Chinese way but the foreign interlocutor took it as an offense, what would you do?
- You may use the following expressions to make up for the “cultural bump”:
 - I’m sorry if my question offended you. In my culture, it’s all right to ask about that.
 - I’m sorry if my advice bothered you. In my culture people show concern by offering advice.
 - Anything wrong? I’m sorry that I made you feel uncomfortable. I didn’t mean it. You know, it doesn’t matter for a Chinese to . . .
 - Please feel free to tell me if I made you feel awkward.

Common Knowledge of Cross-cultural Awareness

- Don’t ask personal questions about age, income, price of personal belongings and the like.
- Don’t say “where are you going” as a greeting.
- Don’t insist if the guest said “No, thank you” to your offer.
- Express your true desire to a foreign friend offering something.
- Be aware of the differences between Chinese and other cultures.
- Explain or ask for explanation if any miscommunication arises between you and a foreign friend.

Common Expressions for Serving Tea and Responses

A: Would you like something to drink?

B: Yes, tea please. (accepting the offer)

A: Would you like something to drink?

B: No, thank you. (declining the offer)

A: Would you like something to drink?

B: No, thank you.

A: Are you sure?

B: Yes, I'm not thirsty. (rejecting the offer definitely)

A: Would you like something to drink?

B: No, thank you.

A: Are you sure?

B: Well, okay. A cup of coffee, please. (changing your mind)

Key to Tasks

Task 2

explanations of Dialogues 1, 2 & 3:

Dialogue 1

In China, a host usually serves his/her guests with the best drinks and food he/she has, thinking it unnecessary to ask what the guests would like and paying no attention to their refusal, either. He/she insists upon the offers and continually fills up the cup. On the other hand, if the Chinese are guests, whether they like it or not, they will keep shaking heads and saying "no trouble" or "no need". It's good manners to turn down an offer when it is first made. Customarily, the refusal is taken just as a gesture of politeness and thus ignored. That's why foreign guests