

# 加速英语口语

（第一册）

刘艳 Anna Trott 段金惠 主编



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# ACCELERATE ORAL ENGLISH

AN ORAL TEXTBOOK FOR COLLEGE STUDENTS

加速英语口语

第一册

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# 前 言

提高英语实际应用能力,尤其是口语表达能力是当代大学英语教与学的一个重点。学生在英语口语学习中遇到的诸多困难和问题,促成了我们这套《加速英语口语》的诞生。

这套口语教材平衡并揉合了中外师资的优势,语言真实自然、准确地道,既贴近中国大学生的学习生活实际,又适当反映了西方的校园和社会生活;既生动地呈现了网聊、网上购物等当今社会的热门话题,又广泛涉及学生的大学校园生活和未来求职、工作的许多方面,实用性相当强。

本书改变目前很多英语口语教材词汇量小、内容空洞的缺点,将丰富的词汇、实用的语法句子结构融合在真实生动的对话场景中,辅以对话和讨论等多种练习方式,使学生学习口语对话的同时,有效地掌握更多实用词汇和语法结构,并快速提高英语写作水平。

在每个单元后面的 **Beware — common problems** 列出了学生常犯的语言错误,有利于学生及时纠正; **Difference between British English and American English** 又把每单元涉及到的英美英语差别列出,方便学生对照。这些也是其他口语教材所不具备的内容。此外,“自我评估”(self-evaluation)部分,能使学生和老师对学习进程有个大致的了解,并有利于培养学生的自主学习能力和自我管理自我评估的元认知能力。每个单元后面还介绍了与课文相关的中西方文化差异方面的知识,以提高学生的文化适应能力。

本教材分为一、二两册,第一册包括 10 个单元,第二册包括 12 个单元,每个单元有 2—6 个不同的对话场景。本书语言的难度适中,适用对象广泛:可以作为大学低年级英语专业和高年级非英语专业学生的英语口语教材,不但对通过四、六级考试很有帮助,也对那些有志

于出国留学,或是单纯提高口语水平的自学者深有裨益。

本书在历时3年多的编写和反复修改过程中,承蒙众位专家的赐教,特别是有幸得到国内外英语教育界知名专家——郑树棠教授的指点,在此深表谢意。

编 者

2007年2月6日

## **PREFACE**

Finding a useful oral English textbook in China is a difficult task. Many of the books from the West are either too simple or too hard. They focus too much on grammar, or they are simply not relevant to the Chinese education system and its examinations. While it is true that the Chinese education system has been heavily criticized, with good reason in many cases, the fact remains that Chinese students must work within this framework. Moreover, Chinese-produced oral English textbooks, while gearing students towards examinations, can sometimes lack naturalism, and are simply not realistic.

It was with these points in mind that we set about writing this textbook. It was our aim therefore to find a balance between the two types of books mentioned above. We hope to combine the natural style of Western textbooks with the relevancy of the Chinese textbooks.

This is primarily an oral English textbook; however, it is designed to help students not just with this skill, but also to improve their listening and writing abilities. There is a focus on the College English Test Band Four, which is reflected in the use of vocabulary from the exam, throughout the dialogues and exercises. In this sense, we hope it will help the students prepare for the exam. That is not to say that this book is just for students preparing for Band Four. The use of realistic dialogues and naturalistic language means this can be a very useful book for students preparing to study abroad or travel abroad, and students (both those who major in English and those who major in other subjects) who wish to improve their English in order to communicate more effectively

with foreigners. The tables showing the differences between American and British English mean that students can feel comfortable communicating with native English speakers from a variety of countries.

Whatever your reason for studying the book is, we are confident you will find it beneficial and, more importantly, fun. This is meant to be enjoyable and colorful — just as the act of speaking English is. We hope you have fun studying the book and improving your English knowledge all round, just as we did putting it together.

We are very grateful for the valuable contributions given by Evan Ecklund, Hoa Hang Cheng and Gareth Copley. We also really appreciate the expertise given by Michael Krigline, Mr. & Mrs Trembly, Alexandra Marle, Gavin Marle, Prof. Yang Chuanzhe(杨传哲教授), Prof. Liu Shoulan(刘守兰教授), Prof. Li Yuan(李源教授), Qu Jiadi(曲佳迪), Giuseppe Magdona and Peter Gordon.

## NOTE FOR THE TEACHERS

Each teacher has his/her own teaching style, and it is not possible, or even my intention, to instruct any teacher exactly how to use the text. Having said that, I wish to point out a few things. Each unit is rather comprehensive, and due to the limited time you have to teach the book, it may be a challenge to get through the whole thing in detail. However, it is not necessary that all the exercises be completed in class. Many of the “fill in the blanks” exercises could make very useful homework assignments. By the same token, the oral discussion of the writing topics can, of course, be extended into actual writing assignments. However, in encouraging oral discussion for the written element, I aim to stretch the students to think creatively about possible answers to the set topics. Chinese students in particular have a tendency to “retrieve from immediate memory whatever seems appropriate and write it down” (De La Paz et al, 1997). This leads not only to formulaic sentences, but also poorly organized compositions. It is essential, therefore, to encourage a much more conversational approach to these tasks, whereby students can try to utilize new words learnt, and explore a range of well-considered responses.

This is, however, an *oral* textbook. As such, the focus is, and should be, on language as a communicative tool. Yet this is not the primary focus of the CET Band Four Examination, which stresses the importance of grammar and the language itself. In using both naturalistic dialogues as well as language exercises, however, a balance should be struck between Chinese “traditional instruction” and more Western



teaching styles of “natural acquisition” (Lightbrown et al, 1998), whereby the learner is exposed to the language through social interaction. Of course, there is a need for students to have form-focused instruction as well — there is much evidence to prove the fact that students will have difficulty with basic structures of a language if no formal tuition is offered. Yet researchers have also pointed out that “in classroom settings where the emphasis is on learning about the language, learners with superior intellect tend to do well ... However, in classrooms where language acquisition through interactive language use is emphasized ... learners with a wide variety of intellectual abilities can be successful” (Lightbrown et al, 1998). Nowhere is this “wide variety of intellectual abilities” more apparent than in a class of fifty students who do not major in English. We must, therefore, while acknowledging the need to polish the language skills of the students, also create an interactive environment, where students of all levels — both in language ability and I. Q. — can gain something.

Keeping in line with the idea of multi-level teaching, each unit concludes with a self-evaluation section for the students to complete. The reasons for adding this section are manifold; primarily, I feel that it is essential that the students measure their own progress. As Sillman et al (2000) point out, “the division of power [between teacher and student over organizing the latter’s learning] communicates to students that they must take responsibility for what is learned” — an important lesson for any university student. The emphasis is on self-evaluation; this is a marker for the students themselves, and so whether they have made a great or small improvement in relation to their classmates, is not relevant. What is important is that the students feel they have accomplished something themselves. In a country where “losing face” is such a preoccupation, it seems this kind of consideration is essential. In a similar vein, the self-evaluation charts can be used by the teacher as a covert way of measuring what elements of the unit the class as a whole understood, and what parts

remain unclear to them. By asking the students to leave their books open on the evaluation page, the teachers may walk around and judge themselves if there are any problems in comprehension that should be addressed. In this way, common problems can be identified, and since no one has voiced these uncertainties, no “face” is lost.

Another reason for the charts is that many researchers have pointed to the circular relationship between motivation and success; the more we succeed, the more motivated we are; the more motivated we are, the more we succeed. Teachers should therefore guard against seeing a lack of great success as a result of lack of motivation. Instead, we should look at each individual student and assess his/her merits. Moreover, in order to encourage motivation, we need to make the classroom a place where success is possible; in providing students with their own evaluation forms, where personal levels of achievement are recorded, we will certainly encourage self-motivation.

There are also cultural notes in the book, which are added to give some depth to the students’ linguistic knowledge. Again, in an attempt to move the focus away from language acquisition as a tool purely for academic success to a more rounded and fulfilling experience, these insights into another culture are imperative.

Finally, I hope this book is a useful and enjoyable aid in teaching your students, and that you find it inspires lively classroom discussions and an active learning environment.

Anna Trott

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# UNIT ONE

## GREETINGS AND INTRODUCTIONS



**IN FOCUS:**

- greetings
- introduction
- expressing agreement

### Situational dialogues:

**Situation 1** *Sheila meets Adrian and his friend at the university on the first day.*





Sheila: Oh, **hi!** <sup>(1)</sup> Do you know where the introductory meeting is being held?

Adrian: Well, I think it is in that building. We are going to that meeting too, going the same way. By the way, where are you from? **You sound Australian.** <sup>(2)</sup>

Sheila: Yes, **I am from Australia originally**, but my mum and I **moved** here to the UK when I was five years old. I'm Sheila, by the way, what's your name?

Adrian: I'm Adrian, **pleased to meet you.**

Sheila: Pleased to meet you too.

Adrian: **This is my friend, Paul.** <sup>(3)</sup>

Paul: **Glad to meet you.**

Sheila: **Glad to meet you, too.**

Adrian: So is it just you and your mum here now, Sheila?

Sheila: No, I live with my mum, **step-dad** and **step-sister**. What about you?

Adrian: I don't have any brothers or sisters. I am an **only child**, but I live with my mum and dad in Leeds.

Sheila: Oh really? I love Leeds. I visited there once, but my family lives just outside of London, in the **suburbs**. So, are you a **freshman**?

Adrian: Yes, I am, but I took a **gap year** <sup>(4)</sup>, so I'm 19 years old. How old are you?

Sheila: I'm 18 — **fresh out of high school** <sup>(5)</sup>!

**Situation 2** *Paul runs into Emma on the campus.*

Paul: **Excuse me, but don't I know you from somewhere?** <sup>(6)</sup>

Emma: No, I don't think so.

Paul: Didn't you study in Lambton junior middle school?

Emma: No, I am afraid not. **You must have confused me with my twin sister** <sup>(7)</sup>, Lucy.

Paul: Oh, I am sorry. **You look exactly the same** <sup>(8)</sup>! I am Paul. Lucy was my classmate in that school, but I haven't seen her **for ages**. What is she doing now?

Emma: She is working with an **advertisement company as a designer**. I think she **mentioned** you before.