

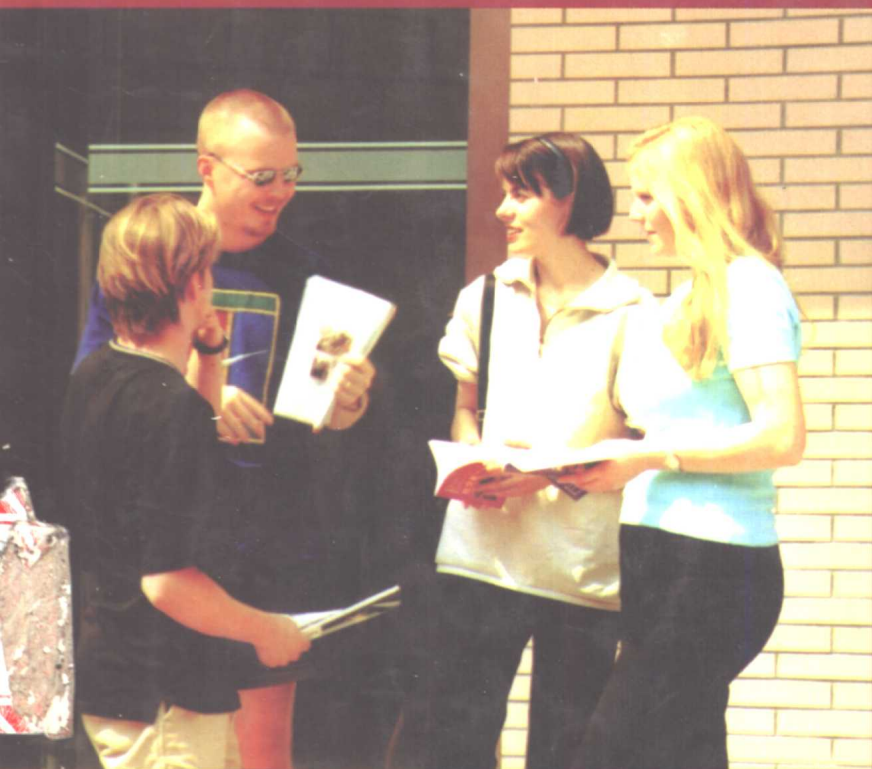
大学英语

上

交际口语

ORAL COMMUNICATION FOR COLLEGE STUDENTS

主编 范谊 赵敏娜



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Oral Communication
for College Students

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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 although 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

traveling and computers, topics that are up-to-date and interesting for young people. Even the examples are current: the Olympic scandal, computer hackers, Internet — real turn-of-the-century issues, not imagined or outdated situations.

- **Thirdly, the teaching and learning processes**

The writers of these textbooks are experienced College English teachers. They know the difficulties that both students and teachers face in oral English classes. So they have designed varied activities, tasks and learning experiences to overcome these difficulties and ensure as much learning as possible takes place. The learning environment is English. Students do not sit passively listening to a teacher; instead, they are actively involved in learning. They may be making up dialogues, doing role-plays, holding debates, telling stories. The types of classroom interaction vary frequently: sometimes students work in pairs; sometimes in groups and sometimes as a whole class. The teacher is motivating the students to speak, and facilitating and supporting their learning.

- **Fourthly, the explanatory notes**

In the *Pragmatic Notes*, the writers help the students understand important cultural, as well as linguistic, features of communication. For example, students learn about Edward Hall's theories on distance in communication. No one should underestimate how important this kind of awareness is in cross-cultural communication. I often tell my students of an incident that happened to me when I first arrived in China to illustrate this. I was sitting on a sofa, having a discussion with a Chinese colleague. As we talked, he moved closer to me. Being Western, I was a little uncomfortable, so I moved further over. He moved over too. This continued throughout the conversation until we were both sitting in the farthest corner of the sofa — until there was no room for me to move over any further. Was our communication successful? Perhaps for him. For my part, I had no idea what we talked about. I was much more concerned about the distance, or rather the lack of it, between the two of us. So effectiveness in cross-cultural communication means understanding how not only specific words, but also specific actions, may promote, or may interfere with, communication among people with different customs.

As we approach the 21st century, these textbooks will be very useful tools for learning and teaching English. Students will benefit enormously from the insightfulness of the writers: modern and idiomatic English, interesting topics, engaging learning activities, increased awareness of important factors in communication. However, no matter how good the textbooks are, in the end, the students must never forget that speaking is a practical skill. So to develop their competence in this area, they have to apply what they learn. They must take every opportunity to speak in English: in the classroom, in the dormitory, outside, with any foreigners they may meet. Only through continuous practice, will they really improve their spoken English.

Teachers know their students best. They are keenly aware of the difficulties their students face in learning new skills and a new language. They are always seeking ways to help their students learn better. These textbooks will help all English teachers. They have a fresh appeal: they deal with new issues; they advocate new approaches; and they provide practical suggestions for active and interesting

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——胜任工作。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。

参加本册编写的有范谊(第十、十五、十六单元)、赵敏娜(第一、二、十一、十二、十八单元)、蒋静(第五、十三单元)、邬蔚群(第八、十七单元)、忻青青(第三单元)、于立蕾(第四单元)、邢志祥(第六单元)、傅洁莹(第七单元)、吴玲娣(第九单元)、曹建新(第十四单元)、沈海红(第十九单元)、林渭芳(第二十单元)。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

1999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、收听广播电台广播、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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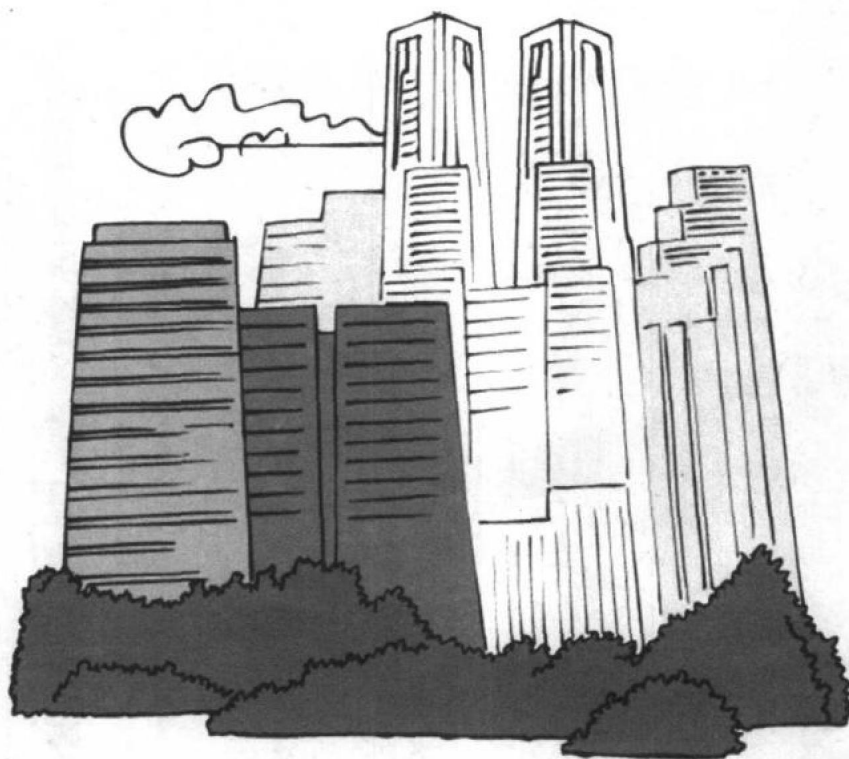
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Level One

Life on Campus



Unit 1

First Days at University

Warm-up

Work with your partner. Read aloud the following greetings and give responses. Discuss which of the greetings are used in the first meeting. List more greetings and responses you know and present them to the class.

Hi.

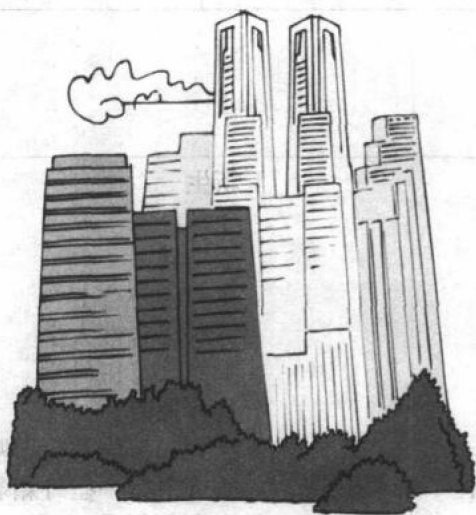
Hello.

Good morning.

Nice to meet you.

How do you do?

How are you?



Patterns and Expressions

A. Introducing oneself

Greetings	Introductions	Responses
How do you do?	My name is ...	Very nice to meet you. Mine's ...
Good morning/afternoon.	Let me introduce myself. I'm ...	How do you do, Mr./Ms. ... My name's ...
Hello.	My name is ...	Pleased to meet you. Mine's ...
Hi.	I'm ...	Nice to meet you. I'm ...

B. Introducing someone else

Requests for Introduction	Introductions	Responses
Could you introduce me to ...	Sure. Let me introduce you to ... This is ...	Nice to meet you.
I haven't met ...	I'm sorry. This is ...	Very nice to meet you.
I don't know anyone here. You'll have to introduce me.	Of course. I'll introduce you to ... This is ...	Nice to meet you.
	Let me introduce you two. This is ...	Nice to meet you.

C. Useful words and expressions

freshman	新生
tutor	导师
dean	系主任
at the welcome party	在迎新晚会上
a comprehensive university	一所综合性大学
major in Computer Science	主修计算机科学
Welcome on board.	欢迎加盟。
Let me help you with your luggage.	让我来帮你拿行李吧。
There are some foreign teachers on the staff.	教员中有一些外籍教师。
Dept. of Civil Engineering	土木工程系
Dept. of Business Administration	工商管理系
Dept. of Electronics Engineering and Computer Science	电子工程与计算机科学系

Activity 1 Pair Work

Task 1 Work together with your partner to complete the following conversations. Pay attention to the style of your language in different situations.

(1) A: Have you two met before?

B: _____, I don't think we have.

A: Well, _____ introduce you then. David Collins, _____
_____ my friend, Joe Grant.

C: _____.

(2) A: Excuse me, is your name Robinson?

B: Yes, _____.

A: I'm Sarah Johnson. _____.

B: The pleasure is mine.

(3) A: _____, let me introduce myself. _____ Peter King.

B: _____. I'm Jack Simpson.

(4) A: Great picnic, _____?

B: Yeah, really. The food is _____.

A: _____ Paul, by the way.

B: Hi, _____ Susan.

Task 2 Present the completed conversations to the group and then to the class.

Activity 2 Group Work

Task 1 Work in groups of three. Introduce the other two to each other using the patterns of *Introducing Someone Else*.

Task 2 Present your work to the class.

Text

Making an Introduction

1. A: Hi, I'm Tom.

B: Nice to meet you. My name's Bill.

2. A: Good morning. My name's Cindy Ross.

B: Glad to meet you. Mine's Sue Sharp.

3. A: Hello, let me introduce myself. My name's Bill Scott.
B: Hi, I'm Cathy Robbins.
A: Sorry, what's your first name again?
B: Catherine, but please call me Cathy.
4. A: How do you do? My name's John Wilson.
B: Pleased to meet you. I'm Linda Castro.
A: Sorry, what's your last name again?
B: It's Castro, C-A-S-T-R-O, but please call me Linda.
5. A: Let me introduce you two. Sam, this is Jack.
B: Nice to meet you.
C: Nice to meet you, too.
6. A: I don't know anyone here. You'll have to introduce me.
B: Sure. Peter, this is Jim.
C: Nice to meet you.
7. A: Rod, do you know Ben Turner? Ben, this is Rod Jones. He's from the States.
B: Glad to meet you, Mr. Jones.
C: Please call me Rod. Glad to meet you, too.
8. A: Jimmy, I haven't met your English teacher yet.
B: I'm sorry. Come and meet her. Ms. Rogers, I'd like you to meet my friend, Michael Foster.
C: Very nice to meet you. Where're you from?

Pragmatic Notes

◆ English names

Unlike Chinese, English-speaking people place their given names before surnames (family names). That's why they call their given name their first name, and their surname their last name. In "John Smith", for example, "John" is the given name (first name) and "Smith" is the surname (last name). Full names (given name + surname) are often used in formal introductions, and the use of given names indicates informality, casualness or intimacy.

◆ Short names

Very often, when people introduce themselves by the full names, they will state how they wish to be addressed — by offering the short form of their given names such as "Cathy" for "Catherine" and "Bill" for "William". Short forms are popularly used in self-introductions as they are easily called and remembered. Calling people by the short names makes them feel relaxed and comfortable, and also makes it easy for both to communicate. Here are more given names and their short forms:

- (1) Alexander — Alex
- (2) Robert — Bob

(3) Benjamin — Ben

(4) Elizabeth — Lisa

◆ **Formal and informal language**

Like all interactions, introductions vary in degrees of formality. Some situations call for formal introductions; some need informal ones. Some people seem to favor formal introductions to persons of “importance”, and others prefer short and informal introductions that can help create a light atmosphere. Different situations require different expressions for greeting and introducing. In introductory conversations, “How do you do?” suggests non-acquaintanceship and formality, while “Hello.” or “Hi.” is the least formal greeting used between young people, friends or colleagues.

◆ **Introducing someone else**

When one is with a friend or an acquaintance, and bumps into someone he knows, it is always polite to introduce them to each other. This introduction should include names, titles where appropriate, and a very brief description of the relationship to him so that the two people have a basis to start a conversation if they wish to.

Activity 3 Pair Work

Task 1 Develop each of the introductions into short conversations. Each person should have five or six turns in the conversation. Present your work to the class.

Task 2 Discuss with your partner the following questions.

- (1) Which of the introductions are formal and which are informal?
- (2) What are the possible situations to which they can be applied?

Activity 4 Class Work

Introduce yourself to at least four people in the classroom. Continue the conversation in each of the situations below by asking the person's name and other information you are interested in. Each person should have at least three turns in the conversation.

- (1) A: It's a great party, isn't it?

B: Yes, it really is.

A: I'm John Smith, from Chemistry Department.

B: Nice to meet you. I'm ...

A: _____

B: _____

- (2) A: Nice weather, isn't it?

B: Yeah, really.

A: My name's ..., by the way.

B: Hi, I'm ...