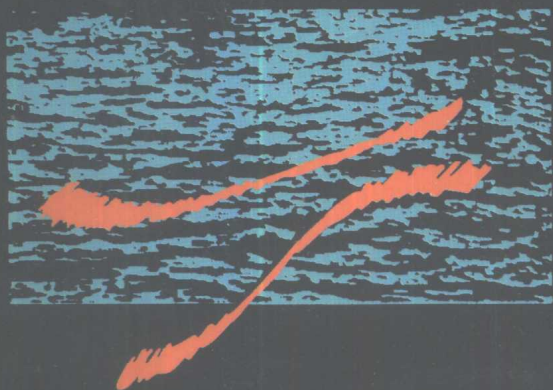


剑桥流利英语

CAMBRIDGE Skills for fluency

Series Editor: Adrian Doff



SPEAKING
口语

2

原著: Joanne Collie
Stephen Slater
编译: 蒋素华

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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口语 2

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* * *

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《剑桥流利英语》丛书简介

《剑桥流利英语》丛书是为训练英语听、说、读、写能力而编写的一套强化教材；分1、2、3、4级，分别针对初中级、中级、中高级、高级英语学习者。

目标：使您能够自信、流畅地运用英语。

特点：严谨的教学体系——听、说、读、写4种技能有机结合，自然渗透。

独特的教学思路——取材于真实生活，消除您对非母语的隔阂感，使您直接进入英语思维和英语使用环境中。

全新的教学方法——提供广泛有趣的话题和活动，以激发您对英语的兴趣，鼓励您与别人分享各种看法和观点。

在此基础上，每种单项技能训练又有各自的**独到之处**：

——**听力 Listening：**旨在培养理解日常生活口语的能力。记录原始、自然的生活语言，并根据各级的不同水平和需要选编其精华。

——**口语 Speaking：**旨在培养流利的口语能力。主要讨论一些与您的生活、工作密切相关的话题，鼓励您从自己的经历、感受和社会文化知识中寻找语言灵感，与人交流。

——**阅读 Reading：**旨在培养英语阅读技能。题材广泛、富有趣味性的原版文章，配以精心设计的辅助练习活动，帮助您更自信、更投入地阅读。

——**写作 Writing：**把写作作为语言教学课的中心，使其成为一种对语言的总体学习有重要作用的创造性活动。

本丛书专为非英语国家的英语学习者而编写，其英文原著由剑桥大学出版社出版。为适应我国广大英语学习者的需要，外语教学与研究出版社特邀北京外国语大学英语系富有教学经验的老师，对其进行编译，补充了大量的背景知识和相关的语言资料，使其不仅适用于课堂教学，而且可以作为优秀的自学教材。

具有一定英语基础而又渴望全面、迅速地提高英语听、说、读、写能力的读者，选择本丛书，必定会如愿以偿。

使用指南

听、说、读、写是语言的四个基本技能，而且这四种技能并不是孤立的，而是相辅相成的。本书在突出“说”这一技能训练的同时还兼顾“听”、“读”、“写”三方面，这样编写符合语言习得的规律。

书中的话题取自社会生活的各个方面，与我们的个人生活密切相关，素材真实，内容充实。每个单元都由四到五个部分组成，围绕话题在多个层面上设计教学实践活动，使这些话题既能横向展开，又可纵向深入，在最大程度上发挥学生的口语能力。这些教学实践活动形式生动、活泼，既能打开学生的思路，又能激发学生的思维，使学生在游戏中练口语。本书还设计了一些模拟的社会和生活环境，如要学生做一些实地采访或电视采访，训练学生在真实的环境中使用英语的能力。在第四册中，要求学生做一些项目，如做采访、写报告等，把练口语从“纸上谈兵”变为“实弹演习”。

在使用本书时，教师主要起组织和协调的作用。书中的教学实践活动一般都要求学生分组做，由教师组织学生围绕每个单元的话题和活动展开讨论，有时教师也会成为和话题有关的部分。本书能有效地调动学生的主动性，很好地避免了口语课上常见的“老师讲，学生听”的被动局面，使学生充分地利用课堂时间。

本书的编排比较灵活，既可单独使用，也可作为辅助教材配合其它主干教材使用。每个单元的几块内容可根据具体情况具体处理，可以全做，也可以选择几个有关的部分来做。

我们在改编时，主要从以下几个方面入手：

- 1 先引出话题（话题简说），就每个单元的话题作简要的介绍，帮助学生了解本单元的内容，促使学生思考。
- 2 补充与话题相关的词汇量（相关语汇），以备学生在练习时使用。
- 3 就教学实践活动给学生一些提示，使他们做起来更容易、更方便。

希望这种增补能对读者们有所启发，有所帮助。

Map of the book

内容纲要

<i>Unit</i>	<i>Themes/ Vocabulary areas</i>	<i>Areas of communication</i>	<i>Learner activities</i>
1	Money, taxes, borrowing/ lending.	Comparing and justifying choices and ideas; making guesses; discussing consequences.	Guessing in groups; brainstorming for ideas; designing (coins); preparing a short speech; completing a table.
2	Music, songs, films, busking.	Responding to music; giving opinions; talking about imagined situations/ memories; asking/ answering questions.	Matching visuals to sounds; group/ pair listening to songs/ film music; discussion.
3	Friends, losing things, skills.	Describing (friends, memories); narrating; asking/ answering questions; discussing skills/ abilities.	Group/ pair discussion; listening for particular expressions; listening to identify speaker's topic.
4	Accidents, emergencies, insurance.	Discussing accidents, insurance; giving a report; comparing (lists).	Completing a questionnaire; pair discussion; listening/ note-taking; preparation of a report in groups.
5	Bedrooms, bed, sleep, sleeping tablets.	Describing (bedrooms); justifying (bedtimes); checking/ retelling narratives; giving opinions; interviewing.	Pair interpretation of a visual; pair discussion; listening to narrative; making/ extending lists; simulating an interview.
6	Holidays, house exchange, souvenirs.	Making reports; planning/ discussing (holidays, souvenirs); guessing (identity).	Listening/ note-taking; completing a grid; note-writing; group role play.
7	Numbers, rich and poor, optimists and pessimists, life.	Guessing; comparing choices; discussing (life, rich and poor); giving reasons.	Pair guessing game; group completion of a table/ cartoon; making a prioritised list.
8	Cars, highway codes, traffic problems.	Discussing/ justifying choices; making suggestions; describing problems; reporting findings.	Choosing a visual; answering a questionnaire; listening; matching lists in pairs; administering a questionnaire; preparing a report in groups.
9	Hands, activities using your hands.	Communicating without speaking; discussing skills past and present; assessing skills.	Matching pictures/ words; listening to a song; pair/ group discussion; vocabulary building.

<i>Unit</i>	<i>Themes/ Vocabulary areas</i>	<i>Areas of communication</i>	<i>Learner activities</i>
10	Dangerous and cautious actions, levels of risk.	Comparing (risks); discussing meanings (of poem); sharing narratives; asking/ answering questions; preparing a formal warning.	Ranking actions; story building in pairs; group preparation of a broadcast.
11	Sounds, noises, jobs and voices, noise levels.	Comparing (lists, choices); talking about likes/ dislikes; talking about oneself.	Making lists; listening and note-taking; group and pair discussion; matching.
12	Annoying small things, food colouring.	Comparing (lists); describing personal experiences; giving reasons; complaining (formally).	Rating (troubles); vocabulary building; pair discussion; planning a phone call; phoning in pairs.
13	Words, alphabet, typefaces, business cards.	Making guesses; comparing choices; making/ reporting decisions.	Guessing game; building a poem; vocabulary building; choosing designs (pair and group work).
14	Messages, answerphones, complaints about the locality.	Describing and discussing feelings; comparing problems; leaving messages; complaining; giving a short talk.	Listening and guessing; group discussion and planning (messages); listening, then simulating a radio show; pair planning of talk.
15	Fires, burning, guns.	Seeking information; narrating; sharing comparisons/ reasons; discussing opinions; giving reasons; speculating.	Listing (reactions); listening for gist; recounting memories in groups; listening for detail; group discussion (guns).
16	Bad language, swearing.	Explaining (answers); persuading; giving reasons; asking questions; making suggestions; oral reporting.	Answering a questionnaire; pair/ group discussion; constructing a questionnaire in pairs; preparing/ presenting a report.
17	Collections, antiques, disposable household items.	Comparing (choices); giving explanations; describing; completing (narrative); discussing the future.	Pair discussion of a visual; interpreting a questionnaire in groups; pair role play; listening for prediction; group discussion; completing a questionnaire.
18	Male/ female stereotypes, upbringing, masculinity and femininity.	Interpreting (poem); comparing reactions, decisions, reasons; discussing opinions; presenting advice.	Listening/ note-taking; group discussion of choices; whole class discussion; completing and discussing a grid.
19	Pets, endangered species, whales and whale products, zoos for humans.	Justifying choices; seeking opinions; evaluating views; describing (categories of people).	Responding to visuals in groups; matching words/ pictures; guessing (statistics); preparing a recording.
20	Books, writing books, types of book.	Speculating; describing (books); discussing (character); giving opinions.	Responding to visuals in pairs; pair discussion; whole class/ individual letter writing.

单元	主题/词汇范围	交流范围	活动安排
1	钱,税,借入与借出。	比较和讨论所做选择与意见;猜一猜;讨论结果。	分组猜测;动脑筋;想办法;(为硬币)设计图案;准备一简短演讲;完成书中表格。
2	音乐,歌曲,电影与街头演艺。	为电影配乐;说出你的见解;谈论想象中的情景与记忆;问答。	为画面配音;分组/分对听歌曲/电影音乐;讨论。
3	朋友,遗失的物品与技巧。	叙述(朋友/记忆);讲述自己的故事;问答;讨论技巧或能力。	分组/分对讨论;听录音,了解一些特定的词语;听录音,说出讲话人的谈话主题。
4	事故、紧急情况与保险。	讨论事故和保险;做汇报;对比(列出的条目)。	完成调查表;分对讨论;听录音,做记录;分组准备汇报。
5	卧室、床、睡眠与安眠药。	叙述(卧室);调整(睡眠时间);检查/复述自己的叙述;谈见解;做电视采访。	分对讲解书中插图;分对讨论;听叙述;列出/扩充单子;模拟采访。
6	假日,交换住房与纪念品。	做汇报;计划/讨论(假日与纪念品);猜一猜(它们的产地)。	听录音,做记录;完成书中表格;写留言;小组表演。
7	数字,富裕与贫穷,乐观主义者与悲观主义者,人生。	做猜测;比较所做的选择;讨论(人生,富裕与贫穷);加以论证。	分对做猜测;分组完成书中表格/插图;依次列表。
8	汽车、道路法规与交通问题。	讨论/论证所做的选择;提建议;陈述问题;汇报所发现的问题。	选择一插图进行讨论;回答问卷;听录音;分对将所列条目配对;组织一次问卷调查;分组准备汇报。
9	手与手的功能。	用手语进行交谈;讨论过去和现在手的技能;评价手的技艺。	将句子与插图配对;听歌曲;分对/分组讨论;扩大词汇量。

单元	主题/词汇范围	交流范围	活动安排
10	危险与谨慎的行为,风险等级。	比较(风险);讨论(诗词的)意义;互相叙述;问答;撰写一篇正式警告。	将行为分成不同的等级;分对编故事;分组准备一篇广播稿。
11	声音,噪音,工作与噪音,噪音等级。	比较(所列条目与选择);谈论好恶;叙述自己的好恶。	列条目;听录音,做笔记;分组和分对讨论;配对。
12	使人烦恼的小事,加色素的食品。	比较(所列条目);讲述自己的经历;加以论证;(正式)控诉。	按等级评定(令人烦恼的事情);组词;分对讨论;准备一电话主题;分对打电话。
13	词语,字母,字样与名片。	做猜测;比较所做的选择;做决定并向全班汇报。	做猜字游戏;合写一首诗;扩大词汇量;(分对和分组)选择设计图案。
14	留言,录音电话,抱怨社区环境。	叙述和讨论感受;比较问题;留言;抱怨;进行一简短谈话。	听录音,做判断;分组讨论和计划(留言);听广播采访并模拟做一次广播采访;分对准备谈话内容。
15	火,燃烧与枪支。	找信息;叙述有关经历;对比答案并加以论证;讨论见解并加以论证;问题思考。	列出(各种反应);听录音,抓要点;分组详述记忆;听录音,找细节;分组讨论(枪支问题)。
16	脏话与赌誓。	讲解(答案);说服人们不要说脏话;讲道理;提问;提建议;口头汇报。	答调查问卷;分对分组讨论;分对准备一调查问卷;准备并作汇报。
17	收藏,古董与一次性的家用物品。	比较(选择);解释;描述情况;完成(讲述);讨论未来。	分组讨论插图;分组讲解调查问卷;分对表演;听录音,作预测;分组讨论;完成调查问卷。
18	男女成规,教养,男子气概与女子特征。	讲解(诗词);对比男女反应,决定与理由;讨论各种见解;提出忠告。	听录音,做笔记;分组讨论各种选择;全班讨论;完成和讨论书中表格。
19	宠物,濒临灭绝的物种,鲸鱼与鲸鱼产品,人类动物园。	讨论所做选择;征求各种意见;评论各种观点;叙述(各种类型的人)。	分组讨论插图;将词语和插图配对;猜(数据);准备录音。
20	书,写书和书的种类。	问题思考;描述(书);讨论(书中人物);谈自己的观点。	分组讨论插图;分对讨论书籍和文章;全班/个人写信。

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1

Planning improvements

更好地计划

Money and its uses 钱及其用途

话题简说:

这一单元的话题和钱有关, 下面这些形状各异的盒子是储钱罐 (money boxes)。人人都需要钱, 但挣钱的方式以及对钱的想法和用法却因人而异。钱, 多多益善吗? 你喜欢怎样挣钱?



1 Tuning-in 请看

Sit with four or five other students. Write down the names of each student in your group.

Guess how much cash each student has in his/her pocket or bag today. Write your guesses next to each name (including your own). Then add up the total. Discuss your ideas with others in the group. As a group take out all your cash and count the total. Were your guesses right?

你身上有零钱(pocket money)吗? 猜一猜其他人兜里有多少钱? 看一看谁猜得最准。

2 For the greatest good 集思广益、积善积德

你打算如何使用你的零钱?

文化点滴:

有些人会尽自己的力量参与一些慈善事业(charity), 如捐钱(donate money)给慈善机构, 或筹资或募捐(raise fund)来帮助穷人。由私人赞助, 总部设在英国的 OXFAM (Oxford Committee for Famine Relief 牛津饥荒救济委员会)就是一个向全世界贫困或受灾地区提供救济的慈善机构。它于 1942 年成立于英国牛津, 当时向战乱中遭受饥荒的希腊儿童提供食品。二战后, OXFAM 继续向难民提供援助。20 世纪 60 年代后转向改善贫困地区的农业和粮食生产。如今 OXFAM 的分部已遍布全世界。中国的“希望工程”(Hope Project)是一个向边远地区失学儿童提供帮助的民间慈善工程。

Now that you know the total amount of cash in your group, consider this task: how could all the cash in your group be used for the greatest good of the greatest number of people? For example, with a small amount of money you could make some soup and feed many poor people in your city or town. Choose one person in your group to write down each idea the group has. After an agreed time, stop, discuss each idea on the list and choose the best one.

Compare your best idea with those of other groups in your class.

In your group, talk about these questions:

— How much money is each person in your group really prepared to give to

make your idea a reality?

—Have you given away any money so far this year?

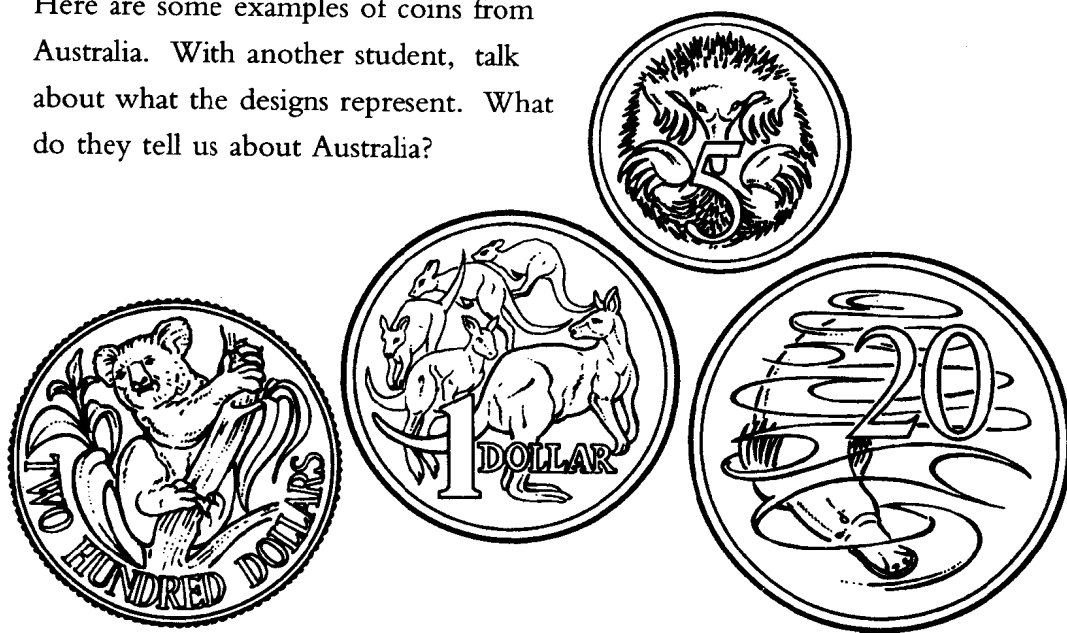
—To what kind of organisations have you given money?

相关词汇:

cash	现金	English pound	英镑
bank note	纸币	penny	便士(复数 pennies 或 pence, 100 便士等于 1 镑)
coin	硬币	US dollar	美元
credit card	信用卡	cent	美分
change	找头; 零钱	Japanese Yen	日元
cheque	支票	hard currency	硬通货

3 Designs for coins 硬币上的图案

Here are some examples of coins from Australia. With another student, talk about what the designs represent. What do they tell us about Australia?



一看就知道这些动物是澳大利亚的特产 (native to Australia), 它们是 (自左向右) 树袋熊 (koala bear), (红) 袋鼠 [(red) kangaroo], 针鼹 (echidna), 鸭嘴兽 (platypus)。硬币上的图案往往反映一个国家的某种特征或形象。书中的这四种动物象征着野生动物对澳大利亚人的重要性 (symbolise the importance of wildlife for Australians)。

You have been asked to design new coins for your country or for the country where you are studying.

Together, talk about the designs that already exist and then discuss some ideas for new ones. When you have chosen your designs, describe them in the table below and give reasons for your choices.

现在请你为自己的国家或你正在求学的国家设计硬币，并与其他同学讨论你的设计方案。

Value of coin	Design on coin	Reasons
5c	Beautiful tree surrounded by the words: 'Save our Forests'.	It shows that our country wants to save its environment.

Sit with another group. Describe your designs and ask about theirs.

4 Head of the government for a day

如果让你做一天政府首脑，你会……？

文化点滴：

税收(taxation)是一个很敏感的话题，因为它与每个人的生活息息相关。在英国和美国，竞选首相和总统时，竞选者都要在税收政策上表示自己的态度，因为这是争取选票的重要砝码。英国的人头税(poll tax)就遭到很多人的反对。英国和美国属于高税收的国家，一般来说，收入中的30%要交税。所以有很多富人为了少交税，转向其它低税收的国家投资。而税收过低，国家的收入得不到保证，政府的运作、军费和其它国家行为就会受到限制。税收过高，老百姓的负担过重，就会削弱消费能力，影响经济的发展。因此，制定一个合理可行的税收制度是政府工作中的一个非常重要的方面。

Nobody likes paying taxes but politicians continue to collect them. If you were head of government for one day, would you use the time to introduce some new taxes?

假如你是一位政府首脑，你会制定什么样的税收政策？你将采取什么措施制止逃税漏税现象？

Which of these new taxes would you choose and why?

<i>Tax</i>	<i>Reasons</i>
A tax on people with two cars.	
A tax on people with more than two children.	
A tax on people who eat meat.	
A tax on people who watch more than 20 hours of TV per week.	
A tax on parents whose children break the law.	
A tax on	
A tax on	

When you are ready, share your ideas with another student.

In class or at home, prepare a short political speech describing your new taxes and your reasons for introducing them. If you like, you can begin in this way:

“ My fellow citizens: Now that I am your head of government, I have decided to introduce new taxes to help our country. First. . . ”

If possible, record your speech on cassette. In small groups, play your speeches or give them live and talk about the consequences of these new taxes.

5 Neither a borrower nor a lender be . . .

最好不借给别人，也不借别人的……

英语有句谚语：“Neither a borrower nor a lender be”，意思是“最好不借给别人，也不借别人的 (It's better not to lend or borrow)”，你同意吗？

Which of these items would you happily lend to the people listed in the table? Complete the table, then talk about your choices with one or two other students. What has your teacher put? Find out.