

高等学校英语专业系列教材
Textbook Series for Tertiary English Majors



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A Course in Spoken English

英语口语教程 4

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重庆大学出版社

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内 容 提 要

《英语口语教程》共4册,是“求知高等学校英语专业系列教材”的一部分,供大学本科英语专业学生使用。它尽量体现英语国家日常口语的特征,所选素材尽可能体现新颖性和口语化的特点。4册教材的内容及难度和训练方式呈阶梯式发散延伸,各册既相互贯穿又各有侧重。本书为第4册,供英语专业2年级下学期使用。与前3册教材不同,本册教材通过阅读方式输入专题内容信息,用对子交流、小组讨论、个人表述等形式进行口语表达练习。它是针对英语基础阶段后期学生口语表达的基本能力而编写的,将口语训练与相关学科知识结合起来,引导学生“read to learn, speak to learn”。每单元由以下几部分组成: Title Page, Warming Up Activity, Related Knowledge, Activity, Tips 和 Evaluation。

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总 序

进入 21 世纪,我国高等教育呈现快速扩展的趋势。为适应社会、经济的快速发展,人才的培养问题已经比我国任何一个历史时期都显得更为重要。当今,人才的能力和素质的衡量越来越多地采用国际标准,人才的外语水平自然地也越来越受到培养单位和用人单位的重视,由此引发了对大学外语教学模式、教材和检测机制的新一轮讨论,掀起了新一轮的大学英语教学改革。作为外语师资队伍和外语专业人才培养的高等学校英语专业,相比之下,在教学改革思路、新教材开发和新教学模式探讨等诸方面均显得滞后。尽管高等学校外语专业教学指导委员会英语组针对当前高校发展的新形式和外语专业人才培养的新规格、新模式和新要求,修订出了新的《高等学校英语专业英语教学大纲》,并结合 21 世纪外语人才培养和需求的新形势,制定了由教育部高等教育司转发的《关于外语专业面向 21 世纪本科教育改革的若干意见》,就英语专业的建设提出了指导性的意见,但在实际工作中这两个文件的精神尚未落实。

为此,重庆大学出版社和外语教学界的专家们就国内高等学校英语专业建设所面临的新形势做了专题讨论。专家们认为,把“大纲”的设计和“若干意见”的思想和理念变为现实的一个最直接的体现方式,就是编写一套全新理念的英语专业系列教材;随着我国教育体制的改革,特别是基础教育课程标准的实施,适合高等学校英语专业教学需要的教材也应作相应的调整,以应对中小学英语教学改革的新要求;高等学校学生入学时英语水平的逐年提高和就业市场对外语人才需求呈多元化趋势的实际,对高等学校英语专业的人才培养、教学模式、课程设置、教材建设等方面也提出了严峻挑战,应对这些挑战,同样可以通过一套新的教材体系来实现。

迄今为止,国内尚无一套完整的、系统的英语专业系列教材;目前已有的教材出自不同的出版社,编写的思路和体例不尽相同;现有的教材因出版时间较早,内容、知识结构、教学方法和手段已经不能适应新的发展要求;传统的教材设计多数基于学科的内在逻辑和系统性,较少考虑学习者的全面发展和社会对人才需求的多元化。

自 2001 年开始,在重庆大学出版社的大力支持下,我们成立了由华中、华南、西南和西北地区的知名专家、学者和教学一线教师组成的《求知高等学校英语专业系列教材》编写组,确定了系列教材编写的指导思想和总体目标,即以《高等学校英语专业英语教学大纲》为依据,将社会的需求与培养外语人才的全面发展紧密结合,注重英语作为一个专业的学科系统性和科学性,注重英语教学和习得的方法与规律,突出特色和系列教材的内在逻辑关系,反映当前教学改革的新理念并具有前瞻性;锤炼



精品,建立与英语专业课程配套的新教材体系,推动英语专业的教学改革,培养高素质人才和创新人才。

系列教材力求在以下方面有所突破和创新:

第一,教材的整体性。系列教材在课程类型上分为专业技能必修课程、专业知识必修课程、专业技能选修课程、专业知识选修课程和相关专业知识课程等多个板块。在考虑每一种教材针对相应课程的特性和特色的同时,又考虑到系列教材间相互的支撑性。

第二,学生基本技能和实际应用能力的培养。在课程的设计上充分考虑英语作为一个专业来培养学生的基础和基本技能,也充分考虑到英语专业学生应该具备的专业语言、文学和文化素养。同时,教材的设计兼顾到社会需求中对英语专业学生所强调的实际应用能力的培养,除考虑课程和英语专业的培养目的,课程或课程体系应该呈现的学科基本知识和规范外,充分考虑到教材另一方面的功用,即学生通过教材接触真实的语言环境,了解社会,了解文化背景,丰富学生的实践经验。在教材编写中突出强调“enable”,让学习者在实践中学习语言、文学、文化和其他相关知识,更多地强调学习的过程,强调学生的参与,以此提高学生的实际应用技能。

第三,学生的全面发展。对高等学校英语专业学生而言,英语不仅是一门工具,更重要的是一个培养学生人文素质和跨文化意识的学科专业。系列教材强调合作性学习、探索性学习,培养学生的自主性,加强学习策略的指导。通过基础阶段课程的学习,使学生在语言知识、语言技能、文化意识、情感态度和学习策略等方面得到整体发展;在高年级阶段则更多地注重学生的人文精神、专业理论素养、中外文学及文化修养的培养。

第四,教材的开放性。一套好的教材不应该对课堂教学、老师的施教和学生的学习拓展有所制约,应给使用教材的教师和学生留有一定的空间,要让学生感到外语学习是一件愉快的事,通过学习让人思考,给人以自信,引导人走向成功。系列教材的总体设计既考虑严密的学科系统性,也考虑独具特色的开放性。不同地区、不同类型的学校,可以根据自己的生源和培养目标灵活地取舍、选用、组合教材,尤其是结合国内高等学校中正在探讨的学分制,给教与学一个多维度的课程体系。

我们希望通过这套系列教材,来推动高等学校英语专业教学改革,探讨新的教学理念、模式,为英语专业人才的培养探索新的路子,为英语专业的学生拓展求知的空间。

《求知高等学校英语专业系列教材》编委会

2004年8月

前言

长期以来,我们的英语教学有一定的局限性,偏重于知识的传授,忽视应用能力的培养。传统的口语教材内容相对单一,忽略英语口语综合能力的培养和提高。口语训练的主旨是使学生有效地处理所获信息,顺利完成交际。只有尽量加大语言信息刺激量,创设良好的语境,才能使学生在交际中学习和习得英语。为使学生英语口语综合能力进一步提高,我们以《高等学校英语专业英语教学大纲》为指导思想,编写了这套《英语口语教程》。《英语口语教程》尽量体现英语国家中日常口语的特征,所选素材尽可能体现新颖和口语化的特点。由于我们强调可操作性,注意口语各阶段训练活动设计的实用性,本教材将使课堂教学组织更为容易。

《英语口语教程》共分4册。其内容、难度和训练方式呈阶梯式发散延伸。各册内容既相互贯穿,又各有侧重。从最基本的日常对话,到校园生活、英语学习、个人轶事、班级活动、地区气候,循序渐进,逐步加深到相关学科,如跨文化交际、英语学习策略、管理学、市场营销、卫生保健及环保等内容。本教材旨在培养学生用简练而基本正确的英语表达思想的能力,使学生在交流中增长见识,扩大词汇量,增强文化敏感度。在此过程中,教师要起到引导、督促的作用,使学生的训练达到预期的效果。

交际是语言最基本的功能。《英语口语教程》努力缩短课堂与实际交际的距离,为学生创造良好的口语交际语境。教材图文并茂,内容丰富,有助于扩展学生的思维并提高他们的交际兴趣。借助教材中的练习和活动,学生在情景中深入角色,自觉地实践,语言能力在交际过程中逐步提高,交际习惯也从中得到培养。为增强教学的直观性,有条件的地方可使用电教手段教学。通过视听提供生动直观的语言情景,教学效果会更为显著。

本书为第4册,共11个单元,每单元需4学时,供英语专业2年级第2学期使用。与前3册教学总目标一致,本册教材旨在通过输入信息,培养学生的口头表达技能和英语交际能力。与前3册教材不同之处在于,本册是通过阅读方式输入专题内容信息,用对子交流、小组讨论、个人表述等形式进行口语表达练习。在英语学习



基础阶段,口语训练较多地考虑英语难度循序渐进的要求,输入的材料多是日常生活对话和简单的话题交流,这种内容简单的口语练习虽然对训练口头表达技能有所帮助,但对学生的思维能力缺乏挑战性,正如北京外国语大学教授、高等学校外语专业教学指导委员会英语组的专家何其莘所批评的那样,“在语言技能训练中往往强调模仿记忆却忽略了学生思维能力、创新能力、分析问题和独立提出见解能力的培养”。为此《高等学校英语专业英语教学大纲》中提出“要有意识地训练学生分析与综合、抽象与概括、多角度分析问题等多种思维能力的教学原则。本册口语教材正是根据这一教学原则及学生在英语基础阶段后期口语表达的基本能力而编写的,引导学生 read to learn and speak to learn。教材力求在教学内容和形式上有所创新,突出以下特点:

1. 以内容型教学大纲为指导思想,结合任务型教学大纲及其他教学大纲之长,将其他学科领域知识引入英语口语练习。围绕多学科题材安排、组织教学,将学习者的注意力引向内容的意义,为学习者创造运用英语的机会,营造习得英语的学习环境。

2. 以学生为中心,注重过程引导。每一单元学习内容的难度呈阶梯式分布,教学活动以各种各样的任务为基础,要求学习者通过学生与教师之间、学生与学生之间、课内学习与课外学习的互动,初识并理解多学科的内容,进行分析式、感悟化的思想交流。

3. 读、说技能有机结合,确保语言输入信息量和练习手段的多样化。例如对话、小组讨论、角色扮演、案例分析、辩论会、调查汇报、多媒体辅助发言等。

4. 教学中引入英语学习策略指导,引导学习者有效运用学习策略,自主学习、自我监控和调试、自我激励、自我测评,提高英语口语练习的成效和时效。

5. 提供课外学习延伸渠道和任务,适合不同地区和不同学习者的需要。

本书各单元没有按照难易度呈阶梯式分布,教师可根据学生背景和需求选择学习内容和安排学习进度。每单元内容框架如下:

Title page 主题介绍。由单元题目、主题图片及本单元的学习目标组成。

Warming up activity 热身练习。以学生所熟悉的知识和感兴趣的方式导入



本单元所学、练的内容。

Related knowledge 内容输入。课前或课堂上以阅读方式输入专题内容信息。

Activity 语言运用。以多样化练习方式,促进输入内容语言表达的内化和产出。

Tips: 实践建议。对在实践中运用所学章节知识的指导和建议。

Evaluation: 成效评估。用于学习者自我测评和教师对学生学习成果的检测。

编 者

2004 年 8 月

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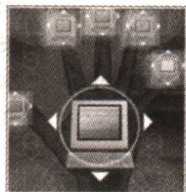
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Unit 1



Stretching for Effectiveness

In this unit, you will learn about:

- ★ Characteristics of good language learners,
- ★ Language learning and language use strategies,
- ★ Learning style preferences,
- ★ Assessing your own language learning style.

Wwarming-up activities

Talk with your partner and make a list of what you think are the characteristics of “good language learners”.

Tips

Steivick (1998) describes in his book *Success with Foreign Languages* seven good language learners who were successful despite their apparent differences. “They were good language learners because they had learned how to learn a language. In other words, they were successful because they knew how and when to apply strategies appropriate to their own language learning needs.” It can be posited that all learners are likely to succeed at any classroom task if they make use of one or more strategies. (Cohen, 2003)



Part 1 The good language learner

➡ Activity 1 *What are the characteristics of good language learners?*

Format: Pair work

Purpose: To describe the “good” language learners that you know, speculating on the strategies and characteristics that might have made these learners successful.

Time: 5 minutes

Directions: Read over the list of Joan Rubin’s characteristics of the good language learner and discuss these questions with your partner.

Questions for discussion:

1. Do these characteristics accurately reflect the “good” language learners that you know?
2. How would you describe the good language learners that you know? Are they the same or different?
3. Are the characteristics listed by Rubin still relevant for current language learners?

CHARACTERISTICS OF THE GOOD LANGUAGE LEARNERS

1. The good language learner (GLL) is a willing and accurate guesser.
2. The GLL has a strong drive to communicate, or to learn from communication.
3. The GLL is often not inhibited.
4. In addition to focusing on communication, the GLL is prepared to attend to form.
5. The GLL practices.
6. The GLL monitors his own speech and the speech of others.
7. The GLL attends to meaning.

(Rubin, 1975)



Part 2 What are language learning and use strategies?

2.1

LANGUAGE LEARNING STRATEGIES

RELATED KNOWLEDGE

- ❖ The second language, the foreign language and the target language: a second language is a language you speak in the local community in addition to your native language, while a foreign language is a language that is not spoken in the local community. A target language simply refers to the language being learned, whether as a second language or foreign language.
- ❖ Learning strategies: The special thoughts or behavior that individuals use to help them comprehend, learn, or retain new information. (O'Malley & Chamot, 2001)
- ❖ Language learning strategies can be defined as the specific behavior, steps, and actions taken to enhance one's own learning, through the storage, retention, and use of new information about the target language. They are the conscious thoughts and behavior used by learners with the explicit goal of improving their knowledge and understanding of a target language. They facilitate language learning tasks, represent goal-directed behavior, and personalize the language learning process. Language learning strategies can be classified as the 4 categories. See Chart 2.1.



Chart 2.1

1. **Cognitive strategies** involve the identification, retention, and storage of words, phrases, and other elements of the target language. They deal directly with the manipulation of target language structure.

Examples include:

- Using prior knowledge to comprehend new language material
- Summarizing language information mentally, orally or in writing
- Classifying vocabulary according to topic or part of speech
- Using visual images to learn new information or to solve a problem

2. **Metacognitive strategies** deal with learners' efforts to plan, organize, monitor, and evaluate language-learning activities. They help learners control the language learning process.

Examples include:

- Planning how to accomplish the language learning task
- Selectively attending to key words, linguistic markers, or other information
- Monitoring one's comprehension and production of the language

3. **Social strategies** represent the actions that learners choose to take in order to interact with others, e.g. a teacher, or native speakers. They reflect external efforts to learn the target language.

Examples include:

- Asking for clarification, additional explanation, or verification
- Cooperating with others to complete a task, pool information, or solve a problem
- Asking for feedback about one's performance or comprehension
- Using other students or a language expert as a learning resource



4. **Affective strategies** involve learner motivation, emotions and attitudes. They reflect internal efforts to regulate the language learning process.

Examples include:

- Taking one's emotional temperature before, during, or after a learning task
- Reducing anxiety by using relaxation techniques
- Encouraging oneself through positive self-talk and positive attitudes
- Using rewards when one has accomplished a learning task

(Adapted from Cohen, 2003)

➡ Activity 2 *What are language learning strategies?*

Format : Jigsaw

Purpose : To better understand language learning strategies by exchanging views with each of the group members during a discussion.

Time : 10 minutes

Directions : Divide the whole class into 4 groups. Each group will study 1 category of language learning strategies. After 5 minutes' discussion, regroup the students, making sure that each new group is formed by members from the 4 different groups. Each student from each different group will tell the whole new group how the respective strategies work.

2.2

LANGUAGE USE STRATEGIES

RELATED KNOWLEDGE

- ❖ **Language use strategies** are the actions taken by learners to retrieve information about the language already stored in memory, practice the target language, create the impression of control over the language, and compensate for gaps in target language knowledge. They may or may not have an impact on learning. The difference between language



learning strategies and language use strategies is the intended purpose of the strategy. Whereas language learning strategies are used when the explicit goal is improving learners' knowledge of a given language, language use strategies focus primarily on helping students use the language they already know. Language learning strategies can be grouped into four categories. See Chart 2.2.

Chart 2.2

1. **Retrieval strategies** are used for retrieving words, phrases, and other elements of the target language from memory, and for choosing appropriate language forms. While cognitive learning strategies would be used to learn information about the target language, retrieval strategies are employed when the learner needs to access this stored information.

Examples include:

- Using a key word mnemonic to call to mind a particular word
- Mentally visualizing a verb chart to choose an appropriate grammar form
- Recalling previous classroom language tasks in order to perform a similar task
- Writing down key words or information during a language task to trigger memory

2. **Rehearsal strategies** are used for rehearsing target language structure through repetition or practice.

Examples include:

- Engaging in form-focus practice, such as practicing verb conjugations
- Rehearsing a language structure several times before using it
- Repeating the pronunciation of a word or phrase out loud before using it
- Writing down a phrase or sentence before using it orally