

最新简明英语系列教程



最新简明 英语口语教程

● 本册主编 彼尔·福乐 陈 德

*A CURRENT CONCISE
ENGLISH
SERIES COURSES*



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Introduction

For many Chinese learning English, speaking is the biggest obstacle to get over in their studies. Although they may have made great efforts, the result can be still far from satisfying. Some learners may have become frustrated and lost hope in ever speaking proper English. They may have subconsciously avoided practicing their oral English in and out of class. And this psychological resistance—this insecurity—only results in “notorious dumb English”, that is, the ability to read but not to speak. The obvious consequence is that educated, well-trained English does little to help them when confronted with actual English conversation. Is there, then, a good way to study English well, especially oral English?

There are many factors involved in improving a person's spoken English. For example, a systematic phonetic training is required, as well as a certain amount of active vocabulary and a good speaking environment etc. Of these factors, one is particularly important, and that is a comprehensive and concise oral English guide created specifically for the millions of Chinese currently studying English.

A Current Concise Oral English Course was thus conceived, and was written with the sole purpose of showing contemporary and lively American English in a variety of situations.

The author of this book, Pierre Fuller, a native of New York, has borne this point in mind throughout the process





of writing this book. A graduate of the English Department of Georgetown University in Washington DC, he has an unusual command of the English language. In addition, Pierre Fuller's year and a half of teaching in Xi'an, China have familiarized him with the problems Chinese face in their oral English study.

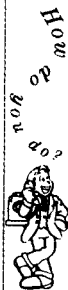
Chen De, Professor of English, has contributed his ideas and participated in the writing of this book. Chen De has spent considerable time as a visiting scholar at both the Pennsylvania State University and the University of Toronto. He has personally experienced the challenges Chinese students may encounter in North America due to an inadequate ability to express themselves orally. As colleagues, both of the authors agreed that their students urgently needed a practical, yet thorough, speaking guide. This book is the result.

Pierre Fuller began to compose the following dialogues based on his observations of his students' performance in class. The conversations in each chapter were written by Pierre Fuller and the first draft was used in his class. He revised the draft using the comments and suggestions of his students. This book stands apart from all other oral English textbooks available in the Chinese market for the reasons highlighted below:

1. This book consists of three parts—Career, Daily Life and Leisure—covering a total of 19 topics. Readers can appreciate the text's authentic American conversations.
2. A beginning section of this book focuses on some key

points regarding the change in stress on certain syllables that is essential for proper pronunciation.

3. In Part I, cultural background is explored by a short preface to each dialogue. Fuller attention is paid to the subjects covered in this Career section because of its importance for those Chinese needing proficient English for their careers. These brief cultural introductions help readers to have a better understanding of the American and Canadian worlds and should help them communicate with native English speakers more easily and efficiently.
4. Plenty of idioms are used in the conversations throughout the book. Readers can easily grasp the correct usage and precise meanings of the listed idioms by using the context of the dialogues. By studying these dialogues readers can learn how to use these idioms in their own speaking.
5. Key words and useful idioms are presented at the end of each dialogue with both an English explanation and definitions in Chinese. This is meant for easy reference to save readers both time and trouble.
6. A vocabulary review list divided into subjects and categories covered in the book is provided in the appendix. This additional feature provides a quick review of essential and frequently used words.
7. By taking full advantage of the information and resources in these pages readers can gradually build up the ability to express their ideas comfortably and accurately, as well as become more familiar with the style of native speak-





ers. After using this book, "Chinese English" will finally give way to genuine English expression.

Naturally, it is not possible for a person to learn to speak good English within a day. Nevertheless, he or she can improve his English within a short period of time if he has the right book at hand. We trust this book will fulfill its purpose of providing an indispensable help to your oral English study.

前 言

英语口语是当前英语学习中最难突破的堡垒。虽然英语学习者为此付出了巨大努力,但是从效果上看还是差强人意。因此,不少人对英语口语的提高丧失了信心,甚至对英语口语产生恐惧心理,从而,潜意识地避开各种练习口语的机会,其结果是,许多人的英语水平仅局限在会读不会讲的哑巴英语水平上。这样的英语水平无疑是不能满足实际工作和生活需要的。那么有没有学好英语特别是英语口语的好途径?

英语口语的提高需要多方面因素,如需要经过扎实的语音基础训练,掌握一定的词汇量和常用句型,熟悉英语基础语法和具有良好的会话环境等等。在诸多因素中有一点是不能够忽视的,它就是英语学习者应该具有一本简明地道的提高英语口语能力的指导性教科书。

《最新简明英语口语教程》则正是在这种英语口语学习的背景下开始撰写的,其目的就是向读者提供当前美国英语在不同场合的表达方式。

作者彼尔·福乐先生在撰写的过程中始终牢记这一点。他来自美国纽约城,毕业于美国著名学府乔治顿大学英语系,在英语语言方面有较深的造诣。由于他曾在中国科学院西安外语培训中心担任过一年半的英语口语教学,故深知中国学生在口语学习上的问题。

作者陈德教授参与了全书的编写,并提出了许多建议。他曾分别以访问学者的身份在美国宾州州立大学语

言学系和加拿大多伦多大学英语系进修。他亲身目睹了中国学生因口语表达能力弱而遇到的许多实际问题。两位作者对在中国英语口语教学方面所存在的问题上,看法一致,认为有必要编写一本适合中国学生提高口语,以适应在国外生活和工作需要的,带有指导性而又简明的口语教科书。该书因此应运而生。

彼尔·福乐先生的编写基于他对学生在口语课堂上的表现而展开。每一篇章里的对话都是出自福乐先生之手,该书的初稿曾在他的课堂上进行试用,在征求学生意见的基础上又进行了修改。与其他在中国使用的英语口语教材相比较,该书的特点突出如下:

1. 该书由职业、日常生活和休闲三大部分组成,涉及 19 个方面,读者可以真实地欣赏美国口语在不同场合的表达方式。
2. 本书的开篇集中介绍了对正确发音起重要作用的某些音节的变化。
3. 在第一部分的每一个对话前都作出相应的文化背景介绍。这些介绍可以帮助读者更好地理解美国人和加拿大人的内心世界,从而更容易与他们沟通思想。
4. 全书出现了大量常见的成语和俚语,是地地道道的北美英语,通过对话的上下文读者能够容易地掌握它们的准确含义和如何正确表达,从而使其运用于自己的口语中。
5. 该书对在对话中出现的关键词和俚语都给出了中英文两种语言的解释,为读者节省了时间和省去了麻烦。
6. 书中的附录部分根据主题列出了相关的词汇,它可以帮助读者复习和掌握一些基本和常用的词汇。

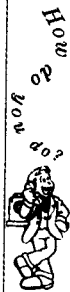
7. 通过本书的学习读者可以逐渐培养用正确的英语表述自己观点的习惯,更加熟悉英语为母语者的口语表达风格,从而达到让“中国式”的英语让位于地道的英语表述的目的。

英语口语的提高不是一朝一夕就能实现的,但是使用好的教材和正确方法却可以使学习者少走弯路,早日使其服务于自己的工作或生活中。我们真诚地希望本书能为您的口语提高助一臂之力。

彼尔·福乐
陈 德

2001年5月4日

最新简明英语口语教程



English Word Stress

a short chapter on pronunciation

When non-Chinese study Mandarin—as putonghua is called in English—one of the biggest obstacles they face is getting used to hearing and using its four main tones. Pronunciation in Mandarin is two-fold: sound and tone are equally important. When many Chinese study English, on the other hand, they believe that they do not have to face this problem. But, they do, for English, in a sense, is no different. It has tones of its own—“word stress,” as we will call it here. Remember, the sound of a word is not the only thing to consider when speaking. Stress is very important as well. If you do not pay enough attention to this aspect of pronunciation you will be easily frustrated when both listening to native speakers and speaking to them. Paying careful attention to this seldom-covered aspect of spoken English will definitely make you speak more fluently.

In Mandarin, as we know, a change in tone means a change in the word itself. The crucial difference with English stress is that it is mostly used to exclaim, state, rebuke or question, among other things. If this stress is changed, so are the mood and emphasis of the word. Yet, even in English a change in stress can mean a different word altogether, even if the sound has not changed.

Remember that if we do not use these stresses we may sound awkward at best, and, at worst, we may not even be understood.

Numbers are a very common and important example. For instance, “15” and “50” are very similar in sound. Stress is essential for understanding which number you wish to say.

e. g. **thirteen**—**thirty**; **fourteen**—**forty**;
seventeen—**seventy** ; **nineteen**—**ninety**

Note that some entirely different words can be mixed up depending on what syllable you stress; for example:

1. the two verbs “conquer” and “concur” have the same sound and can only be distinguished by stress on certain syllables: “**conquer**” is to defeat; “concur” is to agree or cooperate with.
2. a more common example are the words “desert,” “to desert” and dessert. “**Desert**” is a dry region. “To **desert**” is to abandon, while “dessert” is the sweet after the meal.
3. other words that appear quite different can easily be confused if one speaks quickly and does not pay attention to word stress. For instance, the word “**complaint**” and “**compliment**” are indeed very different in meaning, but easily confused if stress is misplaced.
4. take, for example, the word “**furniture**” and the two





words “for **nature**”: to distinguish the two word stress is essential.

So, while finding a new word in the dictionary, be sure to check or confirm its stress as well as its sound. Most dictionaries indicate the proper stress by putting a (') before the syllable which should be said more loudly. As for remembering stress, just follow (and practice...) the list of basic rules below. (Note that these are general rules to guide you; you will occasionally encounter exceptions to them.)

General Rule 1: Two - syllable nouns and adjectives tend to be stressed on the first syllable.

e. g. : **Tuesday**, **mother**, **country**, **lovely**, **often**, **music**, **dinner**, **movie**, **picture**, **forest**, **table**, **breakfast**, **April**, **Christmas**, **football**, **handsome**, **dirty**, **sofa**, **window**, **singer**, **novel**, etc.

General Rule 2: Two - syllable verbs tend to be stressed either on the first or the second, depending on the verb.

Yet, often when a word is spelled the same as both a noun and a verb, the noun is stressed on the first syllable and the verb on the second.

e. g. : “to **bargain**,” and “to **realize**,” are both stressed on the first syllable. These are exceptions to the rule. The examples below follow the rule.

NOUN(or Adjective)

conduct – behavior; the way someone act

*His **conduct** was very bad.*

ally – a country or person that cooperates with another

The USA and Britain are strong **allies** today.

increase – the act of getting greater or bigger

*The tax **increase** is 10% .*

content – the subject matter; the things inside something

*The **content** of the magazine is all sports.*

object – something that is the focus of action

*She is the **object** of his desire.*

subject – (n) – the topic of discussion

*History is the **subject** of today's class.*

contest – a competition

*The **contest** lasted four hard days.*

permit – a license

*I have a valid driver's **permit**.*

survey – a detailed examination of something

*The government took a **survey** of peoples' opinions.*

contract – a written agreement

*I signed the **contract** already.*

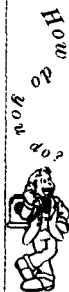
present – (n) – a gift; the immediate moment

*The **present** is a difficult time to live in.*

present – (adj) – here at the moment

VERB(or Adjective)

conduct – to manage





*She **conducts** the class well.*

ally – to give help or support to

The countries have been **allied** for ages.

increase – to enlarge or get bigger

*The tax **increased** by 10% .*

content – (adj) – satisfied; happy

*He is **content** with having just soup.*

object – to oppose

*I **object** to your use of such foul language.*

subject – to subdue; make suffer something

*She **subjected** me to insult after insult.*

contest – to dispute or challenge

*I **contest** his claims.*

permit – to allow

*Her parents **permit** her to go.*

survey – to examine

*The army **surveys** the city before attacking.*

contract – to reduce in size; to acquire (get)

*She **contracted** a disease on her trip.*

present – to introduce something

*Tonight, he will **present** his artwork to us.*

All the students are present.

contrast – something that shows that things are very different

contrast – to compare things

*The **contrast** between rich and poor here is huge.*

*He will **contrast** Chinese and US culture.*

produce – a product, mainly of farms: fruits and vegetables

produce – to make

*The **produce** at that market is very fresh.*

*That factory only **produces** toys.*

record – a piece of writing; a music disk; a best performance

record – to write down

*He has the world **record** in the mile.*

*She **records** everything I say.*

perfect – (adj) – having no problems or mistakes

perfect – to make perfect

*Her examination score was **perfect**.*

*She tried to **perfect** her performance.*

refuse – garbage; trash; useless material

refuse – to decline or reject

*Unfortunately, **refuse** was scattered all along the trail.*

*She was sad that the school **refused** her.*

Other examples: *digest, progress, project, entrance, insult, combine.* The list—like English vocabulary—is endless.

General Rule 3: Nouns and adjectives of three or more syllables often have only one stressed syllable; verbs of three or more syllables often have two stressed syllables. For example:

NOUN

graduate – someone who has received a degree or diploma
I am a **graduate** of Beijing University.



compliment – a kind thing to say

*He gave her more **compliments** than she wanted.*

estimate – a rough guess or approximation

*Your **estimate** is far too high.*

VERB

graduate – to receive a degree or diploma

*She will **graduate** from Beijing University.*

compliment – to say a kind thing

*He **complimented** her too much.*

estimate – to make an approximation

*He **estimated** too high.*

ADJECTIVE

separate – apart

*The TV and VCD machine are **separate**.*

moderate – reasonable; medium

*The car was offered for a **moderate** price.*

appropriate – suitable

*A sweater is **appropriate** dress for winter.*

elaborate – complicated but precise

*He gave an **elaborate** description of China to me.*

VERB

separate – to break apart

*Lovers may **separate** after a fight.*

moderate – to make less severe; to preside

*You should **moderate** your harsh opinions.*