

拓展

Bridging Cultures

跨文化口语教程

主编 文秋芳
编者 王文宇 张沂昀

高等学校英语拓展系列教程



语言技能类

语言应用类

语言文化类

专业英语类

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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北京 BEIJING

图书在版编目(CIP)数据

跨文化口语教程 = Bridging Cultures / 文秋芳主编. — 北京: 外语教学与研究出版社,
2005.9
(高等学校英语拓展系列教程)
ISBN 7-5600-5102-2

I. 跨… II. 文… III. 英语—口语—高等学校—教材 IV. H319.9

中国版本图书馆 CIP 数据核字 (2005) 第 102252 号

出版人: 李朋义

责任编辑: 段长城 荀晓鸣

封面设计: 牛茜茜

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京大学印刷厂

开 本: 787×1092 1/16

印 张: 18.5

版 次: 2005 年 11 月第 1 版 2005 年 11 月第 1 次印刷

书 号: ISBN 7-5600-5102-2

定 价: 21.90 元

* * *

如有印刷、装订质量问题出版社负责调换

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前 言

《跨文化口语教程》以《大学英语课程教学要求》(试行)中口语能力的一般要求和较高要求为目标,以学生在国内外生活中英语口语日常真实交际的需要为依据来编写。本教程分为9个单元,每个单元围绕同一主题涵盖国外和国内两种不同场景:(1)中国学生留学海外;(2)外国人来华访问学习。每个场景都包含了一系列典型的交际活动。

本教材的编写特色如下:

1、突出实用性,注重双向文化交流

全书突出“以言行事”的宗旨,将跨文化交际能力的培养融入具体的口语活动,让学习者真正体会到口语技能的实用性、交际性。同时每一项交际任务都置于国外和国内两种不同情境下,使学习者学会使用英语进行双向文化交流。每课书都提供了必要的双向文化知识说明。

2、强调趣味性

全书以故事的形式展开。书中两位主人公 Ming 和 Lily 是大学时的好朋友。Ming 在社会学系学习, Lily 在英语系学习。大学毕业后, Ming 去美国攻读硕士学位, Lily 留在国内担任了某大学海外汉语班的班主任。课文通过两人的 email, 巧妙地将国外和国内不同场景下发生的事件有机地联系在一起。故事情节真实、生动、有趣。

3、听说有机结合,口语训练循序渐进

每个单元都以听力活动为导入,听力材料一方面提供说话的场景,提高学习者的理解能力,另一方面通过练习让学习者将注意力集中到本单元所要用的单词与短语上。口语训练活动由易到难,循序渐进,其中有语言学习,有简单的对话,也有综合的交际活动。考虑到该教材的使用者在口语水平上可能存在较大差异,教材编写以中等水平为基准,但在教学内容的安排上以及练习的编排上,适当兼顾了口语水平较低和较高的学习者。

本书可作为大学高年级学生英语口语选修课教材,也可用于出国留学前的英语口语强化训练,同时可用于2008年奥运志愿者英语口语的自学。

使用说明

本教程共分9个单元，每个单元围绕一个跨文化交际中最常见最实用的话题。每个单元起始通过预热练习引入本单元所要学习的中心话题。其后分为两个部分，第一部分为Ming在美国的生活，第二部分为Lily在北京的生活。每部分内部的编排结构为：1) 真实生活场景对话；2) 语言点注释；3) 文化背景知识介绍；4) 听录音、记录重要表达形式；5) 对话填空；6) 角色扮演；7) 情景模拟练习。每个单元的结尾为附录部分，汇集了与单元话题有关的表达方式和词汇，供教师和学习者参考。

全书教学共需要36学时，每个单元用4学时。由于课堂教学时间有限，教师可根据学生水平和时间自主选取活动。各项活动的实施可参考以下建议：

1. 预热练习用来激活学生思维，帮助学生进入语境和角色，为本单元的学习做好准备。教师可以鼓励学生根据自身经历回答预热练习里的问题，答案因人而异，没有对错之分。教师可选择学生最感兴趣的问题展开讨论。活动可采用单人或结对形式，安排在10分钟之内完成。

2. 情景对话的录音和文本使用可根据学生水平采用不同方式。水平高的学生可以直接听录音；水平低的学生可以边看原文边听录音。听力理解题有两类，一类针对大意，一类针对细节。教师可以让学生听两遍录音，每遍的侧重点有所不同。第一遍关注对话的大意，第二遍强调对话的细节。听录音、回答问题总体时间不超过15分钟。

3. 语言点注释和文化背景知识介绍旨在帮助学生更好地理解对话、完成练习。文化背景知识介绍可让学生课外自己阅读。如需讲解，务必简明扼要。语言点注释可通过重放录音，让学生边听录音，边看注释，也可让学生看课文自己划出学习重点，总体时间控制在10分钟之内。

4. 对话填空练习主要针对初级水平的学生而设计。重复练习能够帮助他们掌握语言重点，有助于他们完成后面的角色扮演和情景模拟练习。这一练习也有利于较为内向的学生降低焦虑程度。此项活动可用10分钟完成，采用单人或结对形式展开。










5. 角色扮演可以留给学生作为课外作业。先将学生分组，各组完成不同任务。课堂上用15至20分钟抽查各组完成任务的情况，其间教师务必指出学生对话中严重的语法

或语用错误，以提高学生语言的准确性。需要注意的是，纠误绝不能伤害学生的积极性。

6. 全班的情景模拟练习大约需要30分钟。课前教师要根据当天的活动内容，精心构思各小组的人员安排和班内人员流动规则，同时要求学生在课前做好准备。上课时，教师向学生简要说明活动的目的、要求及步骤，并指定口语能力较好或者较活跃的学生承担重要角色。教师要鼓励和指导学生积极参与设定的交际活动，同时要全面监控教学活动的进展，发现问题及时解决，以免造成课堂上不必要的混乱。

在使用本教程组织口语课堂教学中，根据具体学生的水平和需求，教师也可灵活调整教学内容，进行取舍，不必完全拘泥于各个单元教学内容的安排。任何时候，完成练习的质量比数量更为重要。

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Unit 1

Enjoy Your Stay!



Warming Up

1. Do you have plans to continue studying for your master's degree? Why or why not?
2. Do you want to study abroad? Why or why not?
3. Have you ever been on any job interviews?
If yes, please list major questions you are asked in the interview. If not, what do you think would be the major questions asked in the job interview?
4. What should you do to leave a good impression on your interviewer in a job interview? Why? What shouldn't you do? Why not?

Ming's Email



Hi, Lily,

I just got a call from the Department of Sociology at Columbia University. They called me for an appointment for a telephone interview. I'm thrilled! You know how much I want to go to Columbia and how hard I've tried to make it happen. But I also feel a little worried because I'm afraid of talking in English over the phone—as an English major, you may not have such worries. Anyway, I'll do my best to make my dream come true. Wish me good luck!

Ming

L istening



In this part, you are going to listen to three conversations.

Conversation 1

 Listen to the first conversation, and answer Questions 1 & 2.

1. What is the purpose of this conversation?
2. Whom is Ming speaking to in this conversation?

 Listen to the conversation again and answer Questions 3 & 4.

3. What does Ming want to study?
4. Where does Ming want to go? Why?



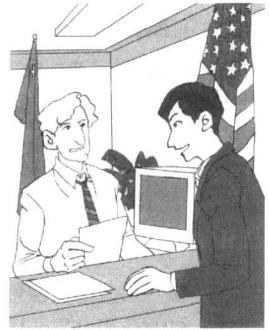
Conversation 2

 Listen to the second conversation and answer Questions 5 & 6.

- 5. Where does the conversation take place?
- 6. What is Ming doing there?

 Listen to the conversation again and answer Questions 7 & 8.

- 7. How long will Ming stay in the U.S.?
- 8. What is Ming going to do after studying in the U.S.?



Conversation 3

 Listen to the third conversation and answer Questions 9 & 10.

- 9. Where does the conversation take place?
- 10. Whom is Ming speaking to in this conversation?

 Listen to the conversation again and answer Questions 11 & 12.

- 11. Why can't Lin Hua come to meet Ming?
- 12. Where is Ming going to stay tonight?

Tapescript

Conversation 1 Telephone Interview

Ming: Hello!

Ms. Neilson: Hello! May I speak to Mr. Ming Chen, Please?

Ming: Speaking.

Ms. Neilson: Hi, this is Coral Neilson from the Sociology Department at Columbia. We talked last week over the phone.

Ming: Oh, hi, Ms. Neilson.

Ms. Neilson: I will give the phone over to Dr. David Clifton, Director of the Graduate Program in the department. He will speak to you.

Ming: OK, thanks.

Dr. Clifton: Hello, Ming. Or Chen?

Ming: Hello, Dr. Clifton. Please call me Ming.

Dr. Clifton: OK, Ming. I have some questions for you. Are you ready?

Ming: Sure. Could you please say it a bit louder? The connection is not very good.

Dr. Clifton: Sure. The first question is: Why do you want to further your studies in our department? Can you hear me clearly?

Ming: Yes, I got the question. Well, I want to further my studies at Columbia because it's one of the best schools in the United States and in the world. Your department is well recognized in social studies, with several world-renowned professors. It would be great if I could study and do research work in your department.

Dr. Clifton: Good. Now I have several questions to ask you about your research interests...

Conversation 2 Visa Interview

Ming: Good morning, Sir.

Visa officer: Morning. What's your name?

Ming: My name is Ming Chen. M-I-N-G Ming, C-H-E-N Chen.

Visa officer: OK, Ming, why do you want to go to the United States?

Ming: I'm graduating from college this summer and I want to further my studies at the Columbia University in New York.

Visa officer: Oh, it's a top school. What are you going to study there?

Ming: Sociology. It's my major. I love it. That's why I want to further my studies in this field.

Visa officer: How long will you stay in the States?

Ming: I'll stay for one year and a half till I get my master's degree.

Visa officer: What's your plan after you finish your studies at Columbia?

Ming: After I finish studying, I want to teach at a large university in Beijing or Shanghai.

Visa officer: If you got a good job offer in the States, would you stay?

Ming: No, I wouldn't. I want to live here in China. My family and friends are here. It's my home.

Visa officer: OK, please go to Window 12 to get your visa.

Conversation 3 Arriving at the JFK International Airport

Custom officer: Good morning. Your passport, please.

Ming: Here you are.

Custom officer: What is the purpose of your trip to the United States?

Ming: I'm a student at the Columbia University in New York.

Custom officer: OK, here's your passport. Enjoy your stay!

...

Ming: Excuse me. My name is on your sign. Are you expecting Chen Ming from China?

Jeong: Yes. You're Chen Ming?

Ming: Yes, I am. Are you Lin Hua from the Chinese Students Society at Columbia?

Jeong: No, I'm not. Hua is my roommate. He can't come because of an emergency in the lab. He asked me to meet you at the airport. I'm Jeong.

Ming: Hi, Jeong. Are you from China?

Jeong: No. I'm Korean. But I've been to China once. I took a two-month Chinese language course at Beijing Language Institute three years ago.

Ming: Really? Then let's speak Chinese!

Jeong: Oh, no. My Chinese is no more than *nihao*, *xiexie*, and *chile ma*. Let's just speak English. Your English is really good.

Ming: Thanks. Where are we going?

Jeong: North Manhattan. I'll take you to the school guesthouse. Hua has booked a room for you.

Ming: Good. Let's go!



Language Notes

Columbia 哥伦比亚大学，在这里省略了 University。

talked over the phone 通过电话

The connection is not very good. (电话的) 连接不太好。

further your studies 学习深造

It's well recognized in social studies. 这所学校的社会学很有名。

a top school 一所名校

My name is on your sign. 我的名字在你的牌子上 (sign 这里指接人的牌子)。

Are you expecting Chen Ming from China? 你是在等从中国来的陈明吗?

the Chinese Students Society 中国学生会

an emergency 急事

My Chinese is no more than *nihao*, *xiexie*, and *chile ma*. 我只会用中文说“你好”、“谢谢”和“吃了吗”。

booked a room 预定了房间