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大学英语 新世界 口语教程

总主编: 吴卓娅 刘文字 高 鹏

总主审: 姜 怡

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

New World English-speaking Course

大学英语

新世界 口语教程

2

总主编: 吴卓娅 刘文字 高鹏

总主审: 姜怡

本册主编: 王义静 吴爱丹

副主编: 刘靖 徐明莺

编者: (以姓氏笔画为序)

于文萃 王爽 王国鹏 王海艳

安雪花 张睿 姜欣 高国娟

陶源 蒋立真

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前言

《大学英语新世界口语教程》是在教育部2007年制定的《大学英语课程教学要求》的基础上推出的口语教材，契合了高等院校大学英语教学改革采取加大听说教学的力度、开设小班口语课教学模式、建设英语特色课程的需求。新的“课程要求”和旨在提高大学生的英语综合运用能力的教学改革须有相应的配套教材作保障。本书作者将海外学习实践经验、国内一线教学心得和对同类书的比较以及学生的直接反馈意见融为一体，精心设计编写了本套教程，它是集体教学研究和实际口语教学经验的结晶。

本教程基于建构主义理论，把教学理论与实践相结合，实现教学内容和教学方法的协调融合。作为任务驱动型教材，本教程以“输入为基础、输出为目的；任务为主线、学生为主体”。书中巧妙的“任务”设计营造出更加接近现实的“真实的场景”，增加了“习得”的小环境，同时也突出教师指导下学生自主学习和协作学习的理念。教材内容具有实时性和时代感，涉猎知识面宽泛、多元、充满趣味。主题围绕学生生活和现实生活，贴切真实。练习类型灵活多样。素材选择注重情感和国际色彩，更多体现人文和跨文化交际因素。主要练习形式为模仿对话、复述、自由对话、描述和模拟游戏活动；目的是培养、提高学生叙述、表达和会话的能力。

● 编写框架

《大学英语新世界口语教程》1-2册分别由10个单元组成，每单元分为七个部分。

Part I Warming-up 本部分的任务是“说起来”。针对主题探讨问题，让学生在自由交流的环境中得以热身，自然开口“说起来”。同时，学生在交流中所使用的词汇、短语和句子是对原有储备知识的激活和复习，也为学习本单元主要内容做好准备。

Part II Functional Focus 本部分的任务是“功能练习”。便于学生总结原有知识，规范并掌握典型词语和句子。通过熟记数据库中的标准短语和句式，学生在话题范围内的口语基础更加扎实，不仅能提高交际的有效性和流利性，而且能“讲出比较规范、正确的英语”。

Part III Take in and Try out 本部分的任务是“会话输入与输出”。输入是输出的基础。由于学生的口语水平有限，一定量的语言信息输入和模仿完全必要。本部分生动有趣的对话材料便于学生“开口讲、学中说、说中学”，使学生有话可说，有模可仿，从而达到用英语口头表达的目的。

Part IV Communication Activities 本部分的任务是“交际活动”。依托营造的具体场景、提示和图片，激活思维，进行口头交流。这种灵活多样的口头交流任务为学生提供了使用英语的机会，可以快速提高学生的表达和会话能力。

Part V Follow-up Reinforcement 本部分是一项“后续任务”。为学完本单元后学生的能力拓展留下空间。通过更为灵活的游戏活动，加深、加强他们实际运用知识的能力，同时，突出学生自主学习和协作学习的理念。

Part VI Phonetic Practice 本部分的任务是“音标练习”。通过语音练习，帮助学生规范系统地复习英语中20个元音和28个辅音。目的是使学生温故知新，语音更加纯正，进一步增强学生说英语的自信心。

Part VII Language Entertainment 本部分是“寓教于乐”。让学生在娱乐中学习英语，体味学习的快乐和收获的喜悦。这种学习形式同样可以提高学生的英语表达和会话能力。

● 使用说明

本教材适用于大学英语1—4级各个级别的小班型口语课或四级后英语拓展课。本教程为一学年设计，每个分册适合一个学期使用，两周完成一个单元，课时分配为每单元4个学时。

根据教材试用情况，建议如下使用方式：

第一部分准备活动的目的是激发学生已有的知识储备，为本单元做准备。学生以一对或小组的形式，对感兴趣的问题自由探讨，活动时间不宜太长，达到使用原有知识进入本单元主题的目的即可。

第二部分是功能练习。数据库中的标准句式可给学生一定量的知识输入。这部分可以由学生课前预习和熟记，以便课上有信心使用更多语句完成本单元的任务。

第三部分是对话和篇章独白，也是单元的主体部分，紧扣本课交际话题编写。遵循输入为输出打基础的原则，教师可以先引领学生学习对话和独白部分，然后带领学生开展复述、提问和讨论等灵活多样的活动。也可布置学生课下背诵一部分，积累话题素材，以备将来使用。

在第四部分中，三项交际任务都为知识的输出而设计，可以灵活使用，通过充分的练习，帮助学生实现输出。

第五部分是所学知识的后续拓展任务。所设的虚拟场景，让学生在接近真实的环境下使用英语。该项任务可以让学生根据自己的理解进行再创造。

第六部分是语音练习。学生通过朗读，达到复习、学习和规范语音的目的。

第七部分是娱乐学英语的板块。读也好，唱也好，都是为了让学生在轻松愉快的课堂中学完一单元。

本教材为大连理工大学2009教改项目之一。参与本册书编写的人员如下：第一单元陶源；第二单元姜欣、刘靖；第三单元吴爱丹、王国鹏；第四单元吴卓娅、于文翠；第五单元吴卓娅、安雪花；第六单元徐明莺；第七单元王海燕、吴爱丹；第八单元蒋立真；第九单元刘靖、高国娟；第十单元王爽、张睿。本册书全部语音练习部分由王爽完成。此外，美籍教师Maggie Elisabeth Glass担任了本教程的审定工作，在此表示深深的谢意。尽管编写时编者在探索和体验新型教学理念方面做了最大努力，但由于时间仓促，水平有限，本教材难免有不尽如人意和纰漏之处，我们热忱欢迎广大师生在使用中提出宝贵的意见。

编者

2010.03

编委会

编委 (按姓氏笔画排序)

王义静

刘文字

吴卓娅

姜 怡

秦明利

高 鹏

夏晓梅

隋玉玮

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Unit 1

As the Tree, So the Fruit

— School Life and Exams

● **Functional Focus:**

How to express sympathy and encouragement

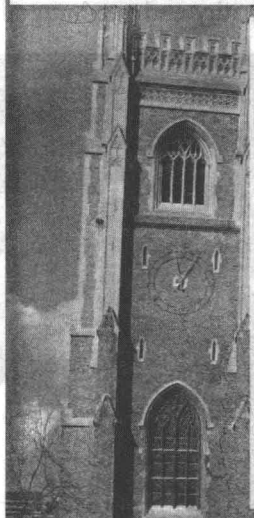


Part I Warming-up

Work in groups and discuss the following questions.

- 1) What is your general impression of your university?
- 2) After entering the university, have you experienced anything different from your high school life?
- 3) What are the words generally used to call college students in different grades?
- 4) What is your major? Why do you choose it?
- 5) If your friend fails in an exam, what would you say to him or her?

Culture Note



In most American public and private schools, education is divided into three levels: elementary school, middle school, and high school. When students finish high school, they may continue their study at colleges or universities, which offer either a two-year degree, called an **associate degree** or a four-year degree also, called a **bachelor's degree**, in a specific course of study. Students who have obtained a bachelor's degree can continue their education by pursuing a master's degree and a doctorate degree, also called a PhD.



- **associate degree:** 副学士学位
- **bachelor's degree:** 学士学位

Part II Functional Focus

- I. Read the useful expressions and sentences in the data bank aloud and try to recite them.

Data Bank

Tips for expressing sympathy and encouragement:

A. expressing sympathy

1) expressions of sorrow

What a shame.

I'm sorry to hear that.

It must be tough for you.

I sympathize with you.

2) expressions of concern

What's wrong/the problem? / Is anything wrong?

Is something bothering you?

What's on your mind?

3) expressions of positive regard

It'll be OK/all right.

Never mind./It's nothing.

Come on!

You've done your best.

I'll back you up.

B. expressing encouragement

1) encourage one's work

Excellent! /Extraordinary! /Fantastic!

Marvelous!/Outstanding!/Perfect!/Remarkable!

Well done!

That's better. Keep trying.

2) encourage one's ability

You can do it!

I knew you could do it.

3) encourage one who fails

Cheer up!

Don't feel so bad about yourself. / Don't be so down on yourself.

Nobody's perfect.

A. 表达同情

太遗憾了。

听到这事我很难过。

你肯定很难受吧。

我同情你。

怎么了?

你有什么事吗?

你有什么心事?

没问题。

没什么。

别灰心!

你已经尽力了。

我会支持你的。

B. 表示鼓励

太好了! /超好! /棒极了!

棒极了! /真了不起!

干得不错!

有长进, 继续努力。

你肯定行!

我就知道你行的。

打起精神来!

别那么自暴自弃。

人无完人。

II. Complete the conversation orally in pairs using the expressions and sentences given below.

well done	It must be tough for you	I just failed
so glum	You'll find it's interesting and not so difficult	Never mind
Come on	excellent	

Conversation

James: Hi, Linda!

Linda: Hi, James! Why are you ① _____?

James: ② _____ the quiz again. I'm afraid I can never succeed in English.

Linda: ③ _____, but you shouldn't lose your self-confidence.

James: You know I can't remember all these new words.

Linda: ④ _____. Recite and review the English words every day, and you will remember them.

James: And I can't follow the English news. It is so fast.

Linda: Listen to some English stories and songs first and then the news. ⑤ _____. I'll help you with your listening.

James: Thank you. I really don't want to bother you.

Linda: ⑥ _____. Your reading and listening have been better recently. Keep trying and you will succeed.

Part III Take in and Try out

I. Read aloud the following dialogue in pairs and then try to role-play it.

Dialogue: Keep Your Chin Up!

Anny: Hi, Charles! I heard that you've attended the university English Debate held by

- **tough:** a. 艰难的
- **glum:** a. 闷闷不乐/抑郁的

the Student Union. Are you busy preparing for it?

Charles: Yes. You know we have to read widely and recite some expressions and I've got **butterflies in my stomach**.

Anny: **Keep your chin up**. My roommate watched your debate with the Chemistry Department last night. She said you were doing a good job!

Charles: Really? I think I missed some opportunities to **refute** the opposite team.

Anny: It might be because you lack experience. Try to find more evidence to support your opinion and that will make you convincing.

Charles: Thank you for your suggestion.

Anny: You're smart and excellent in logic. I'm proud of you.

Charles: I'm flattered and I'll work harder.

II. Read the following monologue aloud and then try to retell it in your own words in pairs.

Monologue: How Do You Get the Final Score?

Hi, everyone. Nice to meet you. I'm Paul Scott and you can just call me Paul. I'm very glad to share with you the theory and knowledge about economics in this school year. Hopefully you can learn something interesting and useful in the class.

Now first of all, I'd like to state my requirements about the course. Your **attendance** and participation will add up to 20% of your final score. So be **punctual** and active in the class! You're also required to prepare a five-minute class presentation about economic theory, which accounts for another 10%. Another 10% of your final grade is devoted to your weekly homework and essays. Your final examination will account for up to 60% of the final score. Understand? If you have any questions, don't hesitate to contact me and this is my email address. All questions and suggestions are warmly welcomed.

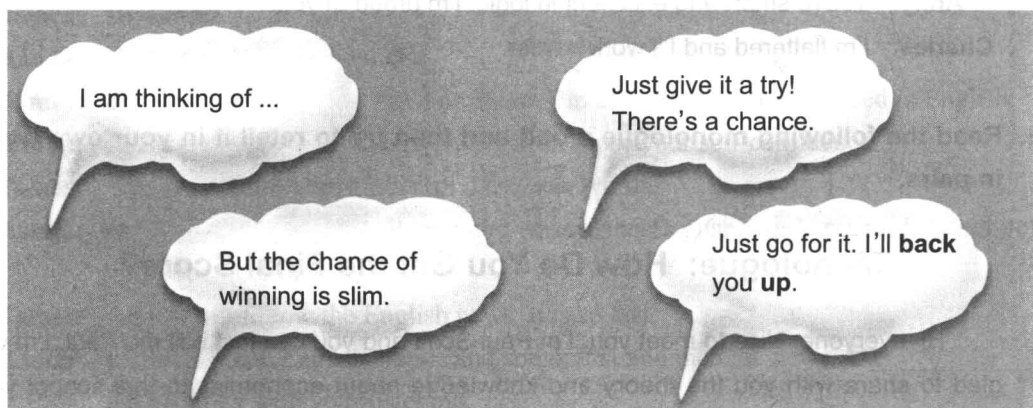
- **have butterflies in one's stomach:** 紧张
- **keep one's chin up:** 不要灰心, 保持乐观
- **refute:** v. 反驳
- **attendance:** n. 出勤
- **punctual:** a. 准时的

Part IV Communication Activities

- I. Work with your partner to create your own dialogues according to the given situations. Refer to the words and sentences in the bubbles.

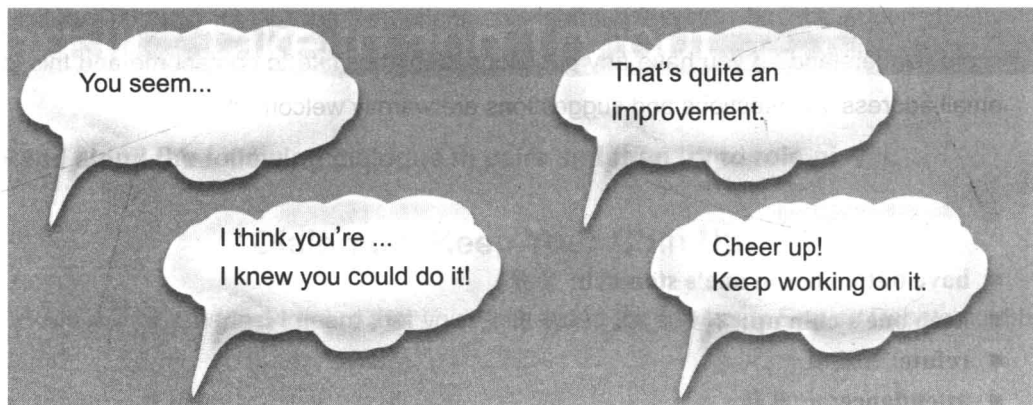
Situation One

Your friend, James, is wondering whether to take part in a mathematics contest. You believe that he can win a prize as long as he makes good preparation. Please encourage him to take part in the contest.



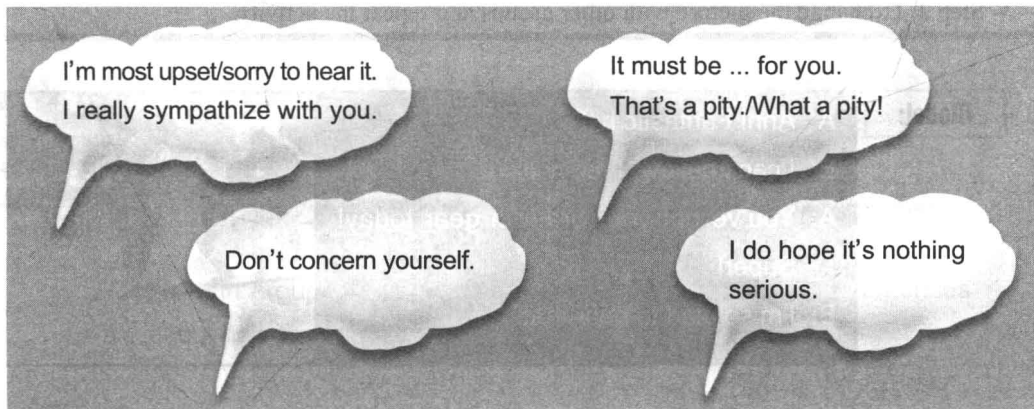
Situation Two

Lucy is worrying about her literature exam next week as she failed last term. This term she has been studying hard and made progress in this subject. Have a conversation with her and try to encourage her.



Situation Three

Your classmate Smith **fractured** his leg while playing basketball and has to stay in hospital for one month and a half. He is sad for he feels lonely and bored in hospital. You go to the hospital and try to say something to express your sympathy for him.



II. Read the dialogue with your partner and fill in the blanks according to the clues given in the brackets.

Dialogue: On the Playground

Your partner: What's up? ① _____ (你看起来闷闷不乐的).

You: I tumbled in the **relay** in the sports meeting this morning and our team lost.

Your partner: ② _____ (太遗憾了).

You: Yes. You know, we could have won the first prize, but I fell over. I feel really bad about it.

Your partner: ③ _____ (别责备自己了). It is just bad luck.

You: We've practiced a lot, but because of my fault...

Your partner: ④ _____ (我了解你的心情). You look tired and need a good rest.

You: Okay. I'll go to the dorm and have a sleep.

Your partner: You will attend other races. ⑤ _____ (我相信你有潜力, 下次再努力吧). Everything will be fine.

■ **fracture:** v. 折断

■ **relay:** n. 接力

III. Describe pictures within your groups.

- Step 1. Brainstorm key words connected to the picture given to your group.
- Step 2. Describe the picture with **all sorts of associations**.
- Step 3. Exchange the picture with other groups and repeat the activity.

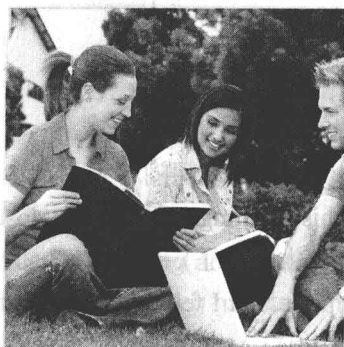
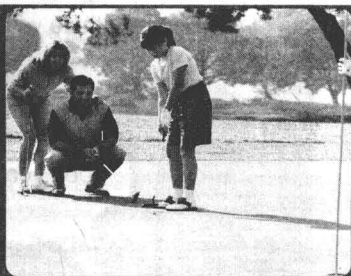
Model:

A: Ann! Fantastic hit!

B: I can't believe I really did it.

A: You've got your brain in gear today!
Super!

B: I'm so glad to hear that.



Picture 1

(Tips: campus activities)



Picture 2

(Tips: encouragement)



Picture 3

(Tips: achievements)

■ **all sorts of associations:** 各种联想

Part V Follow-up Reinforcement

Try to reinforce what you've learned in this unit by playing the following game.

Sympathy or Encouragement?

Step 1

Work in groups and brainstorm the words, phrases, and sentences about how to express sympathy and encouragement.

Step 2

Work in a group of three students and draw lots of A, B and C. A is a judge student, B is the unlucky one who needs sympathy and C is the one who expresses encouragement. For example, B loses his or her wallet, C expresses sympathy.

Step 3

Student A in each group reports their result.

You may begin with:

Student C: What's the matter? Is something on your mind?

Student B: Yeah. I wonder whether I can finish the homework in time.