

新世界 语教程

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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

大学英语

新世界

口语教程

1

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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、学中讲、说中学”，使学生有话可说，有模可仿，从而达到用英语口语表达的目的。

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，然后带动学生开展复述、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。参与本册书编写人员的分工如下：第一单元吴卓娅、吴爱丹；第二单元许艳秋；第三单元刘春伟；第四单元王义静、鲍倩；第五单元夏晓梅、张雪梅；第六单元陈丽辉、王珺莹；第七单元张静、王冬梅；第八单元马瑞雪；第九单元隋玉玮、胡文华；第十单元韩虔、郭梅。此外，美籍教师Norman Helfers担任了本册书的审定工作，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意见。

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2010.03

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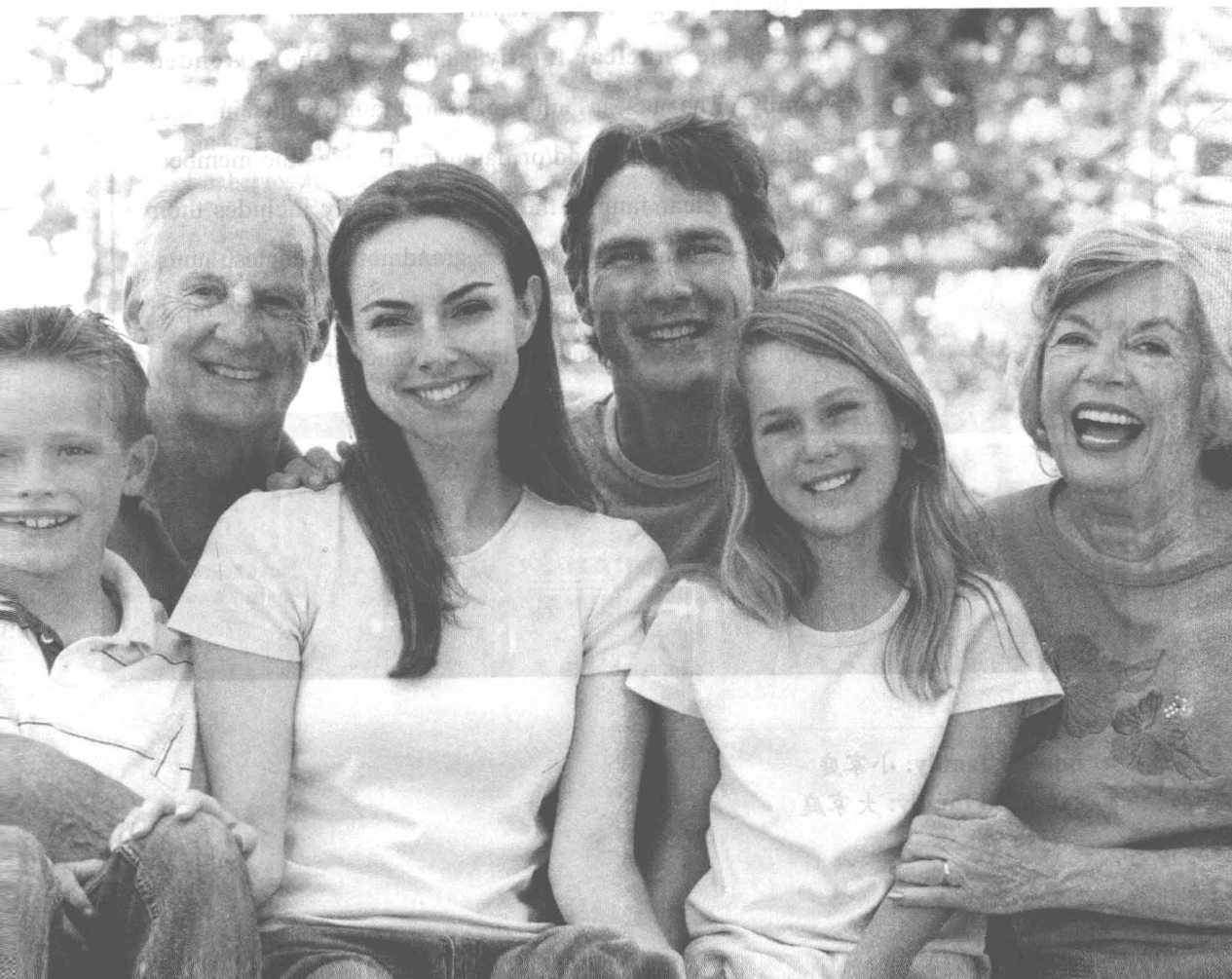
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Unit 1

East or West, Home Is Best

— Describing Your Family Members

- **Functional Focus:**
How to describe people

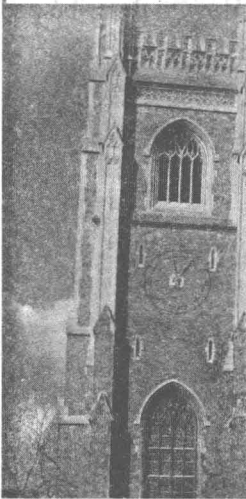


Part I Warming-up

Work in groups and discuss the following questions.

- 1) Would you like to say something about your parents?
- 2) Do you have any brothers or sisters? If you do, what does he/she look like?
- 3) Does your family live together with your grandparents? How do you like them?
- 4) When talking about your aunts and uncles, what impresses you most?
- 5) If you have cousins, are you getting on well with each other? Why or why not?

Culture Note



In the West, the idea of “family” may have two meanings. One is the “**nuclear family**”; another is the “**extended family**”. The nuclear family refers to a family which includes father, mother, son and/or daughter. Besides the members in the nuclear family, the extended family includes their relatives, such as grandfather, grandmother, uncles, aunts, cousins, and other relatives. When people ask, “How big is your family?” they usually mean the “nuclear family”.



- nuclear family: 小家庭
- extended family: 大家庭

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 describing people:

A. personality

She is so kind and reliable.

He is a diligent student.

My parents are honest and hardworking people.

Miss Wood is a warm-hearted person to come and go upon.

B. appearance

Our teacher is of average height/build.

Some students are tall and strong, but others are thin and small.

Look at her rosy cheeks. She has a lovely complexion.

Who's that girl with straight/curly hair?

C. wear

He is wearing black pants and a white sport shirt.

She is wearing a purple dress.

He has a grey jacket on.

She has a pink sweater and blue jeans.

A. 个性

她非常善良可信。

他是一个用功的学生。

我的父母是诚实勤劳的人。

伍德小姐是个热心的人，可以信赖。

B. 外貌

我们老师中等个头/身材。

有些学生又高又大，另一些却又瘦又小。

看看她那玫瑰色的面颊。她的肤色太美了。

那个直头发/卷头发的女孩是谁？

C. 穿着

他穿着黑裤子和一件白色运动衫。

她穿着一条紫色的连衣裙。

他身穿一件灰色的夹克。

她身穿一件粉色毛衣和一条蓝色牛仔裤。

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

What do they look like	Could you tell me	a pretty girl and her young father
she's wearing a pink sweater and blue jeans	fairly thin with short hair	in Men's Wear
a hard-working	so kind to us	he's tall with curly brown hair

Conversation

Assistant A: Oh, my gosh, where are they?
Assistant B: Who are you looking for?
Assistant A: I went to get this pair of shoes for ❶ _____. Now I can't find them.
Assistant B: ❷ _____?
Assistant A: Well, the girl is ❸ _____.
Assistant B: And her father?
Assistant A: Hmm, ❹ _____ and in his late forties.
Assistant B: Sorry, I haven't seen anyone like that. What are they wearing?
Assistant A: I remember, ah, ❺ _____. Her father is wearing a suit.
Assistant B: A pink sweater and blue jeans? Wait! I think I see them over there ❻ _____.
Assistant A: Hey Sir! I've got the shoes for your daughter.
Girl & father: Thank you very much. You are ❼ _____.

Part III Take in and Try out

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

Dialogue: My Family

Teacher: Tell me about your family, Sally.
Sally: My family is an extended family.
Teacher: Do you have any brothers or sisters?
Sally: I don't have any brothers or sisters.

Teacher: But you said you have a big family.

Sally: Yes. I live with my parents and grandparents.

Teacher: You are the only child in the family.

Sally: No, Pat, my cousin, is also living together with us and she is a diligent and clever young girl.

Teacher: Great! It's a wonderful thing to live with so many relatives around.

Sally: Besides, I have a new nephew, and he looks a lot like me. He does.

Teacher: Everyone in your family must be getting on very well with each other.

Sally: They sure do. My family's **motto** — tender loving care is valued.

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

Monologue: My Grandma

When I was a boy, my family used to live in the south of China and I used to travel to the northeast of China in holidays, where my grandparents lived.

My grandma was a short, thin woman with grey hair. She had bright, smiling eyes. Although she was small, she was very cheerful. She had four children and eleven grandchildren, including me. She had been working hard for the big family and was always patient.

In fact, my grandparents were farmers near Changchun living a very hard life at that time. But she had spent her whole life helping others whenever she was wanted. She died two years ago and I miss her very much.

Part IV Communication Activities

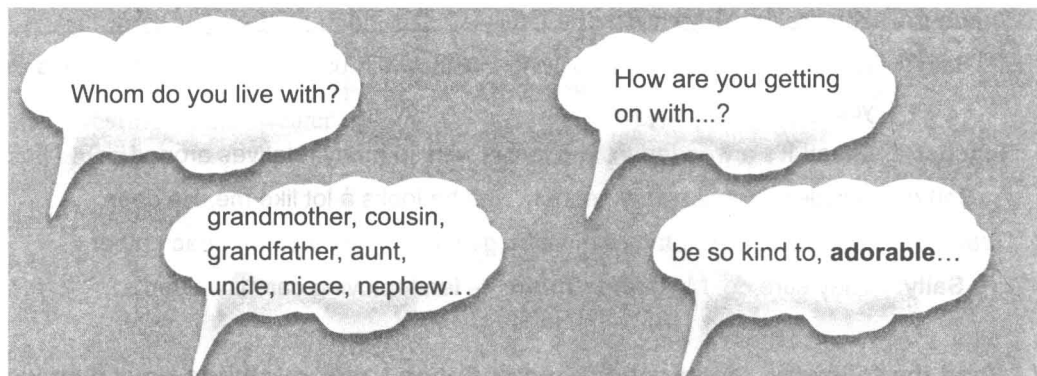
I. Work with your partner to create your own dialogues according to the given situations. Refer to the words and sentences in the bubbles.

Situation One

You are going to take part in an oral exam in your classroom this morning. Teachers

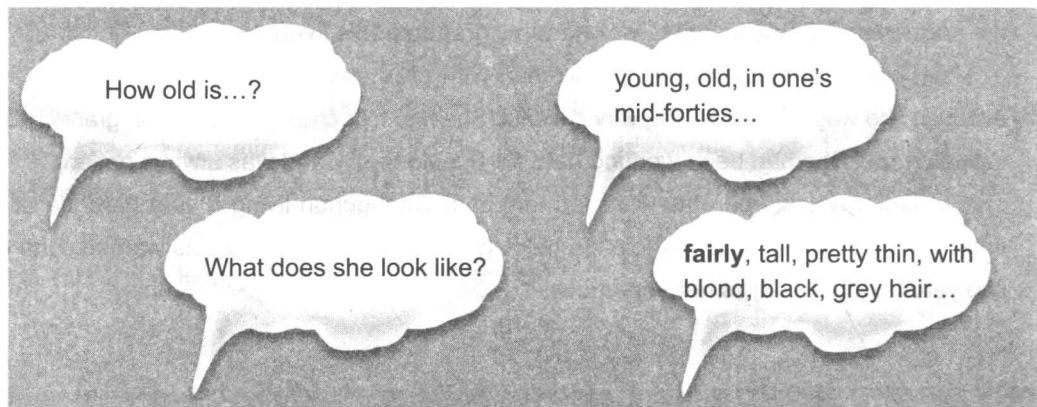
■ **motto:** *n.* 格言

may ask you several questions about your family during the exam. Please be ready to answer and try to use as many expressions as possible to describe your family members.



Situation Two

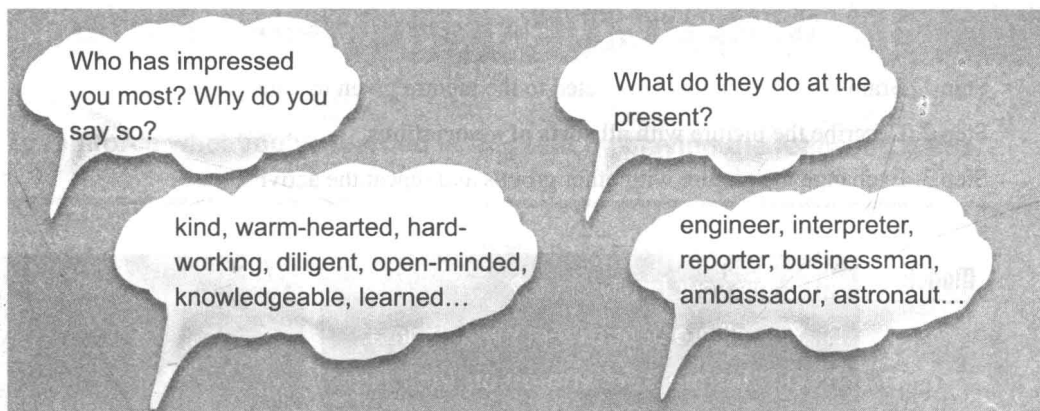
One day, a mother of your classmate came to see her child living in the same dormitory with you. At the moment, your classmate was not in. You entertained her and you talked a lot with each other.



Situation Three

Recently, many old schoolmates came back to celebrate the 60th **anniversary** of the university. At the dinner party, all of them were talking and singing. Imagine you are among them.

- **adorable**: *a.* 可爱的
- **fairly**: *ad.* 一定程度上
- **anniversary**: *n.* 周年纪念日



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

Dialogue: In a Speaking Class

Your partner: May I have a look at your family photo?

You: Of course. We took it before I came here.

Your partner: ① _____ (在中间一头漂亮银发的老妇人是谁)?

You: She is my grandma. ② _____ (她八十多岁了还很健康).

Your partner: Is that man with glasses next to her your father?

You: Yeah, isn't he handsome? ③ _____ (对于一个近五十岁的人, 他看上去很年轻, 对吧)?

Your partner: He sure is. And this woman must be your mother. Is she of the same age?

You: No, she is two years younger. ④ _____ (上个星期她刚刚四十八岁).

Your partner: What does your father do?

You: ⑤ _____ (他是物理学院的教授, 在我们大学教书).

Your partner: How about your mother?

You: Oh, ⑥ _____ (她是我们学校的英语老师).

Your partner: You are so lucky to have such parents.

You: That's right. Besides, ⑦ _____ (他们就像爱我一样爱他们的学生).

III. Describe the pictures in 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:

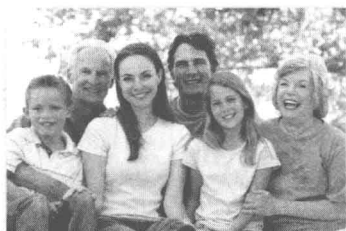
A: Is this your family photo?

B: Yes, all are here except my grandma.

A: Oh, let me see whom you look like.

Your father? No, you **take more after** your mother.

B: Yeah, most people say so. But you know, I've got my father's eyes.



Picture 1

(Tips: happy family; gather together)



Picture 2

(Tips: next generations; cute; handsome; clever)



Picture 3

(Tips: some housework)

- **all sorts of associations:** 各种联想
- **take after:** 长相或举止像

Part V Follow-up Reinforcement

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

Pick up Three Friends

Step 1

Work in groups and brainstorm the words, phrases, and sentences on how to describe people.

Step 2

Each group prepares three pictures with a friend among a big crowd, such as, at the railway station, in the crowded dining hall, or in a fully-seated lecture hall.

Step 3

One student from Group A presents the first picture to Group B. Members from Group B can ask one yes-or-no question each time for the **descriptions** of the friend until they get enough information to find the right person. Then move on to the second and the third picture.

Step 4

Then the two groups switch roles. The group which can identify the right persons with the least questions wins.

You may begin with:

Student from Group B: Is your friend a man?

Student from Group A: Yes.

■ **description:** *n.* 描述; 叙述