

Oral English for
college students

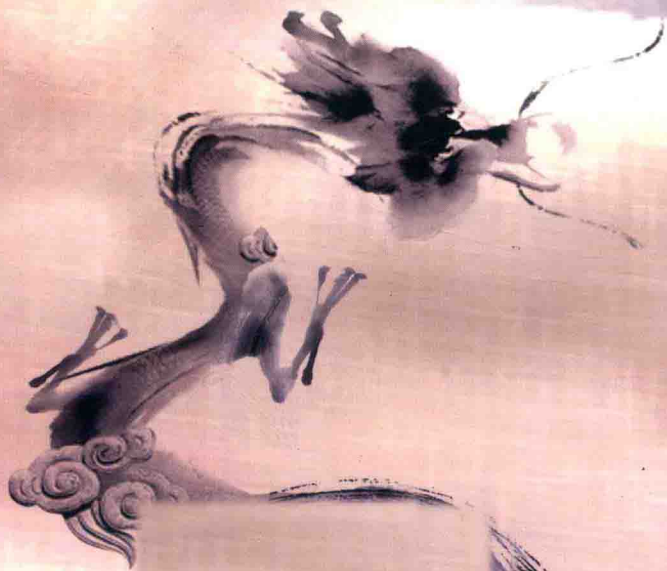
— Dragon Says

大学英语口语教程

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主 编 杨静宇

参 编 Clinton Beale Bernhardt Caselin 曾理平



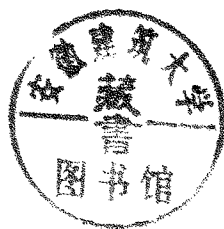
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内 容 简 介

本书以高职非英语专业学生、师范院校和本科一年级学生,口译、旅游、商务工作者为主要对象,满足简单日常交流的需要。解决英语的本土化使用问题,全方位提高学生英语应用能力。遵循“贴近实际、贴近生活、贴近学生”的原则,从家乡到食物,从娱乐到时尚,从自然到动物,从时间到星座属相,从感情到健康。涵盖面广,基本涵盖了日常交流的方方面面。内容由浅入深,知识面层层递进,教学活动多样。该教程提供英语口语交际必需的词汇、句型、搭配及相关的实用表达形式,互动练习模式将学习者置身于真实语境之中,体味自我表现全过程。

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Introduction

Responding to a need for better structured English lessons more in tune with the average level of Chinese college students and their particular mode of learning, the initiative was taken to create this book. Having immediately implemented these lessons in a classroom setting, reflected with other foreign teachers and rewritten chapters accordingly, *Dragon Says* is a tested and relevant resource for both teachers and students. It is designed to work in group settings of students who are mainly beginners or, at most, lower intermediate English speakers. Applying a communicative method, the emphasis is not so much on accuracy; rather the lessons seek to equip students with basic vocabulary and simple sentences and aim to empower students in terms of confidence.

Having found that the motivation to learn English is noticeably lower among students for whom learning English is a compulsory element of a curriculum, without them necessarily being aware of the immediate relevance to their intended careers, the chapters in this book revolve around topics that closely reflect the students' personal and cultural experiences. By using this book you are inviting them to speak about familiar subjects in a less familiar language and peak their interest in other cultures. Taking into account the reality that many students are prone to become disengaged when left to their own devices — especially when the initial motivation is lacking, the book integrates a number of group activities and discussions aimed at fostering confidence and gradually building towards independence. This strategy is not out of disregard for the students' capacities, rather out of recognition for the teacher's initial responsibility to be a source of guidance, assistance and encouragement.

It is suggested that an oral examination takes place half-way through the book with the expectation that students will be able to adequately introduce and answer questions about themselves in the English language. Upon completion of the book, it is suggested that students present a topic as part of a group, requiring them to do research, think about their formulations,

draw upon the vocabulary that they have been exposed to and exhibit confidence when speaking.

Prior to teaching, we recommend that teachers read ahead to understand how the material evolves and are aware of the essential elements necessary for final presentations. Once again, the emphasis throughout these lessons is not on accuracy, but on getting students to speak.

While the book follows a relatively rigid structure, teachers are encouraged to simply use the material for guidance, adapting their lessons to the actual reality in their classes and drawing on their own creative powers to assist their students to express themselves in a language that they may at first find daunting. Teachers and students should also note that, in order for students and teachers to completely understand the activities to follow, the instructions given in both Chinese and English are not always translated literally.

About the Foreign Authors

Clinton Beale

Clinton graduated the University of Queensland, Australia, with a Bachelor of Journalism. His passion for teaching and travel took him to Hunan Software Vocational Institute in Xiangtan, Hunan where he has taught since 2014 and had a managerial role in the International Exchange Department since 2015.

Ben Caselin

Ben graduated from Utrecht University, the Netherlands, with a Bsc in Cultural Anthropology, and University College London, with an Msc in Global Migration. He draws on his four years implementing an educational programme in the Netherlands and his experience teaching English in Hunan Software Vocational Institute since 2015.

前言

鉴于中国大学生需要一本与他们英语平均水平及特定学习模式更贴合，同时结构更好的英语教材，编者编写了此书。本书各章节都经过外教们的课堂实践、教学反馈，进而做了相应修订，Dragon Says 是一本经受过测试，无论教师还是学生都能从中有所得的教材。其编写理念为小组形式学习，其目标群体为英语初学者和中低级的英语学习者。本书运用交际法，力图通过不断的交流使学生拥有基础的词汇和语句能力，旨在增强学生的自信心，并非侧重于零错误。

编者发现对于那些被强制要求学习英语的学生来说，他们学习英语的动力明显不足，也浑然不知英语和将来事业之间的直接联系，故此书设计的各章节中的话题紧密围绕学生的个人和文化体验。通过使用这本书，学生能够在不甚熟悉的英语语言环境中谈论熟知的事物并且增强他们对其他文化的兴趣。尤其是考虑到缺乏基本学习动机的学生自学时容易走神的情况，本书整合了大量小组活动和讨论，旨在培养自信，逐步走向独立。此策略并非出于对学生能力的忽视，而是出于对教师履行指导、帮助和鼓励等职责的认同。

学生在学期中需参加口语测试，他们应达到能够用英语充分介绍和回答关于个人得相关问题的水平。本书完成后，学生应该能够以小组为单位提出一个话题并进行相关调查，考虑自己的构想，利用已学词汇进行表演，在表演时充满自信。

在教学之前，编者建议使用本书的教师先了解书上的各章节是如何编排的以及学生最终呈现表演时需要注意的基本要素。再次强调，整个课程的重点不是语言的精准度，而是让学生开口说英语。

虽然本书有相对严谨的结构，但是鼓励授课教师以书上的材料为导向，根据课堂实际情况调整授课内容，发挥自己的创造能力来帮助学生使用最初让他们觉得畏惧的一门语言表达自己的个人想法。也请使用本书的广大师生们注意，为了能让教师和学生完全理解本书的内容，本书的中英文并不总是完全对应的，而对于非对应部分，编者已用“*For teachers*”和“*For students*”进行标注。

编者

外籍编者简介

克林顿·比尔 (Clinton Beale)

克林顿毕业于澳大利亚昆士兰大学，新闻学学士。出于对教学和旅行的热爱，他于2014年来到位于湘潭的湖南软件职业学院。2015年起，他任国际交流处副处长。

本·凯瑟琳 (Bernhardt Caselin)

本毕业于荷兰乌得勒支大学，文化人类学学士；英国伦敦大学学院全球移民专业硕士。他在荷兰有为期四年执行教育项目的经历，自2015年在湖南软件职业学院任英语口语教师。

Useful Classroom Expressions

Good morning.	zǎoshàng hǎo	早上好。
Good afternoon.	xiàwǔ hǎo	下午好。
Stand up.	qǐ lì	起立。
Sit down.	zuòxià	坐下。
Open your book.	fānkāi shū	翻开书。
Close your book.	héshàng shū	合上书。
Where is your pen?	nǐ de bǐ zài nǎlǐ ?	你的钢笔在哪里？
Put your pen down.	bǎ gāng bǐ fàngxià	把钢笔放下。
Listen to me.	tīng wǒ shuō	听我说。
Look at me.	kànzhe wǒ	看着我。
Please be quiet.	qǐng ānjìng	请安静。
Turn around.	zhuǎn guò lái	转过来。
Form groups of....	fēnchéng.....zǔ	分成.....组。
work together	yìqǐ hézuò	一起合作
Think of...	xiǎngchū	想出.....
be creative	yǒu chuàngzàoli	有创造力
read	dú	读
write	xiě	写
Read after me.	gēn wǒ dú	跟我读。
Ask him/her.	Wèn tā	问他 / 她。
question	wèntí	问题
answer	huídá	回答
Answer his/her question.	huídá tāde wèntí	回答他 / 她的问题。
Turn to page...	fāndào __ yè	翻到.....页。
Come to the front of the class.	dào jiǎngtái shàng lái	到讲台上来。
Come here.	guò lái	过来。
Go over there.	dào nàlǐ qù	到那里去。
Excuse me, may I please go to the toilet?	dǎrǎo yíxià, wǒ kěyǐ qù cèsuǒ ma?	打扰一下，我可以去厕所吗？
I'm sorry I'm late.	Duìbùqǐ, wǒ chídào le	对不起，我迟到了。
I had an appointment.	...wǒ yǒu yí gè yuēhuì	我有一个约会。

I was sick.	…wǒ bìngle	我病了。
I had a family matter.	…wǒ jiālǐ yǒushì	我家里有事。
If you know the answer, put your hand up.	rúguǒ nǐ zhī dào dáàn, qǐng jǔshǒu	如果你知道答案，请举手。
Tell me.	gàosù wǒ	告诉我。
Excuse me, could you please help me?	dǎrǎo yíxià, nǐ kěyǐ bāngzhù wǒ ma ?	打扰一下，你可以帮助我吗？
Could I please ask for leave?	wǒ kěyǐ qǐngjià ma ?	我可以请假吗？
Class has started.	yǐjīng shàngkè le	已经上课了。
Class is over.	Xiàkè le	下课了。
It's time for your break.	shì xiūxi de shíhòu le	是休息的时候了。
No excuses!	búyào zhǎo jièkǒu	不要找借口！
Great job!	hǎo yàng de	好样的！
Good work!	gànde hǎo	干得好！
Well done!	zuò de búcuò	做的不错！
Fantastic!	tài bàng le	太棒了！
Congratulations!	gōngxǐ	恭喜！
Please speak louder	qǐng dàdiǎnshēng shuō	请大声说。
Stop talking!	qǐng ānjìng	请安静！
Take your time.	mànmàn lái	慢慢来。
Hurry up.	kuàidiǎn	快点。
classroom	jiàoshì	教室
Meet me in my office.	dào bàngōngshì lái zhǎowǒ	到办公室来找我。
teacher	lǎoshī	老师
student	xuéshēng	学生
Ask... question	wèn ...wèntí	问……问题
form groups	zǔchéng xiǎozǔ	组成小组
form pairs	jié chéng duì	结成对
Talk to your partner.	hé nǐ de dādàng shuō	和你的搭档说。
Every student in the group	xiǎozǔ de měigè xuésēng	小组的每个学生
in your group	nǐ de xiǎozǔ zhōng	在你的小组中
I have a question.	wǒ yǒu yíge wèntí	我有一个问题。

Do you understand?	nǐ dǒng le ma ?	你懂了吗？
I understand.	wǒ dǒng le	我懂了。
I don't understand.	wǒ bùdǒng	我不懂。
I understand a little bit.	wǒ dǒng le yīdiǎndiǎn	我懂了一点点。
What don't you understand?	nǎgè dìfāng nǐ bùdǒng ?	哪个地方你不懂？
What is this?	zhè shì shénme ?	这是什么？
Please translate this.	qǐng fānyì zhègè	请翻译这个。
What is the English name?	zhègède yīngwén míngzì shì shénme ?	这个的英文名字是什么？
What is the Chinese name?	zhègè de zhōngwén míngzì shì shénme ?	这个的中文名字是什么？
word	dāncí	单词
sentence	jùzǐ	句子
letter	zìmǔ	字母（信）
noun	míngcí	名词
verb	dòngcí	动词
adjective	xíngróngcí	形容词
pronoun	dàicí	代词
conjunction	liáncí	连词
adverb	fùcí	副词
present tense	xiànzài shì	现在式
past tense	guòqù shì	过去式
future tense	jiānglái shì	将来式
dialogue	duìhuà	对话
activity	huódòng	活动
game	yóuxì	游戏

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CHAPTER ONE: Home

Hometown and Family

Lesson Snapshot: Students are introduced to the concept of discussing their origins and becoming comfortable sharing their ideas, interacting with the teacher and getting to know one another.



Part 1: Hometown

第一部分：家乡

Vocabulary: Introduce key words and write them on blackboard. Students can call out the Chinese and use the space to write translations. Work on pronunciation. Students then write three “home” related words of their own. (For teachers)

在英语单词旁写下其中文意思，然后想出三个与你家乡有关的英语单词。(For students)

home _____

hometown _____

city _____

countryside _____

hang out _____

busy _____

quiet _____

foreigners _____

local dish _____

Conversation: Talk with students about their hometowns using these questions. (For teachers)
和老师讨论以下问题。(For students)

Who is from the countryside?

谁来自农村？

Who is from the city?

谁来自城市？

Where are you from?

你来自哪里？

Is your hometown quiet or busy?

你的家乡是宁静还是热闹？

What is your hometown's local dish?

你家乡的地方菜是什么?

Are there foreigners in your hometown?

在你的家乡有外国人吗?

Where do you hang out with your friends?

你经常和你的朋友在哪里玩?

Pair work: Ask your friend the following questions and write down his/her answers. Pairs will share their answers with the class.

问你的搭档以下问题并在空白处写下答案。

What is your name?

你叫什么名字?

His/her name is _____.

Where are you from?

你来自哪里?

He/she is from _____.

Are you from the countryside or the city?

你来自农村还是城市?

He/she is from the _____.

What is your hometown's local dish?

你家乡的地方菜是什么?

The local dish in his/her hometown is _____.

Where do you hang out with your friends?

你经常和你的朋友在哪里玩?

He/she hangs out at _____.



Part 2: Family

第二部分：家庭

Vocabulary: After drilling vocabulary, students write the following words into a family tree. The teacher completes the family tree on the board. Students should call out the answers. (For teachers)

练习以下词汇，用以下单词绘制家庭树并补充完整。(For students)

myself 我自己

mother 母亲

father 父亲

brother 哥哥 / 弟弟

sister 姐姐 / 妹妹

wife 妻子

cousin 堂兄 / 弟 / 姐 / 妹

aunty 阿姨 / 舅妈 / 姑姑

uncle 叔叔 / 舅舅 / 伯伯

nephew 侄子 / 外甥

niece 侄女 / 外甥女

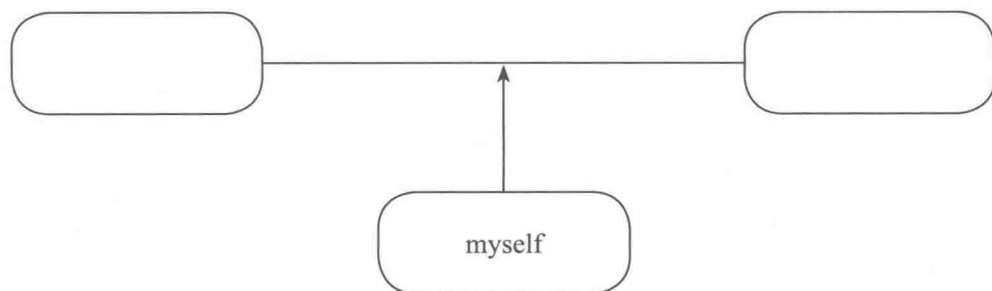
son 儿子

daughter 女儿

grandma 祖母 / 外祖母

grandpa 祖父 / 外祖父

husband 丈夫



Gap Fill: Students fill in the gaps. Teacher elicits the answers. (For teachers)

填写以下空白。(For students)

Example: My mother's mother is my grandma.

例：我母亲的母亲是我的外祖母。

My father's brother is my _____.

My sister's son is my _____.

My brother's daughter is my _____.

My cousin's mother is my _____.

My _____ is my grandma's daughter.

My sister's mother is my _____.

Additional Learning:

step mother

step father

step brother

step sister

mother-in-law

father-in-law

brother-in-law

sister-in-law

husband

wife

divorce

parents

ex-husband

ex-wife

siblings

Conversation: In pairs, students ask each other the questions below and fill in the gaps. Chat with students about their partner's responses.

结对练习。问你的搭档以下问题，回答提问并将空白处补充完整。

How many people are there in your family?

你家有几口人？

There are _____ people in my family.

Do you have any siblings?

你有兄弟姐妹吗？

Yes, I have _____ / No, I don't.

Where are your parents from?

你父母来自哪里？

Mum is from _____ and dad is from _____.

How often do you talk to your parents?

你多久和你的父母聊一次天？

Once a week/twice a week/a few times a week/everyday.

Students write down four questions of their own to ask teacher.

想出四个问题来问问老师吧。

1. _____ ?

2. _____ ?

3. _____ ?

4. _____ ?

Cultural Tip: In England it is common for families to enjoy a roast dinner together on Sunday evenings. This tradition is affectionately known as the “Sunday roast”.

文化贴士: 在英国，周日晚上，一家人围在一起吃烘烤大餐是很常见的。此传统也被亲切地称为“周日烤餐”。

Dialogue

Thomas: Hi, it's lovely to meet you.

Yasmin: Great to meet you too. What's your name?

Thomas: I'm Thomas! What about you?

Yasmin: I'm Yasmin. Where are you from?

Thomas: I'm from Changsha in Hunan province. It's a pretty big city and very busy. Where are you from?

Yasmin: That's cool. I'm from a small village in the countryside called Shaodong. It's really quiet there but the food is so good. The local dish is egg dumplings. I miss my hometown a lot.

Thomas: That sounds delicious! Where do you hang out with your friends?

Yasmin: When I'm at home I usually go to the lake to go fishing or ride my bike to the local school to play basketball. Changsha is a very big city, are there any foreigners there?

Thomas: Yes, there are lots of foreigners in Changsha. I have some foreign friends. We usually hang out at the cinema, food street or on Orange Island. Do you have any siblings?

Yasmin: Yeah, I have two brothers and a sister. My brother recently had a son so that makes me an uncle!

Thomas: Congratulations! So where are your parents from?

Yasmin: Well dad is from Shaodong but mum is from Loudi. She moved to Shaodong when my parents got married. What about your parents?

Thomas: Mum is from Shanghai and dad is from Guangzhou. They live in Shenzhen now. It's a long way away but I talk to them a few times a week so it's not too bad.