

《21世纪大学英语》配套教材

主编 朱金花 梅文胜

# 口语 1

SPEAKING 1

上海大学出版社

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## 口 语 1

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## 编 者 的 话

本系列教材是普通高等教育国家级重点教材《21 世纪大学英语》的配套系列教材,包括《阅读》、《口语》和《词汇》三种,每一种分一、二、三册,供大学非英语专业的基础英语课堂教学和练习使用。

《阅读》以提高学生的阅读能力为目的。第一册和第二册每册十单元。每一单元介绍一种阅读技能,并带针对性训练。各单元还配有三篇快速阅读,旨在通过反复训练以帮助学生掌握阅读技能,提高阅读速度。第三册以介绍文学名著为主,通过对各种不同文体和风格的文字进行讲解与分析,以增强学生对文学作品的欣赏能力。

《口语》用图片、图表等形式,围绕课文的主题,通过朗读、陈述、讲故事、小组讨论、辩论以及情景对话等活动,加深学生对课文的理解,帮助学生提高口语表达能力,以实现“大学英语课程要求”所规定的“培养学生的英语综合能力,特别是听说能力”的教学目标。

《词汇》教材主要以训练为主,结合每个单元所学到的词汇,通过课内课外各种形式的练习,使学生掌握前缀、后缀和词根等语言基本知识,丰富词汇量,夯实语言功底,从而使学生达到并超越“大学英语课程要求”所规定的词汇的一般要求。

《阅读》、《口语》和《词汇》是围绕《21 世纪大学英语》这一主干教材并针对课堂教学而设计的。题材广泛,内容丰富,语言规范,结构巧妙,训练多样,不仅能使教师从“一言堂”和以教师为中心的课堂教学中解放出来,而且能使学生的主观学习能动性发挥出来,变被动学习为主动学习。

本系列教材由上海大学外国语学院教师编写,美籍专家 John Nix 对《口语》和《阅读》部分内容作了修改和补充,《口语》教材的部分插图由上海大学美术学院的陈阡陌、孙剑、黄诗嘉、张睿、苏晔婷、王一鸣、顾娅琳等同学创作,对他们的辛勤工作,我们表示衷心的感谢。

编 者  
2004 年 8 月

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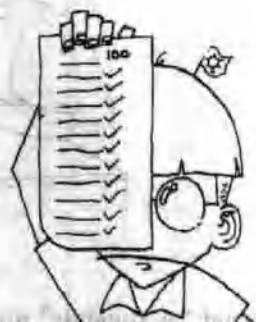
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# Unit One

## Text A Secrets of A Students

### Pre-reading speaking

#### I. Talking about the pictures



Look at the above three pictures and answer the following questions:

1. Can you describe what kind of student each picture shows?
2. Compare the students in the pictures and tell the similarities and differences between them.
3. Do you think that you are similar to any one of them?

\*\*\*

## II. Pair work



1. Guess what "A students" might mean.
2. Guess what the text might be about according to the title.

\*\*\*

## III. Group discussion

1. Do you know what type of student you are in your classmates' eyes or in your teachers' eyes?
2. What kind of student do you consider yourself to be?
3. What kind of student do you admire? Why?
4. Do you agree that it is very tiring to be a Chinese high school student?

## Post-reading speaking



### I. Group discussion

1. Tell the group about your attitude toward those secrets mentioned in the text.
2. Share with the group your own secrets of being a successful student.

### II. Language tips

#### Useful expressions for asking opinions



- What do you think of ...?
- How do you feel about ...?
- What about ...?
- What's your opinion of ...?
- Have you got any comments on ...?
- I was wondering what your opinion of ... was?

## III. Assignment

Create a conversation between friends about why you chose this university and this major to study. Then act out the conversation with your partner.

## IV. A game

### Getting to know each other

Look at the chart on the next page:

Next to number 1, write down your full name.

Next to number 2, write down the high school you graduated from.

Next to number 3, write down the major you are studying now.

Next to number 4, write down your favorite subject(s).

Next to number 5, write down your hobbies.

Look at the pictures on the next page:

Below the monkey, write down the year when you were born.

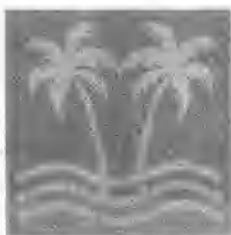
Below the coconut trees, write down the name of the place you would most like to visit.

Below the carrot, write down the name of the vegetable you hate very much.

Below the snowflake, write down the year when you started learning English.

When you have finished, exchange your book with your partner. Look at what he or she has written and ask him or her questions based on those names or times he or she has written. For instance, you could ask "What does this place mean?". Try to ask as many questions as you can. When your partner asks you questions, try to answer as much as you can.

1	
2	
3	
4	
5	



## Text B Bittersweet Memories

### Pre-reading speaking

#### I. Pair work



1. Tell your partner what adjectives you would like to use to describe your high school life.
2. Guess what the text might be about from the title.
3. Guess what type of story might be told with this title.

## II. Group discussion

1. Were you happy with your high school life? Why or why not?
2. Do you think any changes should be made to the current high school education?

## Post-reading speaking

### I. Group discussion

1. Are there any differences or similarities between your high school life and the author's?
2. How do you feel about the author's high school life?

### II. Oral presentation



1. Tell the class about the most memorable part of your high school life.
2. Tell the class about the expectations you had on university life when you were

in high school.

### III. Two poems



#### Love Is Cruel, Love Is Sweet

Thomas MacDonagh

Love is cruel, love is sweet,  
Cruel sweet,  
Lovers sigh till lovers meet  
Sigh and meet  
Sigh and meet, and sigh again  
Cruel sweet! O sweetest pain!  
Love is blind — but love is sly,  
Blind and sly,  
Thoughts and bold, but words are shy  
Bold and shy  
Bold and shy, and bold again  
Sweet is boldness, shyness pain

#### A Red Red Rose

Robert Burns

O my Love's like a red, red rose,  
That's newly sprung in June;  
O my Love's like the melodie,  
That's sweetly play'd in tune.  
As fair art thou, my bonnie lass,  
So deep in love am I;  
And I will love thee still, my dear,  
Till a' the seas gang dry.



Till a' the seas gang dry, my dear,  
And the rocks melt wi' the sun;  
And I will love thee still, my dear,  
While the sands o' life shall run.

And fare-thee-weel, my only Love!  
And fare-thee-weel, a while!  
And I will come again, my Love,  
Tho' it were ten thousand mile.

# Unit Two

## Text A Conversational Ballgames

### Pre-reading speaking

#### I. Talking about the pictures



A



B



C



D

Look at the above four pictures and answer the following questions:

1. What ballgame does each picture represent?
2. Can you match the terms in Column B with those ballgames in Column A?

Column A

football

tennis

basketball

volleyball

bowling

Column B

double fault

hat-trick

back row attack

alley

foul shots

3. Do you know the rules for playing them?
4. Tell your partner about your favourite teams or players.

•••••  
**I. Pair work**

1. Guess what could be shared by conversations and ballgames.
2. Guess what the text might be about.

•••••  
**II. Group discussion**

1. Share with the group your experience of talking with native-speakers of English. For example, how did you feel when talking to an English-speaking person for the first time? Did you meet with any problems when speaking English?
2. Have you observed any different conversational styles between Westerners and Chinese? What are they?
3. What kind of people do you prefer to talk with? Do you consider yourself a good talker? Share with the group your conversational skills.

## Post-reading speaking



A



B



C

### I. Group discussion

1. What do you think of the author's idea of comparing conversational styles to ballgames?
2. What useful information do you get from the text in terms of English study?

### II. Oral presentation

Tell your classmates a funny story you have experienced or heard about cultural