

|任务驱动型研究生公共英语系列教材|

实用英语 口语交流教程



A Practical Textbook of English Speaking

总主编 王慧莉 刘文字
主 编 马建军

 中国人民大学出版社

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主 编 马建军

副主编 曹 硕 邱 进

编 者 (按姓氏字母排序)

曹 旭 李 洋 林英玉 刘 莉 刘 鑫

邵倩颖 时真妹 王玉翠 吴东升 武芳芳

徐凤娇 杨彩凤 杨晓燕 姚 进

中国人民大学出版社

· 北京 ·

图书在版编目 (CIP) 数据

实用英语口语交流教程 / 马建军主编. —北京: 中国人民大学出版社, 2015.4
任务驱动型研究生公共英语系列教材
ISBN 978-7-300-21016-2

I. ①实… II. ①马… III. ①英语-口语-研究生-教材 IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2015) 第 060409 号

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Shiyong Yingyu Kouyu Jiaoliu Jiaocheng

出版发行 中国人民大学出版社

社 址 北京中关村大街 31 号

邮政编码 100080

电 话 010-62511242 (总编室)

010-62511770 (质管部)

010-82501766 (邮购部)

010-62514148 (门市部)

010-62515195 (发行公司)

010-62515275 (盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.ttrnet.com> (人大教研网)

经 销 新华书店

印 刷 北京易丰印捷科技股份有限公司

规 格 170 mm × 228 mm 16 开本

版 次 2015 年 6 月第 1 版

印 张 7.75

印 次 2015 年 6 月第 1 次印刷

字 数 112 000

定 价 26.00 元

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“任务驱动型研究生公共英语系列教材”

总 序

任务驱动型教材的目的是在教学设计过程中,以具体的任务为主线,使学生在完成任务的过程中探索、发现有关的知识技能。任务驱动型教材基于建构主义的教育思想,把“任务驱动”教学法有机结合在教材编写过程中,实现教学内容和教学方法的统一;以技能培养为本位,“理实一体化”,利于英语技能型人才培养。具体而言,本系列教材在编写过程中满足了以下几个条件:

- (1) 正确把握“任务驱动”本质内涵,科学合理设计“任务”。关键是根据教学内容,把“任务”设计得科学合理。在学习情境设计时,关键是创设实施“任务”真实情境的体验环境。在学习组织设计时,关键是突出以在教师帮助指导下的学生自主学习和协作学习为重点。
- (2) 更新教学观念,转变教学过程中的角色。任务驱动型教材的编写模式是一种新的教材编写模式,基于全新的教学观念。传统教材编写的基本特征是:“以知识为主线,教师为主体,学生为客体”,教师的“教”是立足点。而任务驱动型教材的编写模式具有“以任务为主线,教师为主导,学生为主体”的基本特征,立足点是学生的“学”。这一编写模式与现有的研究生公共英语教学模式的指导思想不谋而合。
- (3) 注意了理论与实践的紧密结合。把教学内容中的理论知识应用于实践范例,巧妙地设计成“任务”,把在传统教材编写中以理论知识体系为主的“明线”,变为“暗线”的知识链,把任务链设计为“明线”,任务链与知识链有机结合,把知识链这一“暗线”合理地包含在任务链这一“明线”之中,通过科学合理的“任务”体系,实现了教材中的理论知识与运用理论知识的实践进程的紧密结合。

本系列教材主要包括:《任务型学术写作(第二版)》、《口语交际任务》、《英美名著赏析》、《英美文化体验(第二版)》和《实用英语口语交流教程》等。任



务驱动型系列教材不仅可以使学生学到教学内容所要求的英语基础知识，还能够培养学生运用所学的基础知识用英语解决实际问题、完成实际“任务”的能力。任务驱动型系列教材在教学中的作用定位在“教”和“学”，更注重学生“学”的需要，把学生作为教学中的主体，注重教材与学习主体的内在关系，重视“学法”，把“教程”转变为“学程”。



PREFACE

前言

英语口语一直是英语学习的重点和难点。对于研究生而言,提高英语口语能力的需求似乎尤为迫切和现实,校内与留学生交流、作为交换生出国访学、参加国际会议、参加外企招聘会、出国继续深造,种种机会和发展似乎都离不开英语口语。而在英语口语教学中,笔者发现学生在英语口语交流方面仍存在诸多问题:(1)学生英语发音不太准确。很多常用英文词发音错误,容易引起交流的误解,并造成听力理解上的障碍。其中,重音问题是较为明显的问题。(2)学生不太熟悉日常生活的英语表达。虽然学生能够用英语表达自己的观点,但是在日常交流方面却知之甚少,不能够流畅地跟外国人进行日常会话,有时甚至闹出尴尬的笑话。(3)学生不太会用英语完成任务。任务包括参与小组讨论、询问他人意见、表达自己的观点、表示赞同或反对、确认信息、积极回应、进行总结,以及如何展开调查、汇报调查结果等。因此,针对上述问题,特编写本教材,具体内容如下:

本教材共8个单元,包括8个社会热点话题: Biodiversity, Love, Time, Green Business, Beauty, Cloning, Media and Culture, Development。每个单元包含4部分:(1) Phonetics 语音练习,(2) Useful Sentences in Speaking 一般口语交际练习,(3) Group Discussion 专题口语交际练习,(4) Class Survey 社会调查练习。语音练习和一般口语交际练习针对口语学习中的常见问题,而专题口语交际练习和社会调查练习则围绕每单元的主题进行专题训练。教材内容的设计基于问卷调查的结果,并以讲义的形式已试用了两轮。教材可应用于16~32学时的口语课程,使用对象为研究生一年级非英语专业学生。

本教材针对任务型教学模式,尝试把语音训练、日常口语交际与专题口语交际结合起来,内容简洁适度,主要特色如下:



1. 涉及语音训练: 包括英语口语中语音和语调的主要内容: 如元音、辅音、意群、语调、弱读、连读、同化及重音等。

2. 涉及日常交际: 每单元提供有关日常生活、学习和工作的地道英语表达 20 句, 包括打招呼、告别、问路、找工作、提建议、安慰、面试等, 供学生了解并模仿。

3. 涉及专题交际: 结合本单元的主题, 进行 interview, discussion, survey report 等交际练习, 重点学习如何询问他人意见, 表达自己的观点, 表示赞同或反对, 确认信息, 积极回应, 进行总结, 以及如何展开调查、汇报调查结果等。

4. 教材内容上支持任务型的教学模式: 课堂教学安排以具体的任务为主线 (口语交际任务, 如 interview, survey, presentation...), 使学生通过完成具体的任务, 实践并习得英语。课堂学习以学生为中心, 教师引导学生逐步实现任务, 教会学生如何理解任务要求, 如何获取信息, 如何小组讨论合作学习, 最终完成任务。

本教材由大连理工大学研究生院教改基金经费 (项目号 jg2014007) 资助出版。借此书稿付梓出版之际, 对学校的支持、各位编者和出版社编辑付出的辛苦和努力, 表示由衷的谢意。

英语口语学习和教学艰巨而又充满魅力, 我们将踏实前行。

编者

2015 年 5 月于大连理工大学

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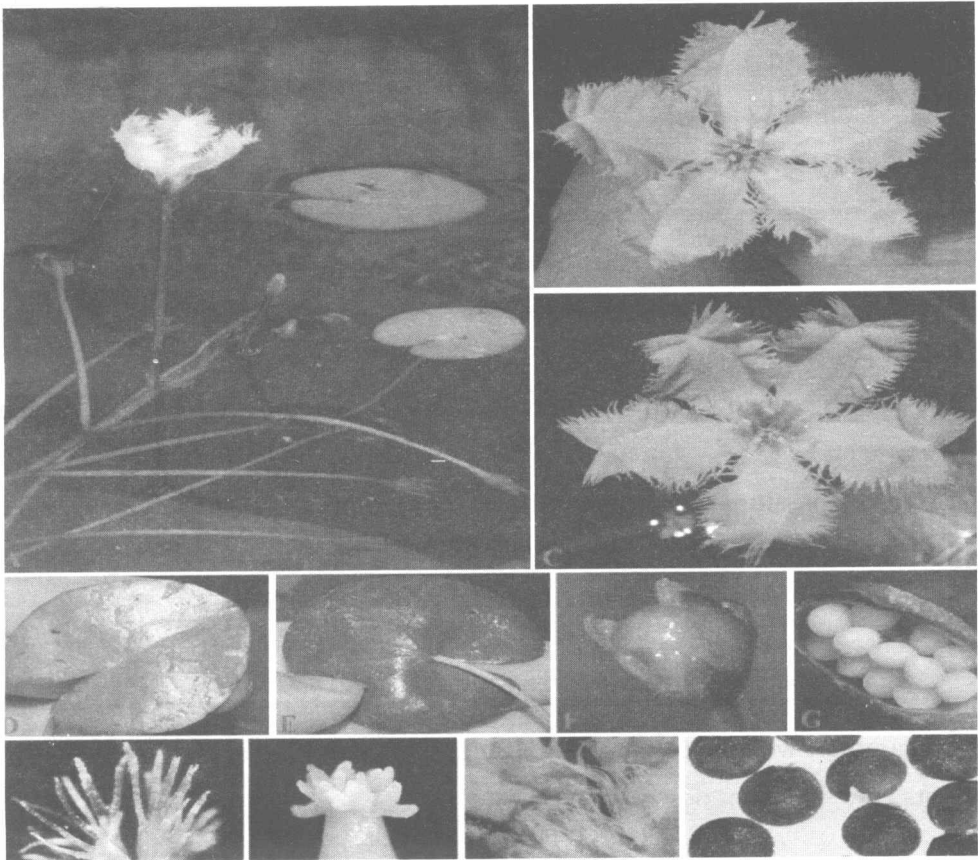
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Unit 1

Biodiversity





Part I Phonetics: Intonation and Sense Group (语调和意群)

TIPS:

- ① 意群 (sense group): 句子中按意思和结构划分出的各个成分, 每个成分即称为一个意群。
- ② 不能在意群中停顿, 只能在意群后停顿。
- ③ 语调 (intonation): 包括降调 (falling tone)、升调 (rising tone) 和平调 (level) 三大类。
- ④ 句子结束时一般用降调, 结束前用升调或平调。
- ⑤ 一般疑问句结束时用升调, 特殊疑问句结束时用降调。

/ 表意群, ↗ 表升调, ↘ 表降调, → 表平调

- I see ↗ animals / in the ↘ zoo..
- Do ↗ you → want to / → have a ↗ look?
- I see ↗ tigers / → running ↘ fast.
- The ↗ more → we get ↗ together, / the happier → we will ↘ be.
- Great ↗ changes / → have taken place / in ↗ China / → in the past ↗ ten ↘ years.
- The young → man / is my ↗ brother / who ↗ joined → the army / → three years ↘ ago.
- Three ↗ passions, / simple → but overwhelmingly ↗ strong, / → have governed my → life: / → the longing for ↗ love, / the search for ↗ knowledge, / and → unbearable pity / for the ↗ suffering of ↘ mankind.



Exercise: Reading aloud.

For example /, we are losing about 100 species a day / because tropical rain forests / are being cut down ./

Part II Useful Sentences in Speaking

1. It's up to you.

由你决定。

Dialogue:

A: I'm looking forward to our son's graduation this weekend.

B: Yes. So am I. But what will he do after graduation? He really needs to go to college.

A: Well, dear, we can't force him to go to college. **It's up to him.**

B: I know that, but he has to learn to be independent. He can't just keep living at home.

2. I envy you.

我羡慕你。

Dialogue:

A: Did you say you're going to take a vacation next week?

B: Yes. I'm going to San Francisco for a couple of weeks.

A: **I envy you.** I wish I could get away for a while.

B: Can't you take a vacation this summer?

A: No. There's too much work to do.

3. How can I get in touch with you?

How can I contact/reach you?

我怎么和你联系?

Dialogue:

A: **How can I get in touch with you?**

B: You can reach me by calling 704-5525.



A: Are you at this number all the time?

B: No. You can reach me at 331-4460 after five.

4. Where can I wash my hands?

请问卫生间在哪儿?

Dialogue:

A: Can I help you?

B: **Where can I wash my hands?**

A: This way please.

B: Thank you so much.

5. Where are you heading?

你要去哪儿?

Dialogue:

A: **Where are you heading?**

B: I'm **heading for** my class.

A: Can I give you a lift?

B: Yes, thanks.

6. I wasn't born yesterday.

我又不是三岁小孩。

Dialogue:

A: Did you know that I was the third man on the moon?

B: **I wasn't born yesterday.** You're British and I know that no British people have walked on the moon.

A: (Radio advert) Learn Russian in 3 days with just one minute's study an hour!

B: Those adverts are so stupid. The only way to learn a language is years of hard study and practice. **I wasn't born yesterday.**

7. What do you do for relaxation?

你做什么消遣?

Dialogue:

A: **What do you do for relaxation?**

B: I read a lot.

A: What type of books do you enjoy?

B: I like science fiction.

8. It's a small world.

这世界真小。

Dialogue:

A: Kim, I never thought I would run into you in Beijing!

B: **It's a small world.**

A: It sure is. What are you doing here?

B: I'm on a business trip.

9. It's my treat this time.

这次我请客。

Dialogue:

A: Do you want some drink?

B: No. I'm really full.

A: Waitress, my bill, please.

B: Let's go Dutch this time.

A: No. **It's my treat this time.**

B: All right. Then it'll be on me next time.



10. When is the most convenient time for you?

你何时最方便?

Dialogue:

A: Can I invite you to dinner in the evening?

B: Oh, I'm sorry. Today I need to work overtime.

A: Really? **When is the most convenient time for you?**

B: I can't be sure. Then I'll call you when I have leisure time.

11. General questions for job interview.

- (1) Tell me about yourself. 向我介绍一下你自己。
- (2) What experience do you have in this field? 你在这个行业有什么经验?
- (3) What are your greatest strengths? 你最大的优点是什么?
- (4) What are your greatest weaknesses? 你最大的缺点是什么?
- (5) Why did you quit your last job? 你为什么从上一份工作离职?
- (6) Why do you want to work here? 你为什么想在这儿工作?
- (7) What do your co-workers say about you? 你的同事如何评价你?
- (8) Would you be willing to relocate if required? 如果需要你到其他地方工作, 你愿意吗?
- (9) What do you know about us? 你对我们公司有什么了解?
- (10) What kind of salary are you looking for? 你的期望薪资是多少?



Exercise: Make short conversations with the above useful sentences.



Part III Group Discussion



Topic 1: Endangered Species

- | |
|--|
| 1) endangered /ɪn'deɪndʒəd/ <i>a.</i> 快要绝种的 |
| 2) shark /ʃɑ:k/ <i>n.</i> 鲨鱼 |
| 3) vulnerable /'vʌlnərəbl/ <i>a.</i> 脆弱的 |
| 4) extinction /ɪk'stɪŋkʃən/ <i>n.</i> 灭绝 |

Climate change is normally bad news for **endangered** species, but in the case of Australia's Grey Nurse **Shark**, some scientists suggest it might actually help their fight for survival.

The Grey Nurse Shark is one of Australia's most critically endangered species. A survey in 2002 estimated there were fewer than 500 in the critically endangered population living off the country's east coast. On the west coast, they are **vulnerable** but not yet endangered. Australia's two Grey Nurse Shark populations have been isolated from each other for more than 100,000 years. Until now the waters separating the two populations have been too cold for the sharks to come into contact with each other. But as temperatures rise due to global warming, warmer waters could result in the sharks inhabiting the same areas. If the shark populations unite, the **extinction** risk may be reduced.



Topic 2: Conservation of Biodiversity

- | |
|---|
| 1) survey /'sɜ:veɪ/ <i>n.</i> 调查 |
| 2) conservation /kənsə'veɪʃn/ <i>n.</i> 对自然环境的保护 |
| 3) scale /skeɪl/ <i>n.</i> 规模 |
| 4) vertebrate /'vɜ:təbreɪt/ <i>n.</i> 脊椎动物 |



The 22 researchers that created the **survey** are hoping it will help with the **conservation** of more than 2,300 species of plants and animals that are found only in Madagascar.

Only 587,000 square kilometers in size, Madagascar is considered one of the most significant of the so-called biodiversity “hotspots”, threatened areas of the world that are among the most biologically rich.

“We had a lot of species and we wanted to use the data at the finest **scale** that we possibly could, at the most precise scale and the most detailed scale,” she said. “And that means that the computational problem becomes very large. And that why one of the big advances was the availability of a new piece of software that allowed us to tackle so many species over such a large area and with so much detail or at such a fine resolution.”

A large team of researchers pulled together the data to determine the exact location of each species across Madagascar. The investigators then used specially designed computer software to identify plants and animals that had suffered the greatest loss due to deforestation and areas in need of the most protection. Kremen says a similar method can be used to develop plans to protect endangered animals and plants in other biodiversity “hotspots” around the world. About half the world’s plant species and three-quarters of **vertebrate** animals are concentrated in “hotspots” that make up only 2.3 percent of the Earth’s land surface. The researchers describe their analysis of Madagascar’s endangered species in this week’s issue of the journal *Science*.



Topic 3: Health

- 1) **life expectancy** /ɪk'spektənsɪ/ 寿命
- 2) **nutritionist** /nju:'trɪʃənɪst/ *n.* 营养学家
- 3) **weep** /wi:p/ *v.* 哭泣