

大学交际口语教程

Connections Spoken English and Western Culture

编者: Jo Robinson (英)

Lois Davey (英)



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Introduction

Connections is an oral English textbook designed to provide Chinese students with a useful and relevant foundation in conversational English as well as an introduction to Western culture. There are many oral English textbooks on the market, but *Connections* has some distinctive features:

- It focuses on teaching oral English to native Chinese speakers.
- It introduces Western cultural perspectives, recognizing that language and culture are intimately related.
- It uses a functional approach and teaches conversational English in useful, daily life scenarios.
- It employs controlled-practice exercises to improve accuracy.
- It incorporates fun games and interactive role plays to improve fluency.
- It contains a “Teachers’ Tips” section.

Course length and class size

Connections provides material for 50 – 70 hours of classroom instruction. The textbook can be used with large or small class sizes.

Textbook components

There are 12 **teaching units** in the main body of the textbook, and there are 2 lessons in each unit.

There is an **audio recording** available at <http://heep.unipus.cn>.

The **appendix** contains “Student B” parts for the information-gap activities, role play parts and card games.

The **Teachers’ Tips** section provides further insight into teaching English to native Chinese speakers as well as answer keys, additional explanations for the exercises, and extension activities.

Unit organization

Each unit of the textbook is organized around a central topic or theme. Units are sub-divided into two lessons—Lessons A and B. *Connections* presents an attractive and informal storyline with characters that students follow throughout the textbook. Each lesson begins with a **listening exercise** which introduces the topic for that lesson. Students listen to the conversation and then answer several questions to demonstrate comprehension of content and context. Students then practice the **conversation** in pairs. This provides fluency practice using a correct model.

Connections is specifically written for native Chinese speakers. **Chinglish corner** addresses common, direct translation mistakes, and **pronunciation practice** gives students additional practice saying sounds and words that Chinese speakers of English find difficult. The **culture comment** section introduces a Western cultural perspective related to the unit’s theme.

Introducing new **vocabulary** is an essential component of any English language textbook. This section introduces common words or phrases related to the unit’s topic. While English **grammar** is usually taught very thoroughly in China, applying grammatical forms in correct contexts remains challenging for Chinese students of English. Grammar exercises in the textbook deal with these commonly encountered grammatical confusions.

Talk time introduces functional language in context. The controlled-practice exercises improve accuracy by giving students considerable practice with frequently used expressions and "language blocks". Less structured speaking activities such as **games**, **surveys**, and **role plays** encourage students to be less self-conscious about mistakes and motivate them to communicate fluently and meaningfully. Students are expected to work in pairs or groups to maximize speaking and listening opportunities.

From the authors

Our aim in producing *Connections* was to develop a textbook specifically designed for teaching oral English to native Chinese speakers. We hope that English teachers will find this textbook easy and fun to use and a helpful aid to understanding their students' language needs. We hope that Chinese students of English will be motivated to participate enthusiastically in the lessons and that they will be successful in improving their spoken English! We have enjoyed teaching English in China for many years, and the process of writing this textbook and piloting it in our own classrooms has been a fulfilling experience. We wish students and teachers alike great success in making new connections through stronger language skills!

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Contents



TITLES/TOPICS**FUNCTIONS****KEY VOCABULARY****Unit 1** Getting to know you (pages 1-11)**1A INTRODUCTIONS****1B HANGING OUT**

- introducing yourself
- starting conversation topics with strangers
- talking about likes and dislikes in the context of hobbies/leisure activities

job hunting, apartment, dormitory, roommate, assignments, cafeteria, to relax, windy, indoors, outdoors, auditorium, chill-out, hang out, it's not my thing, leisure activities, cycling, hiking, line-dancing, yoga, rollerblading

Unit 2 Families (pages 12-24)**2A MEET THE FAMILY****2B A HAPPY CHILDHOOD**

- talking about family relationships, and asking and answering questions to find out information about each other's families
- using the past tense to talk about childhood

sense of humor, mid-sixties, cousin, close, couple, nephew, niece, teenager, sister-in-law, siblings, relatives, toddler, divorced, widowed, chores, memory

Unit 3 Work (pages 25-37)**3A JOB HUNTING****3B WORKING "9 TO 5"**

- talking about abilities and competences
- asking and answering interview questions
- talking about working/job conditions and job satisfaction

resume, bachelor's degree, executive assistant, word processing, spreadsheets, presentation software, proficient, certificate, internship, colleagues, qualification, job descriptions, promotion, job stability, professional development

Unit 4 City life (pages 38-50)**4A LOST IN THE CITY****4B BAD TRAFFIC**

- talking about places and locations in a town
- giving directions around town
- talking about traffic and transportation in the city
- comparing small towns to big cities

ATM, bus stop, department store, hair salon, crowded, traffic jam, downtown, public transportation, rush hour, suburbs, rural, urban, commute, spacious, infrastructure

CHINGLISH

PRONUNCIATION

ACTIVITIES

- nice to meet you/how are you doing?
- play/hang out
- relax myself/relax
- I very like/really like
- big wind/windy

f, v, w

- introducing each other game
- so tell me... making small talk card game
- survey of leisure activities
- hobbies board game

- I'm a single child/I'm an only child
- I'm a single/I'm single
- lives outside/doesn't live at home
- a colorful life/an interesting life
- he made me/he let me

word stress – teens and tens long **e** and short **i**

- relatives board game
- research – family life in America and China
- childhood survey
- families card game

- contact with me/in contact
- at last/finally
- lack of knowledge/lack experience
- not very good/not very well
- cooker/cook, worker/workman, driver/taxi driver, seller/sales-person, peasant/farmer

word endings e.g. college, knowledge, clothes joining words without adding an extra syllable e.g. book bag

- job market role play
- job ranking
- the best job role play

- do you know where is the post office?/where is the post office?
- send/see off/take/bring/deliver
- traffic is crowded/bad traffic/transport/traffic
- lost/stolen

word stress e.g. supermarket, photography

- ranking activity – tour guide
- travel board game
- Tomany City role play

TITLES/TOPICS**FUNCTIONS****KEY VOCABULARY****Unit 5 Houses and homes** (pages 51-64)**5A HOME SWEET HOME****5B LEND A HAND**

- talking about homes and furniture
- positioning furniture in a room
- household chores
- past habits

rearrange, desk, wardrobe, apartment, living room, dining room, elevator, night stand, arm chair, sofa, stove, oven, shower, drawers, bath, yard, townhouse, duplex, chores, housework, laundry, dust, sweep, trash, lazy bones

Unit 6 Describing people (pages 65-77)**6A THE BALD GUY!****6B SKIRTS 'N' SHIRTS**

- describing people with information in the correct order and with appropriate vocabulary
- clothing vocabulary
- talking about dress codes and fashions

beard, bald, slim, wavy, blonde, elegant, huge, mugs, (many words from descriptions table e.g. ethnicity, Caucasian, fairly, build, well-built, spikey, mustache, stubble, tattoo, pierced, scar, dimples) exhausted, skirt, dress, casual, formal, dress code, pants, jeans, tops, pajamas

Unit 7 Shopping (pages 78-91)**7A DOES IT FIT?****7B COOLER OR CHEAPER?**

- talking about colors, sizes, prices, and whether something suits or fits
- complimenting on purchases
- talking about the cost of items
- using comparatives
- shopping and bargaining

suit, style, fit, trendy, medium, shopaholic, window shopping, fashion, shopping mall, upgrade, brand, model, battery, charge, stylish, fancy, fitted, bragging, bargain, discount, accessories

Unit 8 Times and dates (pages 92-102)**8A CONGRATULATIONS AND CELEBRATIONS****8B RISE AND SHINE!**

- talking about months, seasons, birthdays and festivals
- responding appropriately to news
- using adverbs of time and adverbs of frequency
- telling the time
- talking about daily schedules

celebrate, tradition, anniversary, coincidence, congratulations, month names, seasons, festival/holiday names, brunch, sleep in, weekend, afternoon nap

CHINGLISH

PRONUNCIATION

ACTIVITIES

- and so on/and stuff
- sofa/armchair, desk/table
- rather to/prefer to
- borrow/lend

voiceless **th**,
voiced **th**

- plan your room game
- would you prefer card game

- golden/blonde
- charming girl/pretty
- fat/strong/well built
- black/brown eyes
- make a sweet dream/sweet dreams
- you are very beautiful/you look nice today
- dress/skirt/shirt

contractions,
reduced word "and"

- describing classmates
- describing famous people
- who's who game
- clothing quiz
- flashmob

- color fits me/color suits me
- middle size/medium
- yellow/yellow color
- more cheaper/cheaper
- much money/a lot of money

short vowel sounds
i, e, a

- shopping survey
- shopping role play

- happy every day/best wishes
- wish you lucky/good luck
- 7 o'clock p.m./7 o'clock

3

- guess that holiday game
- cops and robbers role play

TITLES/TOPICS**FUNCTIONS****KEY VOCABULARY****Unit 9 Sports and movies** (pages 103-113)**9A KEEPING FIT**
9B MOVIE NIGHT

- talking about sports and exercise
- the Olympics
- movie genres and movie plots

marathon, keep fit, sports field, energy, workout, gym, couch potato, sports names and sporting venues, names of countries, names of movie genres, special effects, 3D, sub-titles, character, plot, set, stars

Unit 10 Future plans (pages 114-126)**10A IT'S A DATE!**
10B PLANNING A VACATION

- inviting and declining invitations
- making plans to meet at a time and place
- talking about future plans
- planning a vacation and booking a hotel

restaurant review, variety, pizza, pasta, spaghetti, Chinese takeout, book a table, social calendar, internet search, scenery, package deal, all-inclusive, currency, sunscreen, destination, budget, reservation checking in

Unit 11 Food (pages 127-138)**11A IT LOOKS DELICIOUS!**
11B EATING OUT

- talking about food and cooking
- ordering food in a restaurant
- complaining politely in a shop, hotel or restaurant

menu, appetizers, minestrone soup, calamari, vegetarian, spicy seafood spaghetti, ordering, sweet tooth, desserts, slice, stir-fry, bake, steam, peel, short-staffed, compliments, apologize, considerate, specials

Unit 12 Aches and pains (pages 139-150)**12A STOMACHACHE**
12B HEARTACHE

- describing symptoms
- giving diagnoses and prescriptions
- asking for and giving advice
- talking about personalities, characters and attributes
- discussing relationships

stomachache, temperature, vomiting, throwing up, diarrhea, symptoms, food poisoning, prescription, personality, qualities, weird, attributes, character, extroverts, introverts

Appendix (pages 151-174)**Teachers' tips** (pages 175-188)

CHINGLISH

PRONUNCIATION

ACTIVITIES

- playground/sports field
- I'll go first/I gotta get going
- I'm boring/I'm bored
- afraid of the cold/don't like the cold

weak words:
can, or

- sports survey
- movie choice role play

- how do you think of?/what's your... like?
- how about your mom?/how's your mom?
- I have ever been/I've been to
- lived/stayed

l,n,r

- my planner role play
- have you ever game
- group vacation role play

- angry/hungry
- very delicious/very tasty
- snakes/snacks
- chicken/kitchen
- bear/beer
- spirit/Sprite
- go AA/split the bill

short and long vowel sounds,
long *i* and short *e* followed by *l*

- giving cooking instructions
- taste survey
- ordering in a restaurant role play

- health/healthy/fit/strong
- eat medicine/take medicine
- pain/painful
- attracting/attractive
- very humor/very funny
- sunshine boy/easy-going

intonation and meaning,
word stress in a sentence

- friendly advice game
- ranking personality/character attributes
- blind date game

LESSON A

Introductions



LISTEN

Do you think the two people know each other already?
What are their names?

Conversation

- Matt** This food's great!
- Miranda** Yeah, it is. Ella's a good cook. I really love her apple pie.
- Matt** So how do you know Ella?
- Miranda** Ella and I went to elementary school together. How about you?
- Matt** I know Ella from a tennis club. We haven't played for ages, though, because the weather's been so bad recently. I'm Matt, by the way.
- Miranda** Hi, nice to meet you, Matt. My name's Miranda. Ella's told me *all* about you.
- Matt** Oh, um, she has? Well, nice to meet you, too. What do you do, Miranda?
- Miranda** I'm job-hunting at the moment. In fact, I have an interview next week. Actually, I've just moved to the city, and I'm sharing this apartment with Ella.
- Matt** Hey, that's great! I look forward to seeing more of you! And good luck with the interview! Excuse me for a second? I need to go have a word with Ella about something.

CHINGLISH CORNER

Which is the correct way to say these phrases? More than one answer may be correct.

- 1 You've just met someone, and you think they're nice. What would you say to them?
 - a Let's be a good friend, OK?
 - b I look forward to seeing more of you.
 - c It's great to meet you! Maybe we could meet up for coffee sometime?
- 2 You meet someone you already know on the street. What would you say to them?
 - a How are you doing?
 - b It's nice to meet you.
 - c Good to see you!

CULTURE COMMENT

In the West, when you are meeting someone for the first time, you don't usually talk about salary or age. Also, be careful about asking if people are married or not. It's safer to wait until someone shares family information before asking detailed questions.

Pronunciation practice – f and v

Top teeth rest on bottom lip.
f is voiceless. Example: foot.
v is voiced. Example: very

Listen and repeat

five	coffee	van	evening
fan	elephant	visit	seven
foot	knife	vacation	love
phone	laugh	never	arrive

Pair work

Choose two **f** words and two **v** words from the list and write them below. (Do not show your partner your words.)

My words

- 1 _____ 2 _____
 3 _____ 4 _____

Now take turns reading your words to your partner and then listening to your partner and writing their words below. If your partner writes the wrong word, it might be because your pronunciation isn't right. Try again!

My partner's words

- 1 _____ 2 _____
 3 _____ 4 _____

Check your words with your partner.

Talk time 1 – introducing yourself

Pair work

Which is the best reply? Practice these mini-dialogs with your partner. Be expressive!

1 I don't think we've met.	a How about you? b No, we haven't. I'm Jim. c Yes, how are you?
2 My name's John Mitchell.	a Sorry, what was your last name? b Nice to meet you, too. c I'm glad.
3 Hi, Joan!	a Hi, nice to meet you. b Hi, nice to see you again. c And you?
4 Hi, how are you doing?	a Not bad, and you? b How do you do? c I'm happy.

Talk time 2 – introductory questions

Where are you from?



A I don't think we've met before.
My name's¹ Mandy.

B Hi, Mandy, I'm¹ Jim.

A Nice to meet you², Jim. Where
are you from?

B Shanghai. How about you³?

A Beijing.

Pair work

Student A, you are Mandy. Student B, you are Jim. Practice the conversation above as it is written.

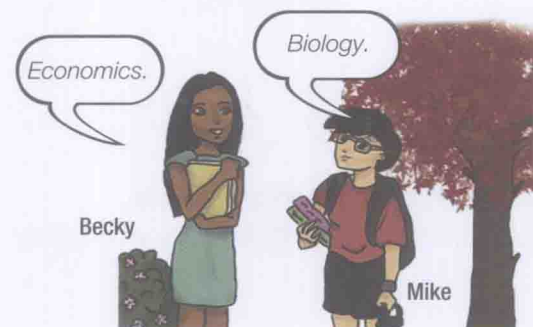
Then switch roles, and practice it again with substitutions and this time use your own name and real information.

Using the model conversation above do exercises 1–4 below, repeating each conversation twice. The first time, use the answers given in the speech bubbles. The second time, switch roles, use substitutions and also use your own name and responses to the questions.

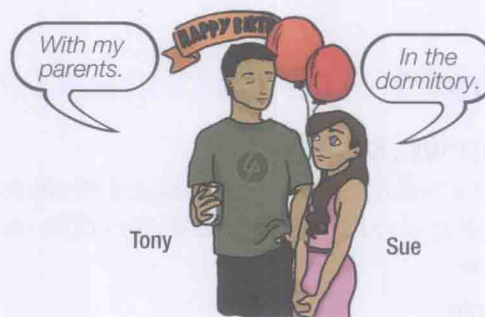
SUBSTITUTIONS

- 1 my name's/I'm
- 2 Nice to meet you/nice meeting you/glad to meet you/Hi
- 3 How about you?/What about you?/And you?

1 What are you studying?



2 Where do you live?



3 Tell me about your family.



4 What are you having for lunch?



Talk time 3 – making small talk

What could you say when you don't know someone very well?
Write a suitable question beside each of these topics.

Weather

Nice day today, isn't it?

Living situation

Education

Family

Food

News

Pair work

Now ask your partner these questions and listen to their answers. Switch roles and practice again.

Talk time 4 – making a good first impression

Pair work

Making a good first impression is very important. Look at the list below and decide which three characteristics you think are most important when forming an impression of someone else. Talk with your partner about a person who you think would make a good first impression and explain why.

- has a friendly smile
- has good eye contact
- has a firm handshake
- is attractive
- is interesting to talk to
- remembers people's names
- has a sense of humor
- is polite

Game 1 – introducing each other

Group work (6-10)

Each student introduces the previous students, introduces himself/herself, and then gives some information about himself/herself. Try not to repeat the same topic (i.e. everyone shouldn't say where they are from).

Example

Student A I'm Kevin, and I'm from Beijing.

Student B That's Kevin, and he's from Beijing. I'm Jenny, and I love eating noodles.

Student C That's Kevin, and he's from Beijing. That's Jenny, and she loves eating noodles. I'm Tim, and I have two younger brothers.

Student D That's Kevin...

Game 2 – so tell me...

Group work (3-5)

Equipment: one set of cards per group

Instructions: Your teacher will give you a set of cards. Place the cards face down in a pile. Student A draws the first card and asks everyone in the group the question on the card. If there is a picture on the card, Student A makes up a question about that topic. After all the other students have answered Student A's question, he/she gives the card to the student whose answer he/she likes best. Each student takes a turn at drawing a card from the top of the pile and asking a question. The game ends when all the cards have been drawn. The person with the most cards at the end is the winner.

Example

If this is the card, Student A would make up a question about food.

Student A **So tell me, what do you like to eat for breakfast?**

Student B **Noodles.**

Student C **I like eating fruit, and on the weekend I like to eat bread and eggs.**

Student D **Rice.**

Student A **I like Student C's answer best!** (Student C wins the card!)



Discussion

- 1 Talk about what you are studying. What courses do you enjoy? What courses do you find difficult? What assignments have you done this semester? What have you been learning recently?
- 2 Talk about your living situation. How many people live in your dormitory? How many roommates do you have? Where are they from?
- 3 What other activities do you participate in at college? Do you belong to any clubs or associations? Do you play any sports or do any exercise?
- 4 What sort of food do you usually eat? What do you think of the school cafeteria? Do you eat at other places near your school? Who do you usually eat with?