



应用型本科院校“十二五”规划教材/外语类

College Oral English Course

大学英语口语教程

(Love to Speak)

(第2版)



- 适用面广
- 应用性强
- 促进教学
- 面向就业



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主审 卢世伟



哈尔滨工业大学出版社
HARBIN INSTITUTE OF TECHNOLOGY PRESS



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内容提要

《大学英语口语教程》(Love to Speak)是一本以话题和功能为纲编写的口语教材。本书共有 14 个单元,每单元包括 5 部分,即 Learn to Speak, Love to Speak, Topic to Discuss, Cultural Background, Enjoy Yourself。选材既具有实用性,又具有趣味性。练习的设计都围绕同一主题,且形式多样,重视文化背景知识介绍,力图把学生置身于英语文化国家当中,引导学生进行积极主动的口语练习,注意不同语境下的语言交际过程,全面培养学生的口语表达能力。

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序

哈尔滨工业大学出版社策划的《应用型本科院校“十二五”规划教材》即将付梓,诚可贺也。

该系列教材卷帙浩繁,凡百余种,涉及众多学科门类,定位准确,内容新颖,体系完整,实用性强,突出实践能力培养。不仅便于教师教学和学生学学习,而且满足就业市场对应用型人才的迫切需求。

应用型本科院校的人才培养目标是面对现代社会生产、建设、管理、服务等一线岗位,培养能直接从事实际工作、解决具体问题、维持工作有效运行的高等应用型人才。应用型本科与研究型本科和高职高专院校在人才培养上有着明显的区别,其培养的人才特征是:①就业导向与社会需求高度吻合;②扎实的理论基础和过硬的实践能力紧密结合;③具备良好的人文素质和科学技术素质;④富于面对职业应用的创新精神。因此,应用型本科院校只有着力培养“进入角色快、业务水平高、动手能力强、综合素质好”的人才,才能在激烈的就业市场竞争中站稳脚跟。

目前国内应用型本科院校所采用的教材往往只是对理论性较强的本科院校教材的简单删减,针对性、应用性不够突出,因材施教的目的难以达到。因此亟须既有一定的理论深度又注重实践能力培养的系列教材,以满足应用型本科院校教学目标、培养方向和办学特色的需要。

哈尔滨工业大学出版社出版的《应用型本科院校“十二五”规划教材》,在选题设计思路认真贯彻教育部关于培养适应地方、区域和社会发展需要的“本科应用型高级专门人才”精神,根据黑龙江省委书记吉炳轩同志提出的关于加强应用型本科院校建设的意见,在应用型本科试点院校成功经验总结的基础上,特邀请黑龙江省9所知名的应用型本科院校的专家、学者联合编写。

本系列教材突出与办学定位、教学目标的一致性和适应性,既严格遵照学科

体系的知识构成和教材编写的一般规律,又针对应用型本科人才培养目标及与之相适应的教学特点,精心设计写作体例,科学安排知识内容,围绕应用讲授理论,做到“基础知识够用、实践技能实用、专业理论管用”。同时注意适当融入新理论、新技术、新工艺、新成果,并且制作了与本书配套的 PPT 多媒体教学课件,形成立体化教材,供教师参考使用。

《应用型本科院校“十二五”规划教材》的编辑出版,是适应“科教兴国”战略对复合型、应用型人才的需求,是推动相对滞后的应用型本科院校教材建设的一种有益尝试,在应用型创新人才培养方面是一件具有开创意义的工作,为应用型人才的培养提供了及时、可靠、坚实的保证。

希望本系列教材在使用过程中,通过编者、作者和读者的共同努力,厚积薄发、推陈出新、细上加细、精益求精,不断丰富、不断完善、不断创新,力争成为同类教材中的精品。

马长利

第2版前言

随着我国对外开放政策的深入执行,社会主义市场经济体制的建立和全面拓展,我们国家比以往任何时候都更需要大量的能熟练运用外语进行交际的人才。与此同时,广大高校学生越来越迫切地意识到具备英语口语能力的重要性和必要性。自1999年大学开始扩招以来,在全国本科院校中,独立本科院校招生人数越来越多。然而目前很多独立本科院校却是和其他公办院校使用相同的教材,没有根据独立本科院校学生的需求使用与其相适应的教材。由于学生的英语水平和就业去向等都有所不同,这显然是不合理的。根据国家最新下发的《大学英语课程教学要求》并结合独立本科院校学生的特点,顺应时代的发展需要,并根据目前我国大学生英语口语实际表达水平现状,我们编写了“大学英语口语教程(Love to Speak)”这本教材。

本教程共有14个单元。较好地适应了独立本科院校英语教学安排,重点突出以下几个特点:

1. 在选材上,教材紧扣社会现实,兼顾文化知识的介绍;内容由浅入深,既有日常生活话题,又涉及当代世界和我国经济、文化、教育、体育等热点话题,题材丰富多样,语言生动地道。

2. 在语言训练上,通过角色扮演、小组讨论、复述故事等形式多样的训练来提高学生的综合连贯表达能力,并配合难度适宜的练习,课堂上充分利用多媒体等多种现代科技手段,激发学生学习动机,培养学生的自主学习能力。

3. 在内容上,有助于拓宽学生的知识层面和提升学生的思想文化修养。所有单元安排的对话练习主要发生在学生身边,使他们看得见,听得见,极具实用性。并且把一年之中的一些中国和英美国家的传统节日融入此书,使学生通过练习口语了解中西方文化的差异,培养学生的跨文化敏感性,增强跨文化交际能力。

4. 书后附有译文,以便学生通过学习中英文对照加深对所学内容的理解,也有利于学生自学使用。

本教程由哈尔滨剑桥学院的老师共同编写而成,参编人员都是具有多年丰富教学经验的大学英语教师。其中,雷隽博老师编写约7.2万字,李丹丹、王春宇、黄成、崔艳波、于沛、杨微老师各编写约5万字。全书最后由雷隽博老师统稿。卢世伟教授审阅了全书。

本教材适用范围广泛:既可作为独立本科院校非英语专业本科一、二年级的学生用书,也可作为独立高校英语专业学生一年级口语教材,还可供社会上具有一定英语基础的人员自学使用。

由于编者的水平有限,加上时间仓促,疏漏之处在所难免,恳请广大教师和读者指正,以便我们做出及时的修正。谢谢!

编者
2015年7月

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Unit 1

Greeting and Introduction

Part I Learn to Speak

Learning from Samples

Read the following dialogues aloud. Make sure that you pronounce correctly and try to learn them by heart.

Dialogue 1

A: Good Morning, Mrs.Smith.

B: Good Morning.

A: How are you this morning, Mrs.Smith?

B: I'm very well, thank you. And you?

A: Fine, thanks. How is Mr.Smith?

B: Mr.Smith is fine, thank you.

A: Good-bye, see you tomorrow.

Dialogue 2

A: Good evening, Mr.Wang.

B: Good evening, Mr.Smith.

A: Have you met my wife, Mary?

B: No, I haven't had the pleasure.

A: Mary, this is Mr.Wang, my new Chinese friend.

C: How do you do, Mr.Wang? You're welcome.

A: How do you do?

B: Have a glass of wine, and let me introduce you to some of my guests.

A: Thank you.

Dialogue 3

A: Hi! Come in, Please!

B: Hi, Eva!

A: How are you, Tony?

B: Just fine, thanks. And you, Eva?

A: Fine. Come and sit down. A cup of coffee?

B: Yes, please. Thanks. What a lovely home you have! And the garden!

A: Thank you. I'm so glad that you could come. This new house is much nicer than our old apartment. When you sit there by the window, you can have a splendid view of the garden as the sun goes down.

B: I can imagine. What are those tall flowers in the back?

A: Those are salvias. Would you like some?

B: Thanks, but we don't have a spot of sun to grow them in.

A: My husband mentioned that you are a specialist in shade flowers.

B: It's my wife. She is now writing a book for a wildlife federation.

A: Oh, I've got a shady corner that I've trouble with. Maybe she can give me some advice.

B: She will, if she has time for a look. It's getting late. I'm afraid I have to go now.

A: Thank you for coming. See you!

B: See You! Bye!

Dialogue 4

A: Hello, there.

B: Hi!

A: It's a lovely day, isn't it?

B: Yes, It is.

A: I'm John Smith.

B: My name is Li Wei.

A: Glad to meet you.

B: Glad to meet you, too.

A: Are you studying here?

B: Yes. I'm studying English.

A: You certainly speak our language well.

B: Thank you. But I still slip up on pronunciation and tenses from time to time.

A: That's hardly noticeable! By the way, do you like it here?

B: It's a nice place. You people are so friendly.

A: Here comes the bus. Nice talking to you. So long.

B: Nice meeting you. Good-bye.

Words and Expressions

colleague *n.* 同事

splendid *adj.* 辉煌的, 灿烂的

just fine 刚刚好, 还好

pronunciation *n.* 发音

slip up 出错

thank you for coming 感谢你的光临

shady *adj.* 成荫的, 阴暗的

a shady corner 棘手的事

each other 互相

advice *n.* 建议

pleasure *n.* 荣幸, 高兴

tense *n.* 时态

certainly *adv.* 一定

a spot of 一点儿

noticeable *adj.* 显而易见的, 显著的

salvia *n.* 鼠尾草

Basic Expressions

Make up dialogues with your partner by using the following expressions.

a. Greeting somebody

1. Good Morning, sir!

2. Hello, Mr.Bruth!

3. How are you, Mr.David?

4. What's up? /What's new?

5. How are things with you?

b. Introducing somebody

1. May I have your name?

2. Let me introduce myself. I'm Susan Macdonald.

3. I'd like you to meet. . .

4. Mrs.Edison, please allow me to introduce Mr.Smith, our manager.

5. Glad to meet you!

6. How do you do, it is pleasure to meet you.

7. Nice talking with you.

8. I'm afraid I have to leave now.

Translation Exercise

Translate the following dialogues and then practice them with your partner.

Dialogue 1

- A: 喂, 彼得! 好久没有见到你了。你好吗?
B: 很好。亨利, 再一次见到你真高兴。我去了纽约一个月。
A: 真的? 你是出差吗?
B: 不, 我是去那儿度假。你近来怎样?
A: 很好, 谢谢。哦, 恐怕我得走了。我会给你打电话的, 代我向全家问好。
B: 谢谢, 我会的。再见!
A: 再见!

Dialogue 2

- A: 斯塔克教授, 我来介绍一下我的中国朋友李先生。
B: 你好!
A: 你好!
B: 你对哈尔滨的第一印象怎么样?
A: 这儿的天气比我家冷得多。
B: 不要紧。你一两周就适应了。
A: 我希望如此。谢谢你。

Dialogue 3

- A: 嗨, 安妮塔, 好久不见了。
B: 是啊, 你最近到哪儿去了?
A: 我一直在中国搞一个新项目。
B: 噢, 原来是这样。我在纽约也有好多工作要做。

Dialogue 4

- A: 天晚了, 我想我该走了。
B: 那么快就走? 大家正玩得高兴呢。
A: 我恐怕真得走了。明天早上我要早起。
B: 好吧, 既然如此, 我们就不久留你了。我们以后再聚。

Part II Love to Speak

Question and Answer

Do questions and answer exercises in pairs with reference to the following prompts.

- a. Question: You meet your English teacher on campus one morning. How would you greet him or her?

Answer: Good Morning! Andrew.

- b. Question: You meet your good friend Rose at XueFu Bookstore whom you haven't seen her for a long time. How would you greet her?

Answer: Haven't seen you for a long time! What's up?

- c. Question: Introduce yourself to your new classmates.

Answer: Hello, everybody. I'm Monica.

Hello! Boys and girls. My name is Eric.

- d. Question: How do you introduce somebody to your friends?

Answer: I'd like you to meet my friend, Kelvin.

Situational Dialogue

Make up dialogues according to the following situations.

Situation One: You meet your new classmate in the street. You greet her.

Situation Two: Your boyfriend visits your family. It's the first time he has come to your home. Introduce him to your parents.

Situation Three: At your birthday party, Marry brings a new friend with her. You introduce her to your other friends at the party.

Situation Four: At office, your boss brings a new colleague to you. She introduces her to you.

Role-play

Ask students to read the lines from the Movie *Jane Eyre* and role play them.

Jane: Can I do anything?

Rochester: Stand out of the way!

Jane: I'm sorry. I frighten your horse.

Rochester: Apologies won't heal my ankle. Down, Pilot! Well, what are you waiting for?

Jane: I can't leave until I see you're fit to ride.

Rochester: Hmmm, a will of your own. Where are you from?

Jane: From Mr. Rochester's house, just below.

Rochester: You know Mr. Rochester?

Jane: No, I've never seen him.

Rochester: You're not the servant of the hall...

Jane: I'm the new governess.

Rochester: Oh, You're the new governess. Now, just hand me my whip. Thank you. Now kindly get out of the way.

(Later, back in the restroom, Jane introduces to Mr. Rochester.)

Jane: Here is Miss Eyre, sir.

Rochester: Well, Miss Eyre, have you no tongue?

Jane: I was waiting, sir, until I was spoke to.

Rochester: Very proper. Next time you see a man on horse, don't run out into the middle of the road, please pass.

Jane: I assure you, sir, it was not deliberate.

Rochester: It may not have been deliberate. It is none the less painful. Sit down, Miss Eyre. Where do you come from?

Notes

1. 这是 Jane 见到 Rochester 时所用的非常正式的打招呼用语, 隐含着很抱歉的意思。注意这里不能理解为商店里店员询问的习惯用语。
2. Rochester 的愤怒和粗鲁在这句话里表现得比较明显。
3. Jane 比较正式的道歉。固定句型是 “I'm sorry that ...” 或 “I'm sorry for ...”。
4. 此句话标志着双方开始进入寒暄, 找话题以继续谈话, 也就是说不愿意中断交谈。暗示 Rochester 接受了 Jane 的道歉, 也是打破僵局的重要一句。
5. 正式场合谈话中介绍者将一方正式介绍给另一方时所用的固定句型是 “Here is ...” 或 “This is ...”。注意句中称呼未婚小姐为 Miss, 称呼主人为 Sir。介绍人们认识时所用的语言, 以简洁、清楚、有礼貌为好。

Retelling a story

Read the material carefully and remember the main plot as much as possible. Retell the story in front of the whole class.

How Are You?

One day, Bill Clinton and his wife Hillary went to an African country. The president of this country doesn't speak English, so he learned a little greeting sentence from his translator. His translator told him when first meet a person you can say: “How are you?”, the probably answer maybe: “I am fine, and you?”, then you should say: “Me too!”.

When he meets Bill Clinton at airport, he was so excited that forgot the sentence he has learned before. He wants to say: “How are you?” but he said: “Who are you?” Bill Clinton was puzzled but he wants to show his humor and he said: “I am Hillary's husband, and you?” The African president finally remembered what to say and said: “Me too!”

Debate

Work in groups. Read the passage carefully and conduct your ideas with your group. Hold a debate

between two groups by referring to the arguments and counter arguments listed below “Yes” and “No”.

Should Rich and Poor Live Together?

The widening gap in China between the rich and poor has slowed the development of a harmonious society. To help address the problem, the Wuhan city government has come up with a bold plan.

According to the Wuhan Evening News, the city will soon begin requiring real estate developers to set aside a certain number of low-price apartments for people on low incomes in future projects. This means that both rich and poor will live in the same place. The practice of marking a certain area exclusively for low-price housing, usually in the suburbs, where it is difficult to travel to and from, and living conditions are poor, will come to an end in Wuhan.

In fact, the appearance of “rich areas” and “poor areas” in major cities has become a hot topic. Some commentators argue that marginalizing the poor is a threat to social harmony and stability. The new Wuhan policy indicates that the government is aware of the problem and has taken action to solve it. But doubts remain about whether the policy will be effective.

What do you think? Is it a good idea to force the rich and the poor to live together?

Language Notes

exclusively *adv.* 专有地; 排外地

indicate *vt.* 表明; 指出

supervision *n.* 监督; 监管

disparity *n.* 不同; 不等

for the sake of 为了

low-price apartments 低价房

set aside 留出

address the problem 解决问题

marginalize *vt.* 使边缘化

remain *vi.* 保持; 依然

witness *vt.* 目击; 目睹

relentless *adj.* 无情的; 不间断的

at a disadvantage 处于不利地位

low-price house 廉价住宅

to and from 往返, 来来回回

lose faith in 不再信任; 失去信心

For Reference

Yes

The policy enables low-income groups to enjoy the same resources as everyone else.

1. If we keep “segregating” the rich and poor populations in Chinese cities, it’ll put the poor at a disadvantage. Many key services in “poor areas”, such as roads, schools and hospitals, receive less government support. That in effect discriminates against the poor.

2. Chinese children are taught in schools that all citizens are equal. But if they grow up in a “poor area” and witness the great disparities between different areas of the same city, they could lose faith in government and society. We cannot let this happen to future generations.