

Communication

交际·文化

Culture

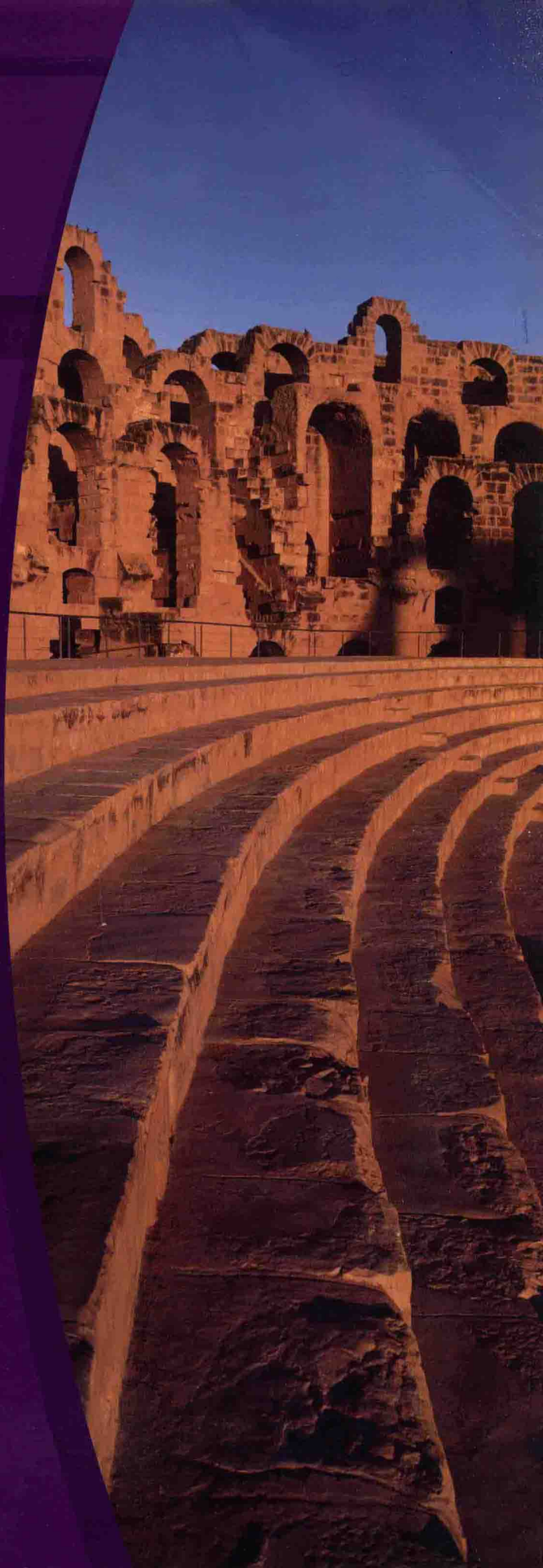
大学英语 口语进阶

*Inspired
to Speak*

主 编 / 夏玉和

编 者 / 邱 枫 马晓明 夏玉和

外语教学与研究出版社
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前言

《大学英语口语进阶》是面向大学生推出的一套英语口语教材。英语口语能力是英语综合能力的重要体现，也是中国大学生相对薄弱之处，提高大学生英语口语能力成为大学英语教学的重要任务之一。随着全球化的日益深入，国际交流日益频繁，这要求大学生能够用英语进行跨文化交际，且言之有物。因此，除了提高学生的英语口语能力，大学英语口语教学还肩负着提升学生文化素养和学术交流能力，培养学生国际视野和思辨创新思维的重任。为此，《大学英语口语进阶》打破了以往口语教学的单一性，以期通过巧妙的设计、严谨的编写与丰富的资源实现大学英语口语教学的多重使命。

编写依据

- 一、以教育部颁布的《大学英语课程教学要求》为指导，全面体现其对话语表达能力的一般要求、较高要求和更高要求，在设计和编写过程中本着循序渐进的原则，为大学英语口语教学提供多层次的解决方案。
- 二、充分渗透“全人培养”的教育理念，全面提升学生的综合文化素养。在夯实语言技能和拓展视野的基础上，本教材还注重培养学生的学习能力、沟通能力、合作能力、思辨能力以及创新精神。
- 三、始终贯穿“从做中学”的教学思想，结合学生的学习兴趣和语言习得过程，模拟真实的语言交流场景，让学生在成功完成不同层次的口语任务的同时，获得语言知识，提高语言综合运用能力，真正实现“知行合一”。

教材特色

一、情景真实，语言地道，提高口语交际能力

精选各类情景真实、语言地道的输入语料，融入大量的语用知识，结合各行各业的地道“行话”，巧妙打造实战演练，全面提升学生的口语交际能力。

二、展示多元文化，提升文化素养，培养国际视野

选材承载多元文化信息，同时体现中外文化的双向交流，使学生通过感受、理解和比较多元文化提升跨文化交际能力、国际视野以及文化素养。

三、多角度思维，多层次讨论，培养思辨创新能力

输入材料思想新锐、观点鲜明，为学生展现多元视角；各层次的口语任务激发学生从多角度进行深入思考和讨论，从而培养学生的思辨能力和创新能力。

四、展现学术场景，培养学术能力

通过类型多样的图表、讲座等专业主题材料的输入，训练学生记录、归纳、总结、讨论、展示等学术交流技能，提升学生的基本学术能力。

《大学英语口语进阶》的主编为夏玉和，负责全书的策划、设计、审稿。编者邱枫、马晓明分别负责了上下册的样课和其中七个单元的编写，夏玉和负责了每册书中一个单元的编写。

此外，在策划和编写过程中，编者还研究了一些国内外出版的口语教材，从中得到了重要的启发，受益匪浅，在此向这些编者和作者们表示感谢。由于编者的学识所限，本套教材中难免会出现谬误之处，恳请使用本教材的教师同仁和学生原谅并批评指正。

主编：夏玉和

编者：邱枫 马晓明

二零一三年二月二十八日于北京

《大学英语口语进阶》编写说明

《大学英语口语进阶》含两个分册，在提高学生日常口语交际能力的基础上，两个分册各有侧重。《大学英语口语进阶：交际·文化》侧重提升学生的跨文化交际能力和国际视野。《大学英语口语进阶：思辨·学术》侧重培养学生的思辨创新能力和学术交流能力。每个分册包含八个单元，每个单元的教学内容可在两周的教学时间内完成。在每个单元中，口语任务沿两条主线展开：第一条主线是与学生生活密切相关的主题；第二条主线是口头交际技能，每个单元都有技能操练重点。这两条主线贯穿于各单元的六个板块中：1) 跃跃欲试 (Embarking on the journey)、2) 日常交际 (Daily communication)、3) 放眼世界 (Culture bridge) (上册) / 学术交流 (Effective academic communication) (下册)、4) 畅所欲言 (Points of view)、5) 理想彼岸 (Destination) 和 6) 一试身手 (Unit project)。下册的板块结构与上册基本相同，但是在技能的侧重点上有所不同，交际技能从上册的一般性的观点陈述提升到了学术或专业主题交流的层次。

《大学英语口语进阶：交际·文化》(上册)八个单元的主题为：求学点滴、人际关系、服装潮流、食品餐饮、娱乐生活、医疗保健、英雄偶像和职场百相。每个单元包含以下六个板块：

跃跃欲试 (Embarking on the journey)

该板块为热身练习，通过微型调查、小测验、讨论等多种形式的小型任务引入单元主题，激活学生对该主题已有的认知，引发学生进一步讨论的兴趣。

日常交际 (Daily communication)

该板块侧重提高学生在日常生活情境中的口语交际能力。输入材料以听力对话为主。为方便学生学习语言表达，脚本直接呈现在学生用书中。口语任务模拟生活实景，引导学生在日常语境中恰当地运用所学的语言表达。

放眼世界 (Culture bridge)

该板块侧重提高学生对不同文化的感知和认识，培养学生的跨文化交际能力，提升学生的文化素养，拓展学生的国际视野。其中所提供的语料打破以往许多教材以介绍西方文化为主的局限性，融合了世界多元文化，尤其是中国文化的内容。该板块中设计了不同形式的应用型口语任务（如角色扮演、解决问题、问题讨论等），引导学生将所学的多元文化知识应用到跨文化交际场景中。

畅所欲言 (Points of view)

该板块侧重训练学生表达个人意见、情感、观点等语言技能，同时培养学生的思辨能力和创新能力。该板块中的语料经过精心选取，以形式丰富的阅读材料为主（如名人名言、新闻报道、街头访问、概念定义等），并体现某一事件的多元思维视角，为进一步展开深入讨论提供语言和观点的准备。

理想彼岸 (Destination)

该板块侧重帮助学生回顾本单元的口语技能目标、跨文化交际目标以及思维培养目标等，检验学习

效果，提高学生的学习意识和自我管理能力和。

一试身手 (Unit project)

该板块侧重训练学生的语言综合运用能力，培养学生的团队合作能力和自主学习能力。其中的综合性单元任务步骤清晰，操作性强，学生可以在课下进行小组讨论、准备，并实施操作，然后在课堂上呈现任务成果。

如上所述，每个单元五个板块之间体现了循序渐进原则，呈现出了口语任务的层次性和多样性。日常交际、放眼世界、畅所欲言这三个主要的口语任务板块均设有两个口语任务 (Activity 1 和 Activity 2)，每个任务均有层次地、有深度地挖掘输入材料中的信息点、文化点以及看问题的角度，通过明确清晰的步骤，帮助和引导学生完成指定的口语任务，充分体现输入与输出的紧密结合。

Map of the book

	Unit 1 Learning	<i>P1</i>
	Unit 2 Relationships	<i>P15</i>
	Unit 3 Fashion	<i>P27</i>
	Unit 4 Food and drink	<i>P41</i>
	Unit 5 Leisure time	<i>P53</i>
	Unit 6 Health	<i>P67</i>
	Unit 7 Heroes	<i>P83</i>
	Unit 8 Career	<i>P97</i>



Embarking on the journey

1 Read the following quotes and decide whether you agree or not.

◆ *Learning is like rowing upstream: Not to advance is to drop back.*

– Chinese proverb

◆ *Anyone who stops learning is old, whether at 20 or 80.*

– Henry Ford


◆ *Learning without thought is labor lost.*

– Confucius

2 Work in pairs to exchange views about the quotes.

Stop 1 Daily communication

Activity 1

- 1  Listen to the following conversation at a party held at the Student Center, and work in pairs to role-play it.

Paul: Hello, I don't think we've met before.

Rachael: Hi, I'm Rachael.

Paul: I'm Paul. So, are you one of Mark's friends?

Rachael: I know his girlfriend very well. I used to go to school with her.

Paul: Oh, I see. That's Ann, isn't it? She and Mark both major in Translation. What's your major?

Rachael: Psychology. What about you?

Paul: Finance. I'm trying to save up to travel in South America.

Rachael: Wow, that's great! I went there last year. It's fantastic! Where in South America do you want to go?

Paul: Everywhere!

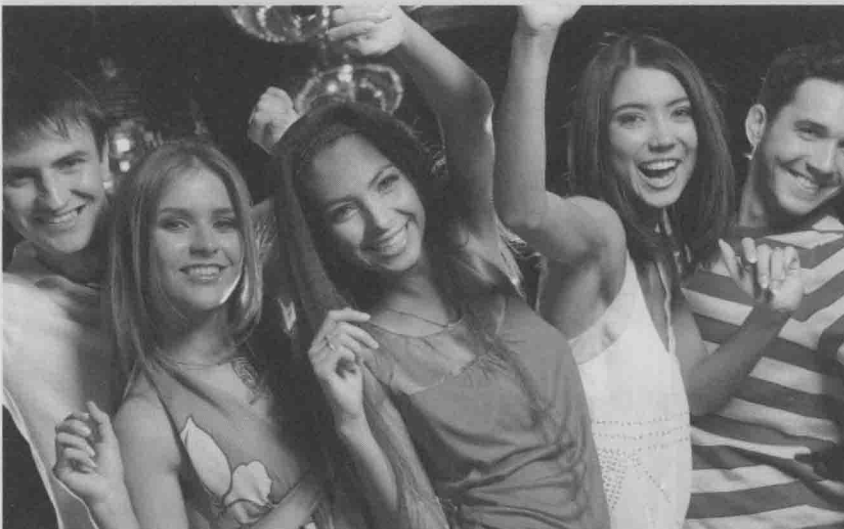
Conversation tip

Starting a conversation with a stranger

No matter what your language level is, if you are unsure of the best way to start a conversation with a stranger, here are some sure-fire tips:

- ◆ Start with a "hello".
- ◆ Ask a question.
- ◆ Offer a compliment.

So, overcome your shyness and don't worry about your accent or pronunciation. You should strive to be spontaneous and speak English in a real setting. After all, you're not being tested, and the goal is to communicate.




- 2 **Work in groups of four to role-play a conversation. Imagine you are at a New Year's Eve party, and you haven't met each other before. Try to use the useful expressions in the box.**

◆ Useful expressions ◆

Starting a conversation

- ◆ Excuse me, can I talk to you for a moment?
- ◆ You look familiar. Have I seen you before?
- ◆ Don't I know you? Haven't we met before?
- ◆ The weather is so nice today. Are you from around here?
- ◆ How's your day going so far?
- ◆ Are you here with your family?
- ◆ Are you on vacation?
- ◆ Do you know anyone here?
- ◆ Do you know many people here?
- ◆ How do you know her?

Activity 2

- 1  **Listen to the following conversation between two college students, and work in pairs to talk about what is troubling Michael.**

Bob: Hi, Michael.

Michael: Hey, Bob. Good to see you.

Bob: Me too. How've you been?

Michael: Not bad, but I just hate my major these days. Courses like marketing and accounting are so boring.

Bob: Well, why did you choose Business and Finance?

Michael: Um, actually, my parents made that decision for me. They just thought from a career-oriented instead of an interest-based perspective. If I'd had my way, I'd have picked a liberal arts major, like Literature, Art History, or Sociology.

Bob: Oh, I see.

Conversation tip

Greeting before a conversation

When you meet someone you know, it is normal to greet them before you start a conversation. Co-workers sometimes shake hands, while close friends often hug each other when they meet, especially if it has been a long time since they saw each other.

2 Work with your partner to role-play a conversation. You are advised to include the following two parts in the conversation. Try to use the useful expressions in the box.

- 1) Greet each other.
- 2) Discuss the key factors when choosing a major, e.g. career prospects or personal interests.


Useful expressions

Greeting

- ◆ Nice to see you.
- ◆ Long time no see.
- ◆ What have you been up to?
- ◆ How are things?
- ◆ What's new?
- ◆ How's everything going?

Stop 2 Culture bridge

Activity 1

1  Listen to the conversation about differences in education, and work in pairs to discuss the following questions.

- 1) What are the differences between American and Chinese ways of learning and teaching?
- 2) Why do you think Chinese students usually keep silent in class?

Xiaoyue: Hi! Long time no see, how are you doing?

Lin: Good. What have you been up to?

Xiaoyue: I just came back from the United States – just last week.

Lin: Wow, what were you there for?

Xiaoyue: I went as a visiting student at the Stern School of Business at New York University. I found that the American way of learning and teaching is very different from that in China.

Lin: Really? I'm curious. What are the differences?

Xiaoyue: In the United States, my professors always clarified information through cases and specific

examples. In China, professors usually focus on the abstract definitions of concepts.

Lin: That's very true. We learn by rote but don't know how to apply it in real-life situations. That's part of the reason why many Chinese students don't excel at creativity, I think.

Xiaoyue: Yes, I agree. In one of the classes, some businessmen from big corporations were invited to explain how their financial operations work. It was really interesting. I learned a lot. That kind of face-to-face communication with entrepreneurs is a new method of learning for me.

Lin: I wish I could have a learning opportunity like that too.

Xiaoyue: What impressed me most was the atmosphere in the class. Students raise questions frequently during the lecture, that's rare in Chinese classrooms. There's a lot of interaction between the professor and students in America.

Lin: I suppose that's an example of cultural difference. In China, students tend to be silent in class because silence is always interpreted as modesty, a great virtue in Chinese culture. When students don't understand something, they tend to talk to their professors during the break or after class.


Xiaoyue: Yes, you're right.



2 Work in groups of four to discuss the following questions. Select one member in your group to take notes and report the group's ideas to the class.

- 1) Do you agree or disagree with Xiaoyue and Lin? Why or why not?
- 2) What do you think are the advantages of studying abroad as a visiting student or an exchange student?
- 3) What do you think can be done to improve China's college education?

Activity 2

1  Listen to the following conversation about the gap year, and answer the following questions.

- 1) What is a gap year?
- 2) When do people take a gap year?
- 3) What are the advantages of taking a gap year?

Li: Do students in the U.K. go to university right after high school? In China, we graduate in June and take the university entrance examination in the same year.

Oliver: Well, some British students do start university in September after they finish high school in the summer. But now it's quite popular to take a gap year, or a year out.

Li: What do British students usually do in their gap year?

Oliver: A gap year can be partly about getting some work experience, for example, you might just work for part of the year and earn some money in order to travel afterward. Some people just travel to visit lots of different places, and other people live and work abroad for a while. You could also do some volunteer work, such as working in an orphanage. Volunteering abroad is one of the most popular things that people do in their gap year.

Culture tip

A **gap year** (also known as year abroad, year out, or year off) is a year during which students take some time off – usually between high school and university – to do something outside formal education. The practice of taking a gap year developed in the United Kingdom in the 1960s. During a gap year, a student might travel, engage in volunteer work at home or overseas, or undertake a working holiday abroad.

Li: Do professors think that a gap year is a positive thing?

Oliver: Absolutely. Professors believe it will have positive impacts on students and they think it's a fantastically mind-expanding and educational experience.

Li: I went straight to university. I would've loved to have a gap year, but it's too late now!

Oliver: Not everyone decides to have a gap year before university. Some take their gap year after they graduate – it's never too late!



2 Work in pairs to discuss the following questions.

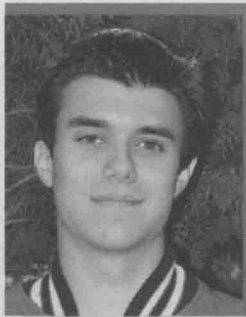
- 1) Would you take a gap year if you could? Why or why not?
- 2) Where would you go and how long would you stay there if you decide to take one?
- 3) What would you do during your gap year?
- 4) What would you hope to learn during your gap year?



Stop 3 Points of view

Activity 1

1 Read the following statements by Jack and Henry, and match the supporting ideas with their statements about humanities education.



Jack

An education in humanities is at most a pastime and at worst a waste of money.



Henry

An education in humanities is productive exactly because it makes us into more responsible individuals and allows us to become masters of our own lives.

	Supporting ideas
Jack	
Henry	

Supporting ideas

- A. A humanities education will never deliver a person to the moon.
- B. A humanities education may not necessarily bring higher future income. It would, rather, allow us to assess (评价) the joys and sorrows of the human experience through history.
- C. A humanities education allows us to find meaning in what we do.
- D. A humanities education will not help fight against cancer.
- E. A humanities education takes us away from elusive (难实现的) and even silly pursuits, and refocuses our minds on the quality of human life.
- F. A humanities education will not help us erect bridges or buildings. In other words, a humanities education cannot be economically productive.

2 Work in pairs to discuss whose view you are in favor of, and elaborate on your points with specific examples.

Activity 2

1 Read the following expressions that could be useful for opening a presentation.

Ladies and gentlemen, thank you very much for coming today.

Thank you for finding the time to come and join me in this presentation.

The purpose of today's presentation is to discuss how we can ...

I've invited you here to ...

Now let me begin by ... Secondly ... And finally ...

I'd be very happy to invite you to ask questions at the end of the session.

At the end, I'd be very glad to answer any of your questions.

2 Suppose you are a member of an English debating club. You are going to give a presentation to promote your club to the newly arrived freshmen at your university. Refer to the following two examples of how to open a presentation and then spend five minutes individually preparing your opening.

Example 1

"Ladies and gentlemen, thank you very much for coming along here today. I hope you'll find my presentation interesting. **The purpose of today's presentation is to tell you some of the basic facts about our club.**

Now let me begin by _____. Secondly, I want to _____. And finally I would like to finish off by _____. **I'd be very happy to invite you to ask questions at the end of the session** and I'm sure there'll be plenty of time for us to discuss some of the points that have been raised."

Example 2

"Good afternoon, ladies and gentlemen. **Thank you for finding the time to come and join me in this presentation this afternoon.** My name is _____, I'm _____. **I've invited you here to _____.** First, I'd like to _____. Then I'd like to _____. And thirdly, I'd like to _____. **At the end of my presentation, I'd be very glad to answer any of your questions.**"