



College English Oral Practice I

大学英语实践口语教程

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前 言

2007年教育部颁布的《大学英语课程教学要求》明确指出：“大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高其综合文化素养，以适应我国社会发展和国际交流的需要”。其中就一般要求、较高要求和更高要求相应的口语表达能力作了详尽的表述。

因此我们从2009年开始组织教师开展本教材的编写工作，从编写思路的探讨、大量的问卷调查、口语活动的梯度安排到内容的创新各个环节都精益求精。2011年初稿完成后，在经过我校一年级本科生5 000人次试用后又在细节上进行修改。2012年再次试用后又三易其稿，最终在2013年正式出版。

教材特色

本教材结合我国大学英语现有教学条件及英语学习环境，通过视、听、读输入大量真实、规范、实用的语料，让学生自动进入英语文化环境并最终有效输出，增强学生的跨文化交际能力；选材内容贴近学习者的现实生活，选材地道，表现形式生动多样，各单元都有口语技能与话题两条主线，不同单元既有口语技能的系统延续性，又有不同话题的相对独立性，课堂交互活动丰富多彩。通过课堂交互活动和课外自主学习提高学习能力。本教材之于其他同类口语教材有它的显著特点：

1. 易操作性。每个单元话题多样且新颖，重点突出可操作的口语训练活动，学生课堂外的生活体验和课堂内的语言凝练紧密结合，解决了很多口语教材难以操练或“背诵口语”的问题。

2. 系统性。强调学生学以致用，有系统的功能技巧贯穿全书，使之形散神不散。练习要求学生按照每单元输入的新内容（包括语言、信息等）而输出。解决学生口语学习缺乏梯度，学后能力提高不显著的问题。

3. 跨文化性。强调中国学生英语口语学习中跨文化交际能力，听力和阅读的输入和课堂输入阶段特别加入注重中国文化内容的体现。提高学生跨文化交际意识和能力。

4. 输入多样性。本套书图文并茂，编排合理，以一种全新的多模态表达形式出现，如视觉符号以及副语言的图像、音乐、颜色等突显，它们与文字符号一起形成一种更为宽泛的符号资源，共同参与意义的构建。

教材体系

本教材共三册。各册内容按学生学校生活过程有所侧重，技能训练也遵照循序渐进的原则排列，梯度明显。

第一册包含 Communication; Campus Life; Food; Shopping; Advertisement; Clothing; Popular TV Shows; Online Life; Movies; Traveling 十个单元；主要训练学生与人交流时的礼貌用语、意见表达、信息交换等最基本的口语技能；

第二册则包含 Animals; Childhood; Dream; Family; Festivals and Holidays; Friendship; Green Life; Love and Marriage; Music; Sports 十个单元；这一册主要训练学生陈述事情、情感表达、阐明观点等方面的技能。

第三册主要训练用简练的语言概括篇幅较长、有一定语言难度的文本或讲话，培养学生国际会议和专业交流发言和参与讨论的能力。

使用建议

第一册和第二册各单元包括四个部分。各部分有机联系，输入方法多样有趣，输出方式变化创新。每

单元教学学时为2—4个学时。内容安排丰富但不累赘,以便教师在使用过程中根据学生和课时等具体情况对单元内容和练习有所取舍。我们同时提供录音、练习参考、多媒体教学课件和口语测试题方便教师的教学安排和评估。

第一部分 Preparation 包含可作为学生课前和课堂预备阶段的阅读输入训练的两个板块。

第二部分 In-class 包含 Warm-up、Functional Devices、Listen and Speak 和 Read and Recite 四个板块,作为课堂内输入和操练内容。

第三部分是 Further Activities, 设计了与学生生活贴近的活动,中文或英文体验,可让学生和老师自行选择,和前面的 Listen and Speak 的活动主题一致,但程度更深入。

第四部分是 Fun Time。形式多样,内容新颖。

本教材主编和参编成员都是长期从事大学英语课程一线教学的专业教师,不仅具有扎实的英语语言基础和良好的语言教学理论水平,更重要的是积累了丰富的教学实践经验,同时参编成员都有良好的科研能力和研究成果,保证了教材的高水准。

从教材编写伊始就得到了高等教育出版社的协助和支持,也得到了刘绍龙教授、楼荷英教授和阮绩智教授等多位老师的指导和帮助,此处一并致谢。

在各位的使用过程中一定会发现不少的问题,在此恳请使用本书的同行和同学提出宝贵意见。

编者

2013年1月

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Unit 1

Communication

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- B. Reading

Part Two: In Class

- A. Warm-up
- B. Functional Devices
- C. Listen and Speak
- D. Read and Recite

Part Three: Further Activities

Part Four: Fun Time

Functional Devices

1. Complaining
2. Giving Suggestions
3. Making Comparison

Part One: Preparation

Section A: Communication Quiz

Directions: For each statement, choose a comment listed above the statements that most applies. Then add up your scores and find the corresponding interpretation.

Communication

(1 for "not at all" 2 for "rarely" 3 for "sometimes" 4 for "often" 5 for "very often")

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I try to anticipate and predict possible causes of confusion in communication, and deal with them up front. | 1 | 2 | 3 | 4 | 5 |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. When I write a memo, email, or other documents, I give as much background information and details as I can, to make sure that my message is understood. | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. If I don't understand something, I tend to keep this to myself and figure it out later. | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. I'm sometimes surprised to find that people don't understand what I've said. | | | | | |
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

- | | 1 | 2 | 3 | 4 | 5 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 5. I tend to say what I think, without worrying about how the other person perceives it. | | | | | |
| I assume that we'll be able to work it out later. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. When people talk to me, I try to see their perspectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I use email to communicate complex issues with people. It's quick and efficient. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. When I finish writing a report, memo, or email, I scan it quickly for typos and so forth, and then send it off right away. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. When talking to people, I pay attention to their body language. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. I use diagrams and charts to help express my ideas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Before I communicate, I think about what the person needs to know, and how best to convey it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. When someone's talking to me, I think about what I'm going to say next to make sure I get my point across correctly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Before I send a message, I think about the best way to communicate it (in person, over the phone, in a newsletter, via memo and so on). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. I try to help people understand the underlying concepts behind the point I'm discussing. This reduces misconceptions and increases understanding. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. I consider cultural barriers when planning my communication. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Interpretations:

- 56-75 Excellent! You understand your role as a communicator, both when you send messages, and when you receive them. You anticipate problems, and you choose the right ways of communicating.
- 36-55 You're a capable communicator, but you sometimes experience communication problems. Take the time to think about your approach to communication, and focus on receiving messages effectively, as much as sending them. This will help you improve.
- 15-35 You need to keep working on your communication skills. You are not expressing yourself clearly, and you may not be receiving messages correctly, either.

Section B: Reading

Directions: Read the following passage and fill in the words in the passage into the following statements.

Improve Your Relationships with Effective Communication Skills

Conflict in a relationship is virtually inevitable. In itself, conflict isn't a problem; how it's handled, however, can bring people together or tear them apart. Poor communication skills, disagreements and misunderstandings can be a source of anger and distance, while good communication skills can be a springboard to a stronger relationship and happier future. Next time you're dealing with conflict, keep these tips on effective communication skills in mind, and you can create a more positive outcome. **Here's How:**

1. **Stay Focused:** Try not to bring up past hurts or other topics. Stay focused on the present, your feelings, understanding one another and finding a solution.
2. **Listen Carefully:** Don't interrupt. Don't get defensive. Just hear them and reflect back what they're saying so they know you've heard. Then you'll understand them better and they'll be more willing to listen to you.

3. **Try to See Their Point of View:** Try to really see the other side, and then you can better explain yours. (If you don't "get it", ask more questions until you do.) Others will more likely be willing to listen if they feel heard.
4. **Respond to Criticism with Empathy:** While criticism is hard to hear, and often exaggerated or colored by the other person's emotions, it's important to listen for the other person's pain and respond with empathy for their feelings. Also, look for what's true in what they're saying; that can be valuable information for you.
5. **Own What's Yours:** Effective communication involves admitting when you're wrong. If you both share some responsibility in a conflict (which is usually the case), look for and admit to what's yours.
6. **Use "I" Messages:** Rather than saying things like, "*You* really messed up here", begin statements with "I", and make them about yourself and your feelings, like, "I feel frustrated when this happens."
7. **Look for Compromise:** Instead of trying to "win" the argument, look for solutions that meet everybody's needs. Healthy communication involves finding a resolution that both sides can be happy with.
8. **Take a Time-Out:** If you feel yourself or your partner starting to get too angry to be constructive, or showing some destructive communication patterns, it's okay to take a break from the discussion until you both cool off.
9. **Don't Give Up:** Unless it's time to give up on the relationship, don't give up on communication.
10. **Ask for Help if You Need It:** If one or both of you have trouble staying respectful during conflict, or if you've tried resolving conflict with your partner on your own and the situation just doesn't seem to be improving, you might benefit from a few sessions with a therapist.

Statements:

1. _____ the current issue; do not bring up _____.
2. Try to see each other's _____.
3. Respond to criticism with _____ for other people's feelings.
4. Begin statements with _____, and make them about _____.
5. Do not try to _____ an argument; look for _____.
6. Take a _____ before you get too angry with the discussion.

Part Two: In Class

Section A: Warm-up

Task One: Match the following words with the pictures.

face-to-face speaking
BBS

phone
text messages

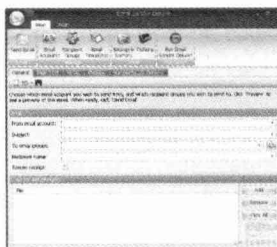
chat room
signs

email
gestures

micro-blog
meeting



1. _____



2. _____



3.



4.



5.



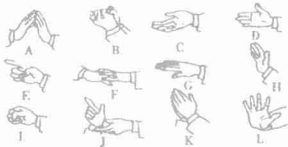
6.



7.



8.



9.



10.

Task Two: Make a survey — *What do your classmates do with their mobile phones?*

Nowadays mobile phones are the most popular means of communication. They are now multi-functional — with expanding functionality, they have become multimedia recording devices and pocket-sized internet connected computers. So what features/functions of your mobile phones do you use? Work in groups and make a survey in the class to see what functions are the most popular. Then report to the whole class.

- 1. to make phone calls
- 2. to text messages
- 3. to take pictures
- Others

Section B: Functional Devices

Directions: Read functional devices below and practice them in the speaking activities.

- Greeting

How are you doing?
How are you feeling today?
How's everything with you?

- Expressing certainty/uncertainty

There is no question about...
I couldn't say for certain, but I suspect...
I'm absolutely positive about/that...

- Offering explanations

Well, I may put it in another way...
Well, how can I put it?
Well, I mean...

Section C: Listen and Speak

Activity One

Step One: Listen to the dialogue and answer the following questions.

1. What did Amy say about Chen Hao's presentation?

.....

2. Why did Chen Hao lose his confidence halfway through?

.....

3. What confused Chen Hao?

.....

4. What may cause misunderstanding according to Amy?

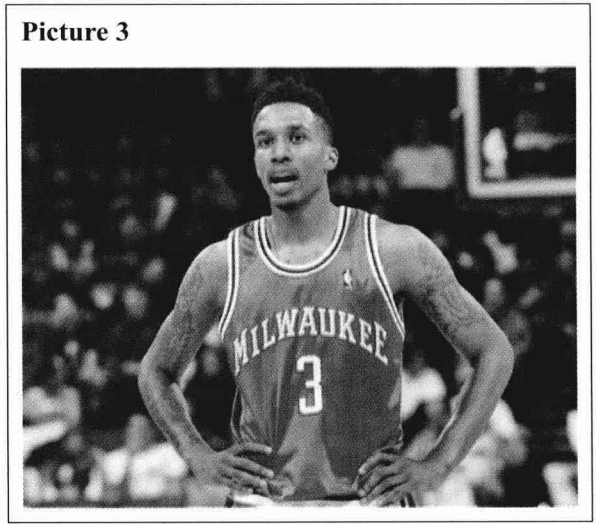
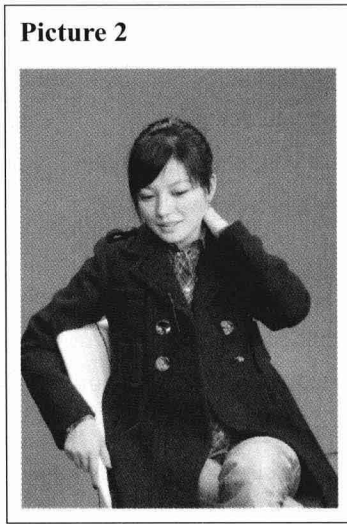
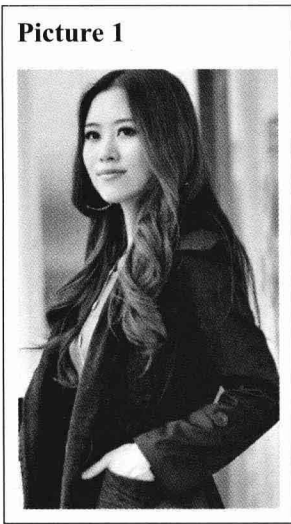
.....

5. How is body language related to manners?

.....

1. to and fro: 来回地
2. address: v. 对……说话
3. turn off: 使……失去兴趣
4. courtesy: n. 礼貌; 礼仪

Step Two: Look at the following pictures and discuss in pairs.



1. What attitude is this gesture (hands in the pockets of the coat with the thumb out) in Pic. 1 showing?
2. What message is she sending by rubbing or touching the back of her neck in Pic. 2?
3. What does this gesture (with his arms akimbo) in Pic. 3 mean?

Activity Two

Step One: Listen to the dialogue and decide whether the following statements are true (T) or false (F).

1. Jake texts messages a lot on his cell phone. ()
2. Lindsay likes to call people because she thinks it adds a personal touch. ()
3. Jake used to text messages very fast. ()
4. Lindsay thinks whether one texts much is related to his/her age. ()
5. Jake's father thinks it is informal to text someone. ()

Step Two: Make a dialogue with your partner based on the following situation. See that Functional Devices are applied to the dialogue. The beginning of the dialogue below is done for your reference.

It's New Year's Day. Amy has received hundreds of similar text message wishes, most of which are second-hand wishes, including downloaded wishes from the Internet. She complains to her friend Teddy about her full mobile inbox, saying that this kind of wishes upset her. Teddy comforts her, saying that he is not so lucky to have so many friends sending wishes to him. Then the two talk about short message wishes.

Teddy: Hi, Amy. Happy New Year! How's everything with you?

Amy: (upset) Happy New Year, Teddy.

Teddy: What's up?

Amy:

Teddy:

Amy:

Teddy:

Amy:

Activity Three

Step One: Listen to the passage and fill in the following blanks with the information you have just heard.

1. If the communication is verbal, _____ can influence interpretation.
2. _____ such as facial expressions are important, too.
3. If the message is _____ the receiver is likely to interpret it in a way that corresponds with his or her expectations.
4. _____ also create more chances of misunderstanding.
5. Our tendency to _____ makes it very easy for people in conflict to misunderstand each other.

1. intervene: v. 干扰
2. disapproving: a. 不满的; 反对的
3. accusatory: a. 非难的, 责问的
4. ambiguous: a. 含混的, 模棱两可的
5. escalated: a. 升级的

Step Two: Talk with your partner about misunderstandings you have experienced: what caused them; how you cleaned them up and how to avoid them.

Section D: Read and Recite

Directions: Read the following passage and recite it.

Email may be the most important, unique method for communicating and developing relationships. First of all, it is easy to use. People also find it familiar and safe because it is similar in many respects to writing letters except for the annoyances of addressing envelopes, licking stamps, and trips to the mail box. Of all the methods for developing relationships on the Internet, it is the most common and perhaps the most powerful. Although friendships and romances may indeed begin in chat rooms, instant messaging, avatar communities, blogs, or other environments, these relationships almost always expand into email as a way to deepen the communication. It is a more private, more reliable, less chaotic way to talk. Email communication creates a psychological space in which pairs of people — or groups of people — interact. It creates a context and boundary in which human relationships can unfold.

Part Three: Further Activities

Activity One: Non-verbal Communication

Task One

Directions: Decide on a number of “theme” words, e.g. **anticipation, disappointment, doubt, anxiety, satisfaction, trust, etc.** Students work in groups of about six, discuss ideas and prepare a silent, living sculpture (involving all six members) which represents one of the theme words. At the presentation stage, the rest of the class would have to guess what the theme word is and then comment on the performance.

Task Two

Discuss: Non-verbal messages vary in different cultures. What do you know about non-verbal messages in cross cultural communication?

Activity Two: Avoiding Misunderstanding

Directions: The following are some situations in which a conflict is involved. Work in pairs or groups to develop a dramatic improvisation and perform for the class.

Situation 1: You invited your best friend to your birthday party last month. He has not invited you to his party to be held next week. You have bought him a nice present. You meet him in the street, but he does not mention his birthday.

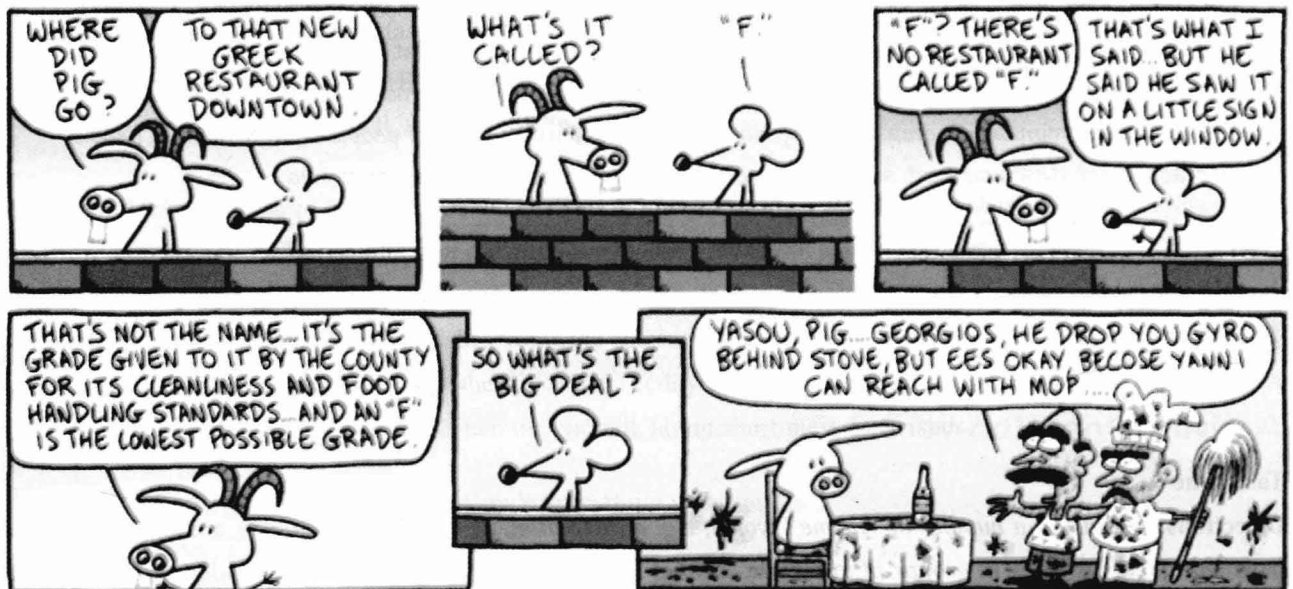
Situation 2: You recently started a new job with a high salary, where the emphasis is on loyalty to the company. You have promised to take your wife and two young children away for the coming weekend (for the first time in over a year). Now your boss wants you to work this Saturday on an important contract.

Situation 3: You and your brother share a car. He wants to use it tonight to take his latest girlfriend to a party. You need it to get to a late business meeting in the next town. (There is no public transport late at night).

Situation 4: A branch manager and a staff member are in conflict over work hours. The branch manager expects all staff to work standard hours, beginning at 8:00 a.m. so that the public will receive service starting first thing in the morning. The staff member wants to begin work at 9:00 a.m., because he has child care responsibilities. On several occasions the staff member has arrived late, which makes it appear to the manager that the employee is being deliberately unwilling to follow the rules.

Part Four: Fun Time

Directions: Enjoy the cartoons.



Gee: Where did Pig go?

Rat: To that new Greek restaurant downtown.

Gee: What's it called?

Rat: “F”.

Gee: “F”? There’s no restaurant called “F”.

Rat: That’s what I said... But he said he saw it on a little sign in the window.

Gee: That’s not the name... It’s the grade given to it by the county for its cleanliness and food handling standards... And an “F” is the lowest possible grade.

Rat: So what’s the big deal?

Man: Yasou, Pig... Georgios. He drop you gyro behind stove, but ees okay becose yann I can reach with mop...

最后一句有很多口语化英语, 大意为: Pig, 他把你的皮塔三明治扔到烘房后面去了, 但是没关系因为我能用拖把帮你够着【表示这个餐馆很脏】。

Unit 2

Campus Life

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- B. Reading

Part Two: In Class

- A. Warm-up
- B. Functional Devices
- C. Listen and Speak
- D. Read and Recite

Part Three: Further Activities

Part Four: Fun Time

Functional Devices

1. Expressing Attitudes
2. Offering Help
3. Clarifying

Part One: Preparation

Section A: Survey

Directions: How do you feel about your campus life? Read each sentence below very clearly and decide which column to tick (✓).

Campus Life

	Statement	Disagree	No idea	Agree
1	School bus is convenient and timely.			
2	Extracurricular activities on campus are well planned.			
3	Student groups on campus allow equal access to all students.			
4	Students' Union pays attention to the needs of students.			
5	Health care on campus is readily available.			

(Continued)

	Statement	Disagree	No idea	Agree
6	Student support groups are available to students.			
7	Meals on campus are affordable.			
8	The campus newspaper is informative and interesting.			

Section B: Reading

Step One: Read the following passage and answer the questions.

Campus Life in Oxford

Oxford is a medium-sized city which is home to a total student population of over 30,000, consisting of both Oxford University and Oxford Brookes University students. As a result, you will find a youthful and cosmopolitan atmosphere and plenty of things to see and do. Most colleges and departments are situated in and around the city centre, and accommodation is usually on the main college site, or is only a short walk or cycle ride away from other college and university buildings.

Music

Oxford's reputation in music stretches back centuries. Some college choirs, with worldwide reputations today, can be traced back to the medieval foundation. Now, as well as its music degree, Oxford offers students a wealth of opportunity to become involved in music, as listeners or performers, at all levels. The city is home to many ensembles (小型剧团), bands and choirs, and there are abundant theatres and music rooms for students and professional performances.

Sports

It isn't all rowing and rugby at Oxford. You can play for fun, try a new sport or just get fit. But, if you want to represent the University, you have the chance to join a rich tradition and some very competitive teams. The University's top athletes gain the status of "Blue"¹ — an accolade (荣誉) that stems from the first boat race in 1829, when Cambridge tied light blue ribbons to their boat and Oxford adopted Christ Church's dark blue.

Clubs and societies

With more than 400 groups to choose from, your time at Oxford will never be dull. There are so many — not just for music and sports, but literature, politics, performing arts, media, faiths, cultural groups, opportunities for volunteering and more — that it may be a challenge to decide which to join. Whatever your level of expertise, you can become involved in any club or society that interests you. If a society or team does not exist, you may find support for setting one up.

Drama

Oxford is famous for drama, with about 30 student productions every term, at the studios, or in one of the colleges, whose gardens provide wonderful settings for outdoor shows in the summer term. On stage, backstage or in the audience, you can take in a great variety of traditional, contemporary and experimental plays. There are University-wide bodies — including the Oxford University Dramatic Society (OUDS) and the Experimental Theatre Club (ETC) — and many societies at college level.