



# College English Oral Practice II

## 大学英语实践口语教程

总主编 王吉民

主 编 姚冬莲

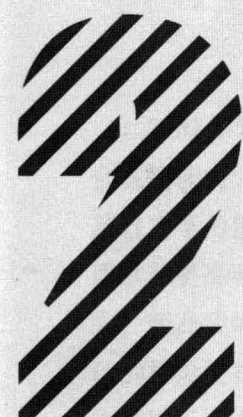
副主编 郭亚莉 葛俊丽



高等教育出版社  
HIGHER EDUCATION PRESS







# College English Oral Practice II

## 大学英语实践口语教程

DAXUE YINGYU SHIJIAN KOUYU JIAOCHENG

总主编 王吉民

主 编 姚冬莲

副主编 郭亚莉 葛俊丽

编 者 (排名不分先后)

王月琴

陈娇娥

何艾莉

吴娟红

徐博平

章以华

楼红燕

曾 嵘



高等教育出版社·北京  
HIGHER EDUCATION PRESS BEIJING



## 图书在版编目 (CIP) 数据

大学英语实践口语教程. 2 / 王吉民主编; 姚冬莲  
分册主编. —北京: 高等教育出版社, 2013. 3  
ISBN 978 - 7 - 04 - 035392 - 1

I. ①大… II. ①王…②姚… III. ①英语 - 口语 -  
高等学校 - 教材 IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2013) 第 025262 号

策划编辑 陈锡鏖 王雪婷      责任编辑 贺 刚      封面设计 顾凌芝      责任印制 赵义民

出版发行 高等教育出版社  
社 址 北京市西城区德外大街 4 号  
邮政编码 100120  
印 刷 北京鑫海金澳胶印有限公司  
开 本 889mm × 1194mm 1/16  
印 张 6.5  
字 数 214 千字  
购书热线 010 - 58581118

咨询电话 400 - 810 - 0598  
网 址 <http://www.hep.edu.cn>  
<http://www.hep.com.cn>  
网上订购 <http://www.landaco.com>  
<http://www.landaco.com.cn>  
版 次 2013 年 3 月第 1 版  
印 次 2013 年 3 月第 1 次印刷  
定 价 23.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究  
物 料 号 35392 - 00

# 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

# Contents

<b>Unit 1</b>	<b>Animals</b>	<b>1</b>
<b>Unit 2</b>	<b>Childhood</b>	<b>11</b>
<b>Unit 3</b>	<b>Dream</b>	<b>21</b>
<b>Unit 4</b>	<b>Family</b>	<b>30</b>
<b>Unit 5</b>	<b>Festivals</b>	<b>39</b>
<b>Unit 6</b>	<b>Friendship</b>	<b>48</b>
<b>Unit 7</b>	<b>Green Life</b>	<b>58</b>
<b>Unit 8</b>	<b>Love and Marriage</b>	<b>67</b>
<b>Unit 9</b>	<b>Music</b>	<b>78</b>
<b>Unit 10</b>	<b>Sports</b>	<b>87</b>

# Unit 1

# Animals

## CONTENTS

### Part One: Preparation

Section A: What Do You Know about Animals

Section B: Search and Share

### Part Two: In Class

Section A: Warm-up

Section B: Functional Devices

Section C: Listen and Speak

Section D: Read and Recite

### Part Three: Further Activity

### Part Four: Fun Time

#### Functional Devices

1. Giving Reasons

2. Defining

3. Talking about Preference

## Part One: Preparation

### Section A: What Do You Know about Animals?

No matter how old you are, the world of animals tends to attract your great curiosity. What interests people more is the facts about animals — strange, amazing, funny, sad, interesting ... How much do you know about animals? Read the following facts about some animals.

**Directions:** Some of the facts are not completed yet. Can you tell what animals they are? Choose from the animals in the box below and fill them in the blanks.

The possible animals are:

blue whale

spider

lobster

zebra

housefly

chimpanzee

ostrich

lion

giraffe

camel

crocodile

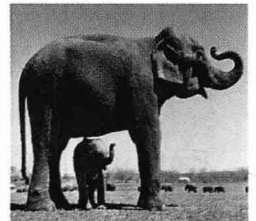
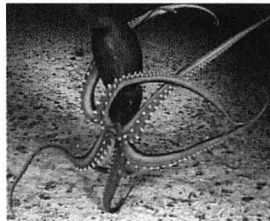
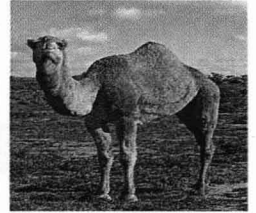
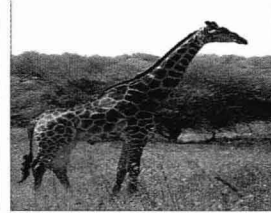
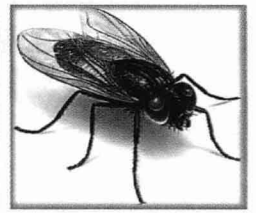
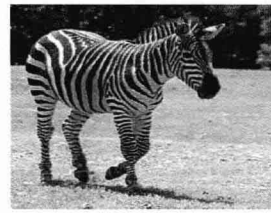
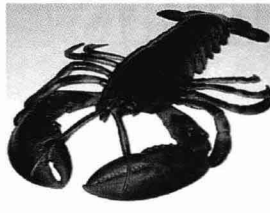
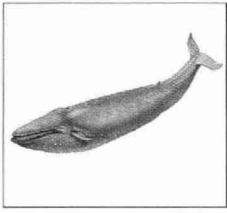
cow

squid

sea horse

elephant





- There are presently over a million animal species upon the planet Earth.
- The reptiles have 6,000 species crawling in their habitats; and more are discovered each year.
- There are over 70,000 types of 1) \_\_\_\_\_ spinning their webs in the world.
- This is a mind-boggling fact — for each of the 600 million people, there are about 200 million insects crawling, flying...
- Mammals are the only creatures that have flaps around their ears.
- The world has approximately one billion cattle, of which about 200 million belong to India.
- The 2) \_\_\_\_\_ is 6 to 7 mm long, with the female usually larger than the male.
- A dog was the first animal to appear in space. The oldest breed of a dog known to mankind is the “Saluki”.
- A sheep, a duck and a rooster were the first animals to fly in a hot-air balloon.
- A(n) 3) \_\_\_\_\_ is the fastest bird and can run up to 70 km/h.
- Never get a(n) 4) \_\_\_\_\_ angry, for he or she will spit at you. Guess what? This is a large long-necked animal used for riding or carrying goods in desert countries.
- There are crabs that are the size of a pea. They are known as “Pea Crabs”.
- The lifespan of 75 percent of wild birds is 6 months.
- Denmark has twice as many pigs as there are people.
- You do not need cotton buds to clean a(n) 5) \_\_\_\_\_’s ears. It can do so with its own 50 cm-tongue.
- Want to know the appetite of a South American Giant Anteater? Well, it eats over 30,000 ants per day.
- The 6) \_\_\_\_\_ is the slowest fish, drifting at approximately 0.016 km/h.
- The small car on the road is probably the size of the heart of a 7) \_\_\_\_\_.
- The length of a(n) 8) \_\_\_\_\_ is the same as the tongue of a blue whale.
- Only the male Asian elephants have tusks. The male and female African elephants have tusks.
- The 9) \_\_\_\_\_’s tongue is unmovable, as it is attached to the roof of its mouth.
- Apart from humans, even 10) \_\_\_\_\_ can learn to recognize their own image in a mirror.



- A(n) 11) \_\_\_\_\_ can give far more milk than a human can consume throughout the lifetime. Any guesses? Almost 200,000 glasses full of milk!
- While there are so many cows grazing in the world, no two cows will ever be found with identical pattern of spots.
- Is a(n) 12) \_\_\_\_\_ black with white stripes, or white with black stripes? Any guesses? Well, it's white with black stripes.
- Talk about noise pollution in the jungles! A(n) 13) \_\_\_\_\_'s roar is so loud that it can be heard up to a distance of five miles.
- The largest 14) \_\_\_\_\_ ever to be found weighed 19 kg. It is a large eight-legged sea animal with a shell and two large claws.
- The largest giant 15) \_\_\_\_\_ ever found weighed 4 tons. It was traced in the North Atlantic in the year 1878. This creature has ten arms at one end of a long soft body that is strengthened by a thin flat structure inside.

## Section B: Search and Share

**Directions:** Try to find more information about other animals and give a brief report of your findings about animals in the class.

Animal	Interesting Facts
1.	
2.	
3.	
4.	
5.	

## Part Two: In Class

### Section A: Warm-up

#### Task One: What Animal?

**Directions:** Describe an animal as informatively as possible without telling its name, and let the classmates guess when you have finished. Here is an example. Can you figure out what it is?

It lives in the woods.

It is very big and furry.

It has a big nose, a little tail and four legs.

It likes to eat fish and berries.

It is a(n) ...



## Task Two: Animal Proverbs and Idioms

**Step One:** Match the following animal proverbs and idioms in the left column with the explanations in the right column. And write your answers in the blanks below:

- 1) \_\_\_\_\_ 2) \_\_\_\_\_ 3) \_\_\_\_\_ 4) \_\_\_\_\_  
5) \_\_\_\_\_ 6) \_\_\_\_\_ 7) \_\_\_\_\_

1) Care killed the cat.

2) Have a tiger by the tail.

3) Kill the goose that lays the golden eggs.

4) Birds of a feather flock together.

5) Keep the wolf from the door.

6) Pigs might fly.

7) A leopard can't change its spots.

A. Something is unlikely to happen or succeed.

B. People can hardly change their bad personality.

C. People with similar interests will stick together.

D. You have enough money for food and the basic essentials.

E. Worry or sorrow will affect your health.

F. Take on something unexpectedly difficult or formidable.

G. Destroy something that provides a steady, long-term gain for the sake of a quick reward.

**Step Two:** Share with the class other animal proverbs and idioms you know.

- 1) \_\_\_\_\_  
2) \_\_\_\_\_  
3) \_\_\_\_\_

## Task Three: How Do Animals Help Humans?

**Directions:** List the ways in which animals help humans. Here are some examples for your reference.

1) Animals help fertilize plants.

2) Animals serve as companion animals, helping reduce people's depression and loneliness.

- 3) \_\_\_\_\_  
4) \_\_\_\_\_  
5) \_\_\_\_\_  
6) \_\_\_\_\_  
7) \_\_\_\_\_  
8) \_\_\_\_\_



## Section B: Functional Devices

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

- Giving Reasons

Let me explain. You see, an animal like that ...

As/Because ... I decided that ...

The reason is that ...

- Defining

It means that ...

How would you define ... ?

... usually involves ...

- Talking about Preference

I tend to prefer ... to ...

Do you favor ... over ... ?

As far as I'm concerned ... always seems better than ...

## Section C: Listen and Speak

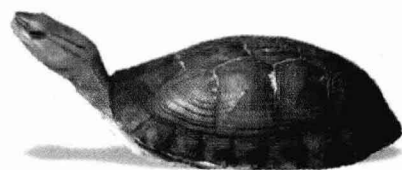
### Activity One: Do You Keep Any Pets?

**Step One:** Listen to a dialogue on keeping pets and decide whether the following statements are true or false.

Write "T" for True and "F" for False and correct the false statements.

- ..... 1) Zhang Mei keeps a very quiet and cute cat.
- ..... 2) Li Wei keeps a dog but he can't take it with him when he is away on business trips.
- ..... 3) Zhang Mei often helps friends take care of their pets.
- ..... 4) Li Wei knows a pet market and invites Zhang Mei to go there together.
- ..... 5) Zhang Mei sometimes speaks to the pet and feels less lonely when it accompanies her.
- ..... 6) They will go to the pet market right now to buy some food for their pets.

**Step Two:** Do you like to have a pet yourself? Why or why not? First discuss with your partner and then share your opinions with the class. See that **Functional Devices** are applied to the dialogue. The beginning of the dialogue below is done for your reference.



**Todd:** Do you like to have a pet yourself, Mark?

**Mark:** Yes, I'd love to. Actually, as I really like dogs, I decided that I would keep a pet dog myself when I was in high school.

**Todd:** Did you? What a fun! Tell me more about it, please. You know, I always want to have a pet dog, too. But my parents don't allow me to.

**Mark:** Oh, it is a pity. My dog made a good companion. I called it Seven. And I got it from a friend of my mum when it was only several months old.

Todd: \_\_\_\_\_  
 Mark: \_\_\_\_\_  
 Todd: \_\_\_\_\_  
 Mark: \_\_\_\_\_  
 Todd: \_\_\_\_\_  
 Mark: \_\_\_\_\_

## Activity Two: Cats Are Better Pets than Dogs

**Step One:** Listen to a talk by a cat lover, Coco, and fill in the blanks with the missing words you hear.

**Coco:** I love cats. I do think cats are better than dogs as pets. There is nothing like a cat's purr to make you feel good. It has been proven that a cat's purr can 1) \_\_\_\_\_ your blood pressure and your 2) \_\_\_\_\_ level. You don't have to get up at 6 a.m. to 3) \_\_\_\_\_ them in all types of weather. They also do not take much 4) \_\_\_\_\_ in using a litter box as kittens. You just 5) \_\_\_\_\_ them in the litter box and they know what to do. Cats are quieter. A cat's meow is usually much quieter than a dog's 6) \_\_\_\_\_. They will not wake you up in the middle of the night barking at anything that 7) \_\_\_\_\_. Besides, cats are more 8) \_\_\_\_\_ than dogs. Cats are sleek and almost always 9) \_\_\_\_\_. They 10) \_\_\_\_\_ an air of a 11) \_\_\_\_\_ member when they sit. In my eyes, cats show an air of 12) \_\_\_\_\_ that makes those who share their lives with them feel 13) \_\_\_\_\_. They are the most 14) \_\_\_\_\_ of creatures, when they want to be. They have a mind of their own that you want to 15) \_\_\_\_\_ rather than to subdue.

1. sleek: *adj.* 光滑而有光泽的; 造型优美的

2. subdue: *vt.* 征服, 克制

**Step Two:** Do you agree with Coco on the view that cats are better pets than dogs? Make a dialogue with your partner with one supporting cats and the other dogs. See that **Functional Devices** are applied to the dialogue. The beginning of the dialogue below is done for your reference.



**Todd:** Many people think that dogs and cats can never get on well when they are together. Do you know why?

**Mark:** I assume the reason is that they believe dogs and cats are so different animals of different characters. Many people prefer one to the other when they choose a pet. Frankly, I myself like dogs better. Do you favor dogs over cats?



**Todd:** As far as I am concerned, cats are always better than dogs as pets. I agree a lot with Coco. A pet cat will make me feel good, I think.

**Mark:** I am afraid I can not agree with you. Dogs are faithful friends. It means that you can always count on them when you need help. I have seen many films about the helpful dogs.

**Todd:** .....

**Mark:** .....

**Todd:** .....

**Mark:** .....

**Todd:** .....

**Mark:** .....

### Activity Three: Dragonflies in Different Cultures

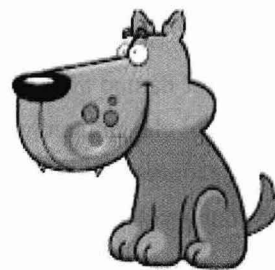
**Step One:** *Animals are symbolic. In some cultures an animal might symbolize something good while in others it might be seen as representative of evil. Listen to the talk entitled Dragonflies in Different Cultures and fill in the table with the information you hear.*



Dragonflies in Different Cultures	
Culture Type	The Symbolic Meaning and Use
Europe	They are seen as sinister and are linked with 1) ..... or 2) .....
Romania	They were once a 3) ..... possessed by the devil in folktales.
Sweden	The devil uses dragonflies to 4) ..... people's 5) .....
Native Americans	Dragonflies are regarded as more of a 6) ..... influence and associated with the 7) ..... They are seen as a 8) ..... water creature symbolizing renewal after a time of 9) .....
China	They are used as a 10) ..... use of 11) .....
Indonesia	They are 12) ..... as a delicacy.
Vietnam	Dragonflies flying low means 13) ..... is coming, flying high means 14) ..... days.
Japan	They are a symbol of 15) ....., ..... and happiness.



**Step Two:** *Write down on a piece of paper two animals, with one symbolizing yourself and the other your partner. List more than three words describing the qualities of each animal you have written down. Then compare your answers and see how you impress each other and share your perceptions of different animals.*



## Section D: Read and Recite

**Directions:** *Read the following passage and recite it.*

We human beings can be considered the most intelligent animal of the world for their ability to create technology and resolve problems. But this doesn't give us the right of killing and causing suffering and stress to animals.

Animals are able to feel pain or pleasure like us or even more, with the ability to love and respect members of their species and even of others living in our houses. How can we not protect and love animals like dogs (and not only) that will go every day to visit the graves of their dead human friends or are always ready to save our life when we are in danger?

In the last century, many national and international laws and agreements have forbidden hunting and commercial exploitation of many endangered species, or created national parks and reserves in many wild areas of the world. But the protection has been largely insufficient in many situations.

### Part Three: Further Activity

#### Activity: About the Chinese Zodiac

**Step One:** *Read a story about the origin of the Chinese Zodiac and share with your classmates your knowledge about it.*

One folk story tells that the Jade Emperor called a meeting and ordered that the years on the calendar would be named for each animal as they arrived to the meeting. Cat and Rat were the worst swimmers in the animal kingdom, but they were both quite intelligent. To get to the meeting, they had to cross a river and the fastest way was to hop on the back of Ox. The good-natured Ox agreed to carry them both across. Midway across the river, Rat pushed Cat into the water. Then as Ox neared the other side of the river, Rat jumped ahead and reached the shore first. So he claimed first place in the competition and the zodiac while the strong Ox was named the second.

After Ox, came Tiger. Then the Rabbit arrived. He had crossed the river by jumping from one stone to another. Halfway through, he almost lost the race, but the Rabbit was lucky enough to grab hold of a floating log that later washed him to shore. So Rabbit became the fourth animal. Coming in fifty place was the Flying Dragon. He explained that he had to stop and make rain to help all the people and creatures of the earth, and therefore he was held back. The Jade Emperor was very pleased with the actions of the Dragon, and he was added into the zodiac cycle. At that moment, the Horse appeared. Hidden on the Horse's hoof was the Snake, whose sudden appearance gave the Horse a fright, thus making it fall back and giving the Snake the sixth spot, while the Horse placed seventh.

Not long after that, the Sheep, Monkey, and Rooster came to the shore. The Rooster spotted a raft, and took the other two animals with it. Together, they got the raft to the shore. Because of their combined efforts, the Emperor named the Sheep as the eighth creature, the Monkey as the ninth, and the Rooster the tenth.

The eleventh animal was the Dog. Although he was the best swimmer, he could not resist the temptation to play a little longer in the river. Just for this reason, he almost didn't make it to finish line. At last came a little Pig. The Pig got hungry during the race, stopped for a feast and then fell asleep. After the nap, the Pig continued the race and was named the twelfth animal of the zodiac cycle. The Cat finished as thirteenth place and did not make it in the zodiac.



### Step Two: Animals Compete for New Places in the Zodiac Cycle

**Directions:** Now another competition will be held for all the animals in the animal kingdom to get a place in the cycle of the years. This time, the Jade Emperor makes some reforms: only eight animals will be included in the cycle and designated as the signs; the animal who wins more votes than the others will get a higher place. The following rules are to be observed:

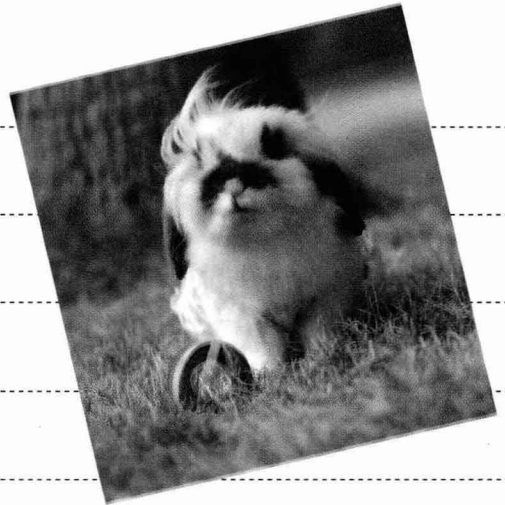
- 1) Now, you are 8 teams representing 8 different animals. Each animal team will campaign to get a higher place in the cycle of the years by giving an attractive presentation about your own advantages over the others. Make a good preparation for that.
- 2) Your campaign presentation can last no more than 3 minutes. During the time, you are encouraged to use means as creative and varied as possible to win over the potential support from the classmates. Tools and costumes are welcomed. Remember the more attractively you present yourselves, the greater popularity you will achieve.
- 3) Eight teams will take turns to give the presentations in class. When all the teams have finished, each team votes for two other animals you consider as the best besides your own team. In this way, the more votes a team wins, the higher place the animal the team represents will get among the eight.

Are you ready? Go and work for a higher place!

## Part Four: Fun Time

### Animal Brain Teasers

1. What follows a horse wherever he goes?  
.....
2. What insects run away from everything?  
.....
3. Would you rather have a tiger eat you or a lion?  
.....
4. What do you call a gorilla with a banana in each ear?  
.....
5. What are the largest ants in the world?  
.....
6. What breed of dog has no tail?  
.....
7. Why do hens lay eggs?  
.....
8. When is it bad luck to meet a white cat?  
.....
9. Why do birds fly in the sky?  
.....
10. Why can't a leopard hide?  
.....





# Unit 2

# Childhood

## CONTENTS

### Part One: Preparation

#### Section A: Survey

#### Section B: Reading

### Part Two: In Class

#### Section A: Warm-up

#### Section B: Functional Devices

#### Section C: Listen and Speak

#### Section D: Read and Recite

### Part Three: Further Activity

### Part Four: Fun Time

#### Functional Devices

1. Narrating
2. Making Comments
3. Expressing Emotions

## Part One: Preparation

### Section A: Survey

**Directions:** Look through the list and tick (✓) the experiences that you went through in childhood. If it were possible, would you like to have a different childhood? If yes, what would you expect of it? Get prepared to share your stories with your partner.

#### Childhood

- |   |     |
|---|-----|
| 1. Family holidays (e.g. camping)                               | ( ) |
| 2. Birthday celebration   | ( ) |
| 3. Activities with parents (e.g. cooking, playing sports)       | ( ) |
| 4. Learning something with a family member (e.g. riding a bike) | ( ) |
| 5. Bedtime stories or songs                                     | ( ) |
| 6. Comfort after failure at something                           | ( ) |
| 7. Special talks with mum or dad, or grandparents               | ( ) |