

● 大学英语选修课 / 学科课程系列教材

大学英语 口语教程 1

■ 《大学英语选修课 / 学科课程系列教材》项目组 编

College English
Speaking Course 1
— Communicative Speaking



高等教育出版社
HIGHER EDUCATION PRESS

◎ 大学英语选修课 / 学科课程系列教材

大学英语 口语教程 1

■ 《大学英语选修课 / 学科课程系列教材》项目组 编

College English Speaking Course 1 —Communicative Speaking



图书在版编目(CIP)数据

大学英语口语教程. 1 / 《大学英语选修课/学科课程系列教材》项目组编. —北京: 高等教育出版社, 2012. 9

ISBN 978 - 7 - 04 - 035312 - 9

I. ①大… II. ①大… 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(2012)第 215340 号

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 肥城新华印刷有限公司
开 本 787mm × 1092mm 1/16
印 张 7.5
字 数 174 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 2012 年 9 月第 1 版
印 次 2012 年 9 月第 1 次印刷
定 价 25.00 元(含光盘)

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 35312 - 00

《大学英语选修课/学科课程系列教材》

总主编：王海啸 余渭深

总策划：周 龙 贾 巍

《大学英语口语教程》系列教材

总主编：邓 海

《大学英语口语教程1》

主 编：邓 海 李朝容

编 者：邓 海 李朝容 谢 娟 程莉娜

荣雯轩 杨文璿 杨 佳

策划编辑：贾 巍

项目编辑：马文敏 邓中杰

责任编辑：秦彬彬

封面设计：王凌波

版式设计：刘 艳

责任校对：秦彬彬

责任印制：刘思涵

《大学英语选修课/学科课程系列教材》总前言

随着我国经济、文化、科技的不断发展,社会对大学生的英语水平提出了更高的要求,大学英语教学改革已成为社会关注的热点之一。为了推动大学英语教学改革,教育部在总结近年来教学改革经验的基础上,对2004年公布的《大学英语课程教学要求(试行)》进行了全面修订,并于2007年8月正式颁布了《大学英语课程教学要求》。与以往的《大学英语教学大纲》相比,新的《大学英语课程教学要求》从以下三个方面为大学英语教学带来了新的变化:1. 培养目标的变化。《大学英语课程教学要求》提出,大学英语要培养学生的英语综合应用能力,在坚持其通用基础学科定位的同时,提出了与专业学习相结合的专门用途英语,以及以人文、国际交流为核心的文化素质课程的定位。2. 教学思想的变化。提出了自主学习的思想,鼓励学生自主选择学习内容和学习方式。3. 教学模式的变化。鼓励在教和学的过程中使用以计算机为基础的教育技术,拓展英语学习的渠道,增加语言练习的机会,提高语言输入和输出的质量。

面对新的改革形势,我们明显感到,现行的以英语基础能力发展为核心的大学英语教材体系难以适应新形势的需要,广大师生也盼望着更多与国际文化知识、专业知识、学术交流相结合的新型英语教材,满足正在出现的大学英语的多重定位、学生自主选择学习内容和基于计算机技术的自主学习方式等变化的需要。为此,我们提出开发《大学英语选修课/学科课程系列教材》。

本系列教材主要供完成《大学英语课程教学要求》中规定的“一般要求”后,继续学习“较高要求”和“更高要求”英语课程的学生使用,也可供研究生及广大专业技术人员学习专业英语、学术英语,提高英语综合应用能力使用。

本系列教材包括语言技能发展、跨文化交际能力发展和通用学术交流能力发展三个子系列。语言技能发展系列教程着重发展学生的通用英语技能。在该系列教材的开发中,我们将分期、分批建设若干门大学英语高级技能发展课程教材,其中包括:网络视听、翻译实践、网上阅读、高级阅读、口译技巧、应用写作等。跨文化交际能力发展系列教程着眼于扩展学生的国际文化视野,培养学生将英语作为国际交流语言使用的能力。在该系列教材的开发中,我们拟建设的教材有中西方文化概论、英语文化解读、英语演讲与辩论、跨文化交际、世界文明与文化导论、科技与人文、文学选读、经典作品欣赏、影视欣赏等。通用学术交流能力发展系列教程重在发展学生使用英语进行相关专业学术交流的能力。在该系列课程的开发中,我们将重点建设两大类别的专业学术英语课程,即A类教材和B类教材。其中,A类教材以学术研究和职业技能为基础,包括学术写作、学术会议、批判性思维等;B类教材以专业知识为基础,提供能供双语教学使用的专业通用基础教材,从而将专业学习与语言学习有机地结合起来。

本系列教材的开发是我们的一个新的尝试,新教材强调英语学习与文化学习、专业学习、学术交流和工作的结合,突出英语学习的实用性、学术性和人文性,充分反映国

内外新式教学思想和理念，突出学生的参与和自主学习，强调信息技术的使用和教材的立体开发。我们相信，该系列教材的出版一定会给广大师生带来新的感受和新的教学体验，进而深化我国大学英语教学改革，创造出大学英语教学的新范式。

由于编者水平有限，且时间仓促，疏漏和不妥之处在所难免，恳请读者不吝指正。

《大学英语选修课 / 学科课程系列教材》项目组

2008年1月

前言

《大学英语口语教程》根据教育部颁布的《大学英语课程教学要求》设计,由具有丰富口语教学经验的一线教师编写而成,旨在为高等学校大学英语选修课口语类课程提供设计合理、内容丰富、循序渐进、满足不同需求的口语教程。

根据口语教学规律和学习者不同的口语水平,本教程分为初级、中级、高级三册。每册十个单元,供一个学期使用。

第一册初级(Communicative Speaking)以情景对话、听力复述、看图说话、角色扮演以及小组讨论等练习形式为主,旨在帮助学生掌握交际策略,提高口语交际技能,使之能自如应对社会相关一般热点话题的交流和日常生活中各种场景的口语交际。

第二册中级(Public Speaking)以公开陈述和公共演讲为主。话题富于时代感,内容富于启发性,全方位、多视角模拟和实战训练,旨在帮助学生掌握一定的演讲策略,培养其多向思维能力,尤其是提高学生在面对不同主题时流利表达自己思想的能力。

第三册高级(Argumentation & Debating)以小组讨论、头脑风暴和模拟辩论为主,旨在培养学生的分析能力、逻辑思维能力和语言组织能力,特别是准确流利的英语表达能力和思辨能力。

本教程具有以下特点:

主题:每个单元主题均与当前大学生的学习生活以及社会热点问题密切相关,由浅入深,激发学生参与口语练习的兴趣,使学生“有话想说”。

选材:每个单元均提供与主题相关的阅读和听力材料。此外,还提供了诸如幽默故事、笑话等多种趣味性的内容。注重语言的输入和输出,帮助学生熟悉语言表达形式,拓展思维,使学生“有话可说”。

内容:各册教程根据各自的重点,提供循序渐进形式多样的口语练习,包括情景对话、听力复述、看图说话、角色扮演、小组讨论、陈述、演讲、辩论等,为不同水平的学生提供口语练习的机会,使学生“有话能说”。

策略:每册教程均提供与之相应的口语学习策略,包括口语交际策略、公共演讲策略和辩论策略等,帮助学生更快更好地提高口语表达和综合能力。

本教程的编写和出版得到了高等教育出版社的大力支持,同时得益于我校外籍教师的严谨审稿和积极建议,在此一并表示衷心感谢!

由于编者水平及资料有限,书中肯定存有欠妥或错误之处,恳请专家、同仁及读者朋友批评指正。

《大学英语口语教程》编写组
2012年8月

Contents

Unit 1	Family Education	1
Unit 2	Romance	10
Unit 3	Travel	18
Unit 4	Interview	26
Unit 5	Stress and Health	34
Unit 6	The Internet	44
Unit 7	Advertisement	52
Unit 8	Crisis	60
Unit 9	Environment	69
Unit 10	Success	78
Scripts		87
Supplementary Material for Reference		98

Unit

1

Family Education

In most societies family is the principal institution for the socialization of children, that is, family is the key place for a child to be raised, shaped and to get ready for his future life. Needless to say, the success of educating a child, to a large extent, lies in parents' decisions about everything related to their children. Family education is a complete science, ranging from teaching "thank you" to choosing children's lifestyle.

Part I Warm-up

Task 1 Read the following questions and discuss them with your partner. You may refer to the following expressions.

1 model
榜样

2 repay one's parents
报答父母

3 parents' value
父母价值观

4 parent-child relationship
父母子女关系

5 excessive permissiveness
过度宠爱

1. The greatest love of all is the love from our parents. Do you agree with this?
2. Is there anything you find lacking concerning the relationship between you and your parents?
3. Have you heard of the "Tiger Mother", Amy Chua, who is a Yale law professor and who forced her seven-year-old daughter Lulu to practice piano for hours with no breaks for water or even the bathroom?

Part **II** Chinese Parents Told to Avoid Traditional Errors in Family Education

Section **1** Listening

Task 2 Listen to the recordings and read after the speakers.

Conversation 1

- A: What's new in the "China Comment" today?
- B: Nothing as usual. Wait, look at this article, *Four major errors in family education*. I wonder what errors my parents have committed.
- A: Let me have a look. There are four major errors: greenhousing, censoring, sequencing, and having great expectations. I bet my parents have committed several of them.
- B: The first category, greenhousing, is a good metaphor. Indeed, children could not stand the winds and rains without their parents' protection.
- A: Yes, just like in a greenhouse, a family with too much spoiling keeps too high a temperature. The child may feel cold psychologically when leaving home.
- B: Of course, there is a delicate balance. Parents should not be too strict, either, say, too controlling. Otherwise, children would lack self-confidence due to inappropriate criticism.
- A: Many Chinese parents believe that a good child could only be raised through criticism. But the fact is children need to be praised for their merits, according to education experts.

Conversation 2

- A: What about this? Parents like to sequence their children among his classmates, usually in regards to academic level.
- B: Sadly, children who are raised in this way care about their academic scores more than anything else. They lack team spirit and real competitiveness.
- A: Unfortunately, my parents have done something like that. I suppose exam scores are not a scientific way to decide the overall capabilities of a child.
- B: It's true. On the other hand, I kind of understand why parents would do that. According to the Chinese tradition, all parents pin high hope on their children, hoping that they will become the future "dragons".
- A: Yes, but there must be better ways for them to express such hope.
- B: Yeah, I am going to have my parents read this article.

Section ② Individual Activities

Task 3 Please summarize *The four major errors in Chinese traditional family education* according to the conversations above in your own words. Here are some expressions for your reference.

1 traditional practices

传统方式

2 family greenhouse

家庭温室

3 censor

审查

4 sequencing

排名攀比

5 great expectation

期望过高

Task 4 Please make examples based on the following expressions. You may use the patterns in the sample.

1. excessive permissiveness

2. interact with children

3. too much spoiling

4. overall capability

Sample Raising children through criticism

Many parents believe that they can raise their children through criticism. It means that when the child is misbehaving or not doing what his parents ask him to do, they think the best way to correct it is to criticize him. I remember when I was 13 years old, I enrolled in an extracurricular math class. It was not my interest, but my mother thought it was necessary for me to keep up with peers in school. Naturally, my performance disappointed her, and she criticized me for not doing my best. But it didn't help much. I hated math even more because it brought me nothing but suffering. You see, a child cannot be made excellent through criticism.

Section ③ Pair Work

Task 5 Tell your partner about the things your parents have suggested or made you do. Do you like them? Here are some patterns for you to follow.

1. When I was in primary school, my parents enrolled me in a piano/math/calligraphy class ...
2. Several years later, they decided that I should enter the best class in the best local high school ...
3. Before I entered the university, they helped me choose my major ...

4. Overall, I like/dislike the way they gave me suggestions ...
5. It is favorable when they ...
6. However, I was upset when they ...

Section **④** Group Work

Task 6 *Role play.*

- **Situation:** TV interview on the Education Channel.
- **Roles:** TV host, Tiger Mother and her daughter from the U.S., a father and his son from China.
- **Directions:** Students are to discuss the way children are raised in the American and Chinese families. Talk about the similarities and differences. The TV host should help the guests express their thoughts, and figure out the ideal family education system together with them. Here are some expressions for your reference.

1 pin high hopes on ...

对……寄予厚望

2 attach great importance to

非常重视

3 intellectual growth

学业成长

4 parents tend to ...

父母倾向于……

5 There is still much to be desired.

还有很多事可做。

— **Suggested beginning and ending:**

TV Host: Good evening. Welcome to this new edition of ... Today we have invited ... Welcome to our show.

Parents: Good evening.

TV Host: Along with people's awareness of educational significance, family education is today's topic ...

...

TV Host: Family education in the U.S. is different from that in China, yet they resemble each other in some ways ... Thanks for your time and sharing today ...

Task 7 *Presentation.*

1. Each of the group members prepares a three-minute speech on the topic *If I were a parent*, and presents it in front of the group. Here are some expressions for your reference.

1 stand the winds and rains

抵御风雨

2 raise a child through criticism

批评出才子

3 overall capability

全面能力

4 sense of competitiveness and creativity

竞争与创造意识

2. Comment on each other's speech in your group. You may ask for some advice in terms of both language and idea.

You could improve the language if _____.

You could improve the idea if _____.

The overall performance is _____.

Part III Family Education Tends to Be More Mature and Sensible

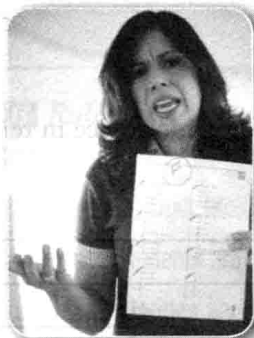
Section 1 Retelling

Task 8 Listen to the passage *Family education tends to be more mature and sensible*, grasp the main idea and retell it to your partner with the help of the following information.

- In contrast to things ... ago, parents' occupations have changed ...
- ... of parents hope their children would have a college education.
- Spending time with children for taking walks and telling stories has been placed at ...
- Those who hold dear to children's intellectual growth have dropped to ... from ...
- Parents who encourage children by facial expression and vocal praises ... over 10 years ago.

Section ② Pair Work

Task 9 Describe the following pictures to your partner, and answer the following questions. Here are some expressions for your reference.



1. What are the pictures about? What are those people doing?
2. To what extent do you think parents' educational background is important to family education?
3. Do you think it's a good idea if parents learn from grandparents to avoid some parenting errors?

1 parental pressure
来自父母的压力

2 interact with children
与孩子沟通

3 grow up under more favorable circumstances
在较好的环境中长大

4 It is obvious that ...
显然……

5 Overall ...
总地说来……

Section ③ Discussion

Task 10 Discuss with your partner about the passage and talk about the most favorable change in family education in the past few decades. Here is an example:

- A: Here is an interesting question. If you got to choose where you were born, a Western family or a Chinese family, what would be your choice?
- B: I would say the Western family three years ago. But now, a Chinese family is definitely

my final choice, because parents in China have changed a lot in the past decade.

A: Really? What do you think is the most significant change?

B: In my opinion, parents in China have been giving their children more recognition.

A: Do you have any particular reason?

B: In the past, parents in China tended to criticize more than praise. They took children's progress as natural while failure was unacceptable, which was a bad thing to do.

A: That's right. It has long been discovered that praise serves positively in both the intellectual and emotional growth of children.

B: So I'm really glad that parents have realized this and made adjustments. How about you? What is the biggest change for you?

Part IV Leisure Time

A joke

Father: How was Peter's history exam? Did he do well?

Mother: No, he failed.

Father: How come? I've told him again and again to pay more attention to his studies. It just went into one ear and came out from the other. He should be punished.

Mother: He is not to blame. You know, the exam was all about events before the poor boy was born.

Part V Communication Skills

How to start a conversation?

To start a conversation, for some people it seems effortless ... They glide across a room and, after just a few words, have kindled a warm conversation. For the rest of us, however, starting a conversation may require more effort. Here are a few tips to make the process smoother and more painless for all involved.

- **Begin by introducing yourself, offering your hand to shake and smile.**

Hi, I'm ... /Hello, my name is ...