

High *Impact*

提高级

# 大赢家

## 青年英语口语

用英语说青年人自己的故事



吉林出版集团有限责任公司 外语教育出版社

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# 大赢家

青年英语口语

# 一书一世界

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# 前言

《大赢家青年英语口语》(提高级)专门为青年和成人提高英语口语交际技能设计编写。使学生通过听说活动提高学生的口语流利水平;鼓励学生用英语快速表达个人的观点;帮助学生锻炼严谨的英语思维能力。

## 本书特色

《大赢家青年英语口语》(提高级)突破了国内一些英语口语教材的樊篱,具有独特高效的学习原则和特色。

### 1. 英语学习以时尚、生活的思想、观点为基本话题。

每单元的内容都以世界青年喜闻乐见的生活和工作为主题,能够激发他们以自己的方式和语言来谈论他们身边感兴趣的人和事,学以致用,生动活泼。

### 2. 英语学习以积极、自然的表达、交际为基本任务。

每单元的任务都以自然交际为鲜明目的,不是单纯的语言练习。通过课堂上完成学习任务,学生自然习得英语的交际能力,而不是简单地练习语法、词汇、语音。

### 3. 英语学习以提高表达的准确性和流畅性为最高要求。

每单元每个练习都设计了包括计划表达所要求的时间、范例、准确和流畅的标准及范式。

### 4. 课堂交流可以通过分组的方式来完成。

每部分内容在课堂上通过分组形式完成,以便最大程度上进行口语交流。坚持每课进行分组可以保持学习的积极性。在英语课堂上学生通过交流来进行英语学习。

### 5. 词汇学习是获得听说能力的钥匙。

词汇是交流的基础,所以,与语法相比,本书更强调词汇的学习和使用。每单元学生会掌握 10-20 个目标词,有利于学生理解会话和谈论不同的主题。

### 6. 通过语言功能更容易学习交际。

交际练习的基础是语言的功能而不是语法结构。通过学习每单元中的一个重点语言功能,学生形成了交际行为的基础资源库(而不只是要说的东西)。

### 7. 交际模式需要建立在真实的语言基础上。

真实语言模式取材于年轻人的说话方式。真实口语的语言输入为学生提供了英语交际自然、实际的途径。

### 8. 个性表达是英语学习的最高目标。

每个单元都为学生提供了表达自己思想、观点和经验的机会。从语言表达的正确性转移到自我表达的流畅性,对于每个学生来说都是弥足珍贵和震撼心灵的。很多学生只学会了学术主题英语,而不是把英语作为分享思想的载体。

### 9. 英语学习要重视跨文化意识的培养。

语言的深层是文化。学习英语包括让学生了解英语世界的思想、文化和交际模式。本书安排了许多比较

美国文化与学生母语文化生活观、价值观异同的活动。学生不是在没有文化环境下学习苍白的语言,学生将会接触、体验、分享、思考丰富的异域文化内容。

#### 10. 语言个性化的前提是学习者形成思辨意识。

语言流畅不仅涉及语言表达形式和功能,它更需要思辨意识的培养和提高。很多语言学习者把英语的学习看成是鹦鹉学舌式的学习单词、结构和表达法,所以他们从未把英语看作是自己的语言。批判式的思考,是语言学习的一部分,有助于形成个性化的语言。本书每个单元都提供了一些培养思辨意识的任务。

《大赢家青年英语口语》(提高级)将上述的 10 个原则融入到每个单元,目的在于把课堂内的学习变为主动、有趣、有效。

《大赢家青年英语口语》(提高级)围绕四个年轻人 **Jordan, Laura, Julie** 和 **Nick** 的生活以及他们的家人和朋友展开,在学习这些人物的同时,学生练习语境中听和读的能力,通过表达对这些人生活的个人观点提高口语交际能力。

### 教材框架

#### Warm up

本栏目设计与主题相关的短小轻松的活动,吸引学生参与讨论,是听与会话主题部分的桥梁。

#### Listening

本栏目围绕录音中的一个会话设计了 3 个练习。会话介绍贯穿每个单元的人物、主题和功能。第一个听力练习,多半是听关键词,指导学生辨别关键信息及学习表达方法;第二个练习主要是“听内容”,指导学生理解会话的主要信息和目的;第三个练习是推理问题,你怎么想?鼓励学生思考谈话者间的关系。这三个练习需要用不同的方法听,与其他听的方法不但不矛盾,而且可以互补。

#### Conversation Topic

这是一种以“听主题摘要”为基础的指导性会话练习,旨在帮助学生学习俚语词汇,对话模式和谈论不同个人主题的交际策略。此栏目分两个主要阶段:词语激活和对话模式。

#### Grammar Awareness

本栏目要求学生注意口语输入时某个特定的语法形式。活动的第一部分叫做 **Understanding**,要学生分辨关于主题或人物的关键信息;第二部分叫做 **Noticing** 的听力训练,采用与 **Understanding** 部分相同的材料,但重点不同。在本部分,学生注意语法形式,完成特殊的任务;活动的第三部分叫做 **Try it**,让学生按照目标的样式表达和分享信息,目的是提高学生在实际语境中语言形式使用方法的敏感性。

#### Pair Interaction

这是简单的两人活动,第一部分设计 **opinion gap activity**,即学生能够带着明确的交际目标提出或回答重点问题,第二部分为 **Follow Up**,以观点差活动为基础,涉及到更加个性化的信息交流和观点。

#### Read and Respond

此栏目撷取不同的精短片设计阅读与写作练习。每个阅读都配有一个旨在吸引学生关注重点信息的任务。阅读活动结束后,是写作任务,为学生交流思想提供机会。

#### Expansion Units

每三个单元后,还有一个扩展单元,每个扩展单元有 5 个活动。

### **G**roup Activity

是根据前面的主题设计的小组活动,鼓励学生创造性地运用语言。

### **G**rammar Check

通过听读输入练习,复习前面单元出现的语法点。

### **V**ocabulary Expansion

提供前面单元出现的一种词汇扩展练习。

### **R**eview Game

是一个以流利为主的游戏活动,以循环复习前面单元的词汇和语法。

### **L**earning Better

旨在提升学生关注不同学习风格的意识,使学生有机会思考并改变自己的学习风格。

### 课时安排

每个主单元按 3 个 50 分钟教学设计,或 2 个 90 分钟教学设计,拓展单元按 2 个 50 分钟或 1 个 90 分钟设计,适合各级各类学校学习。

#### 50 分钟课程教学

##### 第 1 节课

1. Warm up: 10-15 分钟      2. Listening: 15-20 分钟      3. Conversation topic: 15 分钟

##### 第 2 节课

1. Expansion activity: 10 分钟      2. Listening review: 15-20 分钟      3. Grammar awareness: 20 分钟

##### 第 3 节课

1. Conversation review: 10 分钟      2. Pair interaction: 20 分钟      3. Read and respond: 20 分钟

#### 90 分钟课程教学

##### 第一节课

1. Warm up: 10-15 分钟      2. Listening: 15-20 分钟  
3. Conversation topic: 15 分钟      4. Expansion activity: 20-30 分钟

##### 第二节课

1. Expansion activity: 10-15 分钟      2. Conversation review: 10 分钟  
3. Grammar awareness: 20 分钟      4. Pair interaction: 20-30 分钟

##### 第三节课

5. Read and respond: 15 分钟

	Unit 1	Unit 2	Unit 3	Expansion Unit
Page	page 9	page 15	page 21	page 27
Theme Warm Up	<b>LIFESTYLES</b> <b>My lifestyle</b> <i>Sharing information about lifestyles</i>	<b>PERSONAL HEALTH</b> <b>Health ideas</b> <i>Making and comparing lists of health ideas</i>	<b>LIVING SPACE</b> <b>In our city</b> <i>Describing and comparing the best places in a city</i>	<b>Group activity</b> <i>The match game</i>
Listening	<b>I'm so glad to see you again</b> <i>Julie and Jordan meet Laura</i> <i>Personal news</i>	<b>Let's relax our minds now</b> <i>David Greene takes a relaxation class</i> <i>Instructions</i>	<b>It's really a problem</b> <i>Mrs. Chen talks to Nick about a problem</i> <i>Complaints</i>	<b>Learning check</b> <i>Pro-forms, imperatives, possessive adjectives</i>
Conversation Topic	<b>Things I do</b> <i>Vocabulary preview: Everyday places and activities</i> <i>Conversation building: Catching up with an old friend</i>	<b>Stress</b> <i>Vocabulary preview: Stressful and relaxing activities</i> <i>Conversation building: Sharing ideas for dealing with stress</i>	<b>Neighbors</b> <i>Vocabulary preview: Problems with neighbors</i> <i>Conversation building: Complaining</i>	<b>Review game</b> <i>Conversation spiral</i>
Grammar Awareness	<b>Two friends</b> <i>Jordan describes himself and his friend, Nick</i> <i>Pro-forms; sentences with and, but</i>	<b>Take it easy</b> <i>David gets advice from his doctor</i> <i>Imperative forms, suggestions</i>	<b>A messy apartment</b> <i>Julie and Laura look for something in Laura's apartment</i> <i>Possessive pronouns</i>	<b>Learning better</b> <i>Develop your conversations</i>
Pair Interaction	<b>About you</b> <i>Asking personal questions</i> <i>Talking about yourself</i>	<b>About you</b> <i>Completing questionnaires</i> <i>Giving advice</i>	<b>Planning a neighborhood</b> <i>Designing an ideal neighborhood</i> <i>Agreeing on a design</i>	
Read and Respond	<b>I'm different now</b> <i>Magazine article about lifestyles</i>	<b>Self-care ideas</b> <i>Advertisements for health products</i>	<b>There's no place like home</b> <i>Magazine article about a home</i>	
	Unit 7	Unit 8	Unit 9	Expansion Unit
Page	page 53	page 59	page 65	page 71
Theme Warm Up	<b>SHOPPING</b> <b>Shopping list</b> <i>Listing items bought at different places</i>	<b>MYSTERIES</b> <b>What happened?</b> <i>Providing explanations</i>	<b>DIFFERENT GENERATIONS</b> <b>Changing interests</b> <i>Thinking of values for different people</i>	<b>Group activity</b> <i>Chain stories</i>
Listening	<b>TV commercials</b> <i>Nick watches TV, product commercials</i> <i>Appeals</i>	<b>I never thought I'd find it</b> <i>Julie finds something her mother lost years ago</i> <i>Narration</i>	<b>What are you planning to do?</b> <i>Lynn talks to Jordan about his future</i> <i>Suggestions and reasons</i>	<b>Learning check</b> <i>Past modals, past progressive, gerunds</i>
Conversation Topic	<b>Things to buy</b> <i>Vocabulary preview: Items and reasons</i> <i>Conversation building: Giving reasons</i>	<b>Unusual events</b> <i>Vocabulary preview: Agents</i> <i>Conversation building: Reporting on an event</i>	<b>Generation gap</b> <i>Vocabulary preview: Generation gap issues</i> <i>Conversation building: Reporting disagreements</i>	<b>Review game</b> <i>You ask too many questions!</i>
Grammar Awareness	<b>Jordan's shopping trip</b> <i>Jordan explains what he bought for his apartment</i> <i>Past modals</i>	<b>The missing ring</b> <i>A police officer interviews people to find out who stole Laura's ring</i> <i>Past progressive</i>	<b>Dad, give me a break!</b> <i>Laura's dad gives her some advice</i> <i>Gerunds</i>	<b>Learning better</b> <i>Think before using the dictionary</i>
Pair Interaction	<b>Speaking of shopping</b> <i>Describing shopping habits</i>	<b>Crime story</b> <i>Composing a crime story</i>	<b>Parents and children</b> <i>Outlining generation differences</i>	
Read and Respond	<b>Miracle product</b> <i>Product advertisement</i>	<b>Mysteries</b> <i>Back-cover blurbs of mystery stories</i>	<b>Dear future me...</b> <i>Letter to oneself in the future</i>	

## Unit 4

## Unit 5

## Unit 6

## Expansion Unit

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## FAMILY HISTORY

## Family relationships

Making lists of relationship words

## They left all that behind

Nick talks about his family background  
Narration

## Family background

Vocabulary preview: Life events  
Conversation building: Talking about parents

## For better or for worse

Mrs. Chen compares her life in the U.S. with her former life in China  
Past tense, used to

## Family history tic-tac-toe

Asking and answering questions about family history

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## IMPORTANT PEOPLE

## Famous people

Making lists of famous people

## He had a big influence on my life

David Greene talks about some important people in his life  
Explanations

## Influences

Vocabulary preview: Important relationships  
Conversation building: Talking about important people

## My favorite musician

David Greene talks about his favorite musician  
Verb tense review

## VIP party

Deciding on a guest list for a party

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## PERSONALITY

## My personality

Sharing preferences, describing personalities

## I thought you were...

Laura and Jordan talk about their first impressions of each other  
Opinions

## Characteristics

Vocabulary preview: Personality characteristics  
Conversation building: Describing personalities

## Advice for Jordan

Jordan's language teacher gives him advice  
Relative clauses

## Personality types

Describing personalities

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## Group activity

Find someone who...

## Learning check

Verb forms, relative clauses

## Group game

Talking marathon

## Learning better

Think about how you learn vocabulary

## A star is born

Biography of Shakespeare

## Who's who?

Encyclopedia entries

## When we first met

Journal entry

## Unit 10

## Unit 11

## Unit 12

## Expansion Unit

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## WORKING WORLD

## Jobs

Thinking of jobs in different categories

## It's a great opportunity

Laura tells Jordan about a job offer  
Plans

## New jobs

Vocabulary preview: Advantages and disadvantages  
Conversation building: Considering different jobs

## Great hopes, small expectations

Julie, Jordan, Laura, and Nick talk about their future jobs  
'Even though' clauses

## What's my line?

Guessing game about jobs

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## INFORMATION AGE

## Media

Listing sources of information

## I'm not sure I agree

Nick and Jordan discuss American television  
Opinions

## New ideas

Vocabulary preview: Opinions  
Conversation building: Expressing opinions

## Watching TV

Lynn and David discuss TV  
'Dummy' - it subjects

## In my opinion

Expressing opinions about current programs

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## MEMORIES

## Old things

Giving information about an important object

## I didn't know that about you

Lynn talks about some old items in her house  
Recollections

## First time

Vocabulary preview: Events  
Conversation building: Talking about early experiences

## A new way of seeing

Lynn explains the background of the film industry  
Passive (past tense)

## I remember...

Memory game

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## Group activity

Talking in circles

## Learning check

Passives, dummy 'it' subjects  
'Even though' clauses

## Review game

Conversation topics

## Learning better

Use English or you'll lose it!

## Pair Interaction

Information cards  
pages 97-100

Appendix - Key words and expressions  
pages 107-109

## I quit!

Resignation letters

## TV reviewer

Critique of a show

## I still think about you a lot

Nostalgic letter



# Meet the characters

Julie Greene



Jordan Greene



Laura Mendez



Nick Koda



David Greene



Lynn Greene



Lian Chen



## 1

## LIFESTYLES



- describing lifestyles
- activities, places
- joining sentences using *and* and *but*;  
affirmative and negative sentences

## Warm Up *My lifestyle*

Look at the activities below. Circle the activities you often do.

*drive a car*  
*travel by train or bus*  
*go shopping*  
*save money*  
*stay at home*  
*get home late in the evening*  
*work hard*  
*meet friends*  
*exercise*  
*go dancing*

*watch TV*  
*study English*  
*listen to music*  
*visit friends*  
*like peace and quiet*  
*eat in restaurants*  
*read*  
*cook*  
*buy new clothes*  
*write one more;*

Now work with a partner. Look at your partner's book.

Ask questions about three of your partner's activities.

### Example

*What's your favorite restaurant?*

Write the information here.

---



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---

# Listening “I’m so glad to see you again”



Julie and Jordan Greene are shopping in the city together. They meet an old friend.

1

## Listening for key words

Listen. Check the words and phrases you hear.

- |   |   |
|---|---|
| <input type="checkbox"/> five months    | <input type="checkbox"/> boyfriend                  |
| <input type="checkbox"/> five years     | <input type="checkbox"/> brother                    |
| <input type="checkbox"/> just got a job | <input type="checkbox"/> buying something           |
| <input type="checkbox"/> just graduated | <input type="checkbox"/> just looking around        |
| <input type="checkbox"/> sounds busy    | <input type="checkbox"/> spend a lot of money       |
| <input type="checkbox"/> not so busy    | <input type="checkbox"/> don't spend a lot of money |

2

## Listening for meaning

Listen again. Julie has changed in the past five years. Write two things that are different.

*before*

*now*

---



---

3

## What do you think?

Do you think Julie likes her new job? Why do you think so?



## Conversation Topic *Things I do*

1

### Vocabulary preview

Look at the list of places. Where do you spend most of your time? Circle 3 places.

Look at the list of activities. Which do you often do? (Make a ✓)

Which do you never do? (Make an ✕)

Places	Activities
at the office	write a lot of reports
at school	do things with my family
at home	work long hours
at the library	do things outdoors
in the city	play on a sports team
at work	visit friends
outdoors	study a lot
	read books and magazines
your own idea	do volunteer work

2

### Conversation building

Read the conversation out loud with a partner.

Change roles and read the conversation again.



Try the conversation again. Use new words from the Vocabulary Preview list. Now make a new conversation. Use your own ideas.

# Grammar Awareness *Two friends*

Jordan and Nick are friends. What do you think they like to do together?

1

## Understanding

Read the questions. Then listen to Jordan. He's talking about himself and his friend Nick. If the answer to the question is yes, make a check (✓).

	Jordan	Nick
Does he like jazz?	<input type="checkbox"/>	<input type="checkbox"/>
Is he interested in movies?	<input type="checkbox"/>	<input type="checkbox"/>
Does he like hanging around music stores?	<input type="checkbox"/>	<input type="checkbox"/>
Does he have much money to spend?	<input type="checkbox"/>	<input type="checkbox"/>
Does he exercise every day?	<input type="checkbox"/>	<input type="checkbox"/>
Does he like studying?	<input type="checkbox"/>	<input type="checkbox"/>
Does he get along well with his family?	<input type="checkbox"/>	<input type="checkbox"/>



2

## Noticing

Complete these sentences. Then listen again to check.

- I really love jazz, and Nick does too.
- I'm crazy about movies, and Nick \_\_\_\_\_.
- I love checking out the newest CDs, and Nick \_\_\_\_\_.
- Nick doesn't have much money to spend and I \_\_\_\_\_.
- I exercise every day, but \_\_\_\_\_ Nick.
- I like studying, but Nick \_\_\_\_\_.
- I get along really well with my family, but Nick \_\_\_\_\_.

3

## Try it

Write four sentences about you and your best friend.

I _____	and	_____	does too.
I _____	and	_____	does too.
I _____	but	_____	doesn't.
I _____	but	_____	doesn't.

## Grammar Corner

... and Nick does too.

... but Nick doesn't.

... and I don't either.

... but not Nick.



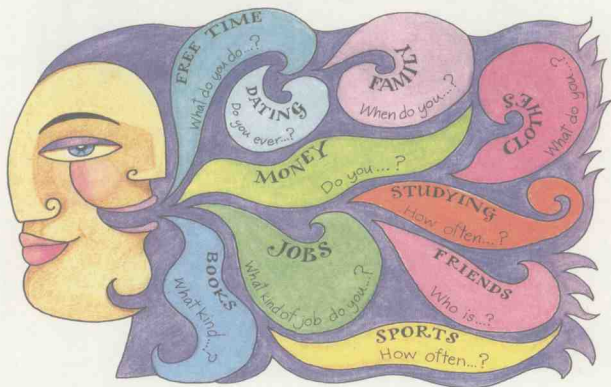
## Pair Interaction *About you*

1

Choose a topic below. Ask your partner two (or more) questions about it.

Use the question starters or make your own questions.

Then switch roles. Talk about all the topics.



Now write the three most interesting points about your partner's life.

---

---

---

2

### Follow up

What three things would you like to change about your life?

---

---

---

Compare lists with your partner. Ask your partner for reasons.



Keep going. Ask questions about your partner's answers.

# Read And Respond *I'm different now*

## 1 Reading

Read this interview from Lifestyles magazine. Underline two things that have changed.



**Interviewer:** What was your life like back then? **Interviewer:** What's different about you now?

**Andy:** Well, five years ago, I was really into traveling — Thailand, Korea, Peru, Zambia, Greece. I just loved moving around and experiencing new things. Usually, I'd spend two or three weeks in one place and then move on. I certainly met a lot of interesting people, but my relationships were very temporary and probably a bit superficial. Thinking about it now, I realize that I never really had any close friends back then. I knew a lot of people, but I didn't know anyone very well.

**Andy:** The main thing is I decided to settle down, to stay in one place. I don't know why I chose Alaska, but it's perfect for me. I'm a carpenter, and I get a lot of satisfaction out of building things. It gives me a sense of accomplishment. Another change is that now I have a handful of very close friends. It feels better to have a couple of deeper relationships instead of a lot of casual ones.

## 2 Try it

Write about your life five years ago. Then on another sheet of paper, write about how your life has changed.

5 years ago

Now

## 3 Shared writing

Work in a group of four. Mix up your paragraphs in two piles. Exchange piles with another group of four. Try to match the "5 years ago" paragraphs and the "Now" paragraphs.

## 2

## PERSONAL HEALTH

- following directions, giving advice
- healthy and unhealthy habits
- imperatives

### Warm Up *Health ideas*

What products do people use to stay healthy? What activities do people do? Work with a partner. How many can you list?

#### Ideas

*exercise, drinking juice, massage*

#### Products

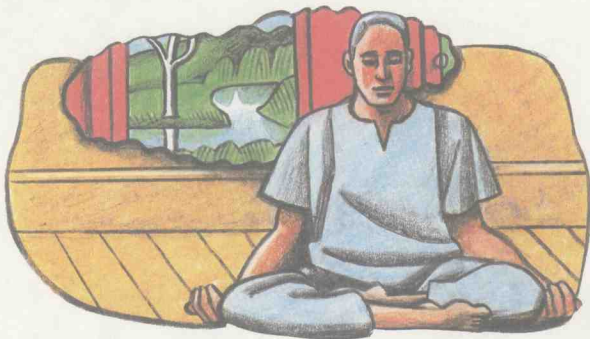
#### Activities


Now look at your list. Circle the most unusual products and activities. Underline the most common ones. Join another pair. Compare lists.





# Listening "Let's relax our minds now"



Dave Greene has a very stressful job, so he takes a yoga class to relax.

## 1 Listening for key words

Listen. Check the words and phrases as you hear them.

- |   |   |
|---|---|
| <input type="checkbox"/> relax              | <input type="checkbox"/> an orange door           |
| <input type="checkbox"/> let go             | <input type="checkbox"/> a large kitchen          |
| <input type="checkbox"/> take a deep breath | <input type="checkbox"/> bright and warm          |
| <input type="checkbox"/> close your eyes    | <input type="checkbox"/> fresh bread              |
| <input type="checkbox"/> open the red door  | <input type="checkbox"/> take a deep breath       |
| <input type="checkbox"/> a beautiful garden | <input type="checkbox"/> a bowl of fruit          |
| <input type="checkbox"/> trees              | <input type="checkbox"/> take a big bite          |
| <input type="checkbox"/> grass              | <input type="checkbox"/> bright blue              |
| <input type="checkbox"/> river              | <input type="checkbox"/> go through the blue door |
| <input type="checkbox"/> water              |   |
| <input type="checkbox"/> move your hand     |   |

## 2 Listening to imagine

Listen again with your eyes closed. When the tape or CD stops, write or draw what you imagine.

## 3 What do you think?

Did this exercise help you relax? How?