



高阶英语学习系列



张笑贞 应建芬 主编

大学英语口语 目标与实战



苏州大学出版社



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前言

《大学英语口语目标与实战》一书主要面向英语达到中级水平(intermediate level)或及中级以上,较好地掌握英语基本语法和一定的词汇量,但迫切需要提高英语口语能力的学习者群体。本教材所贯彻的“以功能为主的任务型”的教学理念,以学生的基本生活需要为依据,以实用的交际任务为编写主线,注重听说技能的培养是编写者们多年来进行口语教学实践和理论研究后的一次突破性的尝试。

编写背景

中国正处于政治、经济、文化全面拓展的时代,英语作为世界上使用国家最多、使用范围最广的语言是中国走向世界的重要桥梁和纽带,是中国实现跨文化交流的枢纽。新颁布的《高等学校英语专业英语教学大纲》和《大学英语教学大纲》都对英语的综合运用能力,尤其是听说能力提出了更高的要求。同时,全国范围内正在开展的英语专业和大学英语口试工作也将口语教学推向了一个新的台阶。如何更好地帮助学生突破口语难关是新时期新形势下英语教育者亟待解决的重大课题。为适应这一形势的发展需要,也为我国英语口语教学尽微薄之力,几位教学一线的教师们结合自身教学实践着手编写了本教材。

理论依据

本教材贯彻“以功能为主的任务型”的教学原理。其主要理论依据如下:

1. 交际教学法(communicative approach):又称“意念法”、“功能法”或“意念-功能法”。它是以语言功能项目为纲,培养在特定的社会语境中运用语言进行交际能力的一种教学法体系。交际法教学大体可分为情景教学法和功能意念法。由于实际生活中的情景不可能全部概括于适用面



较广的大纲或教材中,且本教材面向的对象为中级及中级以上水平学习者,他们对意念的表达已经大多掌握,故本书较为偏重功能部分。交际既是学习的目的也是学习的手段。交际法的语言观认为,语言是表达意义的系统,其基本功能是社会交际,语言学不应仅仅研究语言的形式,更要关注语言要完成的社会功能及语言在人们社会交往中受到的制约因素,因此,第二语言教学的目的不仅是让学习者掌握语言规则,能正确地运用语言,更要掌握语言的使用规则,得体地运用语言。交际法强调以学生为中心,首先要分析学习者对第二语言的需要,教学内容和教学方法的确定都必须从学习者的需要出发。

2. 语言输入与输出、接受和产出的关系理论

克拉申(Krashen)的输入假设认为,可理解性输入是第二语言习得的唯一途径,并提出理想语言输入(optional language input)应当符合“ $i+1$ ”公式,即教学的主要任务是提供充足的可理解性输入,其中既包括学生已掌握的语言知识“ i ”,又包括一点新的语言知识“ 1 ”。

斯韦恩(Swain)的输出假设强调语言输出的重要性。他认为,输出不仅可以提高流利性,而且还具有使学习者集中注意力(noticing)、进行假设验证(hypothesis-testing)和自觉反思(conscious reflecting)以调整自己的学习策略等三项功能,从而提高其使用语言的准确性。

听和读属于接受性技能(receptive skills),是语言输入的渠道;说和写属于产出性技能(productive skills),用来进行语言输出。语言的各项技能是相互促进、共同提高的。而在实际教学中相当一部分英语教材对学生输入有余,输出却不足,片面地发展学生的阅读和听力能力,造成许多学生能读懂有一定难度的文章,能听懂简单对话和短文,但却不会开口,被人称为“哑巴英语”。

实践依据

本教材的主要编写人员有各类口语课的授课经验,其中包括大学英语口语辅修课、研究生口语课和英语专业口语课等,也试用过大量的国内外口语教材。初稿编写前编者研究了大学英语和英语专业教学大纲及英语口语考试大纲,查阅了大量文献,并着重就选材内容在学生中进行问卷调查,积极征询了学生的意见和建议。随后部分编写完成的教材材料在口语课



中进行试用,并就教材使用效果向教师和学生进行了问卷调查,教师和学生普遍反映良好。这些教学和研究实践更进一步增强了编者出版此教材的动力和信心。

教材构建

本教材由16个单元组成。每个单元分别由“Prepare Yourself”、“Do It Yourself”和“Enrich Yourself”三大部分构成,每一部分又细分为几个小节。

第一部分“Prepare Yourself”为导入部分,包括以经典的小对话点题,并提供与该话题有关的常用的表达句型。

第二部分“Do It Yourself”为实践部分,包括3篇样文对话和针对样文的各类对话表演、小组讨论、游戏、短句表演等各种形式的课堂和课外活动。这部分为本书的重点。

第三部分“Enrich Yourself”为提高部分,包括与课文有关的文化背景知识、幽默短文和补充词汇等,以提高学生学习兴趣,激发其深入思考。

教材特色

本口语教材在编写中力求体现以下特色:

紧紧抓住交际教学的精髓,以学生为中心,强调教学要为学生的人际需要服务,以语言功能为纲,遵循学以致用教材编写原则。

话题的选择密切联系社会热点和学生关注的重点,题材广泛,把课堂交际活动与课外生活中的交际有机结合起来,激发学生交际的强烈欲望。

着重发展学生的口语能力,兼顾听、读技能的发展。语言输入与输出的比例适当。

任务的设计由易到难,循序渐进,并力求教学过程交际化,在教学中创造接近真实交际的多样情景,采用对话、交谈、讨论、辩论等多种小组活动的形式,通过大量言语交际活动来培养学生全面的口语能力。

课文中有各种形象生动的插图,可提高学生学习兴趣,激发他们的想象力。

本教材配有相关对话朗读的光盘,方便各种条件下的口语教学。

教师角色

在使用本教材时,教师不再是课堂的控制者(controller),而要承担多



种角色,如评价者 (evaluators)、活动组织者 (organizers)、士气鼓动者 (agitators)、活动参与者 (participators)、解释者 (explainers)、辅导员 (counselors) 和研究员 (researchers) 等。教师应完全摆脱“填鸭式”教学模式,将更多的课堂时间留给学生,并想方设法提高学生学习的自觉性和自主性。

面向对象

本教材可以作为必修、选修口语课堂教材,也可用于自学。适合在校本科大学生、专科大学生、硕士研究生、博士研究生、准备参加大学英语口试学生、出国英语口语培训及各类社会英语口语受训人员和英语口语自学者等学习群体使用。

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致谢

在编写本教材过程中,我们查阅了大量的国内外口语教学理论资料和教材,参考了大量报刊和书籍,得到国内外同行的启示,在此谨向这些作者和出版社表示衷心感谢。同时也向参与调查和教材试用并为本教材的编写提供反馈意见的老师和同学们表示衷心感谢。本书疏漏与不妥之处,敬请专家、同行和教材使用者批评指正,使其日臻完善。

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Unit 1

Food

Prepare Yourself



Mini-dialogue

- A: Good afternoon, sir. Can I help you?
B: I'd like a beef-hamburger and a milk shake, please.
A: What flavor would you prefer, sir?
B: I'm not quite sure. What have you got?
A: We have strawberry, chocolate, vanilla(香草) and banana.
B: Very well. I'll try the vanilla flavor.
A: Anything else, sir?
B: No, thanks. That will be all.



Basic Expressions

- 走进餐厅时的用语

Customer: Is this table free?

Waiter: How many are there in your party?

Waitress: Good evening. Have you got a reservation?





Customer: Yes. The reservation is under Li.

Customer: Can we have a table for three, please?

Waiter/Waitress: This way, please.

Customer: We've got a reservation for six people. The name's Smith.

Waiter/Waitress: This way, please. This is your table.

Waiter/Waitress: Good morning! Would you like to sit here?

Customer: Fine, thanks.

Waiter/Waitress: Here's the menu for you, ma'am. And yours, sir.

Customer: Thank you.

• 你想点什么?

Have you decided what you'd like?

What are you going to take?

What kind of dish do you want?

Have you decided on something?

May I take your order, sir?

Are you ready to order, ma'am?

What will you have today, Mr. Wang?

Would you like to order now?

• 今天有什么特色菜吗?

What's today's special?

What's the special for today?

Anything good for today?

What are your specialties for today?

• 您想喝点什么?

What would you have for a drink?

What would you like to have a drink?

Would you like something to drink?

Do you fancy something to drink?

Do you have anything in mind what to drink?

What kind of drinks do you like?

• 给我一份菜单看看吧!

Could I have a menu, please?

May I see your menu, please?

I'd like to see a menu, please.

Show me your menu, please.

Pass me the menu, please.

Please fetch/hand/give me the menu.

• 我要……

I'll have a vegetable salad/A vegetable salad, please.

I'd like (to eat/try) some Japanese food.

I'd like to have the best local food.

I'd like white coffee. I never touch black coffee.

Tea will/would be nice.

• 还要别的什么吗?

And what to follow?

Won't you have more?

Is there anything else?

Anything else you want?

Is there anything else that you'd like?

Will that be all?

What about a chocolate sundae?

What other dishes would you care to have?

• 询问烹饪方法

Waitress: What kind of dressing would you like on your salad? Italian, French, or blue cheese?

Customer: I'll have Italian.

Customer: Do you put MSG(味精) in it?

Waitress: No. This restaurant never uses MSG.



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Waitress: How do you like your steak cooked? / How do you want the beef?

Customer: I want the steak/beef underdone (rare/medium/well-done).

And easy on the salt(少放点盐), please.

• 干杯

Here's to our reunion.

Here's another toast to your promotion.

I propose a toast for our success!

To your health (our friendship)!

Cheers for our contract!

Bottoms up!

Cheers!

• 买单

I'd like to check.

I'll take the bill now.

May I have the bill, please?

Can you bring me the check, please?

Waiter, the check, please.

Check!

• 我们各付各的吧!

Let's go Dutch.

Let's go halves.

Let's make it Dutch.

Let's pay it separately.

Let's divide the cash.

Let's split the bill.

Let me pay my share.

May we have separate checks?

Can we pay separately?

How about making it a Dutch treat?

Separate check?

• 做东请客

It's on me.

It's my treat today.

Be my guest.

It's my round. I'm paying today.

Next time I'll treat.

I'll treat you next time.

• 很好吃

Great!/Good!/Delicious!

It's delicious!

Yum-yum!

The dishes are to our liking.

This soup has a wonderful flavor.

It couldn't have been better.

This salad looks so nice – just right for a hot day.

I've never tasted anything like this.

The chicken is the best I've had in my life.

The cake is good. I like it.

It's really tasty, and so tender.

Both the food and service are excellent here.

How tasteful! Tender and crisp.

• 抱怨

That bean curd is too hot for me.

Waiter, there's something strange in my soup.

The salmon is almost raw.

Can I have another cup of tea? This is cold.

It's too salty.

The broccoli(西兰花) is tasteless.

This spoon is a little dirty.

Would you please bring me a clean fork?



Do It Yourself



Dialogue Samples

1

Head Waiter (H. W.): Good morning, sir.

Customer (C): Good morning. Just one, please.

H. W.: Just one. This way, please.

H. W.: Is this table all right?

C: That's fine. Thank you.

H. W.: Menu, please.

C: Thank you.

H. W.: The waitress will take your order¹, sir.

C: All right.

Waitress (W): Good morning. May I have your order², sir?

C: Yes, thank you. I'd like to have this stewed prunes and omelet, just plain³. And also toast with butter. Could I have coffee with fresh milk?

W: Yes, we can serve it. You mean café au lait⁴ in French?

C: That's right. We say it café au lait in French also.

W: Then you take stewed prunes, plain omelet, toast with butter and café au lait.

C: That's right, thank you. Can I have café au lait first?

W: Yes, sir. Just a moment, please.

C: Thank you.

2

Waiter (W) : Good morning. Two persons?

Customer (C) : Yes, two, please.

W : I'll seat you⁵, this way, please.

C : Thank you.

W : Menu, please.

C : Thank you.

W : May I take your order, ma'am?

C₁ : Yes, I'll take orange juice, two boiled eggs. Make it medium-boiled.⁶

And just one piece of toast with marmalade⁷, please.

W : What would you like, sir?

C₂ : Well, let me see ... I'll have tomato juice, pancakes with honey and coffee, please.

W : Would you like coffee or tea, ma'am?

C₁ : Oh, yes, tea with lemon, please.

W : All right, ma'am. Well, orange juice, two medium-boiled eggs, one piece of toast with marmalade and lemon tea for the lady, tomato juice, pancakes with honey and coffee for you, sir.

C₁ & C₂ : Very good, thank you.

W : Just a moment, please.

C₁ & C₂ : Yes.

3

Waitress (W) : Mr. Gardner, what would you like to have tonight, Western food or Chinese food?

Mr. Gardner (G) : When I was in America, my friend, Mr. Harrison recommended me to have Chinese food, and I appreciate it very much indeed. What kind of cuisine do you have in your dining room?

W : We have Guangdong food, Sichuan food and Shanghai food. Which one



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do you like best?

G: I don't like anything greasy. I think I'd like to have Guangdong food.

W: OK. How about sauté prawn section⁸, sauté lobster slices with mushroom?

G: All right. I'll take them all.

W: Mr. Gardner, do you like to use chopsticks? If you don't, I'll get you fork and knife.

G: If I can have them, so much the better.

W: Do you like some soup?

G: Yes, I don't know what soup you have.

W: We have sliced chicken soup, dried mushroom clear soup and so on.

G: Good, I prefer dried mushroom clear soup.

W: According to the specifications of Chinese food, we serve dishes first and then soup. If you like we'll bring you some soup first.

G: I'm used to having soup first.

W: All right, I'll get it for you.

Notes

1. take your order 点菜
2. May I have your order? 你想要点些什么?
3. stewed prunes and omelet, just plain 清煮蜜饯梅脯和清煎蛋卷
4. café au lait 加奶咖啡
5. I'll seat you. 我替你们找位子。
6. Make it medium-boiled. 中等熟/半熟。(rare/medium/well-done 嫩一点/适中/老一点)
7. one piece of toast with marmalade 一片夹果酱的吐司面包
8. sauté prawn section 炒明虾段

Activities



Pair Work

Directions: One acts as a waiter/waitress, while the other as a customer. First imitate the dialogue. Then present the dialogue in front of the class. You may make some changes while performing.

Directions for the waiter/waitress: You should first ask what food the customer would order and how the food would be cooked. Then you can make some recommendation. After he/she pays the bill, you would ask his/her opinion on the dishes or the service at the restaurant.

Directions for the customer: First you can ask some information about the food. Then order your meal. Finally you may tell the waiter/waitress how you are satisfied or you may make some suggestions about the cooking or the service.



Group Work

Directions: New term is approaching. Students are coming back from home in succession. They are happy to see each other and talk about how they spent their vacation. They may also introduce their favorite food and ask about others'. Assuming that you are among them, you may use the following expressions: