

# COLLEGE ORAL ENGLISH

## 大学英语口语

张建军 编著

大学英语口语下册

湖南师范大学出版社



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(下册)

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## 教学要求

本书通过五种不同训练形式,培养学生初步形成用英语思维,学会英语连贯表达。五项训练的要求如下:

### 1. Picture-talk

这是本书五项训练中唯一看书的练习手段。每幅图均附有供学生看图作文的词汇,随着程度加深,所给词汇将逐级减少,本项训练的目的在于培养学生的想象力及通过图片进行英语思维与表达的能力。要求学生各做各的,教师巡视辅导,敦促学生不可中间停止。时间每图 5 分钟。

所有练习都要求学生学会用短句表达,用自己最有把握的句子表达,不可生硬翻译中文句子,要求意思清楚明了。

### 2. Retelling

要求学生在听完复述内容后,再打开书,借助所给词汇复述。本项要求学生在听的过程中,由易到难地抓住所听内容中的“who, what, how, where, when”,尽可能记住所听内容,做到基本如实复述。本项训练的目的在于培养学生利用关联词、转折词记住内容,学会强记同一意思的不同表达以及惯用表达方式。这项训练学生各做各的,教师巡视辅导,复述时间 5—10 分钟。(如果学生速记能力差,可将此改为背诵)

### 3. Discussion

教师将讨论内容念给学生,提问后,学生两人一组进行讨论,要求每人至少一次要说八句以上才可让另一个接下去。本项训练的目的在于培养学生用英语分析、评论、批驳的能力。教师巡视辅导,时间 10 分钟。

#### **4. Oral composition**

要求学生就教师布置的题目,利用内容提示,尽可能不间断地用英语口头作文,要求学生用自己最熟悉的词汇与句型做此作文。本项训练的目的在于培养学生用英语思维。这项训练学生各做各的,教师巡视辅导,敦促学生不可中间停止。时间 5 分钟。(要求不能重复、停顿或提前完成)

#### **5. Speech-making**

要求学生两人一组,决定好第一个接话人(也就是接教师所给的第一句话的人),教师给了第一句话后,立即将自己所给的第二句话说出来,第二个接话人则要用自己的一句话接住上句往下讲,要求学生一人一次只能给一句话,要求句子快、短,两人的句子要凑成一段完整的话。本项训练的目的在于训练学生的反应能力、逻辑性、表达能力。教师巡视辅导,防止学生将编一段话变成对话,本项训练每个均有目标性时态训练,教师注意提醒学生使用正确时态。时间 5 分钟。

#### **6. Functions review**

重温《大学英语口语》第一本中所学的交际功能。要求学生在所需场合与情景中正确使用。

#### **7. Homework**

要求学生利用课余时间练习,下次上课检查,要求口头作业,不可写下来。要求学生有意识去克服中国学生说英语时所常出现的时态、性别、单复数、主谓不一致等毛病,以及学会避免无意识的重复。

## 内 容 简 介

本书是《大学英语口语》的下册。《大学英语口语》旨在交际英语能力培养,本书的目的则在于提高英语连贯表达能力。本书共三十课,每课训练项目分六项(见“教学要求”)。其内容丰富多样,有西方幽默、伊索寓言、希腊罗马神话,圣经故事等,易上口,感染力强,已在湖南师大外语系使用三年,反映很好。本书为一年用教材,适宜英语专业大学二年级使用,也可供自学者、出国留学人员使用。

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## Unit I

### 1. Picture talk

(Make a speech according to each picture. The given expressions might give you some help.)





1) Flip, boy, naughty, cute, summer camp, letter, Mom, surprised, to read, stupid, bitter smile, fish, mail, smell, rotten, never to do such a thing again, lesson



"I thought he would keep company on your way to work."

2) Bob, Mr Johnson, son, winter, icy cold, thick snow, covered with snow, going to work, to make, snowman, front seat, next to, angry, freezing, not to know what to say, out of good will

## 2. Retelling

(Listen carefully. Keep in mind "who, what, how, where, when". They will help you in retelling.)

1) Five-year-old Chad went with his mother to see a friend's new baby. After gazing at the tiny, red, wrinkled face<sup>①</sup> for some time, he said to his mother, "Now I know why she hid him under her coat for such a long time!"

**Helping words:**

Chad, wrinkled

2) A woman was giving her husband some last minute advice on putting the children to bed;

"Forget bedtime stories that begin with 'Once upon a time ...' If you really want to put them to sleep, start off with 'Now, when I was your age...'"

**Helping words:**

last-minute, bedtime stories

3) The man was telling his son about the old days. The boy couldn't understand how his dad had survived without TV and VCRs<sup>②</sup>.

"You know, Dad," he said. "when I think of you as a little boy, I always think of you in black and white."<sup>③</sup>

**Helping words:**

survive, VCR

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① 用黑线打记的词或词组要求背下来

② VCR, Video cassette recorder

③ 每当我想像你孩提时的样子,总是黑白色调的(注:电影电视倒述时经常用黑白色,使其与表示正发生事件的彩色画面形成鲜明对比)。

### 3. Discussion

(Form groups of two and discuss what is given below.)

Once in a while, quarrels seem almost unavoidable among people. For one thing or another, they start to quarrel. And sometimes they end up in blows. Naturally, some people think quarrels are really disastrous. They hurt people's feelings. They turn friendship into hostility and make life a burden and suffering. Quarrels create a lot of tragedies and bring about much misery. So let's try to avoid quarrels. Let's compromise so as to save our friendship and happiness. But others think quarrels are caused because of misunderstandings. They can't be avoided, what's more, quarreling, in a way, is also a means to make people more learned and understand each other better. If handled with care and in an appropriate way, they can make people closer to each other. Sincere friendship is often built up this way. They can make strangers acquaintances and turn enemies into friends. So why should we try to avoid the unavoidable? Why should we try to avoid something that eventually does us good?

1) Which opinion are you for? Can you give a reason or an example?

2) How do you handle a quarrel?

**Useful expressions,**

1) Time heals everything.

2) Friendship is gone with the wind.

3) Let's sit down and talk it over.

4) to smile differences away

5) to see eye to eye with each other

## 4. Oral composition

(Make a five-minute speech with the help of the given information. The time limit for preparation is one minute. )

### Our Classroom

- 1) Where is your classroom and how do you find it?
- 2) What is there in your classroom (blackboard, desk, window, portrait, painting, picture, motto, saying, Chinese calligraphy, etc. )?
- 3) When do you use your classroom (different classes, different hours)?
- 4) What is your feeling towards your classroom?

## 5. Speech-making

(Form groups of two and make a speech with each student giving one sentence at a time. In the end, each should give at least 30 sentences altogether. )

Sample: ①

I went in.

A: There was nobody in the room.

B: I asked.

A: "Is anyone here?"

B: But there was no answer.

This is the beginning: It was a dark night.

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① 不再重复示范。

## **6. Functions review**

### **1)Greetings**

Good morning. How are you?

Hello.

Hi. How are you doing?

### **2)Answering greetings**

Very well, thank you . How are you?

Not too bad, thanks.

Great.

### **3)Introducing people**

Allow me to introduce Ms Brown,my secretary.

May I introduce you to Mr Benson, director of the local YMCA?

This is Peter.

### **4)Greeting people just introduced**

How do you do?

Pleased to meet you.

It's a pleasure to know you.

Hi.

### **5)Introducing oneself**

Good evening. May I introduce myself?

Hi. I'm Bob.

## **7. Homework**

Do over all the items until you think they are satisfactory or good enough to perform or give.

## Unit II

### 1. Picture talk

(Make a speech according to each picture. The given expressions might give you some help.)



"Of course, I've been sitting here for hours.

We're playing doctor and I'm in the waiting room."

1) Mrs Johnson, busy, kitchen, two kids, daughter, Tammy, son, Ed, Tammy's allowance, to babysit Ed, quiet, curious, to go, to have a look, to find, sitting in a chair, not doing anything, not like him, surprised, to answer, matter-of -factly; to struggle to hold back her laughter, cute, smart



"I rehearsed it all morning, strode calmly into his office, sat down, looked him straight in the eye and said, 'Raise, I want a boss'."

2) Mr Hopkins, to work, boss, quite a few years, nervous, to ask for a raise, impatient, to keep urging, to decide, to see his boss, back, to answer

## 2. Retelling

(Listen carefully. Keep in mind "who, what, how, where, when". They will help you in retelling.)

1) A woman went to the police to report the disappearance of her husband.

"He's short and thin," she told the desk sergeant, "and bald and has no teeth... As a matter of fact, most of him was missing before he was".

**Helping words:**

sergeant, bald

2) The man had trouble getting up in the morning, so he went to the doctor to get pills to cure him. That night, he took a pill, slept like a top<sup>①</sup> and was wild awake before the alarm went off. He dressed slowly, had a leisurely breakfast, got to the office and told his boss, "I had no trouble getting up this morning."

"That's great," said the boss, "but where have you been for the last three days?"

**Helping words:**

like a top, leisurely

3) Two friends met after many years. Jim asked Bob if any of his dreams had come true.

"One sure did," replied Bob. "When Mom used to make me comb my hair, I always wished I didn't have any."

**Helping words:**

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① 睡得好极了。



comb, come true

### 3. Discussion

(Form groups of two and discuss what is given below. )

Students hold different opinions about relationship between each other. Some think classmates should not be too close. A great many facts have proved this is asking for trouble. Because if classmates of the same sex get very close to each other, they will neglect their relationship with others, which may cause unhappy feelings. And if different sexes are involved, things are even worse. They will become boy friend and girl friend. And they will try to avoid the company of others. So let's keep everyone at arm's length. But others think relationship between students should be natural. Why should one waste so much time and energy to build up an intended relationship? If they want to be close to each other, let them decide for themselves. If people each want to have their own way, that's fine. Life-long friends are often made at school. Best memories are left by school. So let's not have fixed rules for relationship between students.

1) Which opinion are you for? Can you give a reason or an example?

2) What is your opinion of an ideal relationship between classmates?

**Useful expressions:**

1) to share the same roof

2) to keep someone at arm's length

3) A friend in need is a friend indeed.

4) To have many friends is to have none.