

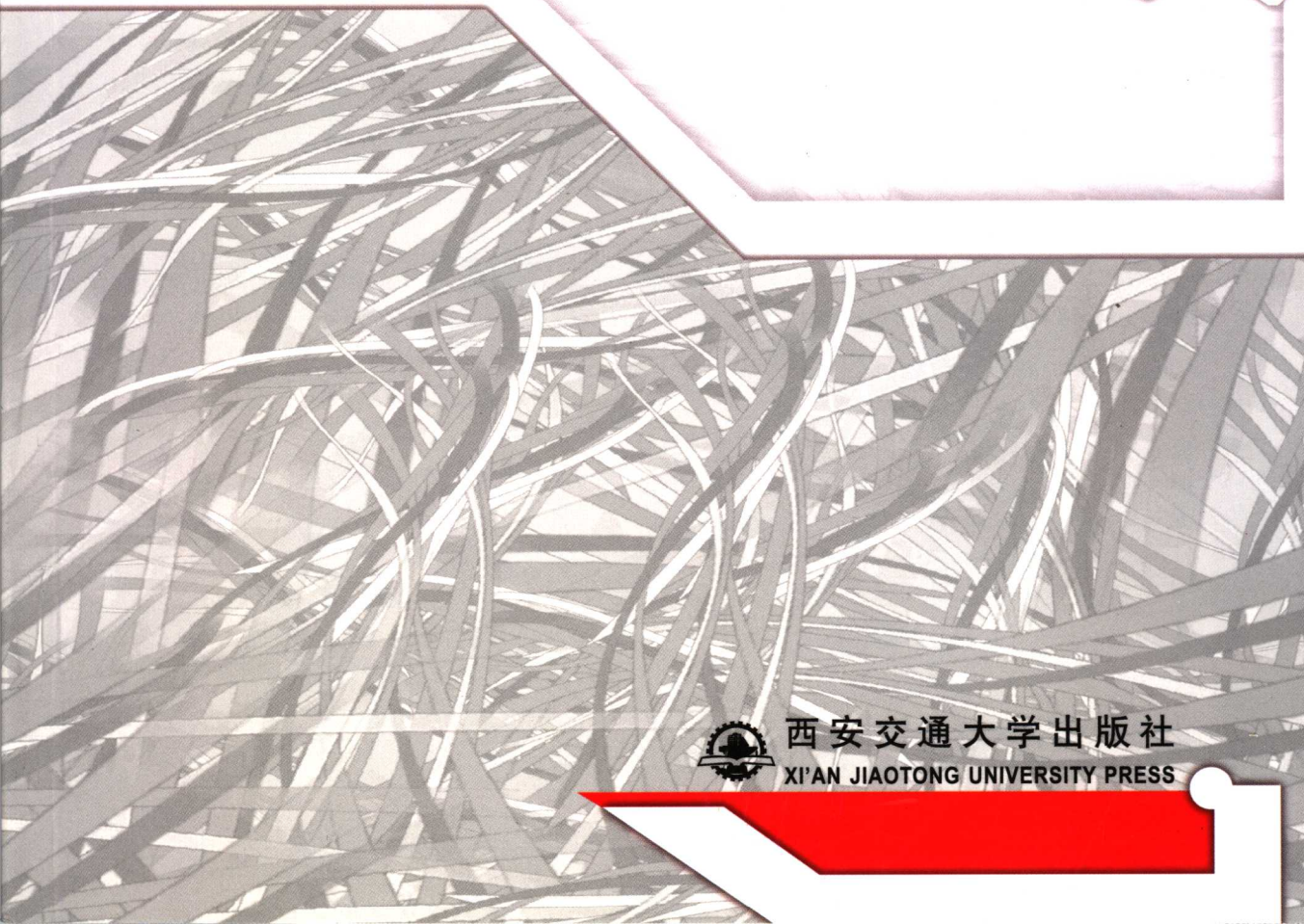
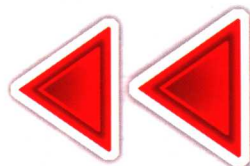


大学英语系列教材

丛书主编 田 鹏 张则玫

大学英语口语

本册主编 高 云 卢燕华



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总 序

从 2004 年 9 月起,西安交通大学非英语专业的本科生开始在新的教学模式中学习英语。新的教学模式得到了绝大多数学生的认可,大学英语教学质量也有了明显地提高。大学英语系列教材《大学英语口语》、《新闻英语》、《大学英语英汉互译实践与技巧》以及《大学英语词汇学习手册》就是在总结这两年教学经验的基础上,为了更好地满足这一教学模式的需要而专门编写的。

我们认为,新的教学模式之所以能取得初步成功,主要是因为多样化的教学方法和课程设置既同这个时代对英语综合应用能力的要求一致,又尽可能地满足了广大学生不同的学习需求和学习特点。新的教学模式,包括“1+1”教学模式(即一年基础英语 + 一年英语选修课)及强化教学模式,都较好地体现这—个性化教学改革思路。以“1+1”教学模式(目前全校大多数学院采用该模式)为例,学完第一年(第一、第二学期)的基础英语课后,同学们即可在第二学年(第三、第四学期)按照自己的学习需求和特点选学英语选修课,其中第三学期选学 2 门技能类选修课(目前开设大学英语口语、新闻英语、大学英语英汉互译实践与技巧、英语视听说、英语写作、词汇学、基础英语技能和中级英语技能等八门课程,每门课均为周 2 学时),在第四学期选学 1 门应用类选修课(目前开设英美文学选读、英美电影欣赏、商务英语、西方文化、希腊神话与宗教,每门课周 2 学时)。而在以前的教学模式中,四个学期的课程设置均为基础英语(或称大学英语或综合英语,包括听、说、读、写等技能训练),教学内容类似,授课方法也难以多样化。从小学到高中,同学们学习英语已十年有余,这样僵化的教学模式,确实难以激发他们的学习兴趣。

再以强化教学模式为例,大学英语只在第一学年开设,集中强化、分科教学。第一学期每周 8 学时,第二学期每周 6 学时,总学时与“1+1”教学模式相同。这一教学模式将分散在两年的英语学时集中在第一年强化完成,学生的英语综合应用能力会得到较快的提高。对于那些计划在第二学年给学生开设双语课程的学院或专业来说,这种教学模式能较好地满足他们的需求。这无疑也是个性化教学的体现。

不过,新的教学模式虽然取得了初步成功,但仍有不足之处需要改进。例如,词汇教学在新教学模式中成了相对比较薄弱的环节:因为通过一年的强化教学很难系统地完成《大学英语课程教学要求》(以下简称《教学要求》)中规定的一般要求词汇(类似四级要求,共 4538 个单词,其中含中学已学词汇)和较高要求词汇(类似六级要求,在一般要求词汇的基础上再加上 1081 个单词)的教学任务。同样,在“1+1”教学

模式下,由于基础英语只学一年,而选修课(包括技能类选修课和应用类选修课)受课程内容和教学目的的限制,《教学要求》所规定的词汇也很难全部编入一名学生在两年学习期间所要学习的教材当中。《大学英语词汇学习手册》就是为了弥补这一缺陷而编写的。事实上,对于我国现有的任何大学英语教学模式来说,要在一年或两年内帮助学生学好《教学要求》所规定的英语词汇,都决非易事。

新教学模式另一可能的不足之处,是“1+1”模式中选修课学习(尤其是技能类选修课)对全面提高学生英语综合应用能力可能会产生的不利影响。因为虽然有一年的基础英语教学,不少学生听、说、读、写、译等英语综合应用能力并没有达到《教学要求》所规定的目标,而随后的英语技能类选修课就其课程性质和教学目的而言,似乎主要着眼于某一特定语言技能的提高,如口语、阅读等等。如此,《教学要求》所规定的培养学生语言综合应用能力(包括听、说、读、写、译等语言技能)的教学目标如何能得以实现呢?

其实,早在新教学模式实施之前,这一可能存在的矛盾就是相关教学改革试点和教学研究重点关注的对象。从教改试点和教学研究中得出的结论是:这一矛盾是能够被化解的。这是因为,提高某一特定语言技能,当然是新教学模式下一门具体技能类选修课的主要任务,但这远不是该门课程唯一的教学目标。技能类选修课应该在提高特定语言技能的同时,也能带动其它相关语言技能的提高;而其它相关语言技能的提高又有利于特定语言技能的进一步提升。简言之,技能类选修课的教学,既要注重“一专”,又要培养“多能”。在新教学模式过去两年的教学当中,大部分技能类选修课都比较好地实践了这一原则。本次编写的《大学英语口语》、《新闻英语》、《大学英语英汉互译实践与技巧》三种教材,正是为了能在技能类选修课教学中更好地体现这一原则。以《大学英语口语》为例,编者围绕口语学习的需要,设计了听、读、写等教学内容,其目的就是要在提高学生口语能力的同时,也有利于他们听、读、写等能力的提高。语言技能是相互联系的,如果听、读、写等综合能力得不到有效提高,口语能力也难以有实质性的突破。当然,不同的技能课程,“一专”不同,“多能”也各有侧重。按照教学计划,每一名同学要选学两门技能类选修课,提高英语综合应用能力的教学目标应该是能够实现的。这样,下一个阶段的英语应用类选修课教学(其实就是以英语为工具来学习相关知识,进一步提高语言应用能力)才能获得比较满意的教学效果。

最后,需要特别说明的是,目前国内专门针对大学英语选修课编写的教材还不多见,这一类教材建设还属起步阶段。这三本选修课教材,包括《大学英语词汇学习手册》的编写,从内容到形式都有不少新的尝试,加之编者水平所限,不妥之处敬请读者批评指正。本书在编写和出版过程中得到了包括西安交通大学出版社在内的多方支持,编者在此深表谢意。

编者

2006年8月

前 言

《大学英语口语》是大学英语技能类选修课核心教材之一,主要适用于已修完大学英语基础英语,希望进一步提高英语水平、尤其是口语能力的非英语专业本科生。教育部在最新颁发的《大学英语课程教学要求》中明确提出,大学英语教学的主要目的是培养学生综合运用英语的能力,尤其是听说能力,使他们在今后工作和社会交往中能用英语有效进行口头和书面的信息交流。《大学英语口语》就是为了实现这一教学目的而编写的。

本书在编写过程中力图通过英语口语技能的提高来带动英语综合应用能力的全面提升,在着重发展口语能力的同时,兼顾听、读、写等其他技能。每个单元的内容均由听力训练(Listening),口语训练(Speaking)及课后练习(Assignments)三部分构成。听力训练部分提供一篇与主题密切相关的听力文章,用以训练学生听的能力,并使学生熟悉主题,激发学习兴趣,为其后的口语训练做准备。口语训练部分是本教材的重头戏,包含五个语境真实、能激发创造性、难度循序渐进的交际活动。前四个活动通过 Word-Building, Conversation, Describing, Discussion, Showing Opinion, Oral Report, Argumentation, Case Study, Role-Play 等多种形式的练习使学生熟悉各种功能意念的表达,并积累相关词汇,培养准确性、流利性,提升学生的口语表达能力。第五个活动通过一篇可引发学生思考或进行文化比较的文章,引导学生进行深层次的讨论。课后练习部分由 Reading 和 Writing 两个部分组成。Reading 部分提供一篇与主题密切相关的阅读文章,作课外扩展学生知识、积累口语素材之用。Writing 部分可帮助学生巩固所学内容,培养逻辑思维能力,增强口语表达的连贯性。

全书共有十四个单元,内容涉及校园生活、爱情、友谊、个性、性别差异、动物、节日、食物、环境问题、找工作、购物、运动、旅游、出国留学等话题。本书具有以下特色:

1. 选材新颖,内容时尚,融知识性、趣味性为一体;
2. 每个主题围绕功能展开。功能设置符合《大学英语课程教学要求》;

3. 语言输入和输出相结合,比例适当;

4. 每个单元中的交际活动形式多样,难度循序渐进,课堂可操作性强。

本书努力为学生营造良好的口语交际语境,内容丰富,形式多样,有助于拓展学生的思维,并提高他们的交际兴趣。使他们在交流中获取知识,扩大词汇量,增强信心。课后练习的设置使口语课堂得以延伸,有助于培养学生学习英语的自主性。

谨向一切关心和帮助过本书编写的同事和朋友们致以衷心的感谢,并感谢西安交通大学出版社在本教材的编写过程中所给予的指导和帮助。

由于编写时间仓促,编者经验有限,书中难免有疏漏和不妥之处,敬请指正。

编 者

2006 年 8 月

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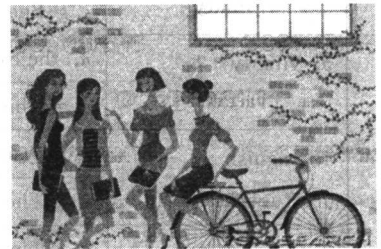
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Unit 1

Campus life

Introduction College years are a time filled with lots of conflicting emotions. There's the excitement of going to new places, meeting new friends and learning new things. There are triumphs and defeats, pains and joys. It is said that the four years of college life is just like this: freshmen don't know that they don't know; sophomores know that they don't know; juniors don't know that they know; seniors know that they know. When many graduates look back on their college life, they find it the most informative time in their life.



In this unit, you are going to:

- understand the happiness and frustration in campus life;
- learn to greet people, introduce people and start a conversation;
- learn to get information in a conversation;
- learn to argue for your opinion;
- learn to compare and figure out preference.

Ways of Expression	
<u>Greeting</u> Hi, How are you? /How's life? /How are things with you? (informal) Good morning/afternoon/evening. (formal) <u>Response to the greeting</u> Very well/Fine/OK/Not too bad/Can't complain, thank you/thanks. And you? It's great/nice to see you again. <u>Starting a conversation</u> Nice day, isn't it? /Horrible weather we are having! Excuse me, may I join in your conversation? / Sorry, I couldn't help overhearing. Did you mention something about...	<u>Introduction</u> Hi. My name is ... /I'm ... (informal) May I introduce myself? / Please allow me to introduce myself. (formal) Bob, meet Mary. / Jean, I'd like you to meet Bob Jones. (informal) John, may I introduce Mark Stewart to you? / Please allow me to introduce Mark Stewart to you. (formal) <u>Response to the introduction</u> Hi, Tom. Nice to meet you. (informal) How do you do? Pleased to meet you/I'm very pleased to meet you. (formal)

Part One Listening

Section A Words and Expressions

Before listening to the recording, become familiar with the following words.

1. invoke [in'vəuk]	<i>vt.</i> to call for assistance, support, or inspiration
	<i>e. g.</i> Watching this movie invokes my memory of my childhood.
2. image ['imidʒ]	<i>n.</i> mental picture or idea
	<i>e. g.</i> She created an image of a successful businesswoman.
3. vitality [vaɪ'tælɪti]	<i>n.</i> the capacity to live, grow, or develop
	<i>e. g.</i> This tree will lose its vitality when badly cut.
4. anguish ['æŋɡwɪʃ]	<i>n.</i> physical or mental pain
	<i>e. g.</i> The patient is in great anguish.
5. accomplishment [ə'kɒmplɪʃmənt]	<i>n.</i> achievement, attainment
	<i>v.</i> A sense of accomplishment often accompanes hard effort.
6. vibrant ['vaɪbrənt]	<i>adj.</i> vigorous, lively, and vital
	<i>e. g.</i> Backstreet boys were challenged by another vibrant singer group.
7. accrue [ə'kru:]	<i>vt.</i> to increase, accumulate, or come about as a result of growth
	<i>e. g.</i> I have accrued 15 days of sick leave.
8. forge [fɔ:dʒ]	<i>vi.</i> to advance gradually but steadily
	<i>e. g.</i> Tom forged ahead through the crowd of people who rushed forward when the train stopped at the station.

Section B Exercises

Exercise I : Multiple Choice

Listen to the passage and then choose the best from the four choices to answer the questions.

- What's the main idea of the passage you have just heard?
 - College students vigorously pursue their academic goals.
 - College students have a very active campus life.
 - College students take pains to live together with other peers.
 - College students have a merry time on campus.
- What comes into people's mind at the thought of college life?
 - Students doing homework at midnight

- B) Boys sweating on the sports field
 - C) Students streaming into the canteen at noon
 - D) Students doing experiments in the lab
3. Which after-class activity is NOT mentioned in the passage?
- A) Competing in contests
 - B) Going to movies
 - C) Attending parties
 - D) Discussing academics and current events
4. How do college students in western countries get money for the tuition?
- A) To ask from parents
 - B) To take out bank loans or government loans
 - C) To work by themselves
 - D) Both B and C
5. What can you get from the passage you have just heard?
- A) College students spend a lot of spare time in the library.
 - B) The campus life in college is full of pains.
 - C) College students are required to learn to get along well with the peers.
 - D) College students had better try their best to organize their study by themselves.

Exercise II : Compound Dictation

Now listen to the recording again and fill in the blanks with the missing information.

Thinking of college life invokes images of busy students studying in the library, with headphones on in listening centers, and (1) _____ scientific experiments in laboratories. This is true of any university student who pursues an education in any higher education (2) _____.

Students usually enter universities at ages 18 or 19 as young adults full of vitality. College life is usually a very active lifestyle. (3) _____ classes, students spend some of their spare time at weekends at the cinema, on the dance floors, on the sports field, traveling, (4) _____ in contests, or discussing academics and current events with their peers. Students usually graduate at ages 22 or 23.

For (5) _____ four years, undergraduates pursue this lifestyle with vigor as well as anguish, and experience the joy of their academic (6) _____.

In every country around the world, college campuses exhibit an (7) _____ of vibrant pursuit of knowledge. As students seek their educational goals, (8) _____. The community spirit of college life is active and engaging.

Comparable to all these preparations and activities is the cost of education. In most western countries (9) _____. While the cost may be high, the joy accrued from such endeavors is long lasting. We must always determine (10) _____

_____ and then forge ahead to achieve our life's dreams.