

北京市普通高等学校教育教学改革试点项目成果

大学英语听·说·写系列教材

College English Listening, Speaking, and Writing

总主编：李宝琨

副总主编：徐光忠

# 大学英语·说

## College English · Speaking

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宫海荣



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藏书章

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# 前 言

大学英语听·说·写系列教材是北京市教委支持的“北京市普通高等学校教育教学改革试点项目”之一——“大学英语教学模式改革的研究与实践”的成果，由北京市多所大学合作编写。

传统的大学英语教学以阅读为主体，而当代社会对大学生英语听说写能力的要求日益提高。这套教材就是为适应这一新的形势而编写的。

本教材按《大学英语教学大纲（修订本）》对听说写的新要求编写，但不拘泥于教学大纲。作为一个系列，这套教材有三个分册：《大学英语·听》、《大学英语·说》、《大学英语·写》，供大学英语1~4级阶段教学使用。在总的要求下，听、说、写各成体系，分别编写，可单独使用，也可配套使用。每个分册均为40单元，约需40学时，相当于每级10学时，可以分级使用，也可集中使用。教学内容紧密结合大学生活，同时兼顾社会日常话题，具有较强的实用性。教材所用材料取材于近期国内外书刊，在必要时作了适当的修改。选材注意做到语言规范、难易适度、有时代感、生动活泼、趣味性强。听、说、写能力的培养各有侧重，又同时服务于提高学生的总体语言水平。本教材也注意兼顾学生参加有关测试的要求。

大学英语听·说·写系列教材由北京航空航天大学李宝琨担任总主编，北京工商大学徐光忠担任副总主编。《大学英语·听》由北京科技大学李维佳任主编，北京科技大学王小萍、北京联合大学商务学院王永杰任副主编，北京科技大学刘亚明、潘红英、潘淑娟参加编写。《大学英语·说》由北京航空航天大学朱乐奇任主编，北京工商大学张政任副主编，北京航空航天大学李凤华、郭巍、唐进宇、郑飞、周欢、官海荣、北京工商大学杨文彦参加编写。《大学英语·写》由中国人民大学田育英任主编，中国人民大学张玉荣、庞建荣、李丽颖、张秋成参加编写。北京市“大学英语教学模式改革的研究与实践”项目组成员院校（北京商学院、北京建工学院、北京联合大学文理学院、中国人民公安大学）的同志参加了对本教材的编写原则、指导思想、编写方案的讨论，提出了许多宝贵意见。

澳大利亚 Curtin University of Technology 对这套教材的编写给予了大力支持。该校的国际英语中心主任 Andy Kirkpatrick 教授担任这套教材的顾问并审阅了教材的初稿。在教学改革研究和教材编写过程中，北京市许多学校的专家和教师也都给予了极大的关心和支持。在此，我们一并表示衷心的感谢。

由于时间紧迫、经验不足，教材中一定会有不少错误和疏漏，欢迎批评指正。

编者

2000年7月

## 《大学英语·说》使用说明

《大学英语·说》共有40个单元，每单元包括5个部分。

第一部分 **Practice Your Tongue** 含15个句型，这15个句型都与该单元话题紧密相关，是围绕该单元话题而展开的情景中较为典型的英文句子。因此，这一部分是整个单元的核心和教学的重点。

第二部分 **Widen Your Mouth** 为替换练习，被替换的有单词、词组和句子。这部分是第一部分的延伸和拓展。编写这部分的目的是为了强化和巩固第一部分中的15个句型，提供更多的语言信息。在教学过程中，这部分可与第一部分结合进行。

第三部分 **Talk to Each Other** 为对话，一般含二到三段简短对话。对话紧扣每单元话题，且部分或全部包含第一部分的15个句型，使个个独立的句型有了依附，为课堂教学提供了生动活泼的情景，为情景教学和交际练习提供了条件。在操作上，教师可将学生分成若干小组实施教学。

第四部分 **Tell a Story** 为短文。这些短文取材于近期国内外书刊，语言浅显上口，内容风趣幽默。每篇短文后安排了问答及口头复述练习，以便学生进行口语练习。

第五部分 **Exercises** 主要包括以下练习：

I. 造句：该练习涉及的词语均出自每单元的重点词与词组，这样，在做口头造句的同时可巩固每单元中所学的内容。

II. 完成对话：这部分练习是让学生依据具体语境来填入合适的词组或语句，使学生能够在语篇水平上来理解和使用语言。这部分练习一般包含20个左右的填空，教师可在课堂或课外安排学生练习。

III. 翻译：这部分练习以每单元的话题为基础，要求翻译的内容是该单元已经出现过的或在该话题下可能出现的词组或语句，因此，这部分练习实质上是对课文的补充。

本书配有录音磁带及教师用书，供参考使用。

编者

2000年7月

# Contents

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<b>Unit 1</b>	Greetings and Introductions	1
<b>Unit 2</b>	In the Classroom	9
<b>Unit 3</b>	Showing a Freshman Around the Campus	18
<b>Unit 4</b>	Choosing a Course	26
<b>Unit 5</b>	In the Dormitory	34
<b>Unit 6</b>	At the Library	42
<b>Unit 7</b>	Doing Morning Exercises	50
<b>Unit 8</b>	Visiting a Professor	59
<b>Unit 9</b>	Talking about Exams	68
<b>Unit 10</b>	At an English Corner	76

---

<b>Unit 11</b>	Military Training	85
<b>Unit 12</b>	Part-time Job	95
<b>Unit 13</b>	A Job Interview	104
<b>Unit 14</b>	In a Canteen	113
<b>Unit 15</b>	Summer Vacation	121
<b>Unit 16</b>	Weather	130
<b>Unit 17</b>	At the Post Office	138
<b>Unit 18</b>	Making a Phone Call	146
<b>Unit 19</b>	Shopping	154
<b>Unit 20</b>	At a Bank	163

---

<b>Unit 21</b>	The Christmas Party	173
<b>Unit 22</b>	Sports and Exercises	182
<b>Unit 23</b>	Watching TV Programs	191
<b>Unit 24</b>	In the Hospital	199



---

<b>Unit 25</b>	Browsing the Web	208
<b>Unit 26</b>	Commenting on the World Cup	217
<b>Unit 27</b>	Seeing a Friend Off	226
<b>Unit 28</b>	Pop Music	234
<b>Unit 29</b>	Going to the Cinema	242
<b>Unit 30</b>	Talking about Professors and Classes	250

---

<b>Unit 31</b>	Talking about Traffic	260
<b>Unit 32</b>	Making an Appointment	269
<b>Unit 33</b>	Asking for and Offering Help	278
<b>Unit 34</b>	Getting Information and Directions	287
<b>Unit 35</b>	Complaining and Apologizing	296
<b>Unit 36</b>	Talking about Appearance	304
<b>Unit 37</b>	Likes and Dislikes	313
<b>Unit 38</b>	Going on an Outing	322
<b>Unit 39</b>	Agreeing and Disagreeing	330
<b>Unit 40</b>	Showing Courtesy	339

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# 1 Unit

## Greetings and Introductions

### Part One

### Practice Your Tongue

**Listen to the following sentences on the tape and practice saying them fluently.**

1. Hello, John, how are you?
2. Fine, thank you, and you?
3. Not bad. How are things with you?
4. How is Michael? Is he well?
5. Nice day, isn't it?
6. I haven't seen you for ages. What's up?
7. You look great today.
8. Let me introduce myself. I'm Jenny Brown.
9. Jenny, I'd like to introduce you to Professor Brown.
10. Jenny, this is Professor Brown, our literature teacher.
11. Pleased to meet you.

12. You are welcome to my class.
13. We've heard a lot about you.
14. We've been dying to meet you for a long time.
15. See you later.

## **P**art Two

## Widen Your Mouth

Substitute the bold-faced part of the sentence with one of the alternative words or expressions listed below.

1. Hello, John, how are you?

☆ Hi                      ☆ Good morning                      ☆ Good afternoon

2. Fine, thank you, and you?

☆ Very well                      ☆ Same as ever                      ☆ Just so-so

3. Not bad. How are things with you?

☆ are you doing                      ☆ are you getting on                      ☆ 's everything

4. How is Michael? Is he well?

☆ all right                      ☆ O.K.

5. Nice day, isn't it?

☆ Lovely weather                      ☆ Nasty weather

6. I haven't seen you for ages. What's up?

☆ new                      ☆ happening                      ☆ going on

7. You look **great** today.

☆ wonderful      ☆ terrific      ☆ beautiful

8. Allow me introduce myself. I'm Jenny Brown.

☆ My name is John Smith  
☆ I'm David Baker from Oxford University

9. Jenny, I'd like to introduce you to Professor Brown.

☆ you to meet Professor Brown

10. Jenny, this is Professor Brown, our literature teacher.

☆ Mr. Blake, our English teacher  
☆ Dr. Jones, head of the English Department

11. Pleased to meet you.

☆ Glad      ★ make your acquaintance  
☆ Happy  
☆ Delighted

12. You are welcome to my class.

☆ my lecture      ☆ our English evening      ☆ our dancing party

13. We've heard a lot about you.

☆ been told such a lot

14. We've been dying to meet you for a long time.

☆ wanting to meet      ☆ looking forward to meeting

15. See you later.

☆ See you.

☆ Bye-bye.

☆ So long.

☆ Good night.

## Part Three

## Talk to Each Other

Practice the model dialogues in pairs.

**A**

Fred: Hello, John. How are you?

John: I'm fine, thank you. And you?

Fred: Not bad, thanks. How are things with Mary and Helen?

John: Everything's fine, thank you. See, Professor Brown is coming.

Fred and John: Good morning, Professor Brown.

Prof. Brown: Good morning, John.

John: Professor Brown, let me introduce Fred Marker to you. He is from Australia.

Prof. Brown: Glad to meet you. You are welcome to my class.

Fred: Glad to meet you, too. I've heard a lot about you.

Prof. Brown: I will be happy if I can help you. Now it's almost time for class.

**B**

Joe: Hello, Mary. How are you?

Mary: Not bad, thanks. What's up? I haven't seen you for ages.

Joe: I'm busy these few days preparing for my course exam. How is everything with you?

Mary: Thank you. I'm pretty good. Glad to meet you again. You are looking terrific in that jacket.

Joe: Really? Thank you.  
 Mary: By the way, are you going to the post office?  
 Joe: No, I'm going to the library. How about you?  
 Mary: I'm heading for the post office. See you later.  
 Joe: See you.



Maria: Good morning, Mr. Johnson.  
 Johnson: Good morning, Maria. How are you?  
 Maria: Pretty well, thank you. And you?  
 Johnson: Same as ever, thanks. A nice day, isn't it?  
 Maria: Yes, it is. It's nice to take a walk in such fine weather.  
 Johnson: I suppose you are awfully busy now.  
 Maria: Well, actually not. We just finished our final exam yesterday. Our summer vacation starts tomorrow.  
 Johnson: Gee! How long is your vacation?  
 Maria: Almost two months.  
 Johnson: Good heavens! I hope our holiday will be as long as yours.

## Part Four

## Tell a Story

**Read the passage and then do the exercises following it.**

### Life in 1999

Hello. My name is Lara, and I want to tell you about my life. It is 1999 now, and I am nine years old. I live in a small city, and my father and mother ride bicycles to work. We have a garden, and we grow almost all of our vegetables. There are community gardens in every neighborhood also. These gardens used to be parking lots, but now there are almost no cars, so this land is used for gardens. The air is much cleaner now than it used to be according to my parents. They tell me that the cars caused a lot of pollution in the old days. Also my

parents say that children are healthier now than they used to be. They play outside more. And they don't watch television as much. Most people don't even have televisions and the ones who do watch only for a short time each day because electricity is carefully restricted. We do not have central heating. But we stay warm enough in the winter because we dress warmly in the house. In general, I think that our life is healthy and good. I am sure that children have as much fun now as they ever did — maybe more! Who knows?

### Drills on the passage

※ *Answer the following questions.*

1. Who, where and when is the story about?
2. How old is the girl?
3. What are there in every neighborhood?
4. Are the children healthier now? Why?
5. Why don't people watch television as much?
6. What did the community gardens use to be?
7. What's the air like now and in the old days?
8. Say something about how electricity is carefully restricted.

※ *Retell the story in your own words.*

## Part Five

## Exercises

### I. Make sentences with the following words and phrases.

1. introduce
2. head for
3. look forward to

### II. Complete the following conversations.

1. A: Hello, Frank. \_\_\_\_\_?  
B: Fine, \_\_\_\_\_. And you?



A: \_\_\_\_\_, I stayed up very late last night.

B: Why?

A: Since I was absent last time, I had to \_\_\_\_\_ the lesson I missed.

B: No wonder you look \_\_\_\_\_.

A: If I \_\_\_\_\_ during the class today, please wake me up.

B: \_\_\_\_\_, I will. Our teacher is going to teach us a new lesson. It is very interesting. Here comes the teacher: \_\_\_\_\_, Mr. Brown.

2. A: Good morning, Mary. How are you?

B: \_\_\_\_\_. Are you well, John?

A: I'm very well, thanks. How is Jane?

B: \_\_\_\_\_, thanks.

A: See you tonight, Mary.

B: \_\_\_\_\_, John.

3. A: I'm John Smith. Are you Bill Jones?

B: \_\_\_\_\_. How are you?

A: Fine thanks. Are you well this morning?

B: \_\_\_\_\_.

A: Is Helen well?

B: \_\_\_\_\_, Helen and I are fine this morning.

A: See you tomorrow.

B: \_\_\_\_\_.

4. A: \_\_\_\_\_, Maria.

B: Good morning, Helen.

A: \_\_\_\_\_ this morning?

B: I'm very well, thank you. And how are you?

A: \_\_\_\_\_? \_\_\_\_\_?

B: She is fine, thank you.

5. A: \_\_\_\_\_, Anna.

B: Oh, good morning, Mr. Palmer. How are you?

A: \_\_\_\_\_. I think I'm catching the flu.



B: Oh, I'm so sorry. I hope you'll feel better soon.

A: \_\_\_\_\_.

### III. Translate the following dialogue into English.

A: 嗨! 你好吗, 怀特小姐?

B: 我很好, 谢谢你。你呢?

A: 很好, 谢谢。玛丽和约翰一切都好吗?

B: 他们一切都好, 谢谢。

A: 再见, 怀特小姐。

B: 再见, 史密斯先生。

### IV. Role Play

*Work in pairs or small groups, build conversations according to the following situations.*

1. You meet a friend who has been ill for a week. Greet him or her.
2. In the street you bump into an old friend by chance. Greet him or her.
3. You are with a friend of yours in a restaurant. One of your teachers comes in. They do not know each other. Introduce them.

# 2

Unit

## In the Classroom

### Part One

### Practice Your Tongue

**Listen to the following sentences on the tape and practice saying them fluently.**

1. Good morning, ladies and gentlemen. Today we'll take up Unit 2.
2. I'm sorry I'm late. My watch is five minutes slow.
3. I beg your pardon. I didn't quite follow you.
4. Would you please say the word in English again?
5. I have much difficulty with my spelling.
6. I find it extremely difficult to learn all the materials.
7. One or two things should be noticed about this unit.
8. I'm afraid you're wrong there.
9. Professor Smith, may I ask a question about the text?
10. I have prepared a story to tell today. Can I do it now?
11. This text tells us of the importance of being honest.

12. The central idea of this paragraph can be summarized as follows.
13. I'd like to make a comment on this text.
14. The third word in the last line but one illustrates the point quite well.
15. What's the assignment for today?

## **P**art Two

## Widen Your Mouth

**Substitute the bold-faced part of the sentence with one of the alternative words or expressions listed below.**

1. Good morning, ladies and gentlemen. Today we'll take up **Unit 2**.

☆ Chapter 1                      ☆ Section 3                      ☆ Lesson 5

2. I'm sorry I'm late. **My watch is five minutes slow.**

☆ Something went wrong with the bus.                      ☆ I overslept.

3. I beg your pardon. **I didn't quite follow you.**

☆ I failed to get everything you said.                      ☆ I missed the first part of the story.

4. Would you please **say the word in English again?**

☆ play the tape once more                      ☆ describe it in detail

5. I have much difficulty with **my spelling.**

☆ pronunciation                      ☆ grammar                      ☆ walking

6. I find it **extremely difficult** to learn all the materials.

☆ very important                      ☆ quite necessary