



随书附光盘一张

实用英语

口语教程

主编 林 艳 邬蔚群



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实用英语口语教程

主 编 林 艳 邬蔚群
副主编 龙云飞 李梦莉 冯序颖
审 校 Graham Bates 王雅刚

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内 容 简 介

全书按主题分成16个单元,每单元包括目标设定、文化注释、听听说说、阅读与讨论、口语活动、词汇宝典、交际策略、总结评估、开心一刻共9个栏目,所涉及的主题涵盖校园生活、娱乐、生活的艺术、旅游、爱情与婚姻、求职等学生关注的问题。全书集实用性和趣味性于一体,适用于地方综合性高等院校各学科非英语专业的本科生、硕士研究生、MBA研究生和以同等学力申请硕士学位的研究生,也可供有相应英语基础的读者自学口语之用。

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前 言

《实用英语口语教程》是根据英语教学的实际需要所编写的口语教程,主要适用于地方综合性高等院校各学科非英语专业的本科生、硕士研究生、MBA 研究生和以同等学力申请硕士学位的研究生,也可供有相应英语基础的读者自学英语口语之用。本书主要编写指导思想强调学生听说能力的培养,注重教材的实用性和趣味性,同时尽可能地满足学生的实际需要,培养具有创新精神、能为地方经济建设服务的具有较高英语水平尤其是英语听说能力的复合型人才。

全书按主题分成 16 个单元,每单元包括 9 个栏目,具体包括目标设定、文化注释、听听说说、阅读与讨论、口语活动、词汇宝典、交际策略、总结评估、开心一刻共 9 个栏目。其中,口语活动是每个单元的重点,主要围绕教学主题设计教案化的口语活动,所有的交际活动设计过程化,最大限度地减轻教师备课、查询资料及设计活动的负担。活动设计遵循加涅的学习与记忆的信息加工模型理论,按照“引起注意、告知学习者目标、激活相关的原有知识、呈现刺激材料、提供学习指导、引发学习行为、提供反馈、评估学习行为和促进记忆与迁移”等 9 个教学事件设计课堂教学过程。

全书所涉及的主题涵盖校园生活、娱乐、生活的艺术、旅游、健康、爱情与婚姻、节日、人与自然、文化差异、时尚、人际关系、社会问题、饮食文化、网络与计算机、求职、中国及其发展这些学生关注的问题。

每个单元包括 9 个栏目:

- 目标设定(Setting Goals)主要明确各单元应掌握的知识与技能;
- 文化注释(Culture Notes)为学习者提供语言和文化背景知

识;

- 听听说说 (Listening and Speaking) 部分精选真实的新闻、广播、演讲、辩论、采访录音、故事等语言材料,为读者提供地道的语音输入和口语活动素材;
- 阅读与讨论 (Reading and Discussing) 精选短小隽永、不同题材的阅读材料并以此为素材展开讨论;
- 口语活动 (Activity Bank) 遵循“情境+兴趣+应用”的设计原则,提供可操作性强并符合学生认知规律的丰富多样的交际活动;
- 词汇宝典 (Word Power) 提供相关词汇、固定表达法等语言知识;
- 交际策略 (Communicative Skills) 为读者提供系统的较高层次的口语交际意念功能;
- 总结评估 (Checking Your Progress) 帮助学生通过自我表现检测评估自己的学习情况;
- 开心一刻 (Happy Moment) 提供有趣的语录以抛砖引玉,展开释义、背诵或讨论等活动。

本书的编写特色为“以主题为线索,以语言功能为导向,以培养和发展学生的英语交际能力为宗旨”。具体包括:

1) 以学生为中心,激发学生的学习需求,将学生由被动的语言知识灌输对象变成课堂教学活动的积极参与者,充分调动学生积极性。

2) 为口语输出提供真实而有意义的语言材料,通过情景会话、串讲故事、角色扮演、游戏、看图说话、抢答、辩论、讨论等活动丰富和加强语言输入;将语音、词汇等语言知识,听力、阅读、口语、协作等语言技能融会贯通,以提高语言综合运用能力。

3) 教材教案化,所有的板块及交际活动设计过程化,最大限度地减轻教师备课、查询资料及设计活动的负担。活动设计遵循加涅的学习与记忆的信息加工模型理论,即课堂教学过程包括“引起注意、告知学习者目标、激活相关的原有知识、呈现刺激材料、提供学习指

导、引发学习行为、提供反馈、评估学习行为和促进记忆与迁移”等 9 个教学事件。

4) 细化教学目标并进行过程自我测试管理,以便学生监测自己的学习进展情况。

5) 巧妙传播语言文化知识,使学生学习理解和尊重不同的文化。

6) 倡导学习的革命,在教学活动的设计中体现自主学习、合作学习及研究式学习等先进的教学理念。

本教程是集体智慧的结晶。林艳负责第 1 单元 Campus Life 第 6 单元 Love and Marriage、第 12 单元 Social Problems、第 15 单元 Job Hunting 的编写修订和全书的统稿;邬蔚群负责第 3 单元 Philosophy of Life、第 7 单元 Festivals and Customs、第 10 单元 Fashion、第 11 单元 Interpersonal Relationship 的编写修订;龙云飞负责第 2 单元 Entertainment、第 4 单元 Traveling、第 9 单元 Culture Shock 的编写修订;李梦莉负责第 5 单元 Health、第 8 单元 Man and Nature、第 13 单元 Catering Culture 的编写修订;冯序颖负责第 14 单元 Computer and the Internet、第 16 单元 China and its Development 的编写修订。王雅刚老师审校了初稿;外籍专家 Graham Bates 认真审校了全稿并高度评价本书的设计思想。

在本书编写过程中,我们参考了大量国内外出版的口语教材,广泛吸收了这些教材的精华,并结合实际进行了新的尝试。恳切希望广大同行、专家、读者的批评和指正。

编者

宁波大学杏琴园

2007 年 1 月

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Unit 1 Campus Life

Setting Goals

In this unit you are going to learn how to:

- Overcome confusion and frustration at the beginning of school.
- Communicate about academic procedures and requirements.
- Develop your critical thinking competence on hot issues relevant to

campus.

- Enlarge vocabulary and grammatical patterns in describing campus life.
- Express your agreement and disagreement on a certain issue.

Culture Notes

◆ Campus Life

Campus as in China are like society where you can meet people coming from different parts of the country, and here, in addition to the on-campus residences and dining halls, which are generally considered to be obligatory, you can enjoy all the services in society: banking, infirmary for ailments, laundries, post office and repair shops for computers, radios, watches, bicycles, shoes, etc. Some are run by students. During weekends students can see films and watch plays separately in on-campus cinemas and theaters. Students are also well provided with various sports facilities on campus such as a swimming pool, standard sports fields and football grounds, basketball, volleyball, tennis and badminton courts.

There are various on-campus organizations: student unions, journalists' associations, photo associations, basketball associations, tourist associations.

These make campus life very colorful. Students can choose to apply for membership based on their own interests. Many activities are conducted each semester especially in two vacations.

◆ **Universities in the World**

Universities in the rest of the world are somewhat different from those in China. Take some universities in the Western countries for example. Although most universities are run on a semester system offering classes in the fall and spring, some universities observe a quarter system composed of fall, winter, spring, and summer quarters. The academic year, September to June, is divided into three eleven week quarters beginning in September, January, and March. The summer quarter, June to August, is composed of shorter sessions of varying length. Students may take advantage of the opportunity to study all year round by enrolling in all four quarters. Most students begin their programs in the fall quarter, but they may enter at the beginning of any of the other quarters.

◆ **Method of Instruction**

The common method of instruction is a lecture, the traditional classroom experience. Seminars and group discussions are also common methods of instruction, sometimes more than the lectures depending on course requirements. Such methods are commonly used because they challenge both the student's reasoning and organization. Students have to prepare many oral or written presentations which play an important part in the student's overall grade.

Apart from lectures, seminars and group discussions, teaching is done by means of the "tutorial system". Usually at set intervals, each student goes to his or her tutor's office to read an essay which he or she and the tutor then discuss. It is regarded as a good way to encourage independent thought and judgment.

◆ **Get to Know Your Resident Assistant**

Many students have to find living accommodation away from the campus because not all the students can live on campus. In many European universities, there is a resident assistant for you if you are lucky to live on campus. Getting to know your resident assistant is a must if you are living in a dorm. They are student advisors to campus life, can give you great insight on classes

and professors, and can be good help and intervention with troublesome room-mates.

Listening and Speaking

Directions: Listen to the following passage titled **High School and College Reunions** and try to finish the following exercises.

Task 1: Spot Dictation

1. Reunions are a chance to _____, briefly, to relive days fresh out of school. There are _____, _____, _____. In any given year, thousands of Americans attend a high school or college reunion.
2. Her plan required several _____ and at least forty _____. But it was worth the time. The women _____ where they had lived while in high school. They remembered each other's _____. They _____ late for two nights as they _____ about their lives. It was like they were girls again.

Task 2: Discussion

Directions: Work in groups of four. Discuss the following questions.

1. Have you ever attended a high school or college reunion? If yes, please describe the occasion you reunited with your classmates.
2. What is the significance of high school and college reunion? Will you hold a postgraduate reunion after your graduation?

Task 3: Role-play

Directions: Work in groups of four. Role-play the high school reunion of the woman from Bethesda, Maryland in this article.

Reading and Discussing

Jose is a student at a college in an urban area. During his first two semesters he did very well. At the beginning of the third semester he was admitted to a special pre-med program. If he completes the program successfully, he will be guaranteed admission to a good medical school. He will be able to study to become a doctor.

Jose lives at home with his mother, father and two younger brothers. His mother and father have full-time jobs and Jose works part time in a restaurant to help with the family finances. Several weeks ago, Jose's mother began feeling sharp chest pains. When she went to a doctor, he told her that she would need heart surgery and would have to give up her job for at least one year.

Faced with large medical expenses and the loss of almost half of the family's income for the next year, Jose's father wants him to drop out of school and go to work full time to help the family. Jose loves his family very much, but if he drops out now he will lose an entire semester's credit, and may even lose his place in the pre-med program. He doesn't know what to do. He speaks to his fianc e, Maria, who urges him to remain in school, since to withdraw now will place his entire future in danger. He also speaks to his cousin, Carlos, who tells him that his first duty is to help his family get through the difficult times ahead.

What should Jose do?

Task 1: Story-retelling

Directions: Work in groups of three to five and retell the story among the group members without looking at the book. Remember to follow a chronological order of events.

Task 2: Expressing Your Views

Directions: Whom do you support, Maria or Carlos? Present your views and list your reasons in the following table.

Maria	Your views	Reasons
Carlos	Your views	Reasons

Task 3: Role-play

Directions: Work in groups of five to play the role of Jose, Maria, Car-

los, and Jose's parents. The rest of the class will be divided into two groups of coaches, one to advise Maria, and the other to advise Carlos. They must provide Maria and Carlos with arguments to use in the upcoming family discussion and provide solutions to the problem if possible.

Activity Bank

Warm Up: Get familiar with Your Campus

Directions: In groups of three, draw a map of your university campus. Locate the three major areas on your map.

Study & research area

The teaching building (language lab, the teachers' office, auditorium, amphitheatre, closet), administrative building (finance office, teaching affairs office, personnel office), library (computer center, reading room.)

Sports & recreation area

Gymnasium, basketball court, football field, skating rink, tennis court, swimming pool, theatre, cinema.

Residential area

Dormitory, boiler-house, bicycle parking lot, bank, restaurant, supermarket, barber's shop, tailor's shop, laundry, snack bar, bookstore, clothing store, tea house, repairing house, post office, flower shop, nursery, school hospital, garage, dining hall.

Describe the facilities and services in the three areas. Visual aids (e. g. , a map) are encouraged to use in your dialogue. Present your work in class.

Activity 1: Share Your Feelings

Directions: Work in pairs and make up dialogues about your personal experiences in this university. The following topics may serve as guidelines.

- Reasons why you choose this university to further your study.
- Your feelings on the first day at university and why you felt so.

Strong points of this university: prestigious, large, quiet and beautiful...

Weak points of this university: far from downtown, inconvenient...

Then select from the following box some positive adjectives and negative adjectives to describe your feelings (Or you can come up with some adjectives of your own).

Adjectives that describe positive feelings:

- | | | | |
|---------------|------------|-------------|-------------|
| 1. confident | 2. happy | 3. excited | 4. relieved |
| 5. fascinated | 6. relaxed | 7. inspired | 8. cheerful |

Adjectives that describe negative feelings:

- | | | | |
|-----------------|-------------|--------------|------------|
| 1. disappointed | 2. restless | 3. terrified | 4. anxious |
| 5. embarrassed | 6. nervous | 7. hesitant | 8. puzzled |

Activity 2: Problem Solution: Graffiti

Directions: It's nothing strange that students write or draw on desks. Some people call it desk literature but others think of it as a problem. Work in groups of five and discuss the following questions:

1. What is your opinion of it?
2. Why do you think students tend to scribble on the desks?
3. How can the university solve the problem?

Useful words and expressions:

- | | | |
|--------------------------|-------------------------------------|------------|
| scribble | graffiti | impulsive |
| public property | outlaw | subculture |
| school regulation | come out spontaneously | |
| a bunch of random colors | speaking out and expressing oneself | |
| call for tough penalties | | |

Activity 3: Investigation and Discussion

Directions: Students investigate how many clubs there are at the university and what kind of student groups they are. Interview students in the class and find out their interests; then discuss aspects of joining in a club. Discuss the relationship between clubs and university culture:

What makes this particular club a good or interesting organization?

What did you learn from joining in this club?

What skills did you practice in this club?

What is the weakness of the club?

How would you make this project better?

Useful words and expressions:

Clubs for politics, academics, community service, intramural sports, chess club, martial arts, computer club.

Activity 4: Improve Education System

Directions: Work in groups of five. Suppose you work for the Ministry of Education. Discuss the ways in which the Chinese education system could be improved and suggest ideas on how to go about doing this. Several groups will make a presentation to the rest of the class about the ways in which the Chinese education system could be improved.

Activity 5: Small Speech in Public: How I spend My Postgraduate Life

Directions: Have a one-minute speech introducing how you spend your three-year postgraduate life. Follow these steps when you talk.

- At the beginning of your speech:
Greet the audience
- Introduce:
 - Your name, major, interests present address,...
 - How you plan to spend your postgraduate life.
- At the end of your speech:
Thank the audience

Assignment: Research Project: Universities in the World

Directions: Individually or in small groups, create a two-minute presentation on one of the prestigious universities in the world and then present your work in class aided with slides. Your presentation should contain the following information:

1. Name of the university
2. Location
3. Climate
4. Transportation
5. The characteristics of the university
6. Get ready to answer three questions from the other groups.

Word Power

学分制	the credit system
多学科的	multi-disciplinary
学术报告会	symposium
研究小组; 讨论会	seminar

高等教育	higher/ tertiary education
文科大学	university of liberal arts
理工科大学	college/ university of science and engineering
职业技术教育	vocational and technical education
综合性大学	comprehensive university
师范大学	normal university; teachers' university
工业大学	polytechnical university
农业大学	agricultural university
医科大学	medical university
音乐学院	conservatory of music
中医学院	institute of traditional Chinese medicine
分校	branch school
教学人员	the faculty; teaching staff
客座教授	visiting professor; guest professor
母校	Alma Mater
校友	alumnus; alumna
学生会	students' union/ association
走读生	day student; non-resident student
住宿生	boarder
旁听生	auditor
研究生	graduate student; postgraduate
公开课	open class
必修课	required/ compulsory course
选修课	elective/ optional course
基础课	basic course
专业课	specialized course
课程表	school timetable
课外活动	extracurricular activities
课外辅导	instruction after class
五分制	the 5-grade marking system
百分制	the 100-point marking system
成绩单	school report; report card; transcript
学习成绩	academic record; school record
毕业实习	graduation field work

毕业典礼	graduation ceremony; commencement
毕业证书	diploma; graduation certificate
授予某人学位	to confer a degree on sb.
补考	make-up examination
奖学金	scholarship
(国家)助学金	(state) stipend/ subsidy
领取助学金的学生	a grant-aided student
学费	tuition (fee)
伙食补助	food allowance
专科学位	A. S. (an associate degree)
本科学位	B. A. (a bachelor's degree)
硕士学位	M. A. (a master's degree)
博士学位	PhD (Doctor of Philosophy)
双专业	a dual major
教务处	the teaching affairs office
财务处	the finance office
学生服务中心	the students' service center
教学大楼	the classroom building

Communicative Skills

Agreement and Disagreement

Communicative skill	Expressions
Expressing agreement	I guess you are right.
	I think so, too.
	I couldn't agree more.
	I suppose that's true.
	I agree entirely with your view.
	I quite agree with you on that
Expressing disagreement	I can't agree.
	Don't be so silly.
	I wouldn't say that.
	I don't like the idea at all.
	I hate to disagree with you, but
	I wish I could agree with you, but...
	I'm afraid I can't agree with you there

Checking Your Progress

Oral Proficiency

Consider your own abilities and use the key to make a profile of yourself.

KEY: I can do this perfectly= 5

I can do this quite well= 4

I can't do this very well= 3

I need to be able to do this better= 2

I don't need to be able to do this= 1

- ___ general conversation with native speakers
- ___ general conversation with non-native speakers
- ___ delivering speeches
- ___ interaction in debate
- ___ supporting ideas with evidence or reasons
- ___ using effective communicative strategies
- ___ organizing related ideas
- ___ using a variety of sentence structures
- ___ participating in discussion
- ___ contributing ideas and suggestions

Learning Contract

Refer back to the worksheet you completed on your language ability. From the list make a selection of language skills you would like to work on in self-assessment. Remember to consider how much time you will be able to spend on self-access each week, and do not be overly ambitious. You can re-plan your learning contract at any time.

Time I have available to work on self-access each week= _____ hours.

I plan to do self-assessment work during the following times each week.

	morning—from/ to	afternoon—from/ to	evening—from/ to
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			