



iCourse · 课程
大学英语应用类课程系列



英语口语新教程： 成功交流

主 编 孙倚娜 黄 婷

Successful Oral Communication in English

高等教育出版社



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《英语口语新教程：成功交流》

主 编：孙倚娜 黄 婷

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总序

进入21世纪,我国的教育发展和国际交流对大学生应用英语从事跨文化交际活动和解决实际问题的能力提出了更高的要求。苏州大学的大学外语教学团队在反思传统教学经验的基础上,深入研究国内外外语教学前沿理论和成果,理论联系课堂一线教学实际,积极展开英语教学改革实践,于2003年建设了由“英语高级口语”“英语写作与翻译”“英语报刊选读”“影视英语”“跨文化交际”“中国地方文化英语教学”六门课组成的“大学英语应用类课程”。五年内,有数千名学生选修了这些课程,实际教学效果甚好。该系列课程于2009年获得“国家精品课程”称号。

近年来,我国信息技术高速发展,一个全新的外语教学模式正在形成。为了满足当代大学生对“互联网+”条件下的学习需求,我们依托教育部的“爱课程”网站,进一步完善了对国家精品课程——“大学英语应用类课程”的建设,从教学重点和难点、知识点和能力点、教学录像和教学课件等多方面大大完善了该课程体系的数字化资源的配套建设,为更多的在校大学生和社会英语学习爱好者提供了优质、方便的网络学习资源,更好地履行了高校服务社会的职责。由于“大学英语应用类课程”的优质共享资源建设成果突出,产生了积极的社会影响,于2016年荣获教育部第一批“国家精品资源共享课”称号。

教育部大学外语教学指导委员会最新研制的《大学英语教学指南(送审稿)》指出大学英语的教学目标是“培养学生的英语应用能力,增强跨文化交际意识和交际能力,同时发展自主学习能力,提高综合文化素养,使他们在学习、生活、社会交往和未来工作中能够有效地使用英语,满足国家、社会、学校和个人发展的需要”。为落实该《指南》精神,我们进一步反思了关于国家精品资源共享课程——“大学英语应用类课程”的建设问题。为积极推进大学英语教学与信息技术的深度融合,及时为学习者提供线上线下个性化、多样化、便捷化的“互联网+”学习条件,我们的课程团队专门组织编写并出版了与数字课程相配套的纸质教材,目前共涵盖5门课程的5本教材:《英语口语新教程:成功交流》《大学英语写作与翻译:生成及其转换》《英语影视欣赏》《跨文化交际与地球村民》以及《中国特色文化英语教程》。

该系列教材的编写理念充分体现了工具性与人文性统一的大学英语教学理念和目标，具有如下三方面的特色：

- 教材充分发挥“互联网+”信息技术优势，尤其是充分发挥移动互联网信息技术特长，电子教案、视频材料、二维码等呈现形式充分支持课堂内外、线上线下、微课、翻转课堂等多元教学方法、教学手段和教学环境的应用，有利于教师有效地实施混合式教学模式，促进学生主动学习能力和合作学习能力的发展。

- 教材题材和体裁广泛，课文取材即体现语言的经典性，又不乏时效性，所承载的信息既体现了全球化特色又突显了地方风格，尤其注重向世界传播中国地方文化精华和人文风貌。

- 教材的课文以及练习设计充分遵循外语学习科学规律，既注意满足当代大学生的学习生活兴趣，又力求激发和培养其创造性和批判性思维，并着力创造条件，促进学生进行语言输入、大脑机制内化到语言输出的循环运用实践，为学生从英语词汇到语块、英语单句到段落、篇章的多层次英语使用提供了充裕的实践机会。

总之，我们衷心希望这套依托教育部“爱课程网”的国家精品资源共享课“大学英语应用类课程”的课程教材能够突破我国传统外语学习在空间和时间上的限制，满足移动“互联网+”时代英语学习者的个性化需求，帮助其更大程度地获得英语学习和应用的成就感。

孙倚娜

2016年12月

前言

《英语口语新教程：成功交流》主要参考教育部制定的《大学英语教学指南》编写，旨在实现《大学英语教学指南》中提出的口头表达能力教学目标，满足我国高校非英语专业大学生提高英语口语表达能力的现实需求与未来需求，增强大学生跨文化交际意识和交际能力，提高综合文化素养。

依据外语教学的最新理念，应用国内外口语教学研究的最新成果，应对当代大学生的认知特点，运用先进的计算机网络技术和移动学习技术，我们编写了这部基于国家级精品课程和国家级资源共享课程的英语口语教材，精心设计了集学生自主在线学习、师生和生生课堂互动、学生课外合作学习三个流程为一体的新形态、互联网+混合式学习模式教材。

《英语口语新教程：成功交流》具有以下五个方面的编写特色：

1. 培养国际化视野，激发学生使用英语进行真实交流的动机和兴趣。全书以口语交流的主题和交际功能为主线，设计了15个单元，每个单元的交际功能、知识点、能力点的学习目标明确。全书15个主题涵盖了几个多视角的子话题，话题的时代性和趣味性既利于激发学生的交流兴趣、提高交流动机，又利于锻炼学生的创新性思维。

2. 提供高质量英语口语输入语料，促进学生口语准确度和复杂度的提高。全书中每个单元由三大部分组成。编者在第一部分Learning BEFORE Class设计了多模态口语输入练习，包括音频、视频导入的英语资讯、英语对话等，帮助学生课前进行自主学习，接触更多地道的英语口语，改进英语语音语调。在每单元的第一部分，编者还专门提供了基于交际功能的常用性英语口语句型结构，以期学生有效记忆和熟练运用常用性句型结构，为提高英语口语交流的语言准确度和复杂度做好准备。

3. 精心设计翻转课堂的英语口语教学步骤，实现师生、生生之间的有效互动。教材每个单元的第二部分Learning IN Class主要为课堂互动式学习设计，编者充分加强了对学生口语实践具体步骤的指导和帮助。例如，该部分设计了Group Discussion and Performance的课堂活动，要求学生参

与小组对话前的信息获取、小组成员间的观点交流、小组排练、小组课堂表演、表演评价等活动，旨在引导学生在各种口语交际情景中进行有真实意义和真实内容的交流。

4. 强化英语口语输出目标和任务，促进学生课堂之外的充分交流和合作学习能力发展。教材每个单元的第三部分**Learning AFTER Class**主要强化了对学生进行探究式、合作型学习能力的培养。例如，编者在该部分精心设计了**Group Project**，要求学生以小组合作的形式，围绕某个热点问题，进行问卷调查、口头采访、结果分析、总结汇报等实践活动，促使学生运用英语进行真实项目的设计、实施、汇报，提高其发现问题、思考问题、解决问题的能力。编者还在该部分提供了英语演讲案例并提出了实践要求，旨在锻炼学生获得高水平的英语沟通能力。

5. 加强纸质静态材料与互联网+动态学习材料的融合，为学生提供英语口语泛在学习条件。本教材是集纸质、电子和APP移动资源为一体的互联网+“立体化”教材。面对全球化时代科学与经济的迅速发展、各国文化与人民交流的日益频繁，教材编者团队将持续更新与纸质静态教材相配合的动态音频、视频等学习材料和教学资源，努力为广大学生提供一个国际化视野下的英语口语交流环境。另外，苏州大学的“大学英语应用类课程”已在爱课程网（www.icourses.cn）的“资源共享课”中上线，本教材中凡标有☆的部分，使用者均可在爱课程网上找到相应的教学示范。

值得一提的是，本教材基于多元的话题和丰富的内容，设计了课前、课中、课后高度关联的英语交流活动，高度重视学生在英语口语学习过程中的实践性，充分体现了英语口语学习的科学性和实用性。我们殷切希望《英语口语新教程：成功交流》能够帮助大学生适应全球化时代的国际交流需要，在当今的学习和交往中、今后的工作中善于用英语准确地表达自己、展示自己，凭借流利的英语、犀利的思想、雄辩的口才实现自己的事业和人生理想。

此外，本教材亦配有诸多电子教学资源，使用者可登录中国外语网（www.cflo.com.cn）获取。

由于编者水平与经验有限，书中难免有不足之处，欢迎读者批评指正。

编 者

2016年11月

Map of the Book

UNIT	Themes/Vocabulary Areas	Areas of Communication	Learner Activities in Class
1	College Life and Study: <ul style="list-style-type: none"> • military training; • earning credits; • purposes of higher education. 	<ul style="list-style-type: none"> • Greetings and introductions; • Talking about oneself; • Expressing one's opinion. 	Speaking Practice 1: Introducing yourself; Speaking Practice 2: Listening, imitating and talking(How Is Everything Going with Your College Life?); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance (discuss the qualities of a successful college student).
2	Food and Health: <ul style="list-style-type: none"> • Chinese and western cuisine; • healthy lifestyles. 	<ul style="list-style-type: none"> • Expressing likes and dislikes; • Stating preferences; • Asking for and giving suggestions. 	Speaking Practice 1: Talking about our eating habit; Speaking Practice 2: Listening, imitating and talking(How Can I Lose Weight?); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance(discuss your eating habit and preferences of food).
3	Friends and Friendship: <ul style="list-style-type: none"> • integrity; • mutual trust; • love. 	<ul style="list-style-type: none"> • Asking about or giving definitions; • Describing a friend and personalities. 	Speaking Practice 1: Giving definitions of friends; Speaking Practice 2: Listening, imitating and talking(Can You Tell Me What Kind of Person He Is?); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance (talk about your understanding of friendship and friends).

UNIT	Themes/Vocabulary Areas	Areas of Communication	Learner Activities in Class
4	Hobbies and Interest: <ul style="list-style-type: none"> recreational activities; work and leisure. 	<ul style="list-style-type: none"> Expressing likes and dislikes; Talking about hobbies; Talking about preferences. 	Speaking Practice 1: Talking about hobbies; Speaking Practice 2: Listening, imitating and talking (All Work and No Play Makes Jack a Dull Boy); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance (talking about the benefits of hobbies).
5	Sports and Fitness: <ul style="list-style-type: none"> Olympic Games; traditional Chinese sports. 	<ul style="list-style-type: none"> Asking for and giving opinions; Questioning techniques; Answering techniques. 	Speaking Practice 1: Talking about the benefits of sports; Speaking Practice 2: Listening, imitating and talking (The Summer Olympic Games in Beijing); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance (discuss in groups the secrets of Kungfu).
6	Traveling and Tourist Attractions: <ul style="list-style-type: none"> plans of traveling; tourist attractions in China; benefits of traveling. 	<ul style="list-style-type: none"> Asking for a description of places; Describing places; Giving reasons for your choices. 	Speaking Practice 1: Identifying the tourist attractions; Speaking Practice 2: Listening, imitating and talking (Traveling along the Silk Road); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance (describe your selected place in English and give reasons for your choice).

UNIT	Themes/Vocabulary Areas	Areas of Communication	Learner Activities in Class
7	Music and Musical Instruments: <ul style="list-style-type: none"> • styles of music; • functions of music. 	<ul style="list-style-type: none"> • Talking about preferences; • Describing music styles. 	Speaking Practice 1: Categorizing musical instruments; Speaking Practice 2: Listening, imitating and talking(My Favorite Musical Instruments); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance(discuss your understanding of music).
8	Charity and Volunteer Work: <ul style="list-style-type: none"> • loving heart; • philanthropist; • charity; • philanthropy. 	<ul style="list-style-type: none"> • Asking for and giving permission; • Expressing satisfaction or dissatisfaction. 	Speaking Practice 1: Distinguishing between volunteerism and community Service; Speaking Practice 2: Listening, imitating and talking(Volunteer Work Experience at the Hospital); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance(discuss the benefits of doing volunteer work).
9	Love and Marriage: <ul style="list-style-type: none"> • appearance; • integrity; romance; • happiness. 	<ul style="list-style-type: none"> • Making or declining invitations; • Making, canceling or changing appointments. 	Speaking Practice 1: Report about a survey; Speaking Practice 2: Listening, imitating and talking(Their Love Is So Pure!); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance(discuss with your group members about planning a day out).

UNIT	Themes/Vocabulary Areas	Areas of Communication	Learner Activities in Class
10	Science and Technology: <ul style="list-style-type: none"> • information age; • the Internet; • new inventions. 	<ul style="list-style-type: none"> • Making inquiries; • Making comparisons; • Making generalizations. 	Speaking Practice 1: Sharing your opinions on a poem; Speaking Practice 2: Listening, imitating and talking(You Really Go Online a Lot, Don't You?); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance(discuss the multiple functions of a smart phone).
11	Holiday and Festivals: <ul style="list-style-type: none"> • typical Chinese and western festivals; • holiday planning; • festival celebrations. 	<ul style="list-style-type: none"> • Expressing differences and similarities; • Talking about holidays; • Festivals and special occasions. 	Speaking Practice 1: Talking about the warmth of the holidays; Speaking Practice 2: Listening, imitating and talking(Celebrating the Spring Festival in a Different Way); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance (talk about the similarities and/or differences between Thanksgiving and the Mid-Autumn Festival).
12	Environment and the Earth: <ul style="list-style-type: none"> • environmental problems; • global warming; • nature reserve; • energy-saving; • responsibility. 	<ul style="list-style-type: none"> • Identifying and describing problems; • Offering solutions. 	Speaking Practice 1: Talking about solutions; Speaking Practice 2: Listening, imitating and talking(Human Being's Abuse of the Earth's Resources); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance(discuss what we can do to protect our environment).

UNIT	Themes/Vocabulary Areas	Areas of Communication	Learner Activities in Class
13	Social Security and Crime Prevention: <ul style="list-style-type: none"> • burglary; • robbery. 	<ul style="list-style-type: none"> • Sharing one's experiences and feelings; • Expressing sympathy; • Giving advice and suggestions. 	Speaking Practice 1: Making a questionnaire; Speaking Practice 2: Listening, imitating and talking(Reporting to the Police); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance(discuss the things you should do or should avoid doing when you are out on the street).
14	Human Beings and Animals: <ul style="list-style-type: none"> • pet-keeping; • the protection of endangered species. 	<ul style="list-style-type: none"> • Stating and justifying opinions; • Talking about different animals and their current conditions. 	Speaking Practice 1: Enjoying a humor; Speaking Practice 2: Listening, imitating and talking (The Endangered Animals); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance(talk about the animals you want to protect).
15	Career and Jobs: <ul style="list-style-type: none"> • job routines; • job-awareness; • values of job; • work ethic. 	<ul style="list-style-type: none"> • Expressing intentions; giving information; • Expressing probability and possibility. 	Speaking Practice 1: Giving your opinions about jobs; Speaking Practice 2: Listening, imitating and talking(I've Found a Summer Job!); Speaking Practice 3: Picture description; Speaking Practice 4: Group discussion and performance(describe the job you want to do in the future).

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UNIT

1

College Life and Study

Learning Objectives

In this unit, you will learn to:

1. talk about college life and study, using some high frequency words, expressions and sentence patterns related to this topic;
2. discuss the qualities of a successful college student;
3. report about your survey of university students' life and study.

Your speaking practice will focus on the following communicative functions:

1. Greetings and introductions;
2. Talking about oneself;
3. Expressing one's opinion.