

剑桥流利英语

口语

SPEAKING

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CAMBRIDGE

剑桥流利英语
CAMBRIDGE Skills for fluency

Series Editor: Adrian Doff



SPEAKING
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原著: Joanne Collie
Stephen Slater
编译: 祁尧珊

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
剑桥大学出版社
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口语 3

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* * *

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使用指南

听、说、读、写是语言的四个基本技能，而且这四种技能并不是孤立的，而是相辅相成的。本书在突出“说”这一技能训练的同时还兼顾“听”、“读”、“写”三方面，这样编写符合语言习得的规律。

书中的话题取自社会生活的各个方面，与我们的个人生活密切相关，素材真实，内容充实。每个单元都由四到五个部分组成，围绕话题在多个层面上设计教学实践活动，使这些话题既能横向展开，又可纵向深入，在最大程度上发挥学生的口语能力。这些教学实践活动形式生动、活泼，既能打开学生的思路，又能激发学生的思维，使学生在游戏中练口语。本书还设计了一些模拟的社会和生活环境，如要学生进行一些实地采访或电视采访，训练学生在真实的环境中使用英语的能力。在第四册中，要求学生进行采访、写报告等，把练口语从“纸上谈兵”变为“实弹演习”。

在使用本书时，教师主要起组织和协调的作用。书中的教学实践活动一般都要求学生分组做，由教师组织学生围绕每个单元的话题和活动展开讨论，有时教师也会成为和话题有关的部分。本书能有效地调动学生的主动性，很好地避免了口语课上常见的“老师讲，学生听”的被动局面，使学生充分地利用课堂时间。

本书的编排比较灵活，既可单独使用，也可作为辅助教材配合其他主干教材使用。每个单元的几块内容可根据具体情况具体处理，可以全做，也可以选择几个有关的部分来做。

我们在改编时，主要从以下几个方面入手：

1. 先引出话题（话题概说），就每个单元的话题进行简要的介绍，帮助学生了解本单元的内容，促使学生思考。
2. 补充与话题相关的词汇量（相关语汇），以备学生在练习时使用。
3. 就教学实践活动给学生一些提示，使他们做起来更容易、更方便。

希望这种增补能对读者们有所启发，有所帮助。

Map of the book

内容纲要

<i>Unit</i>	<i>Themes / Vocabulary areas</i>	<i>Areas of communication</i>	<i>Learner activities</i>
1	Gifts, tickets and travel, phones, thanking people.	Discussing personal memories; relating anecdotes; expressing reactions and thanks.	Listening and note-taking; role-play; listening and reacting; planning and giving a short speech.
2	Personal appearance, changes in appearance.	Discussing appearance; comparing reactions and opinions; explaining likes and dislikes.	Questionnaire; making and justifying choices in groups; interviewing; pair discussion.
3	Dances, attitudes to dancing, Morris dancing.	Responding to music; reminiscing; comparing folk traditions.	Listening and matching; listening and reacting; guessing and listening in pairs; creating a dance.
4	Smells and what they evoke; perfumes, aftershave, advertisements; aromatherapy.	Describing smells; comparing personal reactions and memories; exchanging ideas.	Groupwork with a questionnaire; writing profiles; creating a radio programme; reading and discussion.
5	Jewellery, precious stones, family heirlooms.	Talking about ornaments; describing rooms and possessions; talking about future events.	Listening, pair matching, discussion; making lists and guessing in groups; discussion in pairs.
6	Cities, urban conditions and problems, beggars.	Comparing features, reporting information, exchanging views; supporting arguments.	Making lists; interviewing others, note-taking, oral reports; listening and retelling stories in groups, organising a three-person debate.
7	Self defence, danger and violence in cities.	Comparing opinions and experiences; reacting to and discussing a threatening situation.	Finding others with same/different view; group reactions to a hypothetical situation; writing in pairs; listening.
8	Being helped and helping others, emergency situations, help for the underprivileged, help in learning English.	Talking about problems, personal preferences; summarising discussions; answering queries; analysing learning strategies.	Listening in pairs to confirm guesses; group ranking of problems and reporting to others; questionnaire; preparation of a spoken report.
9	Success in life, recorded advice.	Talking about, giving and assessing advice, sharing opinions and reactions.	Pair ranking activity; listening and matching; group preparation of a recorded message.

<i>Unit</i>	<i>Themes / Vocabulary areas</i>	<i>Areas of communication</i>	<i>Learner activities</i>
10	Walking, jogging, weight control, fitness, unusual sports, fun walks.	Discussing personal choices, opinions; exchanging information; negotiating a group activity.	Guessing in pairs; matching; interviewing; statement completion in pairs; class project; organising a fun walk.
11	The human kidneys, moral issues relating to organ transplants.	Checking facts; justifying moral stances; negotiating decisions; advising; continuing a narrative.	Answering a questionnaire; group discussion of social issues; mini simulation; feedback; listening.
12	Gambling and attitudes to it.	Comparing personal and national attitudes; talking about experiences and personality.	Class game of chance; discussion; groupwork with a questionnaire; vocabulary work; listening and retelling; group questionnaire and discussion.
13	Making risky decisions in life, mutiny, obeying difficult instructions.	Talking about a historical event; making a decision; negotiating a group activity or observing and reporting.	Group discussion of a visual; guided fantasy – simulation; feedback.
14	Films, film stars, TV, video, attitudes to TV, reading.	Comparing guesses; making and sharing decisions; negotiating.	Group guessing game and feedback; listening and note-taking, pair exchange of views; pairwork on a questionnaire; making choices in groups; class project outside classroom.
15	'Soaps' – storyline and characters in television serials.	Seeking and sharing information and opinions.	Conducting interviews; pooling results; guided script writing project and performance.
16	Pets, attitudes to animals, bird migrations, human sense of direction.	Exchanging and sharing knowledge; expressing and justifying opinions.	Pairwork vocabulary grid; listening, note-taking, information gathering and sharing, group discussion.
17	Dangerous dogs, attacks on humans, coping with this problem.	Exchanging views on social problems; discussing options; making and justifying decisions in a hypothetical situation.	Group discussion; indicating opinions by standing on a line; mini simulation; group discussion and feedback.
18	Neighbours, good and bad, changes in neighbourhoods; neighbouring countries.	Finding out and discussing differences of opinion; talking about past experiences; describing places and changes; negotiating views about countries.	Pairwork with a questionnaire; group vocabulary work and discussion; listening; creating an imaginary map; feedback.
19	Disputes between neighbours, ideas of revenge.	Imagining and discussing a hypothetical situation; reacting to changes, making and justifying decisions.	Guided simulation in groups based on ongoing listening prompts; group and class discussion.
20	Memorials and what they mean.	Exchanging views on a historical site and on one's own town; commenting on the learning material used in this book.	Pair discussion of a visual; writing an ending to a story and relating it; listening to confirm guesses; pair vocabulary work; preparation of a short tourist cassette guide; individual commentary on this book.

单元	主题/词汇	交流领域	学生活动
1	礼物,入场券和旅游,电话,向人致谢。	个人记忆讨论;叙述轶事;表达反应与谢意。	倾听及记录;角色扮演;倾听及反应;计划并进行一次简短的发言。
2	外貌,外貌的变化。	讨论外貌;比较不同的反应及观点;解释自己的喜好及厌恶。	调查表;在小组中选择并解释所做出的选择;采访;两人展开讨论。
3	跳舞,对跳舞的态度,莫里斯舞。	对音乐的反应;回忆往事;比较民间习俗。	倾听及匹配练习;倾听并反应;两人之间猜谜并倾听;创一种舞蹈。
4	气味以及它们产生的效果;香水,剃须后搽的润肤香水,广告;芳香疗法。	描绘气味,比较个人不同的反应和记忆;交换意见。	对一个问卷进行小组活动;写出概貌;做一个电台节目;阅读并讨论。
5	珠宝,宝石,传家宝。	讨论装饰品;描绘房间及物品;谈一谈未来的事件。	倾听,匹配练习,讨论,分组列表及猜谜;组对讨论。
6	城市,城市状况及问题,乞丐。	比较不同的特征,报导信息,交换观点;支持一方的辩论。	列名单;采访别人,做记录,口头汇报;倾听并在组中复述听到的故事,组织一个三人辩论。
7	自我保护,城市中的危险及暴力。	比较观点及经历;对于一个有威胁的情况做出反应并讨论。	找出与你观点相同/不同的人;小组对于一个假设的情况的反应;组对写作;倾听。
8	被帮助以及帮助别人,紧急情况,帮助贫困阶层,英语学习中的帮助。	谈论问题,个人喜好;对讨论总结;解答疑问;分析学习技巧。	组对倾听并确认猜测是否正确;小组中对问题分类并向别人汇报;问卷调查;对一个口头报告进行准备。
9	生活中的成功,录下来的忠告。	谈论、给出并评估忠告,分享观点以及做出的反应。	组对做分级活动;倾听并匹配练习;小组对所录信息进行准备。

单元	主题/词汇	交流领域	学生活动
10	散步, 慢跑, 体重控制, 身体健康, 不寻常的体育活动, 有趣的散步。	讨论个人选择, 观点; 交换信息; 协商小组活动。	组对猜测; 匹配; 采访; 组对完成陈述; 课堂计划; 组织一次有趣的散步活动。
11	人的肾脏, 关于器官移植的道德问题。	核查事实; 为道德立场辩护; 协商一些决定; 劝告; 继续进行叙述。	回答一个问卷; 对社会热点分组讨论; 小型模仿; 反馈; 倾听。
12	赌博及对赌博的态度。	比较个人及国家的态度; 谈一下自己的经历及个性。	课堂机遇游戏; 讨论; 小组进行问卷活动; 词汇练习; 倾听并复述; 小组问卷调查及讨论。
13	生活中做出的冒险决定, 反叛, 服从困难的指示。	谈论一个历史事件; 做出一个决定; 协商一个小组活动或者观察并汇报。	小组讨论视觉资料; 指导下的幻想即模仿游戏; 反馈。
14	电影, 影星, 电视, 录像, 对电视的态度, 阅读。	比较猜测; 做出并分享决定, 协商。	小组猜谜游戏及反馈; 倾听并做记录, 组对交流观点; 组对进行问卷调查; 小组做出选择; 课堂外的班级计划。
15	“肥皂剧”——电视连续剧里的主线及角色。	寻找并分享信息及观点。	进行采访; 收集结果; 指导下的剧本写作及表演。
16	宠物, 对动物的态度, 鸟类的迁徙, 人类的方向感。	交换并分享知识; 表达观点并为此辩解。	组对填充词汇; 倾听, 做记录, 收集信息并分享, 小组讨论。
17	危险的狗, 对人类的攻击, 对这个问题的处理。	就社会问题交换观点; 讨论可供选择的情况; 对一个假设的情况做出决定并证明。	小组讨论; 排成一队来表示观点; 小型模仿; 小组讨论及反馈。
18	邻居, 好的和坏的, 社区的变化; 邻国。	找出并讨论观点中的不同之处; 谈论自己的过去的经历; 描述地方和变化; 协商对国家的观点。	组对进行问卷活动; 小组词汇练习并讨论; 倾听; 想像一幅地图; 反馈。
19	邻居间的争吵, 报复的念头。	想像并讨论一个假设的情况; 对变化做出反应, 做出决定并证明。	在不断的倾听提示的基础上进行有指导性的小组模仿; 小组及课堂讨论。
20	纪念碑及其意义。	交流关于一个历史景点以及自己所在市镇的观点; 评论本书中所用的学习材料。	对视觉资料组对讨论; 写出一个故事的结尾并叙述出来; 倾听以确认猜测正确与否; 组对词汇练习; 为简短的录音景点导游进行准备; 个人对本书的评价。

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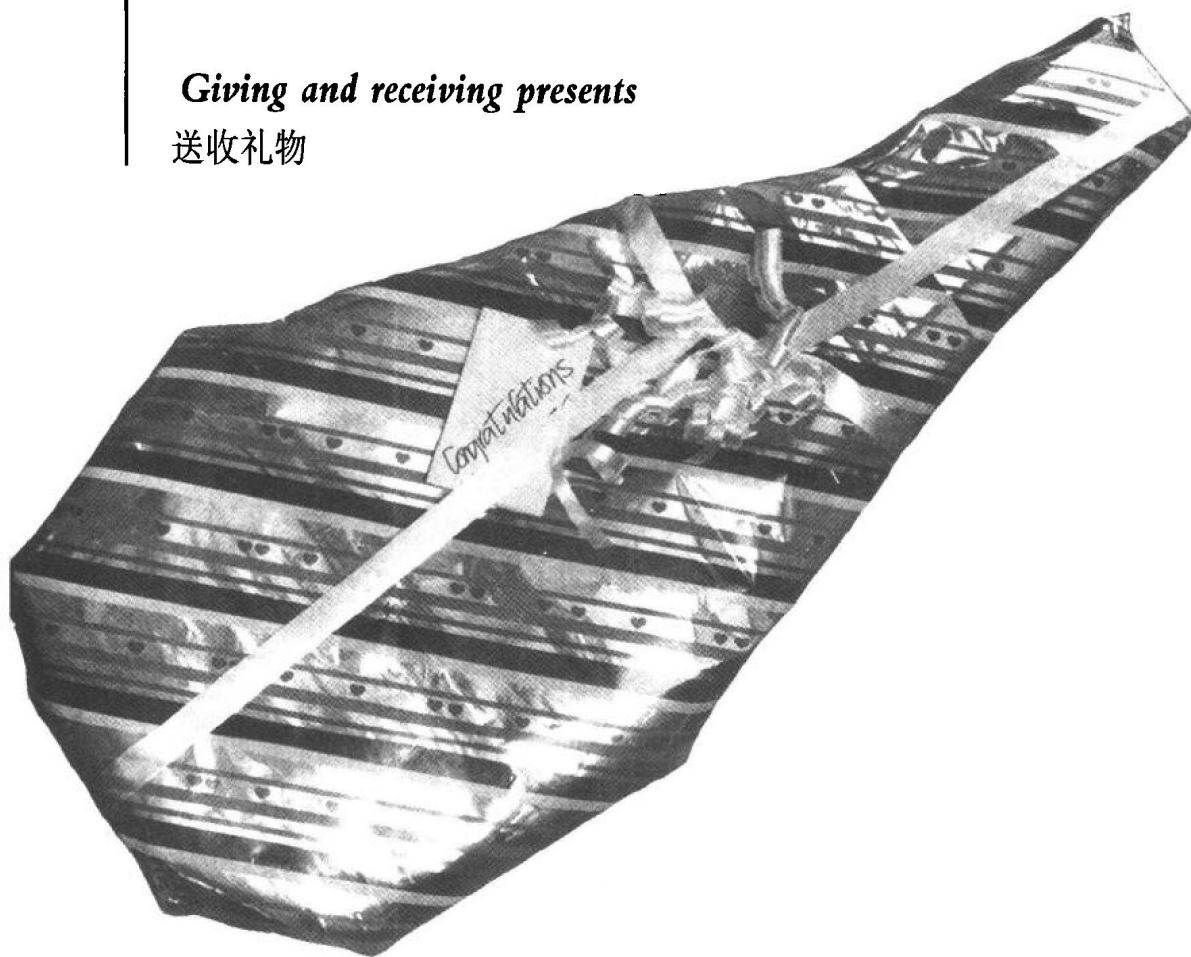
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1

A dozen red potatoes 一打红土豆

Giving and receiving presents

送收礼物



话题概说:

收受礼物在人的一生中是一件再寻常不过的事情了。可以说几乎每个节日、假日或纪念日都可以成为互赠礼物的理由。可是，礼物的选择学问大着哩！有的人只看重价格昂贵的物品，结果不尽如人意。而有的人煞费苦心所找到的小物品却往往能投其所好，令人笑逐颜开。所以，礼物的得体与否还在于你是否用心……

1 Thank you . . . it's . . . er . . . lovely!

谢谢你……它……哦……真不错!



With another student guess what the present in the photo above might be.

Do you have any memories of these kinds of presents:

- unusual presents
- presents that you really liked
- presents that you remember for some special reason
- presents that seemed ridiculous ^①
- presents that you wanted to throw away ^②

In small groups, tell each other about these memories.

注解:

① 滑稽的, 荒诞不经的。 ② 丢弃。

2 Tickets and pictures

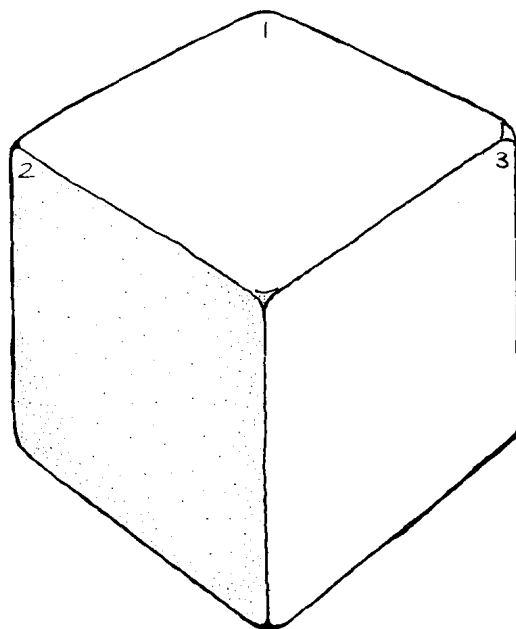
票和图



Listen to people talking about presents they have received. Make notes about each present on the appropriate side of the box.

For each of the three presents answer these questions:

- Who was the present from?
- What was it?
- How did the speaker feel about it?
- What did the speaker do with it?



Check your answers with other groups. As a class, compare your reactions. What do you think about the presents each person received?

3 You'll never believe what happened . . .

你永远也不会相信所发生的事情……

Work in groups of three. Think about the present of the tickets, in the last situation you listened to. Decide which one of you will have the following roles ^①:

A is the giver of the tickets.

B is the receiver of the tickets.

C is listening to A and B.

Role card for A:

Phone up and ask B whether the tickets arrived safely. Is she / he excited about the trip? Say what you have planned for the visit.

Role card for B:

Your teacher will give you and C a slip of ^② paper to tell you what happened next. Read it. When A phones you up, answer her / his questions. Are you going to tell the truth?

Role card for C:

Listen to the telephone conversation between A and B. Tell them your reaction to what happened. Do you agree with the way B talked about the situation?

You can change roles and role-play ^③ a phone call for one of the other two situations you listened to.