



《大学英语选修课系列教材》  
COLLEGE ENGLISH OPTIONAL COURSE SERIES

语言技能类

# English for Oral Communication

## 英语交际口语

主编 李红



重庆大学 出版社

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《大学英语选修课系列教材》  
COLLEGE ENGLISH ELECTIVE COURSE SERIES

语言技能类

# English for Oral Communication

## 英语交际口语

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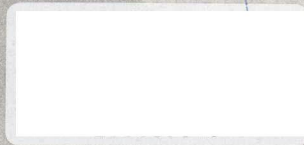
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## 内 容 提 要

本书是为高校英语口语选修课程而编写的。全书遵循“以学生为中心”的教学理念,设计多种口语练习形式,使学生在英语交流中逐渐地提高口语交际技能。全书主题具有鲜明的时代性,反映了我国和西方国家学生的生活特点。设计的口语活动突出趣味性和真实性,贴近大学生和青年的现实生活。书中强调口语练习和交际活动与其它语言技能自然交融,突出听与说、读与说之间的互动性。

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# 总序

我国的大学英语教学起步于 20 世纪 80 年代,经过 20 多年的发展,大学英语在教学水平、课程设置、教学方法、教学环境、师资队伍等各个方面都有了长足的进步和发展。但随着我国加入 WTO 和国民经济的快速发展,大学英语教学暴露出与时代要求不相称的一面。为适应现代社会对人才培养的实际需求,推动和指导大学英语教学改革,教育部于 2003 年颁布了《大学英语课程教学要求(试行)》(以下简称《要求》),并于 2007 年结合对人才能力培养的新要求再次做了修订和调整,作为全国各高校组织非英语专业本科生英语教学的主要依据。

《要求》将大学阶段的英语教学分为一般要求、较高要求和更高要求三个层次,强调要贯彻分类指导、因材施教的原则,使英语教学朝着个性化的方向发展,要“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合,形成一个完整的大学英语课程体系,以确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”这样,大力发展大学英语选修课就成了大学英语教学改革的重要课题。

大学英语选修课的开设不仅是《大学英语课程教学要求(试行)》精神的体现,也是《教育部财政部关于实施高等学校本科教学质量与教学改革工程的意见》(以下简称《意见》)的内在要求,《意见》将“学生的实践能力和创新精神显著增强”作为教学改革的重要目标之一,而大学英语教学要在这方面有所作为的话,必须注重培养学生的跨文化交际能力、文化素养和在全球化、信息化的背景下获取知识的能力,这显然是传统的大学英语教学和课程设置所不能胜任的。

近年来,全国许多高校纷纷进行了开设大学英语选修课的尝试,并取得了可喜的成绩。但是由于指导思想不明晰、教师知识结构单一和配套改革滞后等原因,在大学英语选修课的开设中出现了“因人设庙”,开课随意性强,开课种类单一,各门课程难易不均,课程测试不规范,学生对各门课程的兴趣差异过大等问题。大学英语选修课的开设迫切需要某种程度的规范与引导,需要更为科学地设置选修课程,确实达到《要求》和《意见》中提出的目标。

针对以上问题,我们认为,一套由成熟理念指引的、体系科学的、建立在选修课

开设的成功实践基础之上的系列教材能够起到这种规范和引导作用。因此,重庆大学出版社组织来自全国各地的、在选修课开设方面走在前列的高校的专家和教师,在多次交流与反复论证的基础上,组织编写了这套《大学英语选修课系列教材》。该套教材具有以下明显的特点:

第一,教材体系科学、系统。系列教材以《大学英语课程教学要求(试行)》为指导,覆盖语言技能类、语言应用类、语言文化类和专业英语类等四个板块,既注重语言基础知识的积累,也充分考虑对学生文化素质的培养,确保不同层次的学生在英语应用能力方面得到充分的训练和提高。

第二,坚持“实用、够用”的原则。在体例安排和内容选择上严格按照选修课的课时要求和学生水平的实际需要,力求精练,避免长篇累牍,在语言难度上体现了与英语专业同类教材的差别。

第三,注重知识与技能相结合,语言与文化相结合。在深入浅出地讲授知识的同时,结合课程内容尽可能多地为学生提供说与写的练习,在雕琢学生语言的同时,尽可能培养学生的跨文化交际能力和批判性思维能力。

第四,强调学生综合能力的培养:考虑到学生在选修课阶段可能不再修综合英语类的课程,各教材在主要训练与课程相关能力的基础上,适当补充了其他能力的训练内容。

第五,吸纳并总结近年来相关高校选修课开设的经验和成果。该套教材的参编者来自全国多所高校,多数教材是由开设该门课程最成功的、最受学生欢迎的学校和教师撰写,教材既吸纳了相关讲义的优点,又根据专家意见,按照学科要求和普遍情况进行了改编,在保证教材科学性的前提下,最大程度地体现了大学英语学生的选修取向。

选修课的开设是大学英语教学改革的重要发展方向,但是在改革中诞生的事物也必然不断地在改革中被重新定义,因此我们这套大学英语选修课教材的体系也将是动态的和开放的,不断会有新的教材被纳入,以反映大学英语教学改革在这方面最新的成功尝试。相信随着教学改革不断走向深入,我们的教材体系也将日臻完善。

总主编  
2008年元月

# 前 言

本书是为高校英语口语选修课程而编写的。全书遵循“以学生为中心”的教学理念,设计多种口语练习形式,使学生在英语交流中逐渐地提高口语技能。全书主题具有鲜明的时代性,反映我国和西方国家学生的生活特点。设计的口语活动突出趣味性和真实性,贴近大学生和青年的现实生活。书中强调口语练习和交际活动与其它语言技能的自然交融,突出听与说、读与说之间的互动性。

全书共分 15 个单元,由六个部分组成:

## 1. Warm-up

这部分内容的设计在于建立轻松、愉快的学习气氛,使学生在进入单元的学习前处于良好的心理状态,并为口语活动的开展提供必备的英语词汇。任务形式以简短问答、词汇大脑风暴和笑话为主,可让学生在听、看和想后进行简短的口语交流。

## 2. Language functions

该部分围绕每个单元的语言功能,以范例对话、生词和短语以及实用表达三种方式展示相关的语言功能。

## 3. Learn to talk

本部分紧扣所展示的语言功能进行指导性的口语练习。学生间的主要交流形式为对子活动。口语练习活动以完成对话、问答和简短采访为主。

## 4. Fluency activities

本部分围绕每个单元的话题开展交际性的口语活动。主要交流形式有学生个人活动、对子活动和小组活动。交际活动以故事续说、讨论、图片解说、角色游戏和解决问题为主要形式。

## 5. Cultural focus

这部分内容重在提高学生的跨文化交际敏感性,以介绍文化和交际技巧为主;活动形式是阅读和回答问题。

## 6. Enjoy your time

本部分主要选用短小的经典英文诗歌、故事和散文,为学生提供课外欣赏英语的机会。

另外,我们还编写了10个讨论话题,教师可以根据教学内容的需要,灵活地使用这些讨论话题。为方便学生在课外进行口语练习,我们还提供了部分参考答案和全部录音稿,并配有光盘。

我们真诚地希望广大的英语学习者能在英语交流中提高你们的口语能力。我们诚挚地欢迎使用本书的教师和同学对我们编写中的不当之处给予批判和指正。

编者  
2008年元月

## 教师信息反馈表

为了更好地为教师服务,提高教学质量,我社将为您的教学提供电子和网络支持。请您填好以下表格并经系主任签字盖章后寄回,我社将免费向您提供相关的电子教案、网络交流平台或网络化课程资源。

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# Unit

## 1

# First Impressions



## Part I: Warm-up

1. *“First impressions” are what you think when you meet someone for the first time. Have you ever used any strategies to be more friendly to the people you are meeting with? Talk about what you can say in the first meeting.*
2. *There are some strategies to help you make good first impressions. Listen to the following conversations and you are given some of the conversations in the blanks in the left-hand column. Match them with the strategies in the right-hand column.*

Conversations	Strategies
1) It's nice to meet you, Linda. Would you like to join me, Linda?	A. Try to find something that is the same for you and the person you're talking to.

Continued

Conversations	Strategies
2) Yes, I really like jazz.	B. Think about what you want to say.
3) Have you ever taken a class with this teacher before?	C. Try to add extra information. Don't just say "Yes" or "No".
4) Before I meet someone, I sometimes think what I want to say.	D. Try to remember people's names by using them.

## Part II: Getting and giving personal information

### 1. Model dialogue

A: Hello, Emma. Thank you for agreeing to do this interview, especially as I believe you're studying for your exams at the moment.

B: Yes, I am. But I'm happy to do the interview.

A: Now, the questions. First of all, where do you come from?

B: Oxford, in England.

A: And where do you live?

B: At home with my mother. You see, my parents are divorced.

A: Oh! I'm sorry about that. Erm... have you got any brothers or sisters?

B: Yes, I have. I've got a brother.

A: Is he older than you?

B: No, he's younger. He's twelve.

A: And what's he doing at the moment?

B: Well, he's either playing football or watching TV. That's what he always does after school.

A: And where does your father live?

B: He lives in Scotland, near Edinburgh.

A: How often do you see him?

B: Well, we see him quite often. We spend every school holiday with him.

A: Now a final question, Emma. What do you do in your free time?

B: I listen to music, especially pop music.

A: That's great, Emma. I've got all the information I need. Thank you very much.

## 2. New words and expressions

divorced /di'vɔ:st/ adj.	no longer married to the former wife or husband 离婚的
Edinburgh /'edinbərə/ n.	爱丁堡(英国苏格兰首府)
interview /'intəvjui/ n.	a meeting where a person is asked questions 面谈, 面试

## 3. Useful expressions and patterns

Here are some expressions you can use to get and give personal information.

If you need someone's personal information, you can say:

Where do you come from?

Where do you live?

Do you have any brothers or sisters?

Could you tell me what/when/why...?

I wonder if you could tell me...?

I'd like some information about...?

What do you do in your free time?

How do you normally spend your holiday?

Where do you go for a holiday?

If you would like to know what a person does in his/her free time, you can say:

If you would like to know a person's present activity, you can ask:

What are you doing at the moment?

I'm sorry about that.  
Oh, I see.  
Thanks for letting me know.  
That's interesting.

When someone gives you some information you can reply by saying:

### Part III: Learn to talk

1. Person A is asking Person B some questions. Please write out the questions according to the answers, then practise the conversation with your partner.

A: 1) \_\_\_\_\_?

B: Yes, I enjoy parties a lot. I probably go to one party a month, perhaps, sometimes more, yes.

A: 2) \_\_\_\_\_?

B: Yes, I regularly go to exhibitions, and I quite often go to the cinema, sometimes the theatre, or opera, and I enjoy music as well.

A: 3) \_\_\_\_\_?

B: Yes, I spend a lot of time at home with my family. I live with my parents, so I spend a lot of time helping them with the housework, chatting and shopping with them.

A: 4) \_\_\_\_\_?

B: Not really. I like the idea of work at home, but I never, I never get round to doing work in the evenings, no.

A: 5) \_\_\_\_\_?

B: Oh, probably about six hours during the day and very rarely in the evenings.

2. What questions do you think the bubbles answer? Write down the questions on the lines below.

English.

About 30.

Make calls.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Go shopping.

I don't know.  
Maybe a doctor?Yes. But I only  
watch it on TV.

4) \_\_\_\_\_

5) \_\_\_\_\_

6) \_\_\_\_\_

### Part IV: Fluency activities

1. You are going to hear three people answer questions on a radio program. As you listen, complete the following chart. Then compare your notes with a partner and discuss which of the speakers you think you would get along with best.

Questions	Peter George	Sarah Miller	Rebecca Yang
1) What is the speaker's job?			
2) What does he or she do for fun?	He likes reading the classics, such as Shakespeare.		She watches music movies.
3) What exciting thing has happened recently?		She has won a medal.	

Continued

Questions	Peter George	Sarah Miller	Rebecca Yang
4) Who does the speaker admire most?	He admires his wife.		She admires Laurence Olivier.
5) What is the speaker's greatest ambition?		She would like to go to Indonesia and see the arts, dances and music of the country.	

2. *Now it's your turn to participate. You are going to take part in a survey by Shan Chen Radio Station. Work in pairs. One of you plays the role of A, and the other plays the role of B. While you are asking questions, you may add some of your own.*

**Role A**

You are a reporter for Shan Chen Radio Station, and you have been assigned to stop people on the street and ask them questions for a survey. Introduce yourself and ask your partner these questions:

- 1) What's your name? Where are you from?
- 2) What's the best thing that has happened to you recently?
- 3) What's your favorite way to relax?
- 4) What would you like to be doing five years from now?
- 5) If you could change places with anyone in the world, who would you become? Why?

**Role B**

You are walking down the street when a radio reporter stops you and asks if you would answer some questions. Agree to do this.



### 3. Picture interpretation

Work in groups of four and ask each other questions about the two persons in the picture. You may ask each other about their families, personalities, jobs, hobbies and so on. Every one should create a story about this picture and share the stories created.



4. Work in groups of four. Each one should think of one famous or popular person. Then in turn ask some questions but no more than ten. The one who first speaks out the person's name is the winner.

## Part V: Cultural focus



Read the following passage and try to answer the questions after reading.

### Conversation topics

What are polite topics of conversation? What topics are impolite? In some countries, it is impolite to talk about money, politics, or religion. That probably doesn't surprise you. In England, Spain, and other parts of Europe, it is unusual