



世纪大学英语专业教材

总主编 / 齐乃政

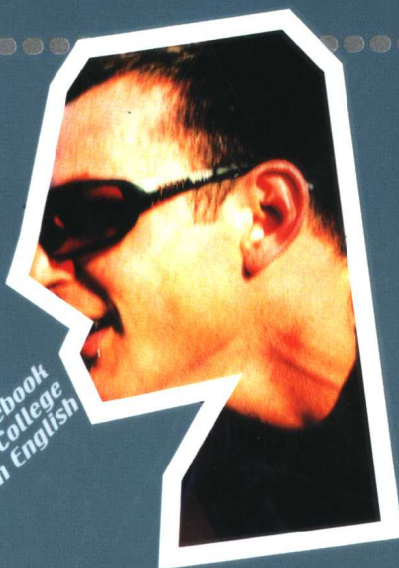
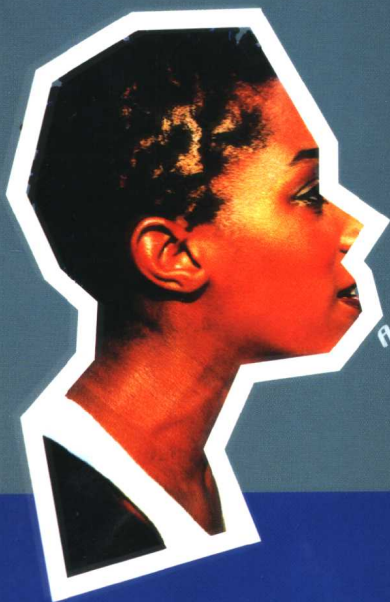


新编

英语专业口语 教程 1

本册主编 / 都宁

*A New Coursebook
of College
Spoken English*



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of College
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北京大学出版社
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21 世纪大学英语专业教材

A New Coursebook of College Spoken English

新编英语专业口语教程 1

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前 言

语言是一种技能,没有大量的实践,准确而熟练地掌握英语是不可能的。口语技能的提高更是如此。培养学生的口头交际能力是口语课的宗旨,而交际能力在这里主要是指语言的达意及得体。所谓达意,是指用语言准确地表达思想,而得体是指语言的可接受性,也就是说,所用语言要符合讲英语的国家的习俗和惯例。

随着对外交流的日益增多,口语水平的高低直接影响着人们之间的相互沟通和工作效率,而现有的口语教材无论从内容上还是形式上已很难满足英语学习者的需求,而本教材正是为了适应时代的发展和英语教学的需要而编写的。本教材供高等院校英语专业学生使用,也适合成人教育学院、民办院校、广播电视大学、远程教育英语专业学生及自考生和广大英语自学者使用。

本教材的编写原则:

1. 以《高等院校英语专业学习大纲》为依据。
2. 以交际话题的难易为依据——具体至抽象,由浅入深。
3. 以功能意念为线索,融功能意念于交际之中。
4. 以日常生活中经常使用的话题为重点。这部分主题在各册有时会重复出现,区别主要体现在材料的难易及就该主题谈论的深度。

本教材在编写中努力体现:

1. 听说结合。听力水平和口语水平密不可分,只有先听懂,然后才能够说出来。因此本教材将听说练习结合起来,让学生在提高口语水平的同时兼顾听力水平的提高。
2. 口语材料新颖实用。本教材的所有材料均来自最新的期刊、报纸、书籍等,无过时用法。选材注重实用性和趣味性相结合,贴近生活,体现时代特色。
3. 练习形式多样,注重引导和启发。本教材在编写过程中借鉴了许多国外最新的口语资料,结合中国口语教学的实际情况,在编写练习的过程中,力求形式多样,内容充实,引导学生从模仿练习开始逐渐过渡到自己能够自然流畅地表达。
4. 难度阶梯化。每册书都有难度较大的单元,以满足不同学员的需求。

全套教材共分4册,每册16单元,配有录音带。

一册各单元涉及日常生活有关话题,例如学校、家庭、旅游、娱乐等。

二册各单元既涉及日常生活重要话题,例如住房、健康等,同时也涉及到一些较为抽象的话题,例如个性、美与时尚等。部分话题是一册主题的展开与延伸,例如一册的假期旅行与二册的异国旅行等。

三册各单元涉及到一些常见社会问题的相关话题,例如污染、人口、交通等。同时,从整体上来看,又是前二册主题的进一步延展。

四册各单元涉及到复杂的抽象话题,例如艺术、心理学等。

一、二册目标在于帮助学员打好口语基础,三、四册则侧重于培养学员的交流技巧,如公共演讲技巧、研讨谈判技巧等。

每册 16 单元均以主题为线索,将相关主题单元临近排列,每课编排了大量的练习题,教师可根据学生的实际情况选择使用进行教学,也有内容、形式多样的练习可供学生课外完成。

第一册 16 个单元中,有四个带有 * 号的单元(见目录),这四个单元或主题内容,或练习形式难度较大,教师可作为参考,依据学生的实际情况选择,在教学过程中教师也可根据学生的实际情况打乱本书各章节的先后顺序,依据内容的难易程度来安排教学。

编 者

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1

University Life



Learning Goals

By the end of this unit you will be able to

- use greetings and introduce yourself;
- describe things, school courses, students' activities and facilities;
- give directions.

1.1 Meeting with People

Saying: You never have a second chance to make the first impression.



Whether we think about it or not, we all make judgments about people when we first meet them. In Western countries, a first impression is often based on someone's clothes, a smile, firmness of a handshake, or the kind of car someone drives. This quick evaluation helps people assess how compatible they think they are with the other person. It also helps them figure out what kind of interaction they want to have.

In addition to visual cues, people in the East form first impressions of people based on their relative status and their relationship with one another. They often ask questions about age, company rank, university, and city of family origin. In addition, observing an acquaintance's depth of bow, level of eye contact, and formality of language helps form the impression and determine social status. In most Asian countries, these first impressions are extremely significant. Once the status difference has been defined, two people can communicate with each other more appropriately.

Words & Expressions

| | | |
|-------------|------------|------------|
| assess | <i>vt.</i> | 评定; 估计 |
| compatible | <i>a.</i> | 协调的; 一致的 |
| figure out | | 推测; 了解 |
| interaction | <i>n.</i> | 互相作用; 互相影响 |
| visual | <i>a.</i> | 看得见的 |
| cue | <i>n.</i> | 信号 |

A Group work Read the article and discuss the following questions based on the information you've got from the passage above.

- a) In what way do Westerners make a judgment about a stranger?
- b) How do people in Asia judge a person they've just met?
- c) What do the differences between people in Western countries and Asia tell us?

B Pair work Read the article the second time and change it into a dialogue. Student A may ask Student B questions about the criteria on which people in different parts of the world judge other people.

C You'll hear a conversation in which people are meeting and being introduced to each other. Listen to what they say to each other and fill in the blanks.

Tom: Hello, Huck. _____?

Huck: Fine, thank you. How is the first week of your college life?

Tom: It's great. I've made a lot of new friends here. (*Turning to Lucy*) Lucy, this is Mr. Huckleberry Finn. He is a junior student of our department. (*Turning to Huck*) Huck, I'd like you to meet my best friend and classmate, Miss Lucy Smith. We have the same advisor.

Huck: _____?

Lucy: I'm glad to meet you. The other day I read an article written by you in *Muse*. I remember it's about a trip to New Zealand. I like it.

Huck: _____. I'm also one of the editors of *Muse*. And we are always encouraging the freshmen to contribute stories to our magazine.

Tom: Really? ...

D Group work In each group there should be three students at least. The first two students introduce themselves to each other. Then one of them introduces the third one. The introduction should include not only names but such basic information of the person introduced as where he/she is from, his/her family, or his/her hobby, etc. with the help of the following expressions.

Useful Expressions

Introducing people

Allow me to introduce you to...

Let me introduce you to ...

May I introduce Mr. Smith?

I don't think you have met Mr. Smith.

Mr. Johnson, I'd like you to meet Dr. Smith.

Have you met John, Mary?

Mary, this is my cousin John.

Introducing oneself

Allow me to introduce myself. I'm...

Excuse me, my name is ...

May I introduce myself?

I'm...

Hi. I'm ...

Will you please introduce me to that lady?

Responding to an introduction

How do you do?

Hello, ...

I'm glad/pleased to meet you.

Nice to meet you.

It's a pleasure to meet you.

I'm delighted to see you here.

Parting

(I'm glad) to have met you.

(It was) nice meeting you.

(I) hope we'll meet again some time.

(I) hope we can see each other again some time.

I'm glad to have met you. I hope we'll see each other soon.

See you later.

E Pair work Here are lists of greetings and responses. Please note that the phrases near the top are generally more formal than the ones near the bottom. Practice saying them and then choose to greet and respond appropriately.

Greetings

Hello, I'm honored to make your acquaintance.
How do you do?
Good morning / afternoon / evening.
I'm pleased to meet you.
Hello.
How are you?
Hi.
How've you been?
What's going on?
What's new?
Long time, no see.

Responses

Nice to meet you.
How do you do?
Good morning / afternoon / evening.
Glad to meet you, too.
Hello.
Fine, thank you. And you?
Hi.
Pretty good.
Not much.
Nothing.
Yeah!

Situations

How would you greet:

- a) a colleague in the morning?
- b) a professor in the afternoon?
- c) a school-mate in the evening?
- d) an old friend when you meet him in the street?

F Oral presentation One student turns to a neighbor and introduces him / herself to the neighbor. The neighbor responds, then turns to a third student and introduces him / herself. The students should exchange greetings, talk about the weather, and say good-bye.

1.2 Fun University

Words & Expressions

be situated on/in/ at

位于; 坐落于

magnificent

a.

极好的

stretch

n.

一段路程

distinctive

a.

独特的; 与众不同的

historical sites

古迹

annual

a.

每年的

landscape

n.

风景



- A Fun University has divided campuses, and each section is located in a different area. Listen to the passage and complete the information about *Fun University*. Use ✓ to indicate the places in which different colleges are located and fill in the blanks with appropriate words you've got from the tape. The examples are given as follows.

Where Are They Located

| Place | Fun University | College of Arts | College of Fun History |
|---------------------|----------------|-----------------|------------------------|
| Mystery Coast | ✓ | ✓ | |
| Brave Town | ten miles | | |
| Nature Reserve Park | | | ? |
| Adventure Cave | 2 hours | | |
| Bar Valley | | | |

| Place | College of Martial Arts | College of Dreams | College of Health |
|---------------------|-------------------------|-------------------|-------------------|
| Mystery Coast | | | |
| Brave Town | ? | ? | ? |
| Nature Reserve Park | | | |
| Adventure Cave | | | |
| Bar Valley | | | |

- B *Pair work* Ask your partner these questions:

- Can you name the five colleges under Fun University?
- If you study at the university, where can you go sightseeing in the places nearby at the weekend?

- c) Which of the five colleges would you like to attend? Why?
 d) Can you introduce this Fun University to your friends? If you can, try to practice.

C Listen to the following passage and then fill in the blanks as you listen to the passage the second time. Pay attention to the bold words and expressions.

Fun University is **renowned** for its happy-life programs in **liberal arts**, the health sciences and human 1. The university also provides different degree programs assuring pre-professional students of a **well-rounded** education. Throughout university years, students are **coached** to 2 in their fields and are taught to enjoy their lives.

Fun University **enrolls** students from throughout the Universal Kingdom and many foreign regions, with a **majority** from the planet Mars. The student population includes 3 undergraduate students, 3400 graduate students, and 450 doctoral 4. The **faculty** includes 388 full-time and part-time members. The student-to-faculty ratio is ranked the 5 in the Kingdom.

The class size may be the smallest at the university level. 6 percent of classes have fewer than 8 students; forty-five percent have fewer than 15. It is rare to be in a class with more than 30 members.

Student organizations are 7. Students keep busy in more than 50 clubs and activities, including fun teams, academic societies, 8 groups, honor associations, publications and the student union.

Words & Expressions

| | | |
|---|-----|--------------|
| be renowned / famous / noted for | | 以……闻名/著名 |
| e.g. France is famous for its fine food and wine. | | 法国以其佳肴和美酒著名。 |
| liberal arts | | 人文学科 |
| well-rounded | a. | (知识)全面的 |
| e.g. a well-rounded scholar | | 知识全面的学者 |
| a well-rounded curriculum | | 全面的课程计划 |
| coach/ tutor | vt. | 辅导; 教授 |
| e.g. His father coaches him in English. | | 他父亲教他英语。 |
| enroll | vt. | 招收 |
| majority | n. | 多数 |
| faculty | n. | 全体教员 |

D Group work Work in small groups of four retelling the passage above in a relay fashion. Some of the following questions may be of your help.

- a) What is Fun University famous for?
 b) Where do the students of Fun University come from?
 c) How many students are there in Fun University? What about the teachers?
 d) What is the class size of Fun University?
 e) What can students do after class in Fun University?

E Oral presentation Both Part 1 and Part 2 are some relevant information about ABC college. You are asked to introduce it to a group of high school kids. Work with your partner and pool both Part A and Part B together to make an oral presentation on ABC College.

Part 1

- established in 1789
- 6th largest college in Massachusetts for undergraduate enrollment
- approximately 15,000 undergraduates and graduate students
- the largest state college in the Massachusetts Public Higher Education system
- approximately 45,670 living graduate alumni
- situated on 455 acres in the center of eastern Massachusetts
- provides a broad range of degree programs through the School of Education and the School of Management
- focuses on continuing education
- values creativity

Part 2

- founded after the War of Independence
- 8th largest college in Massachusetts for graduate enrollment
- approximately 300,000 dollars scholarship for undergraduate and graduate programs each year
- a history-honored learning institution
- produced approximately 41 outstanding politicians who contributed to the making of their nation
- located in the geographic heart of the country
- provides a variety of certificate courses to in-service students
- proud of its value-added service
- stresses continuous improvement

1.3 About Campus Life

A Listen to a conversation and fill in the blanks with what you hear on the tape.

Beauty, a new comer at Fun University arrives on campus. She meets Beast, a fellow student and starts a conversation about campus.

Beauty: Hi, _____. My name is Beauty and I'm a freshman here.

Beast: Hi, Beauty. _____. I'm Beast of the third year.

Beauty: This is a beautiful campus, Beast.

Beast: It sure is. It's near the Brutal Sea.

Beauty: What's your major?

Beast: _____. What's yours?

Beauty: Arts. Your major sounds interesting...
 Beast: Yes, it is. We have a lot of fun in class.
 Beauty: Do you have a heavy _____?
 Beast: No, we have only 8 classes every week, but we have to read a lot.
 Beauty: Are you involved in any extra-curricular activities on campus?
 Beast: Yes. I've joined in the dance group and _____.
 Every afternoon the dance group rehearses dancing together and as a member of the student union I frequently host various kinds of parties, so I have a _____.
 Beauty: That's great. I wish I could find some activities I have interest in.
 Beast: You sure will. I hope you will also enjoy your life here.



- B Group work** Listen to the conversation again and try to find out as many as possible the kinds of students' organizations and majors students may have at university in addition to those mentioned in the dialogue.

| | | |
|-------------------|-----------------|-------------------------|
| fun history | arts | psychology |
| the student union | the dance group | classical music society |

- C** In this part, you'll try to practice speaking to yourself. Retell the conversation in your own words, not in dialogue but in passage, using the following words and expressions.

| | | |
|----------------|-------------|---------|
| major in | take course | improve |
| elective class | semester | various |

- D Pair work** Imagine that you are a newly-enrolled student of Fun University and your partner is a senior student. You may want to know more about the university. Here is a list of things you might be concerned about. Pick one and work out a conversation on it with some useful words and expressions given.

1. Library

| | | |
|--------------|-------------|-----------------|
| be located | open/ close | check books out |
| return books | be due | late fees |

2. Exams

| | | |
|-----------------------|--------------------|---------------------------|
| mid-term/ final exams | cheat on exams | take / pass/ fail an exam |
| fail a course | The exam is tough. | |

- E Oral presentation**

a) What do you think about university life?