



(I)

Spoken English: A Practical Course Book

大学英语口语教程(上)

总主编 张同乐

主 审 Jenny Spolnik (美籍专家)

安徽大学出版社
ANHUI UNIVERSITY PRESS



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藏书章

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随着我国改革开放的深入发展及国际交往与合作的日益广泛,英语作为信息传播和国际交流的载体在中国走向世界的过程中起着越来越重要的作用,而口语交际能力的提高更为高校英语教育工作者和社会各界所重视。为适应时代发展的需求,我们组织了长期辛勤耕耘在教学第一线的一部分专家、教授、优秀教师编写了这套《实用英语口语教程》,旨在通过翔实严谨的语言素材、系统实用的练习板块,使英语学习者经过大量的语言训练后能打下扎实的基本功,顺利达到自由交际之目的。

1. 编写宗旨

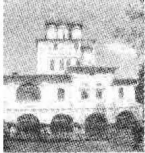
本《教程》是根据《大学英语教学课程要求》的精神为大学非英语专业学生量身定做的。《教程》的主要目标是培养学生的英语听说能力,尤其是口语表达能力,使他们在今后的工作中能用英语顺利地进行口头交际。同时也注意到增强学生的自主学习能力,开阔视野、改善思维,全面提高其综合文化素质和跨文化交际意识。

2. 编写理论依据及编写原则

本“教程”以建构主义理论为指导,基于“任务型教学”理论,即语言教学的过程应该是一个为完成交流任务的过程,课堂上的语言活动应该以具体的“任务”形式组织起来,它以社会生活中的实际交流意义为中心,并尽可能地使这些课堂的语言教学活动真实化和社会化。

根据“任务型教学”的特征,《教程》编写的主要原则如下:

(1)“任务”设计的真实性和可操作性。力求使语言活动“任务”具有明确的现实意义和较强的操作性,即“任务”应该是学习者在日常生活和社会



交往中能够亲身经历到的事情,如“校园生活”、“体育赛事”、“计算机与网络”、“旅游”等,同时也有人们广泛关注的“教育”、“文化”、“财富”、“人生价值”等热门话题。

(2)“任务”设计的适宜性和可接受性。即“任务”的难易度要适中。美国著名应用语言学专家克拉申认为,人类只有获得可理解的语言输入时才能习得语言。《教程》每单元的各部分设计均以 I+1 输入理论为依据,编排由浅入深、循序渐进,力求使学习者在学习过程中不会因“任务”过于简单而失去兴趣,或又因“任务”难度太大而望而生畏。

(3)任务设计的多样性。《教程》从问题的设计到练习的编排,从主题会话的编写到跨文化元素的拓展均体现了形式的多样化和“任务”题材的多样性。它使语言学习者能从“语言盛宴”中汲取丰富的营养,从而有机地将语言能力和社交活动交流能力有机地结合起来。

(4)“任务”设计的完整性和连贯性。《教程》较为全面地覆盖了日常生活中的主要话题,其中每一项“任务”(即每一个单元)都有一个比较完整地操练程序,从而帮助学习者在执行任务的活动中不断开发认知潜能,逐步形成一种有明确目的地生成、转换、运用语言知识和交际技能的能力。

3. 编写特点

(1)在选材上,注重题材的实用性和典型性,强调语言真实地道,话题广泛实用。

(2)在内容编排上,注重系统连贯,同时也兼顾注入一定量的跨文化交际方面的元素,以培养学生的综合文化素养。

(3)在教学理念上,强调“练为主线”的原则。每单元均设计了相当量的机械模仿练习和拓展练习。《教程》倡导夯实基础、循序渐进;说听并进,不断提高。

4. 教材的构成

《教程》分上下两册,每册共 18 单元。每单元构成如下:

(1)Part I 由“导入”和“热身活动”两部分组成:

Section A Lead in 导入围绕本单元的话题提供一概述性的文字综述。“导入”语言凝练,概括精炼,是“教”与“学”双方引入话题或对该话题进行总结的较佳方式之一。

Section B Warm-up Activities 热身活动设计了五个话题供学生热身。本练习旨在训练学习者的说、写能力。



(2) *Part II* “英语会话”。此部分为语言认知、巩固和提高阶段,其中包括三个完整的对话。每个对话附有句型练习、拓展练习和难点注解。通过实景会话为学生提供目标语的实用语境,从而掌握该语言的精髓。

(3) *Part III* “对话生成”。此部分为语言输出能力锻造阶段,由三部分组成:①角色扮演②课堂汇报③口头作文。该部分注重对学生语言基础和语言交际能力的培养,每项内容均提供与话题有关的常用词汇、短语和句子,旨在通过大量的练习,使学生的英语应用能力得到进一步的增强。为配合大学英语四、六级口语考试,编者在“角色扮演”项精心设计了部分图片,以训练学习者的看图理解能力和语言表达能力。

(4) *Part IV* “由你选择”。编者精心设计了此份语言套餐,内含成语、谚语、幽默故事、中西文化知识等内容,供学生在轻松愉快的环境中学习英语。

(5) *Part V* “知识拓展”。为拓宽学生的知识范围,此部分介绍了本单元涉及的功能句型,同时按照文化范畴和意念范畴把与课文直接相关和间接相关的鲜活词汇编排在一起,使学生增加词汇量,扩大词汇范围。

本《教程》在编写过程中,安徽省教育厅高教处、安徽大学教务处,安徽大学出版社等有关部门及单位为本书的编辑和出版给予了大力的支持,在此一并表示谢意。!

由于时间仓促,谬误在所难免,敬请各位同仁不吝匡正。

编者

2009年8月

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Unit 1

Getting to Know Each Other

Communicative Function:

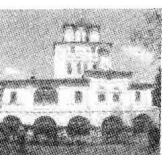
Greeting and introducing

Part I Starting Out

Section A

Lead-in

Greeting is a way for human beings (as well as other members of the animal kingdom) to intentionally communicate awareness of each other's presence, to show attention to, and to suggest a type of relationship or social status between individuals or groups of people coming in contact with others. With many forms of communication, greeting habits are highly culture- and situation-specific and may change within a culture depending on social status and relationship; however, this phenomenon exists in all-known human cultures. Greetings can be expressed both audibly and physically, and often involve a combination of the two. This topic excludes military and ceremonial salutes but includes rituals other than gestures.



Section B

Warm-up Activities

Questionnaire: Discuss the following questions in pairs or groups; record your partners' answers in the form below and then make a summary of your own based on the discussion.

1. Do you enjoy meeting new people?
2. What are some good things to ask someone you just met?
3. What are some things you shouldn't ask people you just met?
4. Is there any body language you can use to make your greetings more effective?
5. What is a favorite topic for new acquaintances in your country?

Answer to Question 1.	
Answer to Question 2.	
Answer to Question 3.	
Answer to Question 4.	
Answer to Question 5.	
Summary	



Part II Model Speaking

originally /ə'ridʒənəli/ 起初; 原来

overseas /'əʊvə'si:z/ 国外的; 在国外

sales representative 商品经销代理

major in 主修

recommend /rekə'mend/ 推荐

journalist /'dʒə:nəlist/ 新闻工作者

military /'militəri/ 军队

psychology /sai'kɒlədʒi/ 心理学

familiar /fə'miljə/ 熟悉的

tourism /'tuəriz(ə)m/ 旅游业

journalism /'dʒə:nəlizəm/ 新闻业

appointment /ə'pointmənt/ 约会

Dialogue One

Getting to Know Each Other

(T = Tom; L = Lily)

T: Hi, I don't think we've met before. My name's Tom.

L: Hi, Tom. My name is Lily.

T: Nice to meet you, Lily. So where are you from?

L: Well, originally I'm from China. But we moved to the U. S. when I was five years old. My parents now live in California. How about you, Tom?

T: I was born in California and I lived there until I was 7.

L: Oh, really?

T: Yeah. But, since my father worked for the military, we moved around a lot.

L: Oh yeah? Where some other places did you live?

T: Mostly we were overseas. We spent over 10 years in Korea and Japan. We moved back to the States three years ago.

L: Wow, sounds like you have an interesting life. So what do you do now?

T: I'm a college student.

L: Oh, really. What are you studying?

T: I major in psychology. How about you? What do you do?

L: Well, I'm working as a sales representative at GM.

T: No kidding. My brother works there, too.



Notes:

1. **No kidding.** 说真的。这是一个省略句。完整表达应该是: I'm not kidding.
2. **I don't think we've met before.** This sentence is often used to open a conversation.
3. In conversations with native speakers of English, we have to avoid inappropriate topics. In the West, it's impolite to directly ask adults, especially women, their age. Income is thought of as a personal and private affair as well.

Expressions:

- a. Since my father worked for the military, we ...
- b. We spent ... on something/(in) doing. ...
- c. Sounds like. ...
- d. I major in. ...
- e. I'm working as... at...

Drills:

A.

Since... , we...	a. Since you are unable to answer perhaps we should ask someone else. b. Since it is late, I shall go home now. c. Since you're busy, we _____. d. Since you've finished your work, you can ____. e. _____. f. _____.
------------------	---