

总 主 编 张学君
本册主编 周之南

大学英语口语教程

(课内版)

College Spoken English

A Practical Activity Book

哈尔滨工业大学出版社

大学英语口语教程

College Spoken English

A Practical Activity Book

(课内版)

总 主 编 张学君

本册主编 周之南

哈尔滨工业大学出版社

《大学英语口语教程》编委会

总主编 张学君

主 编 周之南 (课内版) 刘长远 (课外版)

副主编 马玉红 李曼丽 (课内版)

王 路 孙红烨 (课外版)

编 委 马玉红 马 骏 王 眺 王 路 冯映宏 孙红烨
刘长远 刘景新 李曼丽 李 薇 李静菲 成 城
任铭静 张学君 周之南 贾雪莱 常 巍 董艳焱
(以姓氏笔划为序)

主 审 Steve Nessen(美国) 李小红

图书在版编目 (CIP) 数据

大学英语口语教程: 课内版/张学君主编. —哈尔滨:
哈尔滨工业大学出版社, 2006.1
ISBN 7-5603-2324-3

I. 大… II. 张… III. 英语—口语—高等学校—
教材 IV. H319.9

中国版本图书馆 CIP 数据核字 (2006) 第 008120 号

责任编辑 黄菊英

封面设计 卞秉利

出版发行 哈尔滨工业大学出版社

社 址 哈尔滨市南岗区复华四道街 10 号 邮编 150006

传 真 0451-86414749

网 址 <http://hitpress.hit.edu.cn>

印 刷 黑龙江省教育厅印刷厂

开 本 787mm×1092mm 1/16 印张 11.5 字数 248 千字

版 次 2006 年 3 月第 1 版 2006 年 3 月第 1 次印刷

印 数 1~4 000

定 价 (课内版 课外版) 52.00 元

(如因印装质量问题影响阅读, 我社负责调换)

前 言

我国社会经济、文化及教育迅猛发展的趋势,使大学英语传统的课程模式和教学模式面临严峻的挑战。随着我国加入世贸组织,扩大对外开放和全球化竞争的进程加快,使我国同国外接触的机会越来越多。英语作为世界通用语已被广泛应用于世界交往的各种场合,以知识传授为主的教育已远远不能满足科技化、信息化、国际化社会对人才的需求。因此,改变大学英语教学指导思想,改革现行的教学模式、教学内容及课程体系,从知识传授转向能力培养,即从单纯的领会能力教学转向综合的语言表达能力的培养已成为我国外语教育界的当务之急。

针对当前我国的教育状况,国家教育部提出了大学英语教育改革的举措,并颁布了《大学英语课程教学要求》,为促进大学英语教育确定了明晰的目标和具体要求。结合当前的发展趋势,依据国家教育部的《大学英语课程教学要求》,我们编写了这套口语教程。编写本教程的目的之一在于改变大学英语教学的现状,让学生们通过学习和实践,达到综合能力水平的提高,尤其在口语方面有一个明显的突破。本教材以每单元一个主题的形式出现,让学生们就某一主题全面掌握其背景知识,通过对主题提出思考、讨论来阐明自己的观点。在掌握交际技巧的同时,条理清晰地表达自己的目的;目的之二是培养学生灵活处理语言环境的能力,对有限的内容进行发散,力争达到可以自行处理生活中所遇到的方方面面。当然这些还只是对大学英语教学模式改革的一种尝试,还有待得到长期实践的检验。

《大学英语口语教程》分为两册,分别用于课内和课外。课外教材为课程提供了大量的背景信息和一定的讨论素材,让学生在课前对内容有所了解。课内教材针对主题内容安排了有步骤的组织活动,使学生充分掌握和运用所学知识,得到实践的锻炼,为将来走向社会打下坚实的语言基础。

希望本教程能够对大学英语教学改革起到积极的推动作用,使学生们大大受益。

本教程编写过程中参考了大量的有关书籍和资料,只因信息来源繁杂,不便在此逐一列出,希望见谅。在此我们表示衷心的感谢。

本教程由美籍教师史蒂夫·尼森(Steve Nessen)审阅全部书稿并提出许多有益的建议,在此表示深切谢意。

由于本教程编写仓促,难免有疏漏和不足之处,敬请同仁谏诤。

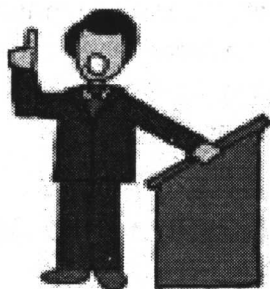
《大学英语口语教程》编委会
2006年1月于哈尔滨工业大学

CONTENTS

Unit One	<i>Oral English</i>	(1)
Unit Two	<i>Friendship</i>	(8)
Unit Three	<i>Food</i>	(13)
Unit Four	<i>Education</i>	(20)
Unit Five	<i>Health</i>	(25)
Unit Six	<i>Love</i>	(31)
Unit Seven	<i>Environment</i>	(36)
Unit Eight	<i>Holidays</i>	(44)
Unit Nine	<i>Marriage</i>	(52)
Unit Ten	<i>Superstition</i>	(58)
Unit Eleven	<i>Crime and Punishment</i>	(65)
Unit Twelve	<i>Culture</i>	(70)
Unit Thirteen	<i>Career</i>	(74)
Unit Fourteen	<i>Media</i>	(81)
Unit Fifteen	<i>Business</i>	(86)
Unit Sixteen	<i>Family</i>	(92)
Unit Seventeen	<i>Wealth</i>	(96)

Unit Eighteen	<i>Sports</i>	(100)
Unit Nineteen	<i>War</i>	(104)
Unit Twenty	<i>Responsibility</i>	(109)
Unit Twenty-One	<i>Music</i>	(116)
Unit Twenty-Two	<i>E-Life</i>	(122)
Unit Twenty-Three	<i>Movies</i>	(128)
Unit Twenty-Four	<i>Study Overseas</i>	(139)
Unit Twenty-Five	<i>Tourism</i>	(143)
Unit Twenty-Six	<i>Space Science</i>	(149)
Unit Twenty-Seven	<i>Women</i>	(154)
Unit Twenty-Eight	<i>Global Issues</i>	(159)
Unit Twenty-Nine	<i>Communication</i>	(165)
Unit Thirty	<i>Religion</i>	(172)

Unit One Oral English



Language is a tool for communication.

Part I Homework Check

Directions: You should learn the vocabulary and read the passages beforehand. Then answer the questions in the passages of ***College Spoken English: A Cultural Information Book*** in this unit.

Passage One

1. Have you ever thought about using some practical ways to learn English efficiently?
2. What do you think might be the best way for you to improve your oral English?
3. What is the most immediate thing you can do to improve your oral English?

Passage Two

1. Why is it important to know about the American social customs?
2. What are some differences in social customs between China and the US?

3. What have you learned from the passage?

Passage Three

1. What is the main idea of this passage?
2. Does the information contained in the passage help you with your English pronunciation, and in what way?
3. Among the six points mentioned in the passage, what is the hardest for you to understand?

Part II Warming-up Activities

Activity One

Directions: Listen to the speech. It was given by Du Hong, a student in Harbin Institute of Technology. She was at first a freshman in an ordinary English class. With a strong will to improve her English, she worked very hard in the first semester and was admitted to an advanced class in the second semester. Her speaking was not good at the beginning, but after regular practice with a partner (one hour everyday), she got an A in Business English Certificate (BEC) Vantage, a Cambridge English Test in her fourth semester and a certificate in BEC Higher in the fifth semester, with speaking in both tests marked A. Do you want to know how she did it? Listen to the recording and answer the following questions:

1. Do you want to speak English as fluently as Du Hong or even better?
2. Do you think her level would be hard to reach? If so, how far away are you from her and in what way?
3. According to the speech, what are the important things to remember when practicing speaking? Write them down.

Activity Two

Direction: Discuss in pairs about your major difficulties in speaking English and the possible ways to overcome them. Here are some examples of common difficulties that college students often have when they try to speak English:

Shyness: I'm a shy person. I'm always nervous when I am speaking in front of other people, even in Chinese.

Reserve: Although I know I can speak a little, I just don't want to show off. I usually speak to myself silently.

Fear: I'm afraid of making mistakes. I'm afraid of being laughed at.

Lack of speaking skills: You know, my mind always goes blank when I try to speak English. I can't find the right words to express myself.

Part III In-class Activities

Activity One

Directions: Listen to your teacher's introduction to College English Spoken Test. How many parts does it have? Which part is the easiest to you, which is the hardest? Make clear what the test is like. Ask questions if necessary.

Activity Two

Directions: Work in pairs and describe your high school English teacher(s) to your partner in five minutes. Your description should cover the following points:

- Name / Age
- Appearance

- Language skills, especially, oral English
- Teaching skills
- Special features
- Influence on you
- Your feelings towards this person
- Memorable events
- Anything else you can remember

Activity Three

Directions: Reading tongue twisters aloud is a very good way to improve your fluency. Practice the following tongue twisters. Let's see who can read them the fastest and clearest.

1. Sally sells seashells by the seashore. The seashells she sells are seashells, I'm sure.
2. Peter Piper picked a peck of pickled peppers.
3. Andy Anter ate an acid apple accidentally.
4. A cricket critic cricked his neck at a critical cricket match.
5. A tooter who tooted a flute,
tried to tutor two tooters to toot.
Said the two to their tutor:
"Is it harder to toot or
to tutor two tooters to toot?"

Activity Four

Directions: Work in groups to answer the following questions for Circular Question Time.

1. Your teacher is going to divide the class into groups. Join one group according to the teacher's instructions. Arrange your seat so that the 6~8 people in your group sit in a circle.
2. Student 1 in this group reads a question aloud and nominates another student, student 2, to answer. Student 2 answers the question as fully as possible and then nominates another student, Student 3, and asks his/her opinion. Student 3 gives his/her opinion. Student 3 then reads another question aloud

and nominates another student to answer.

3. The activity continues in this way but different students must be nominated so that each student ends up with at least one question. Answers should be encouraged to be as fully developed as possible.

Questions for This Activity:

- Do you generally enjoy speaking English? Why?/Why not?
- Are you confident when speaking English?
- Do you think speaking well is less important than writing well? Why?
- Do you feel shy or nervous about speaking in front of your peers/colleagues?
- How do you feel when you make a mistake?
- Do you feel it is more important to communicate, no matter how, than to speak correctly? Why?
- Do you hesitate a lot? If so, is it because you are looking for the right word or trying to formulate a structure correctly?
- Would you rather speak fluently but make a lot of mistakes or speak slowly but get the grammar right? Why?
- Do you think that pronunciation is an important part of speaking correctly? Why?/Why not?
- What do you usually do when you don't know or can't remember a word?
- Do you prefer to use short simple sentences, or do you try to join sentences up to make longer sections of speech?

Part IV After-class Activities

Activity One

Directions: Work in groups to write a comment on the topic in this unit and work individually to write a summary about one of the passages in this unit **College Spoken English: A Cultural Information Book**.

Activity Two

Directions: Here is a sample plan made by a student. Read it carefully. How does it suit you? What changes will you make so that it is practical for you?

A Sample Plan

1. Monday~Friday morning: Reading aloud for half an hour (7:30~8:00)
2. Monday~Friday lunch-time: Listening for one hour (12:30~1:30)
3. Monday~Friday evening: Dictation and imitation for about one hour (9:00~10:00)
4. Saturday: Watch an English movie using English. Talk about it in English to a friend.
5. Sunday: Listen to an English song/story and try to write it down. Learn to sing/tell it to others or record your voice on a tape.

PS: Join an English club/saloon. Find a partner / foreigner to practice English with.

Activity Three

Directions: Memorize your plan and recite it to someone (your classmate, friend, partner, or your teacher). You can start like this:

"I've made up my mind to improve my oral English and made a plan.

I promise I'll do as I have planned. Could you listen to my plan and be my witness? Here is my plan: ..."

Activity Four

Directions: Prepare the next unit as you are told by your teacher and answer the questions asked in the unit ***College Spoken English: A Cultural Information Book*** before class.

Unit Two Friendship



Friendship is built slowly.

Part I Homework Check

Directions: You should learn the vocabulary and read the passages beforehand and then answer the questions in the passages of ***College Spoken English: A Cultural Information Book*** in this unit.

Passage One

1. If one of your best friends goes abroad, what is your reaction? Will you do like what the author does?
2. Do you think friendships have seasons of closeness and seasons of distance?
3. Have you ever given a friend advice and then found out later that she or he did not follow through with what you told her? Were you hurt or upset?

Passage Two

1. When someone (just an acquaintance) shares some of his/her privacy with you, will you be responsive? What will it be?
2. Do you think talking is an integral component of friendship? How about if you are a very introverted person? Does it mean you do not have friends?

3. When you find your friend tells a lie by accident, what will you do?

Passage Three

1. Do you have a foreign friend and do you think you can make friends with foreigners? What will you do to establish and maintain your friendship?
2. What makes friendship so different in different countries?
3. Can you describe the characteristics of Chinese friendship?

Part II Warming-up Activities

Activity One

Directions: Watch an except from the movie *My Best Friend's Wedding* and answer the questions.

Background of the film *My Best Friend's Wedding*:

My Best Friends Wedding was filmed in 1997 and stars Julia Roberts, Rupert Everett and Cameron Diaz. Roberts dazzles as commitment-shy Julianne Potter, who suddenly realizes she's in love with her best friend Michael. There's just one catch, and he's about to marry someone else. Now she has to win him back, and with just 4 days, the help of resourceful boss and the benefits of an extremely devious mind, Jules will do anything to get her man except to tell him the honest truth!

1. Dubbing: See the film and work in pairs to imitate the parts and dub according to the script.
2. Role-play: If you find you fall in love with your best friend the day before his/her wedding, what will you do?

Activity Two

Directions: Work in pairs or in groups to discuss the following questions with each other.

1. Why should everyone have friend(s)? What's friendship? What's the basis of making friends?

2. Give some words to describe friendship or friend(s)? How will you rank them (which one is most important)?

E.g. faithful, reliable, interesting, everlasting, nice, different, sharing, helpful, incredible, polite, truthful, caring, reliable, polite, loyal, etc.

Part III Useful Words and Expressions

Learn the following words and phrases by heart and read or make up a sentence with each one before class:

1. a nodding acquaintance; playmate; a casual friend; a confidant;

an intimate friend; a devoted friend; pen pal; a noble friend;

pen pal; Internet friend; cross-generation friend; an ungrateful friend; a loyal friend
2. offer friendship; maintain friendship; break friendship with;

renew friendship

Here are some sentences and structures that you might find useful in discussion:

1. Can you help me straighten it out?
2. What would you do if you were me?
3. What would you do if you were in my shoes?
4. How do I go about it?
5. Can you give me some advice on how to make up for the time I've lost?
6. How would you advise me to reply to an invitation?
7. What do you think I can do to help them?
8. What would you do in my position?
9. Exactly my thoughts.

10. I'm with you there.
11. You can say that again.
12. How right you are.
13. If you say so.
14. That's my feeling too.
15. I quite agree with you.

Part IV In-class Activities

Activity One

Directions: Work in pairs to discuss the following topics with each other.

1. If one of your roommates who is your good friend has the habit of using your personal things (such as towel, tooth brush and so on), although you have told him/ her quite a lot of times, he/she still does so. What will you do?
2. Do you think there is friendship between different sexes? Do you have a friend of the same or different sex?
3. When you find your best friends of the same sex have had his/ her girlfriend/boyfriend, what will be your reaction?

Activity Two

Directions: According to the discussion in this unit, give a presentation or have a debate.

1. Role-play:

In one training class, you spend almost one month with someone who became your intimate friend during the course. After it, both of you went back to your own city, and although you have each other's phone number, you two don't make contact with each other for quite a long time, say, two years. But one day you receive a call from him/ her asking you to lend a considerable sum of money (five thousand) to him/her, will you lend it to him/ her? If not, how will you tell him/her?