

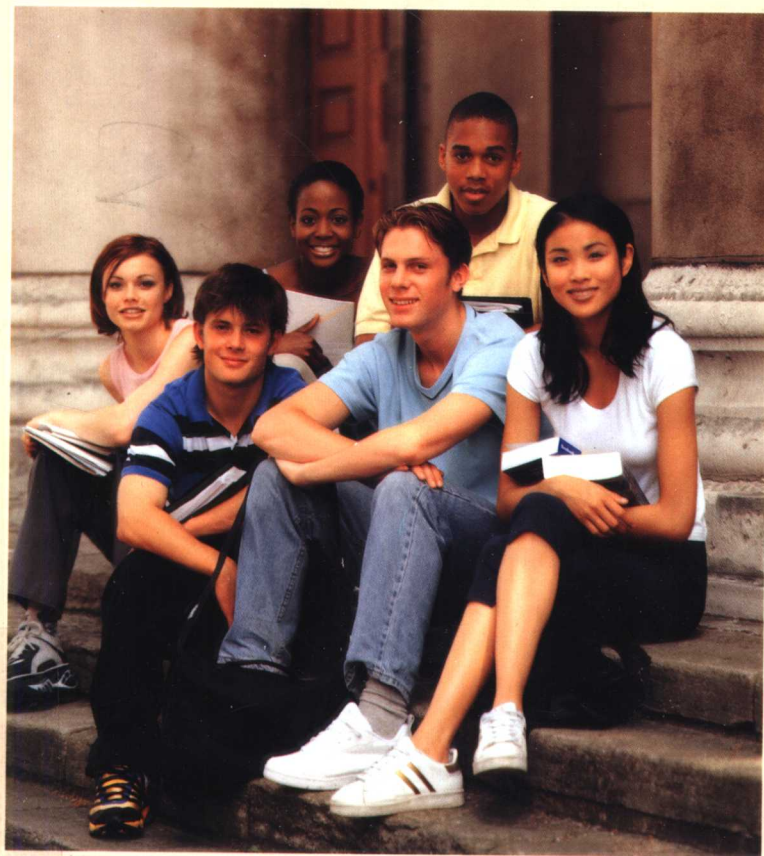


普通高等教育“十五”国家级规划教材

# COLLEGE ENGLISH

NEW IDEA ORAL ENGLISH FOR  
COLLEGE STUDENTS

张在新 穆 杨 主编



上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

新思路

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# 致教师与学习者

## 教材简介

《新思路大学英语口语》教材是由教育部批准立项的普通高等教育“十五”国家级规划教材,共分上下两册,均由故事与漫画(Stories and Cartoons)和练习(Interactions)两大部分组成,并配有全部故事和漫画内容的录音及录音稿和练习参考答案(开放型练习除外),还附有《大学英语课程教学要求》推荐的学生英语(口语)能力自评/互评表和国际权威教材的口语测试标准,供教学评估参考使用。

根据最新试行的《大学英语课程教学要求》的精神,“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流”,其中口头信息交流被提到了突出重要的位置上。《新思路大学英语口语》教材是根据新要求专为大学英语口语教学前两个层次而编写的:上册适合于一般要求,为达到或未达到《高中英语课程标准》七级的大学新生而设置的;下册适合于较高要求,可作为学有余力,基础较好,达到《高中英语课程标准》八级的大学新生的学习目标。

在教材中出现的所有生词或词组(最新的《大学英语积极词表》、《大学英语词组表》及《大学英语参考词表》所要求掌握的词汇之外的词都以生词对待)都加有英文注释,以帮助学习者理解词义。同时在上下册教材的结尾处均附有以中文注释的生词表。《大学英语参考词表》中带有星号和三角号的要求较高的词只在上册中加以注释,在下册中不予注释。

## 教材特点

《新思路大学英语口语》教材的编写思路主要强调一个“新”字,其特点体现在以下四个方面:

1. 借鉴国际交际英语口语教学的先进经验和练习题型,采用以学生为中心、教师为交际协调者的教学模式,注重学习者之间的真实语言交际活动。教材将口语训练融会到语言交际活动中去,在学习者之间创造出真实的语境,帮助他们提高自己的口头表达能力。

2. 为了在课堂中创造真实的交际语境,教材淡化了课文提供完整信息的作用。本

教材将课堂活动的主要内容分成两大部分,由两人小组成员各自掌握部分信息,形成课堂活动的“information gap”(“信息空缺”),供两人小组交流、填补。这些“信息空缺”填补活动主要包括:(1)转述故事和漫画内容,(2)日常生活会话,(3)猜谜游戏和话题讨论等语言交际活动。

3. 教材专为大学英语口语大班教学模式而设计,特别适合于大课堂和网络课堂的教学使用。由于淡化以教师为中心面向学生的语言辐射,而强调学生与学生之间的两人双向交流,《新思路大学英语口语》教材可以同时增强教学效果和提高学生实际交际的单位时间效率。即在尽可能保证课堂教学质量的前提下,全班的总人数对每位学生口头练习的单位时间的冲击被降到了最低点。

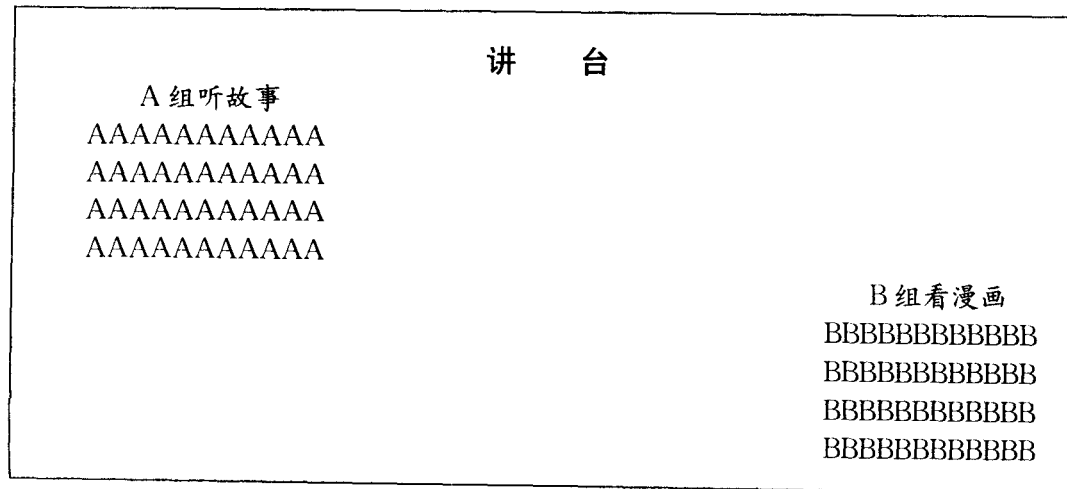
4. 语言素材主要选自当今英美口语教材和通俗读物,具有很强的时代气息和地道、生动、活泼的当代英语口语的特点。

## 使用方法

《新思路大学英语口语》教材可供一学年使用。上册(Book One)供上学期使用(17周,每周2小时,共34学时);下册(Book Two)供下学期使用(17周,每周2小时,共34学时)。每周课程的大致进度为一个活动(包括一个故事和一组漫画)加上两至三个练习。故事和漫画与练习两部分活动,按先后顺序进行,可以不按同一话题组合,也可根据具体教学情况作适当调整。

例如,在进行故事和漫画转述课堂活动时,同学们先自由组合成AB两人小组,然后教师将全班的AB组同学按两大组分别安排在教室的前后两处,A组听故事,B组看漫画(见下图)。

### AB大组活动



两大组准备好各自的交流信息后,在每个两人小组之间形成了 information gap 的交际语境。然后所有同学回到自己原来组合的两人小组。同学 A 将故事内容转述给同学 B,而同学 B 也将漫画内容转述给同学 A(见下图)。

### AB 小组活动

讲 台						
AB	AB	AB	AB	AB	AB	AB
AB	AB	AB	AB	AB	AB	AB
AB	AB	AB	AB	AB	AB	AB
AB	AB	AB	AB	AB	AB	AB
AB	AB	AB	AB	AB	AB	AB
AB	AB	AB	AB	AB	AB	AB

故事和漫画转述的具体做法可参考以下 7 个步骤:

#### A 组: 故事(学生 A 使用)

1. A 组学生集中听教师讲解故事的关键词句
2. 听磁带录音(或听教师讲故事)
3. 回到两人小组为学生 B 解释故事关键词句
4. 给学生 B 讲故事
5. 听学生 B 复述故事的内容(及时为学生 B 提供帮助)
6. 教师在全班抽查学生的语言质量(角色扮演或由学生轮流重组故事内容)
7. 学生听磁带录音,进行模仿练习

#### B 组: 漫画(学生 B 使用)

1. B 组学生分小组(两三人一组)学习漫画的提示词句
2. 使用提示词句叙述漫画内容
3. 回到两人小组为学生 A 解释漫画的提示词句中的生词
4. 给学生 A 叙述漫画内容
5. 听学生 A 复述漫画内容(及时为学生 A 提供帮助)
6. 教师在全班抽查学生的语言质量(角色扮演或由学生轮流重组漫画内容)
7. 学生听磁带录音,进行模仿练习

进行完第一部分的故事与漫画后,根据第二部分的练习要求,进行小组会话交流,最后由教师抽查学生的掌握情况。

教师可以根据故事和漫画的内容和情景,适当增加角色扮演活动(见带有\*号的故事和漫画)。作为较高要求使用下册时,教师还可以根据学生的掌握程度从课文中引出话题,供学生分组讨论,各组选出代表最后向全班汇报。

由于教材配有全部故事和漫画内容的英美专家的录音及录音稿和练习参考答案(开放型练习除外),因此既适合于课堂教学,也可用于学生课外两人小组自学。目前尚无条件开设口语课的学校,可以把本教材当作课外口语活动教材。

编者:张在新 穆 杨  
2005年5月于北外英语系



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# PART I

## Stories and Cartoons

### Class Activities for Each Story

**1. Pre-task Activity**

Study the key expressions.

Listen to the story on the tape or from the teacher.

**2. Task Activity**

Explain new words, if any, to your partner.

Tell the story to your partner; be prepared to answer any questions. Avoid reading the key expressions as much as you can.

**3. Post-task Activity**

Listen to the tape again for pronunciation and intonation. Check the tapescript if necessary.

### Class Activities for Each Picture Story

**1. Pre-task Activity**

Try to figure out the picture story without the help of the useful expressions.  
Study the useful expressions.

**2. Task Activity**

Explain new words, if any, to your partner.

Tell the picture story to your partner; be prepared to answer any questions. Avoid reading the useful expressions as much as you can.

**3. Post-task Activity**

Listen to the tape for pronunciation and intonation. Check the tapescript if necessary.



# Unit 1

## Education



### ACTIVITY 1

**STUDENT A:** *Listen to the Story*

*Math Test*

### KEY EXPRESSIONS

- walked into the locker room before a game
- looked over to his star player
- not supposed to let you play
- failed math
- looked into his eyes intently
- exclaimed
- excited that he got it right
- on the team
- began screaming

### VOCABULARY

**intent**

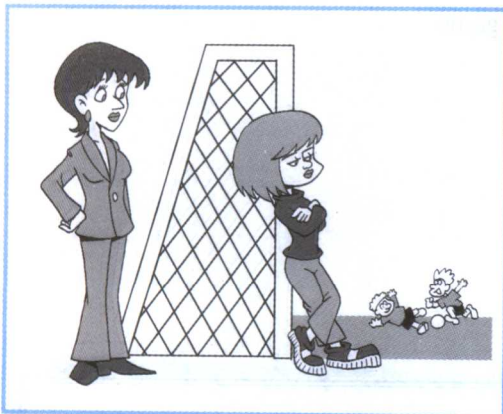
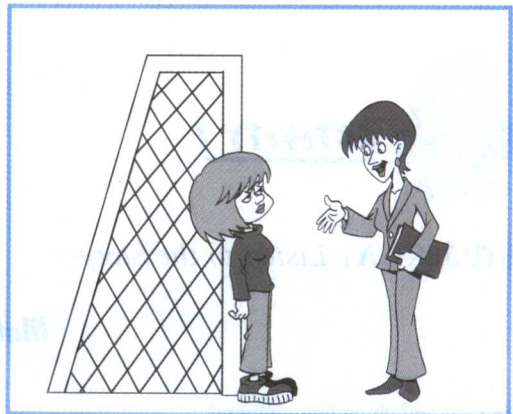
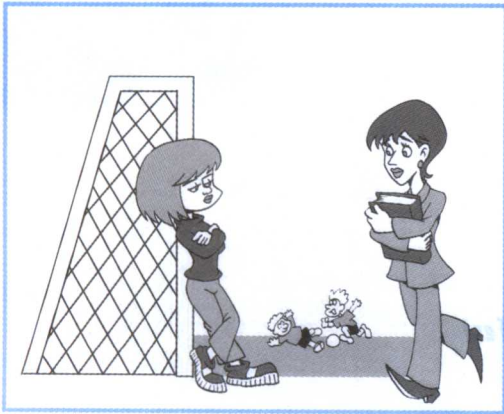
concentrating hard on something

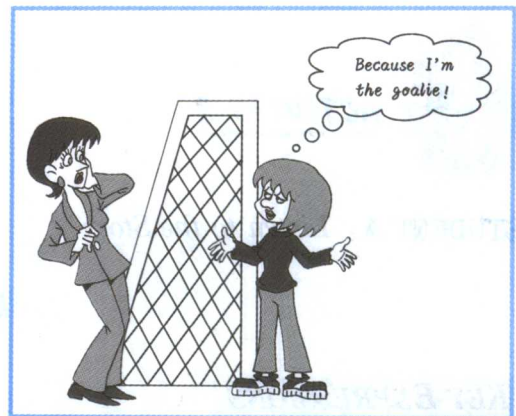
## DISCUSSION

If your hobby got in the way of your study, how would you balance the two?

**STUDENT B:** *Talk about the Cartoons*

### *Caring Teacher*





## USEFUL EXPRESSIONS

- began a job as a high school counsellor
- was eager to help the students
- noticed a girl standing by herself at one side of a playing field
- enjoyed a game of soccer at the other
- approached and asked the girl if she was all right
- left her alone
- was on the same spot, still by herself
- hesitated
- looking at the woman suspiciously
- was making progress
- standing here all alone
- said with great exasperation

## VOCABULARY

**counsellor**

someone whose job is to give advice and help to people with problems

**exasperation**

the feeling of being extremely annoyed because things are not happening in the way you want them to happen

**goalie**

goalkeeper; the player whose job is to stop the ball from going into the goal in games such as soccer



## **ACTIVITY 2**

**STUDENT A:** *Listen to the Story*

*Bet*

### ***KEY EXPRESSIONS***

- walks into the Dean's office
- by this time tomorrow
- have your buttocks cut by a sharp object
- stays away from all sharp objects in his house
- shows up to work a little late
- smacks the Dean's bottom
- hands over the \$2,000

### ***VOCABULARY***

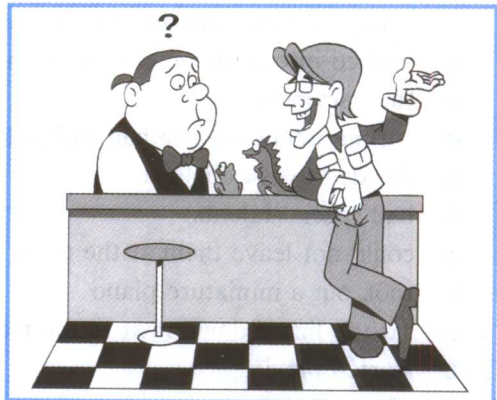
**buttock** one of the two round parts of your body that you sit on  
**You are on** used for saying "yes" when someone has invited you to compete or do something difficult or dangerous

### ***DISCUSSION***

Do you know anyone who likes playing practical jokes on others? Give an example.

**STUDENT B:** *Talk about the Cartoons*

## The Lizard



## USEFUL EXPRESSIONS

- college student and majored in music
- walked into a bar on campus with a frog and a lizard
- the bartender
- curious about why he had such odd pets with him
- decided to ask about it
- had special talents
- could not leave them at the dorm
- took out a miniature piano
- sat the lizard down next to the piano
- started playing
- after a few measures
- started singing to the tune
- sitting next to Larry was a professor
- would pay him \$600 for that frog
- without thought
- was counting his money
- why he sold such a special thing

## VOCABULARY

<b>lizard</b>	a small animal with a long tail and rough skin that lives mainly in hot places
<b>dorm</b>	a dormitory
<b>bartender</b>	someone whose job is to serve drinks in a bar
<b>ventriloquist</b>	one who speaks or sings without moving one's lips or jaws, in such a way that the sound seems to come from someone else or from some distance away

## DISCUSSION

Was the professor a victim of deception? Explain.