

情景致胜

# 大学英语口语教程

COLLEGE ORAL ENGLISH

主编：冯 娅 杨 光

下册



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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主 编：冯 娅 杨 光

副主编：夏婉璐 胡昊苏

编 者：冯 娅 任 军 张露露

夏婉璐 胡昊苏

Levi McIntire (美)

Robert Tanner (加)

Lisa Colon (英)

Matthew Sigfried Muller (美)

Justin Sobania (美)

Andrew G. M. Tebbutt (英)

下 册

主 审：段 峰

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# 前言

面对多数学生渴望讲一口流利英文却无从动口的现状,我们深感有必要编写一套适合学生英语水平的口语教程。为此,四川大学外国语学院特别组建了一支精干的教师队伍,收集最适用的口语资料和信息,结合丰富的教学经验,精心打造出这套教程,旨在培养学生的英语综合应用能力,并通过加强教学的趣味性、实效性、可操练性等,调动教师和学生的积极性。本教程的新颖之处是教学方法和教材的创新,教学方法和教材与“国际接轨”,既涵盖了国内国际口语考试的特点,也注重口语实际运用能力的培养,使其在学生未来的学习、生活、面试和工作实践中发挥重要作用。

## 框架结构

《情景致胜:大学英语口语教程》由两册书共16章组成。下册有8章,每章包括10项内容:模仿秀、配音秀、漫画秀、辩论秀、演讲秀、唱歌秀、表演秀、联想秀、脱口秀和即兴秀。每章口语练习设计丰富多彩,突出了练习的实效性,让不同层次的学生都有表现自己以及表达思想的机会,个个都能秀一把;通过章章秀、节节秀,人人都能秀个够,秀出自我,秀出风采,最终荣登口语圣殿,想说就说,说得响亮,说得漂亮。

**模仿秀:** (IMITATING SHOW) 模仿需要坚持,要经过一个艰苦的时期,模仿是学习英语登堂入室的必经之路。针对学生语音语调不准的难题,本套教材编排了快速口语模仿,由易到难,从句子到段子的模仿,要求惟妙惟肖。

**配音秀:** (DUBBING SHOW) 能像模仿秀一样起到异曲同工的效果,有效解决开口难的问题,让你最高效地提高口语和发音水平。在为来自不同国度、不同人物、不同性别、不同年龄的角色配音中,练习“口技”,在视频的陪伴中,快乐学英语。

**漫画秀:** (DESCRIBING SHOW) 漫画用简单而夸张的手法来描绘生活或时事,深受大家的喜爱。人们把漫画称为没有国界的世界语。学生首先将漫画所有



信息描述清楚；然后分析漫画的含义，或对某一主题、某种现象说明自己的理解并进行进一步的讨论；最后对于反映不良现象的漫画，要求发表评论，提出建议、措施，对于某一主题则要重申自己的立场、态度以及具体的对待方式。漫画秀在用词、句式方面更加灵活。

**辩论秀：** (DEBATING SHOW) 将任务型教学带入课堂。首先讲授英语辩论的基础知识和技巧，然后演示英语辩论赛的视频，让学生从中细细品味辩论的精彩，最后进入到实战。通过辩论秀，拓宽学生的知识面，了解西方社会文化，提高逻辑思维能力和团队合作能力。

**演讲秀：** (MAKING SPEECH SHOW) 用简单明了的语言，概略讲解演讲的步骤、技巧和方法，伴之于英语演讲的视频。演讲题目由学生自定，但演讲的内容须具有趣味性和知识性。演讲帮助学生强化内心能量，学会优雅沉稳地表达。切记：“会演讲的人，成功机会多两倍。”

**唱歌秀：** (SINGING SHOW) 学唱歌曲的过程中，为了唱得相似，学唱者必须去适应连读、弱读、省音等现象，力争模仿到让别人真假难辨的地步。伴随着音乐的流淌，歌词自然出现，轻松搞定单词和美句的记忆。通过播放与欣赏、练习与突破，逐渐跟唱到轻松自如地当众放歌。在独唱或合唱的表演比赛中，让掌声响起来。

**表演秀：** (PERFORMING SHOW) 正如莎士比亚所说，“世界是一个大舞台。”世界大舞台上演出的所有戏剧，主角始终都是学生自己。学生们手拉手，肩并肩，在这个舞台上，共同创造英语口语更加美好的明天！

**联想秀：** (ASSOCIATING SHOW) “人生需要激情，成功需要激情，自信来自激情，激情造就天才。”“激情联想”是英语学习中制胜的法宝，是“英语教学和英语学习上同时掀起的一场全新革命。”激情联想立足于从本质上寻找学生学英语的症结所在，挖掘其内在的巨大潜能。激情联想是英语学习世界的奇葩，是广大渴望提高英语口语学习者的灯塔！激情联想尤其能帮助学生快速突破英语口语。在倾听不同内容的音频或观看不同内容的视频时，在这审美欣赏的过程中，任意想象，借题发挥。

**脱口秀：** (TALK SHOW) “脱口秀”要求参与者的口才很好，说出的话非常有吸引力，而且谈吐不俗，博得众人的喝彩。每天5分钟的想象自我暗示；5分钟的镜前形态训练；随时记录报纸、杂志、书籍、电视、交流和观察所得，



拓展话题源泉；口才训练：朗读美文，自言自语，3分钟演讲，3分钟默讲，10分钟绕口令，交谈训练，幽默训练（背熟笑话，反复操练）。有了丰裕的话题源泉，严格的口才训练以及前面各种秀的积累，相信学生定能练就魅力口才，张嘴就来，脱口成章，华丽蜕变。

**即兴秀：**（IMPROVISING SHOW）即兴秀指事前没有任何准备，也不演练就向观众演出的一种表演，是学生各种能力的自然展示，是实效性口语训练的“大阅兵”。俗话说：“养兵千日用兵一时。”此时，学生面对更具挑战性的即兴表演——根据教师随意提供的题目进行表演——展现“十八般武艺”，用他们的才能和智慧向观众奉献一个个经典的即兴表演。

### 使用说明

建议每两周（4课时）完成一个章节，教师可根据学生的具体情况和课时安排有选择地使用本教程的内容，或布置课外作业完成。

### 本教程有以下特点：

1. 口语材料内容丰富，训练内容编排循序渐进，涉及内容广泛，构思新颖，将知识性、趣味性和实效性有机结合，使学生学而不厌，学有所乐，学有所获，学有所用，获得说英语的勇气、信心和实力。
2. 每章的口语训练突出实效性，结合学生的实际情况，让不同层次、不同兴趣的学生在尽情“显秀”中积极参与，乐于互动，密切配合，进而全面系统地培养其英语口语交际能力。
3. 本教程口语训练有别于传统的口语教程，口语操练与阅读、听力、写作、视频等内容相互交融，对学生进行全方位的“锤炼”。学习本教程有助于学生产生用英语进行口头交际的强烈愿望。
4. 通过自主性、互动性、开放性的口语练习，使学生由基础知识的积累，逐步过渡到自由灵活的口语表达。从开始的一字一句模仿的语料输入走向畅所欲言的语料输出。
5. 有着多年英语专业和非英语专业教学经验的教师的参与，和来自英语国家的外籍教师的加盟，使本教材既能结合国内教学的实际情况，又融入了国外教学的理念。中外教师强强联手，打造出具有广、新、高优点的口语教材。而年轻有为、时尚前卫、功底扎实的青年教师的助阵，更使教材充满了勃勃生机，注入了青春活力。
6. 本教材融入了丰富多彩的异国文化元素。学生能够在多种不同的英语交际活动中，

了解英语国家的日常生活、风俗习惯、文化背景,为日后与来自不同国度英语使用者的自由交流和友好交往奠定基础。

7. 考虑到学生英语口语水平参差不齐的实际情况,本套教材练习设计从易到难,适用于不同程度的学生及各高等院校的英语口语教学。








本教程主要是为英语口语课编写,同时也适用于要参加各类国内国际英语口语试、面试和想要提高英语口语的广大英语爱好者。其编写旨在通过大量真实有效的英语口语材料和多种形式的口语操练使学生在实践中获取多种口语技能,提高他们使用各种口语技能的能力,表达连贯流利,准确地道,以适应将来生活、学习及工作的需要。

在编写本套教材的过程中,我们得到了四川大学外国语学院领导及同事们的大力支持。书中也参考和采用了一些国内外的教材以及其他英语有声资料中的相关内容。特此说明,并向所有相关人士表示崇高的谢意。

编写此套教材时,我们在内容和形式上进行了一些新的探索和尝试,若有考虑不周和谬误之处,恳请专家、同行和读者批评指正。



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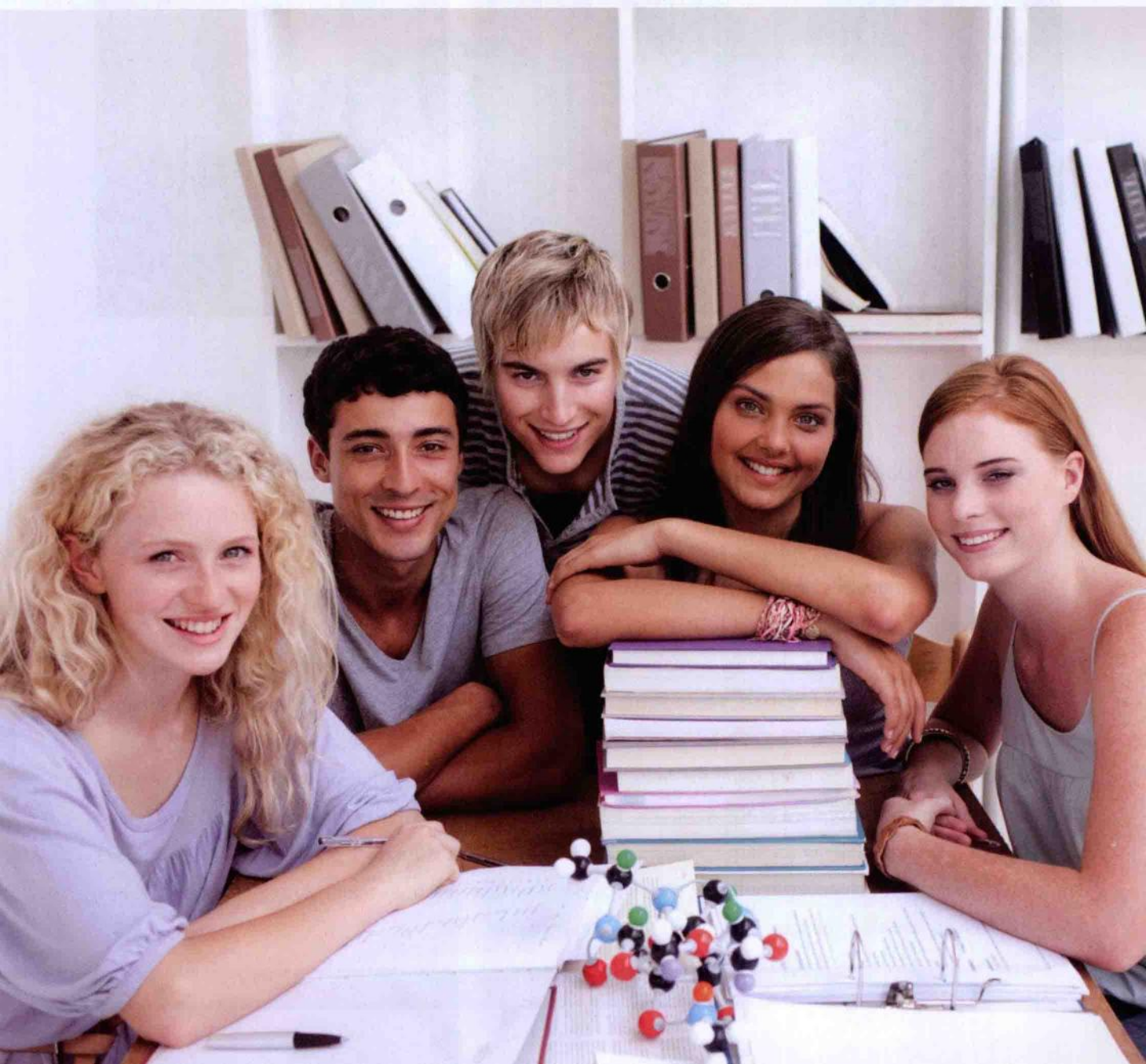
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# Unit 1 Education

The roots of education are bitter, but the fruit is sweet.

— Aristotle, Greek philosopher and polymath





## IMITATING SHOW

Listen to the recording. Try to imitate the speakers' pronunciation and intonation.



### Passage 1

#### Use of Library Facilities

I'm Mr. Britain, the head librarian, and today I'd like to introduce you to the facilities in our university library and show you how to use them. The first room on our tour is the reference room, where you will find all sorts of reference materials: dictionaries, bibliographies, literature guides, even telephone books. You may use these books only in the reference room itself. The next room is the periodicals room, where you'll find various newspapers, magazines and academic journals. The current issues are usually directly available to you on the shelves. And you can get an older issue by filling out a slip for the librarian. These items must also be used in this room. The next room contains the card catalogs. All the library's books are listed here by title, by author and by topic. When you are looking for a book, you must write the book's call number, title and author on these slips and present them with your library card at the desk. The books themselves are kept in the stacks, which are open only to graduate students, faculty members and library staff. Our library has over a million volumes in these stacks which cover five floors. If you have any further questions about using the library, I'd be glad to help you after the tour. Thank you for your attention.



## Passage 2

### Summer School in the U.S.

Students do not get a long break from classes during the hot summer months. Instead, they get shorter breaks throughout the year. Not very many schools in the United States do this. But other schools that are not year-round do often have summer programs. In many cases, students take summer classes to repeat a subject they failed. This way they get a second chance to succeed. But schools also offer summer classes to students who want to be free of a required class during the next school year.

Generally, students in these classes want to take fewer subjects during the year because they are involved in a lot of activities. They might be involved in sports or music programs, or both and more. These summer school students do the same amount of work as if they took the class during the school year. But they do it in a much shorter time, one to two months. They say it makes for a lot of reading and homework and not much time for anything else. Some education experts are worried about high school students who take summer school because of pressure to attend a top university.

*The New York Times* recently reported about summer classes at one of the best high schools in the United States. New Trier High School is in Winnetka, Illinois. Almost 600 students are in school this summer. Only 20 are repeating classes that they failed. The others are in difficult courses like physics and history. The students say taking classes like these in the summer means that they can take even more difficult classes next year. They say this shows colleges not only that they are serious about their studies. It also shows that they have experienced the most difficult high school program possible.

Another place with a lot of students in summer school is Palo Alto, California. *The Mercury News* reported that about 20 percent of the students in the city schools were in class this summer. That is more than 2,000 teenagers. A third are in classes they failed before. The others are taking subjects they do not have time for during the normal school year. But they are not taking subjects like physics and history. The students in Palo Alto are in classes like creative writing, film studies, literature and cooking.



## DUBBING SHOW

Watch the movie clips and dub the characters of them.

### 1 *Mona Lisa Smile*

- Teacher A:** Be careful. They can smell fear.
- Katherine Watson:** Good morning.
- Students:** Good morning.
- Katherine:** Thank you. This is *History of Art 100*. We'll be following Dr. Staunton's syllabus. Any questions so far?
- Connie Baker:** Your name?
- Katherine:** Why don't you go first?
- Connie:** Connie Baker.
- Katherine:** Katherine Watson. Nice to meet you.
- Giselle Levy:** Dr. Watson, I presume.
- Katherine:** Not yet. And you are?
- Giselle:** Giselle Levy.
- Katherine:** Giselle. If someone could get the...
- Susan Delacorte:** Susan Delacorte.
- Katherine:** Thank you, Susan Delacorte... From the beginning, man has always had the impulse to create art. Can anyone tell me what this is?
- Joan Brandwyn:** *Wounded Bison*, Altamira, Spain... about 15,000 B.C. Joan Brandwyn.
- Katherine:** Very good, Joan. Despite the age of these paintings, they are technically very sophisticated because...
- Joan:** The shading and the thickness of the lines moving over the hump of the bison. Is that right?
- Katherine:** Yes, that's exactly right. Next slide! This one you are probably less familiar with. It was discovered by archeologists...
- Elizabeth Warren:** In 1879, *Lascaux*, France. Dates back to 10,000 B.C. Singled out because of flowing lines depicting the movement of the animal.
- Katherine:** Impressive. Name?
- Elizabeth Warren:** *Herd of Horses*.
- Katherine:** I mean yours.
- Giselle:** We call her Flicka.



- Elizabeth:** Elizabeth Warren. They call me Betty.
- Katherine:** Very good. Betty is also correct. Just because something is ancient, doesn't mean that it is primitive. For example, next slide, please.
- Student 6:** *Mycerinus and His Queen*. 2470 B.C. It's a funerary statue of the pharaoh and queen... originally intended to preserve the pharaoh's ka. Soul.
- Katherine:** Have any of you taken *Art History* before?
- Students:** No.
- Katherine:** Let's go on. Slide.
- Student 7:** *Seated Scribe*. Egypt. 2400 B.C.
- Giselle Levy:** *Peasant Couple Plowing*. Sixteenth century B.C. Egypt.
- Student 8:** *Snake Goddess*. Minoan. 1600 B.C.
- Student 9:** *Fresco*. Minoan. 1600 B.C.
- Student 10:** *Funeral Mask*. Mycenaean. 1200.
- Katherine:** Could someone please get... Thank you. By a show of hands only... how many of you have read the entire text?
- Student 6:** And the suggested supplements.
- Giselle:** Long way from Oakland State?
- Katherine:** Well, you girls do prepare.
- Elizabeth:** If you've nothing else for us, we could go to independent study.
- Katherine:** ...

## 2 Dead poets' society

- Students:** Mr. Keating! Mr. Keating! Sir? Say something.
- Neil Perry:** O' Captain! My Captain!
- Mr. Keating:** Gentlemen.
- Neil:** We were just looking in your old annual.
- Mr. Keating:** Oh, my God! No, that's not me. Stanley "Tool" Wilson. God.
- Neil:** What was the Dead Poets Society?
- Mr. Keating:** I doubt the present administration would look too favorably upon that.
- Neil:** Why? What was it?
- Mr. Keating:** Gentlemen, can you keep a secret?
- Neil:** Sure, yeah.
- Mr. Keating:** The Dead Poets were dedicated to "sucking the marrow out of life". That's a phrase from Thoreau. We would invoke at the beginning of every meeting. You see, we



would gather at the old Indian cave and take turns reading from Thoreau, Whitman, Shelley. The biggies! Even some of our own verse. And in the enchantment of the moment, we'd let poetry work its magic.

**Knox Overstreet:** You mean, it was a bunch of guys sitting around reading poetry?

**Mr. Keating:** No, Mr. Overstreet, it wasn't just guys. We weren't a Greek organization. We were Romantics. We didn't just read poetry; we let it drip from our tongues like honey. Spirits soared, women swooned and gods were created, gentlemen. Not a bad way to spend an evening, eh? Thank you, Mr. Perry, for this stroll down Amnesia Lane. Burn that, especially my picture.

**Neil:** Dead Poets Society.

**Charlie:** What?

**Neil:** I say we go tonight.

**Charlie Dalton:** Tonight?

**Cameron:** Now wait a minute.

**Pitts:** Everybody in? Where's this cave he's talking about?

**Neil:** It's beyond the stream. I know where it is.

**Pitts:** That's miles!

**Cameron:** Sounds boring to me.

**Charlie:** Don't come.

**Meeks:** Do you know how many demerits we're talking, Dalton?

**Charlie:** So don't come, please.

**Meeks:** Look, all I'm saying is that we have to be careful.

**Charlie:** We can't get caught.

**Meeks:** No shit, Sherlock.

**Hager:** You boys there, hurry up!

**Neil:** All right. Who's in?

**Cameron:** Oh, come on, Neil, Hager's the...

**Neil:** Forget Hager! No. Who's in?

**Charlie:** I'm in.

**Hager:** I'm warning you! Move!

**Cameron:** Me, too.

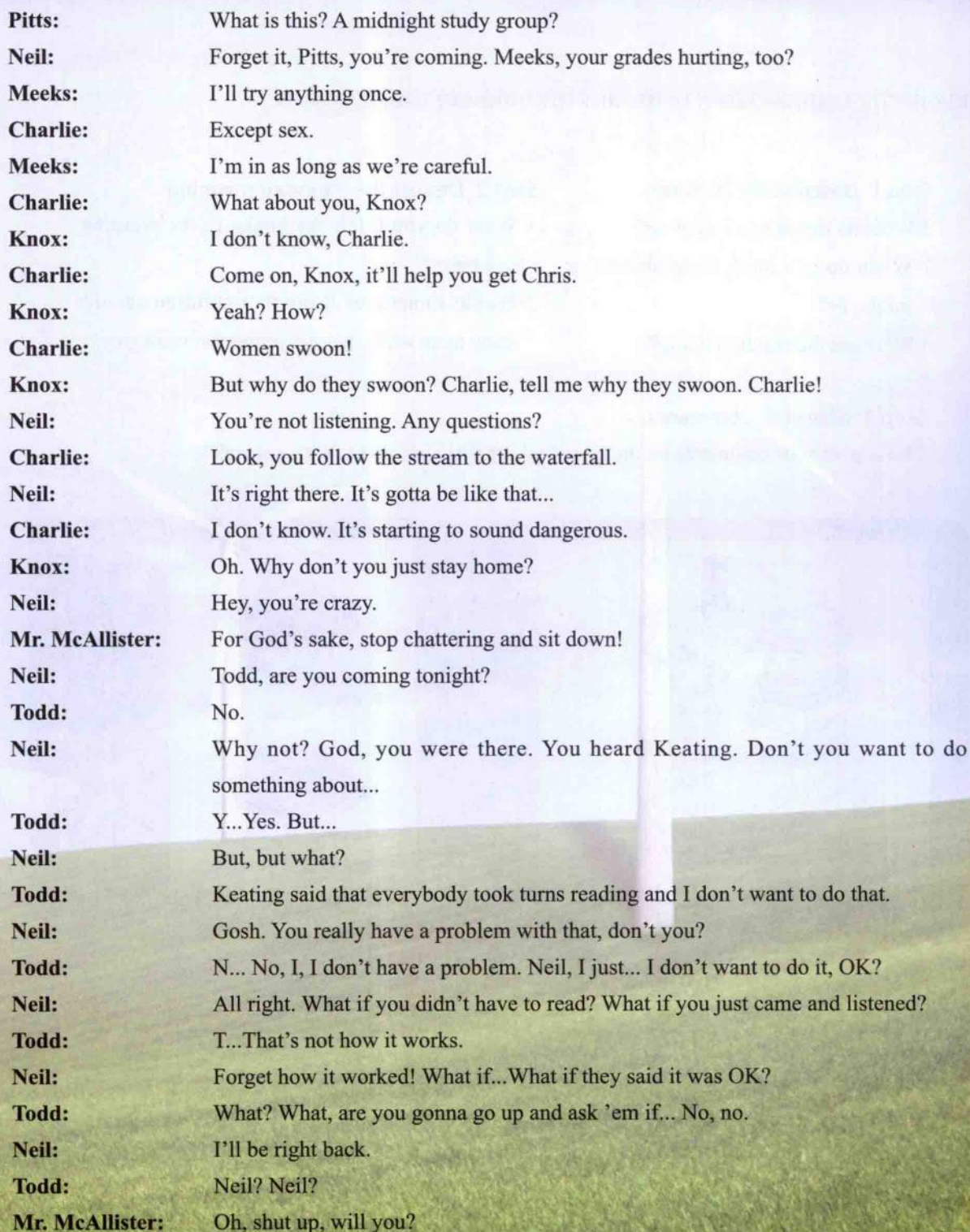
**Pitts:** I don't know, Neil.

**Neil:** What? Pitts! Pittsie, come on!

**Meeks:** His grades are hurting, Charlie.

**Neil:** You can help him, Meeks.





**Pitts:** What is this? A midnight study group?

**Neil:** Forget it, Pitts, you're coming. Meeks, your grades hurting, too?

**Meeks:** I'll try anything once.

**Charlie:** Except sex.

**Meeks:** I'm in as long as we're careful.

**Charlie:** What about you, Knox?

**Knox:** I don't know, Charlie.

**Charlie:** Come on, Knox, it'll help you get Chris.

**Knox:** Yeah? How?

**Charlie:** Women swoon!

**Knox:** But why do they swoon? Charlie, tell me why they swoon. Charlie!

**Neil:** You're not listening. Any questions?

**Charlie:** Look, you follow the stream to the waterfall.

**Neil:** It's right there. It's gotta be like that...

**Charlie:** I don't know. It's starting to sound dangerous.

**Knox:** Oh. Why don't you just stay home?

**Neil:** Hey, you're crazy.

**Mr. McAllister:** For God's sake, stop chattering and sit down!

**Neil:** Todd, are you coming tonight?

**Todd:** No.

**Neil:** Why not? God, you were there. You heard Keating. Don't you want to do something about...

**Todd:** Y...Yes. But...

**Neil:** But, but what?

**Todd:** Keating said that everybody took turns reading and I don't want to do that.

**Neil:** Gosh. You really have a problem with that, don't you?

**Todd:** N... No, I, I don't have a problem. Neil, I just... I don't want to do it, OK?

**Neil:** All right. What if you didn't have to read? What if you just came and listened?

**Todd:** T...That's not how it works.

**Neil:** Forget how it worked! What if...What if they said it was OK?

**Todd:** What? What, are you gonna go up and ask 'em if... No, no.

**Neil:** I'll be right back.

**Todd:** Neil? Neil?

**Mr. McAllister:** Oh, shut up, will you?



## DESCRIBING SHOW

Look at the comics. Work in groups to complete the activities.

Step 1 Describe the pictures.

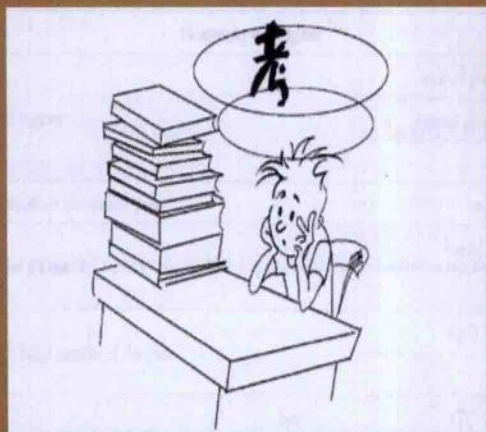
- 1 What do the pictures show us?
- 2 When do you think the problems might be?
- 3 What are the children doing?

Step 2 Discuss the intended meaning.

- 1 What do you think the books in the pictures symbolize?
- 2 People sometimes think that children should study more while they are young. Do you agree?

Step 3 Give your comments.

Please give your comments on the issue and support your points with examples.



Test, Test, Test and Test



A Student: To Be or Not to Be

### Sample

Both children are carrying something heavy on their back. The poor one is carrying a heavy bundle of rice straw and is nearly out of breath under the great pressure. His hope is to have a school to attend. The other one stumbles on his way home from school every day, with a heavy bag of books on his back. His wish is that he would not have to go to school any more. Even though they are at the same age, they



have quite different ideas about attending school.

It is the real situation in the present education system in China. In the remote countryside, the education is very poor. There are no buildings for classrooms, let alone good teachers. Children there cannot have regular education. They are sometimes forced to leave their study because their families cannot afford the necessary fees. However, the situation is quite different in cities. Almost all the children in the cities can have regular education. They can enjoy the bright classrooms and adequate facilities. But they have their own problems. What they face is the endless homework, which puts so much pressure on them that some students don't want to continue their studies.

To solve the problems, government should take some measures. It's wonderful that "The Project Hope" has been in operation to ensure many children in poor areas to be able to achieve education. Strategies have also been put into practice to reduce the pressure on the students. Teachers are asked not to give too much assignment to students. Yet, there is a long way to go in the improvement of education conditions. The whole society should be mobilized to make some contributions to our education.

