

21 世纪高职高专英语系列教材

英语口语教程

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前言

英语口语教学历来是教育界专家和学者们关注的重心之一。近年来随着社会要求大学生摆脱“哑巴英语”的呼声越来越强烈，各学校也越来越重视英语口语教学。与其他课程一样，口语教学也涉及到教材、教师、教法和学生等4方面的因素。在具体的教学过程中，这4者的协调配合是上好口语课的关键，缺一不可。而其中教材的选择又是最基本也是最重要的因素。

在是否使用教材的问题上，长期以来存在着两种意见。一种意见主要以外籍教师为代表，他们大多主张不使用任何固定教材，而是根据各自特点与学生交流；另一种意见则认为，课程教学应该以课本为依据，主张使用固定教材。在两种意见指导下的教学实践各有利弊。不使用固定教材，外籍教师可以更好地发挥他们的专长，给学生丰富的背景知识，但也可能会变成信口开河，教师一言堂，无法使学生得到系统有效的语言训练。而使用固定的教材，一方面可以保证教学的系统和完整，可以给学生提供一定的语言素材，便于他们学习积累；另一方面，也便于教师掌握教学，事半功倍。然而，选择何种口语教材却是个难题。国外编著的教材生动活泼，但往往不符合中国国情，而国内现有的教材种类有限，又存在形式单调，偏重“固化”的机械性操练等弊病。

本教程的出版正是为了填补这一空白。本教程以《高职高专英语课程教学基本要求》为指导，以《基本要求》提供的“交际能力表”为依据，选择新颖有趣，充满口语化、生活化和常用的语言内容为素材。内容设计上突破高投入、低产出的浅层次口语教学模式，代之以师生间即席问答、讨论、演讲、辩论等符合英语口语教学规律的新方法。

本教程共分两个部分。第一部分以讨论、活动、游戏及辩论为主要活动方式，共有12个单元，每单元分为8部分：功能句式；情景对话练习；相关词汇；讨论题目；活动与游戏；辩论；文化背景阅读；课外任务。第二部分为极具趣味及个性化，与生活息息相关的32个主题。贯穿全书的思想是：以教学大纲为指导，以社会热点话题为主线，以提高学生的有效交际能力为目标，鼓励学生想像、创新和表达自我。

本教程具有如下特点：

1. 语言技能训练和思维能力培养并重，充分挑战学生的高水平思考能力。

目前大多数口语教材用外语表述或讨论的都是思维难度不高的问题，如“假期中去哪旅游”“给朋友送什么样的生日礼物比较合适”“假如我成了百万富翁，我会做什么”等。显然，这些问题虽然对训练语言技能有所帮助，但对学生的思维能力并没有多大的挑战性。针对以上情况，本教程设计的口语活动力求做到兼顾到上述两方面的要求。

2. 题材广泛，激发能动性的小组讨论活动。

本教程所设计的题目均为大学生所关注的热点问题。如教育观，大学生兼职，友谊，爱情，婚姻，旅游，体育健康，娱乐活动，电视电影，电脑利弊，金钱观等话题。这些颇有争议的话题使课堂气氛生机盎然。



3. 极具趣味的话题激发学习热情，推动对话互动。

本教程设计的话题富于想像力和感染力，完全符合大学生的口味；通过鼓励学生进行有趣的对话、游戏、活动激发其学习热情，提升语言表达能力。

4. 教材适用性强，主题设计针对青年和成人。

本教程适合在校的不同年级的大学生，也适用于准备各种口试者、出国培训者以及英语爱好者。

本教程一般可在 45~60 学时学完，教师可根据学生的英语水平做适当的调整。

本教程由卢丽虹、姚嘉五主编，参编人员有王丽维、冯丽萍、刘蕾、杨小菱、巫萍、莫小容、秦美娟、崔春萍、黄珊珊、温柳春。书中疏漏与不妥之处，敬请批评指正。

编 者

2006年 6 月



使用建议

口语课是培养口头交际能力与技能训练的课程。口语课不是传统意义上传授知识的课程，而是把学生已掌握的语言知识转化成交际能力的课程。事实证明几乎无人能够只靠语言课来学会一门新的语言并流利地进行交际。母语尚且如此，非母语更是如此。人们能用外语进行交际是大量真实交际的结果。语言学习的“领悟过程”需要交际环境，交际是学习语言的核心问题和最终目标。要学生学外语，就要将他们置于有交际的环境里。这种环境有 3 个条件：有需要交际的事情、有交际的人和交际结果。因此，在现实无条件给学生提供真实交际环境的情况下，口语教学要尽可能提供这 3 个条件。

中国英语课堂向来以输入的外语文化学习为主，尤其是中学阶段的英语教学。在大学英语教学阶段，教学对象是成人团体。他们已有一定的基础知识，具备对知识进行“加工”的能力。如果对他们的教学只有输入而没有输出或输出不足，就等于浪费甚至剥夺了他们把知识转化成为技能的条件。大学英语口语教学要在输出方面创造条件，充分调动或运用学生已经输入的知识，在输出的同时再有意识地输入所欠缺的东西。因此为了有效使用本教材，并达到预期效果，笔者建议在教学中坚持以下 4 条原则：

- (1) 使学生直接参与课堂学习的时间达到最大限度；
- (2) 使学生直接参与课堂学习的覆盖面达到最大限度；
- (3) 使学生相互之间的学习机会达到最大限度；
- (4) 使学生的交际真实性达到最大限度。

关于本教程第一部分内容的使用建议：

(1) 功能句式。课堂教学可根据课时安排及学生的英语水平，创造若干情景进行操练，或留给学生自学。

(2) 情景对话练习。教师可根据学生实际情况进行分组操练，再用抽签的方式选择小组到台上表演。

(3) 相关词汇。教师粗略讲解相关词汇，也可补充其他词汇。

(4) 讨论题目。将学生配对，分组进行讨论。讨论时间 30 分钟左右为宜。

(5) 辩论。将学生分成正、反两大组进行辩论，并要求学生辩论时有理有据，切忌空洞无物。

(6) 活动与游戏。这些有交际意义的“输出”活动或游戏可作为课堂上的破冰活动，活跃课堂气氛。

(7) 文化背景阅读。这些文章来自 20 世纪 90 年代以来国外关于文化与交际方面的材料，因此无论文章的内容还是语言都具有鲜明的时代感及较高的可读性。学生可从中获得文化与交际方面的信息，从而增强文化意识，提高文化交际能力。

(8) 课外任务。可作为学生的课外作业。



关于本教程第二部分内容的使用建议:

- (1) 可删除教师认为不合适的问题。
- (2) 可将问题按照你喜欢的顺序排列。
- (3) 可让学生以两人一组的形式互问问题。
- (4) 可作为学生的课外口语活动, 强调学生的自主性。



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Part I

Discussion, Activities and Debates



Unit One College Education

大学教育



Section One Functional Sentences (功能句式)

Keep the following sentences in mind.

A. General Expressions (一般表示法)

Communication 交际

1. Starting a conversation (谈话的开场白)

Cold weather, isn't it?

Dreadful weather, don't you think?

Excuse me, aren't you Peter Greece?

Excuse me, do you mind if I sit here?

Uh, could you help me? I'm looking for a parking lot.

2. Taking up a point (接谈话题)

It's strange you should say that, because just now I was thinking of it myself.

On the subject of music, people nowadays love pop music rather than classical one.

You mentioned Jack just now. Well, he's very quick at learning how to drive.

What a coincidence! I've just come back from that concert.

3. Changing the subject (变换话题)

By the way, can I keep the book for three weeks?

Let's change the subject.

Hey, I nearly forgot! John asked you to give him a ring.

Could we move on now to the problem of pollution?

4. Closing a conversation (结束谈话)

Excuse me, Mr. Black, I have to take off.

Excuse me, please, I really ought to be on my way now.

I won't take any more of your time.

It's been very interesting talking to you, but I mustn't stay any longer.

Oh, I hadn't realized how late it was.



B. Situational Expressions (情景表示法)

Library 图书馆

1. Borrowing books, magazines, etc. (借书、杂志等)

Can I borrow these magazines?

Could you find me a book on biology?

I'd like to renew it for one more week.

Can you recommend me a book?

Can you tell me how to find an article published last year in The Economists?

I'd like to apply for a library card.

Have you got the issue that came out recently?

How can I get some help in finding a particular book?

How long can I keep it?

Is this book available?

Would you please tell me how to use the card catalogue?

2. Lending books, magazines, etc. (出借书、杂志等)

All the catalogues are in alphabetical order by author, time and subject.

所有目录都是以作者姓名、书名及主题字母顺序编制的。

Do you know the author's name?

I'm afraid it's been out for some time.

The book you want is on loan.

If you know the author only, just look it up in the Author Catalogue.

It's due two weeks from today.

从今天起两个星期到期。

Here's the latest one.

I think you can find it in the card catalogue.

I'll get it back as soon as possible.

Please don't forget to return them by the due date.



Section Two Pair Work (情景对话练习)

Suppose you are meeting Mr. Smith, a foreign guest from America, at the airport. But the plane is delayed for one hour. You have nothing to do. You start a conversation with the person who is sitting beside you. Make up a dialogue with the expressions you've learned in Section One.



Section Three Relevant Words and Expressions (相关词汇)

A. 学校、学制及教职员工

vocational school 职业技术学校

primary school 小学

senior high school 高中

day school 日校

academic year 学年

department-head 系主任

director 班主任

professor 教授

adviser 顾问

substitute 代课教师

correspondence school 函授学校

junior high school 初中

branch school 分校

evening school 夜校

semester, term 学期

dean of students 辅导员

lecturer 讲师

academic dean 教务长

provisional teacher 临时教员

tutor 家庭教师 (男女统称)

B. 课程、学习用语

full time system 全日制

optional (elective) subject 选修课

schedule 课程表

note-taking 抄笔记

experiment 实验

self-taught 自修

cramming 恶性补习

bookworm 书呆子

attend class 上课

freshman 大一学生

junior 大三学生, 高二学生

make up the lost lesson 补课

skip classes, play hooky 逃课

ask leave 请假

low-income student 清贫学生

student on loan 贷款学生

guest student 旁听生

school beauty 校花

total credits 总学分

good character & good conduct 品行优良

required subject 必修课

curriculum 课程

class notes 笔记

first period 第一堂课

field practice 野外实习

extra-curriculum 课外活动

sap 死用功

lucubrate 开夜车

class dismiss 下课

sophomore 大二学生, 高一学生

senior 大四学生, 高三学生

absence from the class, cut class 缺课

roll call 点名

drop out 中途辍学

student on scholarship 奖学金生

part-time student 半工半读学生

shark, distinguished 高才生

student council 学生会

excellent in character & learning 品学兼优

exhibition 展览会



military training 军训
summer camp 夏令营
picnic 野餐
debate contest 辩论会
farewell party 惜别会

team work 团队精神
garden party 游园会
excursion-hiking 远足
reception, welcome party 欢迎会



Section Four Topics for Discussion (讨论题目)

Students are supposed to discuss the following topics for 20 minutes either between or among them.

- ① How is college life different from high school life?
- ② People attend colleges or universities for many different reasons (for example, new experiences, career preparation, increased knowledge). Why do you think people attend colleges?
- ③ Think of the most important class you have ever taken. Why did you enjoy this class so much?
- ④ Do you agree or disagree with the following statement? Parents are the best teachers. Use specific reasons and examples to support your answer.



Section Five Activities and Games (活动与游戏)

Activity A

Running Dictation 跑步听写

This is a lively activity that practices speaking, listening, writing, walking and remembering!



Procedures

- ① Choose a short passage or dialogue and make several copies. Put the copies up around the walls of the classroom (or even the school building).
- ② Put the students in pairs or small groups. The aim is for one of the students in each pair to walk (or run!) to read the passage on the wall.
- ③ They remember some of the passage and walk (or run!) back to their partner. They quietly dictate what they remembered to their partner, who writes it down. They then swap roles. Over several turns they will build the whole passage. This means they really do have to run back and forth because students will only remember three or four words at a time.



Tips for Teachers

① The winning pair is the team that finishes first—although you need to check for mistakes. If there are mistakes, they must keep walking to check!

② A good idea is to teach them punctuation vocabulary beforehand if you want them to use the correct punctuation in English. It's a good way to check spelling and fabulous for pronunciation and great memory training!

Activity B

The Holiday Maze 假期迷宫

This is a reading and speaking activity. Students make decisions in pairs or groups with the aim of going on a successful holiday. It is based on a “maze” principle, which gives students different options and a variety of different holiday outcomes. There isn't one “correct” answer — different groups find themselves going on different holidays — so you can use the activity several times with the same class.

It is an excellent, fun way to practice the “functional” language of agreement and disagreement, suggestion and negotiation, as well as specific language relating to holidays, in a genuinely “communicative” activity.

It can be used with any level from pre-intermediate to upper-intermediate and beyond.



Procedures

① Set the context for your students. The students are going on holiday together and want to have the best time possible. You can set the context by describing the situation, telling an anecdote, showing a picture or posing some discussion questions. I find that students love to talk about their experiences—ask them about times they have been on holidays with friends. Get them to talk about problems they had and things they enjoyed.

② When the context has been established, put the students in groups of 2 to 5 students. The activity can be run as a whole class activity with you using one set of cards. The students ask you for the card they have chosen after each discussion. You can also run the activity as independent group work, with a set of cards for each group. The important thing is to encourage as much discussion as possible.

③ Students listen to or read what is written on the first card. They must then discuss the different options and come to an agreement about what to do. They then read the next card until they reach a conclusion and find out if they had a successful holiday or not. It is absolutely vital that the students really discuss each option and its possible implications; if they don't, they will finish very quickly and will not have had the speaking practice that the activity is intended to