



普通高等教育“十一五”国家级规划教材

新世纪高等院校英语专业本科生系列教材（修订版）

总主编 戴炜栋

# 口语教程

*Take Sides*

王守仁 陆明 陈博 编

第四册

Book 4



**W** 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

# 口语教程

Listening Skills

听力理解



外语教学与研究出版社



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图书在版编目(CIP)数据

口语教程. 第4册/王守仁, 陆明, 陈博编.

—上海: 上海外语教育出版社, 2009

(新世纪高等院校英语专业本科生系列教材)

ISBN 978-7-5446-1062-9

I. 口… II. ①王…②陆…③陈 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(2008)第142272号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 邬安安

印 刷: 上海出版印刷有限公司

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 15 字数 310千字

版 次: 2009年2月第1版 2009年2月第1次印刷

印 数: 5 000 册

书 号: ISBN 978-7-5446-1062-9 / H · 0455

定 价: 33.00 元

本版图书如有印装质量问题, 可向本社调换

# 新世纪高等院校英语专业本科生系列教材

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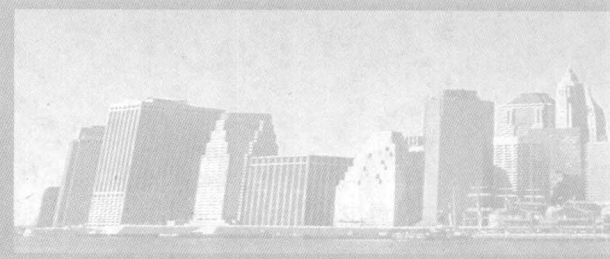
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## 总序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校40余位著名



## 前言

英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知识的四大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾200种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

**戴炜栋**

教育部高校外语专业教学指导委员会主任委员

国务院学位委员会外语学科评议组组长

# 前言

为了适应时代与社会对英语人才培养的要求,我们以《高等学校英语专业英语教学大纲》为指导思想,编写了《口语教程》,供高等学校英语专业一、二年级口语课教学使用。

《口语教程》全套四册,对学生进行循序渐进、全面系统的口语训练。四册书是一个整体,每册各有重点,又相互衔接。第一册侧重交际功能训练,培养学生主动开口讲英语的热情和习惯。第二册围绕“语言基本得体”的要求编排情景对话,逐步提高学生英语口语表达语言的准确性和对文化差异的敏感性。第三册主要进行英语演讲及戏剧表演的训练,使学生能比较系统、连贯地发表自己的见解。第四册的重点是英语辩论。学生使用这套教材,经过四个学期较为严格的训练,可以有效提高英语口语表达和交往能力。

英语一定要通过实践和运用才能真正掌握,英语口语尤其如此。作为一门单项语言技能训练课,口语课的任务是让学生在课堂自己讲英语,而不是听教师讲英语。学生是语言实践的主体,教师主要起到对教学活动的策划、组织、指导、监督和评估作用。《口语教程》的编写思路是通过交际性语言活动来进行口语训练,这些活动包括对子练习、小组讨论、大组汇报、复述、表演、游戏等。学生通过参与各种富有创造性的语言实践活动,扮演角色,交流信息,表达思想,陈述观点,解决问题,成为口语课的主人。教师以开展活动的方式组织课堂教学,营造一个生动有趣的英语氛围,可以增加师生互动与生生互动,强化对交际能力的培养。

《口语教程》第四册的主要教学内容是让学生在能够比较系统、连贯地发表自己见解的基础上,采用辩论的形式,就感兴趣的话题展开讨论,进行思想交锋。单元基本结构如下:背景资料(Background Information)及附加阅读材料(Further Reading)由内容相关的三个语篇组成,旨在提供信息,使学生熟悉话题,为辩论做好准备;跟进任务(Follow-up Tasks)和创造性活动(Creative Activities)是在学生作了充分的阅读和思考后,通过任务或模拟活动的形式,将自己所学、所思的内容表达出来,模拟活动包括研讨会、记者招待会、采访等;了解辩论(Getting to Know about Debate)比较系统地介绍辩论的基础知识、各个环节和基本技巧,随后的辩论实践安排一个辩题,按照由易到难、从简单到复杂的顺序进行辩论操练。学生通过训练,不仅能熟悉一般英语辩论的过程和规则,更重要的是能培养问题意识,学会从正反两个角度看待事物,提高知识的综合能力、批判性倾听能力、快速反应能力以及辨析能力。

为使教学内容丰富多彩,我们在第9和第18单元分别安排了电影配音和脱口秀,第16



和第 17 单元进行谈判的专门训练。书中设置了许多不同情景，为学生提供语言输出的各种途径和机会，以锻炼其口语表达能力。

如同《口语教程》第三册，本书内容也比较丰富，有的单元活动较多，教师应该根据学生实际需要，灵活选择使用，或自行设计适合本校学生情况的口语活动，并使所编排的活动与本教材中的操练项目前后贯穿、相互关联。

《口语教程》是在原《新编英语口语教程》基础上改编的。我们广泛听取了教师和学生意见和建议，保持了《新编英语口语教程》的基本框架，新增了部分语篇，并重新调整、设计了相应的练习。我们希望《口语教程》能适应不断变化的新形势，满足英语教学的实际需要。

徐蕾参与了本书第 17 单元的编写工作。

在教材编写过程中，我们得到了上海外语教育出版社庄智象社长的关心和指导，高等教育事业部主任谢宇和责任编辑邬安安提出了很好的建议和意见，在此一并致谢。

王守仁

2008 年 10 月

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# 1

## EDUCATION



### BACKGROUND INFORMATION

#### FREE PASS FAILS KIDS

Schools are finally ending an educational practice they never should have started — promoting even the students who fail.

The mistaken theory behind these “social promotions” is that children who are held back at school suffer damaging blows to their self-esteem.

But this feel-good teaching practice ignores a basic truth about the learning process. Chiefly, most knowledge is sequential. And a child who can’t master material one year isn’t likely to grasp more advanced lessons the next.

Embarrassed by high school students who can’t read or write, several school systems are questioning policies allowing the mass promotion of failing students. And governors from California to Texas this month joined the President in calls to abolish the social promotion of students who can’t make the grade.

Their doubts make sense. Ignoring academic problems won’t make them disappear, and giving students a free pass maintains schools’ mediocrity by absolving students and teachers of their failings.

Yet, bans on social promotions alone won’t help the nation’s troubled schools or their students. Turning academic failures into success stories is more complicated than telling kids, “Sorry. Try again.”

There is scant research supporting the notion that students who repeat classes will im-

prove their academic achievement. What's more, drop-out rates balloon 20-30% among students who are held back.

The debate over dealing with lagging learners requires more than a pass-fail choice. Instead, school systems need better ways of identifying struggling students early on and providing them with intensive tutoring and customized learning plans.

That's the solution adopted at Long Beach, Calif., where educators have set up "check-points" in grades 3 and 8. Students missing needed skills are sent to summer school.

Similarly, 42,000 Chicago students were required to take summer "bridge" classes last year because of their low test score. By September, 15,000 had improved enough to be promoted.

Weekend classes, tutoring and summer school are costly, but targeted help is no more expensive than the average \$5,500 per pupil states pay when students repeat a grade.

Replacing the social promotion of failing students with early effective help teaches kids an important life lesson: Competence counts. And for students, personally, it is more rewarding than a free pass.

## DISCUSSION

- 1 What decisions have the schools made?
- 2 What is meant by the phrase "social promotions"?
- 3 What is the author's attitude toward "free pass"? List at least three points to support your answer.
- 4 Are there any major problems with the "retention system"? What are they?

## FURTHER READING

### Reading **A**

### LEARNING FOR LIFE — WHEREVER YOU ARE\*

*The New York Times Magazine* this weekend featured a Harvard undergraduate student from China and her work to shake up education in China. The article is long, but if you grew

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\* Adapted from "Education in China and America", by Suo Zhigang, <http://www.imechanica.org/node/1179>



up in China, it should be a quick read, and fun. If you grew up in the US or Europe, perhaps this is a helpful read, just to learn how other people live.

I entered college in China in 1981. Many things seemed to remain the same, for many things are dominated by one thing: the national entrance examination to get into college. In my year, about 4% high school students went to college. Now the number is 22%, as compared to 40% in the US.

The significant increase in the entrance rate doesn't seem to have alleviated the anxiety. As a parent to a freshman college student, I can attest that junior and senior years in high school are not much fun even for students in the US. Once a country has vastly increased the rate of college entrance, students will still want to get into "better" colleges. The rat race is on if you are a rat, no matter where you are.

*The New York Times Magazine* article also mentioned the Soviet-style over specialized education in Chinese colleges. My class in college had maybe 60 students specialized in compressors, another 60 students specialized in refrigeration, and yet another 60 students specialized in welding. It really wasn't as terrible as it sounds. In order to specialize in mechanics, we had to study math, physics and chemistry. We studied electrical circuits, alloy treatment, and mechanical drawing. We even had a continuous stream of humanity courses. I'm not sure I enjoyed all the courses, but I cannot claim that these courses damaged my brain, either. I remember some of the humanity courses required writing, which turned out to be a useful skill. As a consequence of specialization, we did learn a lot of mechanics.

I often feel sorry for American students in my undergraduate class, knowing that strength of materials will be their first and last course in the mechanics of deformable materials. So many beautiful sights unseen! But they also seem to turn out to be OK. A liberal (and superficial) education doesn't damage their brains, either.

The high level debate about education makes me dizzy and turns me off. So far as I can tell, both systems of education work fine, and have their own limitations. The bottom line is that the quantity of knowledge is too large to be crammed into 4 years, and you'd have to make choices, making it either narrow or shallow or perhaps both. You'll just have to be prepared to engage yourself in life long learning.

I suspect the Soviet-style specialization came about for a simple reason of economics: in the old days in China, college graduates were so precious that the government would assign you a job after you graduated. In hindsight, it never stopped amazing me how an 18 year old could be convinced to devote his life to the specialty of welding or mechanics, for that matter.

But my American students have kept telling me that they are presented with too many choices and they spend too much time worrying about if they have made the right choices. Relax.

Nobody will really know if you make right or wrong choices. So long as you remain curious enough to make choices, you'll be fine. After all, we are all in this game of learning for life.

## Reading **B**

### LEARNER AUTONOMY

The concept of learner autonomy has been around for a few years and even become a buzzword within the context of language learning. Unfortunately, however, it has also been misunderstood as being no more than self-instruction. While it may be true that learners who are able to follow a path of self-instruction successfully may have acquired a high degree of learner autonomy, it is also true that self-instruction often fails to provide successful results. Some also assume that learner autonomy in the classroom means that the teacher transfers all control to the learners and thus becomes a redundant part of the learning process. Consequently, learner autonomy is often described as a new methodology. However, while the teacher may play a major part in developing autonomy in the learners, this certainly cannot be programmed in any way.

In David Little's words "autonomy is a capacity — for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts". I will try to elaborate briefly two of several ideas that were used to explore the concept of learner autonomy: George Kelly's theory of personal constructs and the work of the Russian psychologist Vygotsky and his view that mental abilities are determined by social relationships.

In his theory of personal constructs, Kelly points to the fact that "different men construe [the universe] in different ways .... Some of the alternative ways of construing are better adapted to man's purposes than others. Thus, man comes to understand his world through an infinite series of successive approximations". This process of construing the world is never complete, but rather a "continuous process of hypothesis-testing and theory-revision", an ongoing process of adjustment and adaptation. When these adjustments to the learner's view of the world require only few changes in the underlying personal constructs, learning will take place easily and without major complications. If, however, these adjustments present a major restructuring of the underlying personal constructs, learning will be difficult or even painful. One of the most important conclusions of Kelly's theory is the necessity to lay open the processes of personal con-

structs and their development. In the area of second language learning, the key to success in learning a second language lies in an increased awareness of the learning process.

The other major influence on the concept of learner autonomy that I would like to mention here is derived from the former Soviet psychologist Vygotsky. Central to his ideas is the importance of social relationships to the development of mental abilities and thus also learning. The central term in his theory is “the zone of proximal development. It is the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers”. This collaborative process is also reflected in natural child development: “[t]he developmental learning that unimpaired small children undergo takes place in interaction with parents, brothers and sisters, grandparents, family friends, neighbors and so on. Education, whether institutionalized or not, is likewise an interactive social process. For most of us, important learning experiences are likely to be remembered at least partly in terms of our relationships with one or more other learners or with a teacher”. Vygotsky’s approach, then, emphasizes that social interaction and collaboration are essential to the learning process. This involves the extensive use of alternative learning environments where students can collaborate and interact in pairs or larger groups, new environments that have not been shaped by teacher-centered, non-collaborative classrooms. These public spaces could ideally complement the private learning spaces derived from Kelly’s theory of personal constructs. External social interaction and internal cognitive interaction are, of course, inseparable and influence each other. The idea that learners need to become aware of and accept responsibility for their learning process is thus extended to include the learning process of their peers.

## DISCUSSION

- 1 How do you interpret “the rat race is on if you are a rat, no matter where you are”? (Reading A, Paragraph 3)
- 2 Do you think that both Chinese and US systems of education work fine, and have their own limitations? Give some examples to support your opinion.
- 3 What is the definition of learner autonomy? Please list some examples from Reading B.
- 4 Which influences are vital in defining the term learner autonomy?

What particular issues related to the reading materials in the unit would you like to discuss with your classmates?

## FOLLOW-UP TASKS

### Task 1: Finding Your Classmate's Opinion on Free Pass

**Time Limit:** 15 minutes

**Activity Type:** Group work

**Procedures:**

- 1 Divide the class into groups of 4–6.
- 2 Work as a team to design interview questions.
- 3 Conduct an inter-group interview, and try to get as much as possible your classmate's opinion about free pass. You may take notes.
- 4 After the interview is over, go back to your group, and report to group members what the interviewee thought of the issue, using reported speech style.

#### Interview question types:

Open questions: the kind of questions which are capable of eliciting unlimited information from the interviewee, normally a “wh-” type, but not necessarily so. For example:

- What is the major purpose of your visit to China?
- Could you please tell me something about your newly published book?
- Why is it that the decrease in the interest rate might not necessarily stimulate large-scale investment?

Closed questions: the kind of questions which require a yes/no or limited reply, in which case only certain information can be elicited from the interviewee. For example:

- Is it your first visit to China?
- How would you rate the service provided by the travel agency — excellent, good, fair or poor?

#### Reported speech:

Like a television news announcer, a person reporting other people's speech should distinguish his/her attitude from the interviewee's. And such a distinctive feature is often achieved by “indirect speech” such as:

- Mr. Zhang clearly stated that ...
- Miss Wang also emphasized the point that ...
- He finally concluded that ...



## Thought Snack

The Thought Snack that follows is designed to help you straighten things out.

Discuss with your partner each of the following statements and reason out why you think so or why not.

- 1 Grade retention does not improve learning as a whole.  
☐ Agree ☐ Disagree
- 2 Basing promotion decisions on test scores is unfair to many students and undermines educational quality.  
☐ Agree ☐ Disagree
- 3 Educational research clearly shows that retention is not helpful. A student who is not doing well in Grade 4 and is held back will, when finally promoted, usually still be at the bottom of the class in Grade 5.  
☐ Agree ☐ Disagree
- 4 Repeating grades wastes a lot of taxpayers' money.  
☐ Agree ☐ Disagree
- 5 Meanwhile, in order to raise test scores, many schools reduce the curricula to test coaching. As a result, many important things are not taught, depriving students of a good education.  
☐ Agree ☐ Disagree
- 6 The "drill and kill" instruction forced by teaching to the test also caused many young people to dislike school.  
☐ Agree ☐ Disagree

## Task II: Solving the Problem

**Time Limit:** 20 minutes

**Activity Type:** Group work

**Procedures:**

- 1 Divide the class into groups of 4–6.
- 2 Locate as many as possible of the currently existing and potential problems in the education system. Some of these are:
  - students' lack of learning motivation
  - too many examinations
  - too much pencil work and memory work
  - little relevance to future careers