

全国普通高等学校优秀教材一等奖 第一版

普通高等教育“十一五”国家级规划教材

Challenge to

(Teacher's Book)

Speak

3

(教师用书)

英语口语教程

主 编 姚保慧 谢

副主编 刘乃美

编 者 丁肇芬 刘乃美 陈晓宁 杨 港

姚保慧 郭云飞 谢 楠



高等教育出版社
HIGHER EDUCATION PRESS



全国普通高等学校优秀教材一等奖 第一版

普通高等教育“十一五”国家级规划教材

Challenge
to

Speak 3

(Teacher's Book)

(教师用书)

英语口语教程

主 编 姚保慧

副主编 刘乃美

编 者 丁肇芬 刘乃美 陈晓宁 杨 港

姚保慧 郭云飞 谢 楠



高等教育出版社

HIGHER EDUCATION PRESS

图书在版编目 (CIP) 数据

英语口语教程. 3 / 姚保慧, 谢楠主编; 丁肇芬等编.
北京: 高等教育出版社, 2009.12
教师用书
ISBN 978-7-04-027874-3

I. 英… II. ①姚…②谢…③丁… III. 英语-口语-高等学校-教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字 (2009) 第 183701 号

策划编辑 贾巍 项目编辑
封面设计 张楠 责任校对

出版发行	高等教育出版社	购书热线	010-58581118
社 址	北京市西城区德外大街 4 号	咨询电话	400-810-0598
邮政编码	100120	网 址	http://www.hep.edu.cn
总 机	010-58581000		http://www.hep.com.cn
经 销	蓝色畅想图书发行有限公司	网上订购	http://www.landaco.com
印 刷	北京中科印刷有限公司		http://www.landaco.com.cn
		畅想教育	http://www.widedu.com
开 本	850×1168 1/16	版 次	2009 年 12 月第 1 版
印 张	10.5	印 次	2009 年 12 月第 1 次印刷
字 数	323 000	定 价	27.00 元

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 27874-00

前言

《英语口语教程》(CHALLENGE TO SPEAK)第一、二册自1998年由高等教育出版社出版以来,受到学界的肯定,已被全国众多高等学校使用。这期间该教材被列为普通高等教育“十五”国家级规划教材,并于2002年荣获全国普通高等学校优秀教材一等奖(第一版)。

为适应高等学校英语教育的不断发展和满足对英语口语教材新的要求,我们受高等教育出版社的委托,本着“除旧布新,与时俱进”的原则,于2005年对《英语口语教程》第一、二册做了较大幅度的修订;同时于2009年继续编写第三、四册。第一、二册供大学一年级使用,第三、四册供大学二年级使用,四册合在一起,统称《英语口语教程》。

第三、四册教材的编写指导思想立足于进一步提高学生的口语交际能力和口语学习策略的综合运用能力。

在全球化日益扩大、中国国际地位逐步提升的今天,国际间语言的沟通与交流显得尤其重要,因此,拓宽英语专业学生对中西社会各个层面的认识和提高学生高层次的语言表述能力,即提高学生的英语综合素质是高校英语教学面临的新课题。

为此,本教材在编写时注重突出以下几个特点:

在选材上,教材紧扣社会现实,兼顾中西文化,内容涉及当代世界和我国经济、文化、科技等热点话题,题材丰富多样,语言生动地道。

在语言训练上,通过话题讨论和形式多样的训练来提高学生的综合连贯表达能力,培养学生准确自如地抒发思想感情的能力。

在内容上,有助于拓宽学生的知识层面和提升学生的思想文化修养,加深其对中西文化和社会现实的真切了解及深刻把握,尤其是要具备用英语正确流畅地介绍我国悠久的历史文化和辉煌的社会现实的能力,毕业后能适应社会的要求和挑战,面向新世纪,走上国际舞台。

第三册和第四册各分为学生用书和教师用书。学生用书配有课文录音光盘。

学生用书每册18个单元,每单元课文分三部分:

PART A WAY TO SPEAK

1. Start the Ball Rolling: 提供10~12个与话题有关的词汇和短语,激发学生搜集与话题有关的语料。

2. Dialogues: 以两段会话作为范例,引出话题。

3. Challenge to Speak: 通过多种形式的活动开展初步讨论。

PART B TOPIC TO DISCUSS

1. Topic: 通过短文介绍与中西文化有关的主题内容。

2. Discussion: 通过短文主题的讨论,进一步拓宽和加深讨论范围,并通过讨论、陈述、演示、演讲、辩论等多种形式的训练激活学生英语思维能力、连贯表达能力和交际能力。

PART C FUN TO SPEAK

选择生动有趣的题材，为学生提供一个自由宽松的语境。通过小剧、诗歌、笑话、歌曲、格言、谜语等多种形式，激发学生的想象力和学习兴趣。

每单元还在 NOTES 中提供下面两部分内容：

SPEAKING STRATEGIES 作为学生口语学习策略辅助材料。

CULTURAL BACKGROUND 作为文化背景知识补充材料。

教材最后设有附录，作为学生学习的辅助和参考资料以及第二课堂活动材料。

附录1 重点会话功能项目表

附录2 口语学习策略概述

附录3 第二课堂活动补充资料

教师用书包括练习答案和教学建议，并附有大量的参考资料供教师选择使用。

本教材使用范围广泛：可作为高校英语本科或专科口语教材，既可供学生考级、考研使用，也可供社会上具有一定英语基础的人员自学使用。

本教材在编写过程中，得到了高等教育出版社的热情关怀和指导。美国教师 Ronald Rocco 和新西兰教师 Gavin A. Neal 对教材的编写提出了宝贵的意见，在此深表感谢。

由于编者能力所限，时间紧迫，教材有许多不足之处，错误在所难免，恳请广大教师和读者指正。

编 者

2009年7月

TO THE TEACHER

Please bring forth again this question to your students:

“Have you ever noted down how often and with whom you speak English in your daily life?”

This is to draw your students' attention to a fact — Limited time is actually used for daily communication.

Challenge to Speak is compiled with the purpose of helping your students to build up good communication skills by getting familiar with the cultural context to which a language naturally belongs. Meanwhile as a tool for communication, it should be understood that it is necessary for them to master language skills to cover both Chinese culture and Western culture. Many communication failures have much more to do with a lack of cross-cultural understanding than with a lack of linguistic competence. Book 3 and Book 4 aim at helping to bridge the gap between linguistic and cultural competence.

With the fast process of globalization and the rapid rise of China's position in the international world, the Western world is showing increasing interest towards China and its development. As an English major of intermediate or advanced level, it is becoming more and more apparent that students need to further meet the challenge of a demanding world. With a view to an appreciation and respect for cross-cultural similarities and differences, this textbook hopes for a successful sharing of our own culture with Western culture.

We wish the students to not only acquire a solid communicative competence of English, but also be fully aware of the importance of understanding Chinese and Western cultures and its cross-cultural features in such a way that students will be competent enough to introduce China's rich culture and amazing developments to the world with ease.

In Books 3 and 4, students will be expected to express opinions and views with fluency and appropriateness on topics of more complicated and sophisticated social issues and phenomena, and prepare themselves to meet the rigid challenges in a competitive world.

In each unit a topic has been selected for discussion in forms of narration, presentation, debate, argument or interview. Interesting discussions and oral activities will be organized to guide students to communicative and linguistic competence step by step. Emphasis is laid on collaboration with students working in pairs or in groups to create a sense of community in the classroom with meaningful results.

The CCC method should work in this way:



5. Request students to **TAKE NOTES** or make an outline as they prepare for class. This will help organize their thoughts and ideas. Their notes are to be used for references, **NOT** to be read from.
6. Call students' attention to speaking strategies and make use of these skills in their activities. There is no special time or order of appearance of these skills. They should suit the situation to make language more expressive. Have students build up an **AWARENESS** of these strategies.
7. Create a sense of community. Create emotional and intellectual connections in the discussion. **SHARE** views and comradeship. Partake in **MEANINGFUL** work. Encourage students to do their share.
8. **BRAINSTORMING**: Here, this refers to activating the brain, recollecting words and expressions that lie dormant in the students' memory. This step is to help students refresh their memories and gather reminders from one another. Begin by grouping and listing the words and expressions under different categories. Skim through the text and pick up more words. The Teacher's Book provides extra vocabulary for your reference. Use the blackboard, a chart or even a piece of paper, where the words and expressions can be jotted down. In some cases use visual aids or CDs to help out. Avoid using the dictionary unless absolutely necessary. There should be a time limit.
9. **ROLE-PLAYING**: Here, you play the part of the director, the helper and the judge. The purpose is to make role play move from situational to creative, from restricted to meaningful. The dialogues should be modelled with good intonation and appropriate body language to gain a good understanding of the understated meanings. Create an environment that simulates reality and enables students to understand the situation or event they are re-enacting. There is a Supplementary Dialogue in the Teacher's Book for your reference.
10. **DISCUSSION**: This section covers different forms of oral activities through narration, presentation, debate, argument and so on. Do creative and imaginative work true to life. The discussion is meant to function knowledge, which covers propositional knowledge — knowing academic knowledge, procedural knowledge — knowing how to acquire the skills, and conditional knowledge — knowing the circumstance in which to use their skills.
11. There are 18 topics for discussion. Make a careful selection for the term. Discuss with your students what activities interest them most and encourage them to take the initiative to organize some of their own activities. Each unit holds a large amount of materials. You need to make a wise selection before class according to your students' level and class hours. Some activities can be used as after class assignments. Visual aids, props, pictures and CDs should be used wherever possible.
12. Encourage students to **SPEAK MORE** after class or wherever possible. Organize more after class activities such as speech competitions, singing English songs, reading poetry, putting on plays, etc. The **CHALLENGE** continues.

CONTENTS

UNIT 1	1
SAVING WATER RESOURCES — WHEN YOU TURN ON THE FAUCET	
UNIT 2	7
CHINESE LITERATURE — READING A GOOD BOOK	
UNIT 3	17
CHATTING ONLINE — BAIDU/GOOGLE	
UNIT 4	23
WESTERN CUISINE AND CHINESE CUISINE	
UNIT 5	30
GREEN FOODS — WHAT CAN WE EAT?	
UNIT 6	36
NATURAL DISASTERS — THE WENCHUAN EARTHQUAKE	
UNIT 7	43
WHITE POLLUTION — CARRYING A SHOPPING BAG	
UNIT 8	51
CHINESE CALLIGRAPHY — ONE OF OUR NATIONAL TREASURES	
UNIT 9	57
CHINESE FOLK ART	
UNIT 10	66
SOAR, "TAIKONAUTS"	

UNIT 11	73
CHINESE TEA CULTURE	
UNIT 12	84
DEFINING SUCCESS — WHAT MAKES PEOPLE SUCCESSFUL?	
UNIT 13	91
SHOPPING ONLINE — E-COMMERCE/ELECTRONIC BANKING	
UNIT 14	97
TRADITIONAL CHINESE MEDICINE AND HEALTHCARE — MIRACLES OF FOLK WISDOM	
UNIT 15	104
AIDS REMEMBRANCE DAY	
UNIT 16	113
STUDYING ABROAD	
UNIT 17	119
SCENIC SIGHTS — HUANGGUOSHU FALLS	
UNIT 18	124
THE SPRING FESTIVAL GALA	
APPENDIX I	129
USEFUL FUNCTIONAL PATTERNS	

APPENDIX II	141
BRIEF INTRODUCTION ON SPEAKING STRATEGIES — PLANNING MAKES PERFECT	

APPENDIX III	148
MATERIALS FOR EXTRACURRICULAR ACTIVITIES	

SAVING WATER RESOURCES — WHEN YOU TURN ON THE FAUCET

About This Topic

The world water crisis calls our immediate attention to the importance of saving water resources. In 2000, the All-China Women's Federation began a campaign called "Land of Love — Water Cellar for Mothers", which has received warm response nationwide. The campaign has shown great love and compassion in helping Western China to solve its water shortage and making a better world. A list of figures have been stated in this unit to emphasize the critical global situation we are now facing. What should be done? Begin today. Begin NOW!

*Speaking Strategies: Encouraging students to build up positive self-talk in communication
— To build up self-esteem. To be prepared.*

Part A Way to Speak

Tips to Start the Ball Rolling

Organize students to brainstorm vocabulary for world water crisis and saving water resources. Set a time limit of 5–10 minutes to recall, exchange and check up words and expressions relevant to the topic. Here are some more words and expressions for your reference.

water catchment	water vault	waste water	contaminated water
septic system	sewer	desalination	over-consumption
diarrhea	virus	parasite	intestinal disease
hygiene	sanitation	to have access to	to purify
to distill	to drain	to sustain	to be available

Dialogues

Organize students to read the two dialogues and reproduce them, working in pairs. Encourage creative work. Listen to the MP3 and organize students to use appropriate intonation and body gestures.

Supplementary Dialogue

Organize another dialogue based on the following model. List out some of the key words. For more information, refer to the section "Text" and "Notes".

A: Oh, my goodness! How terrible!

B: What's the matter, Jim? You look shocked.

A: I am. Do you know that every 15 seconds a child dies of water-related diseases in this world?

That is to say, 14 million children die as a result of diarrhea each year.

- B: Yes, it is very shocking. Water shortage brings on acute sanitation problems. And when I mention water shortage, it certainly does not mean just a shortage of fresh running water from the faucet.
- A: From what I have heard, millions of women and children in Africa spend several hours a day getting up at daybreak to collect water from distant, and often polluted sources.
- B: How can they possibly avoid illness when there is such a shortage of water?
- A: I am glad to say the Millennium Development Goals aim to do much work in this area. The eight goals and 21 targets include eradicating extreme poverty by half between 1990 – 2015, and of course, include ensuring environmental sustainability.
- B: With the world water crisis growing, steps certainly need to be taken to save and protect water resources, and also other measures need to be developed to provide water for the world.
- A: Do you know anything about the Water Cellar program?
- B: Oh, yes. It is a nationwide program initiated by the All-China Women's Federation, in which campaigns are organized to donate to building a very clever and low-costing device for collecting rainwater in the arid regions of China. This program has brought about dramatic changes in Western China.
- A: Wow, that's cool!

Tips and Keys for Challenge to Speak

1. Organize students into groups to discuss the campaign "Land of Love — Water Cellar for Mothers". Students can give their opinions on water shortage and saving resources in support of this cause. Refer to the section "Text" and "Notes" for further information.

Answer: (omitted)

2. Encourage students to be imaginative. Organize students to select different characters as man of the household, the wife, the children, or even the grandparents to talk about the dramatic changes that have taken place since they owned a water cellar.

Example Answers:

I am very lucky to have had a water cellar installed in my yard. It is incredible what changes have taken place since then.

First of all, we do not have to trudge many kilometers before dawn and climb over two mountain ridges to get to a small muddy pool for unclean water.

We now have the convenience to have enough clean and safe water with which to wash and cook with every day.

We have our own vegetable patch, where there are green plants growing in summer, and in winter we set up plastic film covered hot houses and continue to grow vegetables, which seems a miracle. We even have some flowers growing in our yard.

There is enough drinking water for my donkey, while before I could only give it a drink every three days.

The women of the family have more time to tend to livelihood and even go out to earn money. Young girls can attend school and receive better education.

Part B Topic to Discuss

worry about water. Sanitation has improved and diseases due to unclean water have dropped greatly. When two CEOs heard that there were still 200 homes without private water cellars, they immediately donated 200,000 yuan on the spot. We were all very moved. I also made a donation to do my share.

3. Many public ads are shown on TV. Ask the students to recall some of them. The ad referred to in Student's Book was actually shown on TV. Organize students to use some of the facts and figures listed in the section "Notes" to make up some public ads on water shortage. Work in groups to make up a script and role-play them.

Answer : (Script)

A woman is at the airport with her luggage. Her bag has wheels. She comes to the check-in counter. The register shows 20 kg — the luggage allowance for international flights. She finds it very simple to get her luggage around.

Another woman from India appears. It is dawn. She is climbing a steep slope with an empty water urn on her head. It is noon now. She is returning with a full water urn. It is very heavy. Her steps are slow and she is very hungry and thirsty.

A scale suddenly appears. She places the urn on the scale: the register shows 20 kg.

1st woman: *I wish the airport would let me carry more than 20 kgs on the flight. What is 20 kg with wheels on my luggage!*

2nd woman: *I have to hurry. There is no more water.*

I have to hurry. My family is waiting for me.

I wonder how much this urn weighs? I can't believe it. 20 kg. I do this every day. How I wish we had a well.

Voice: *Appreciate what we have. Be more saving with water.*

4. Call on students to look around their environment and daily life. Ask students to give some positive suggestions to emphasize awareness of the world water crisis. Encourage supportive actions and commitments. Students can go online to find out more about the campaign. Appreciate the life we have today.

Answer: (omitted)

Part C Fun to Speak

Tips for Fun to Speak

Organize students to read the poem out aloud. Encourage students to make up some simple rhymes of their own on WATER.

Organize students to contribute more slogans for World Water Day. Organize students to write them out in English and post them up in the dorm, the classroom and the WASHROOM!

Another poem

Waterfall at Lu Shan

by Li Bai

Sunlight gleams upon the rocks of the river,
From above the river steadily plunges,
Three thousand feet of sparkling water —
The Milky Way pouring down from heaven.

NOTES

Speaking Strategies

Encouraging students to build up positive self-talk in communication — To build up self-esteem. To be prepared.

Positive self-talk begins with encouraging the learner to build up self-esteem and confidence. Active response and positive attitude is necessary in building up our communicative competence. Beginning from Book 3, the learner will be focusing on topics which cover a wider scope of social and cultural issues. Information and knowledge, facts and statistics will need to be organized logically in our conversations. Training on connected speech is fundamental. We must let our students realize that if they hope to attain a higher level, they need to be brave and launch out. Encourage them to lower anxiety, breathe deeply and smile! Just ask them to contribute as much as they can. Encourage them to enjoy the activities and make language become alive and meaningful.

The *Challenge* continues! You must be smiling, too! You must be an example. Speak in English. Be at the school's English corner. Talk to fellow staff members in ENGLISH, especially when near students.

Cultural Background

1. The Millennium Development Goals

The Millennium Development Goals were developed out of the eight chapters of the United Nations Declaration, signed in September 2000.

The goals are set to:

- 1) Eradicate extreme poverty;
- 2) Achieve universal primary education;
- 3) Promote gender equality and empower women;
- 4) Reduce child mortality;
- 5) Improve maternal health;
- 6) Combat HIV/AIDS, malaria and other diseases;
- 7) Ensure environmental sustainability;
- 8) Develop a global partnership for development.

2. Earth Day

Earth Day was founded by US senator Gaylord Nelson, in response to environmental degradation. He called for an environmental teach-in to be held on April 22, 1970. This idea was conceived on a trip to Santa Barbara, where he witnessed the horrific oil spill that had happened there in 1969. Over 20 million people participated. Today in some places it has extended into a week long celebration beginning from April 16 to April 22 — Earth Day. Now Earth Day is observed annually by over 500 million people within more than 175 countries.

3. Some more facts and statistics on world water crisis

- The simple act of washing hands with soap and water can reduce diarrhoeal diseases by over 40%.
- Less than 1% of the world's fresh water (or about 0.007% of all water on the earth) is readily accessible to direct human use.
- The water and sanitation crisis claims more lives through diseases than any war claims through guns.
- An old lavatory uses at least 9 liters of water a flush, while a low-flush new model uses less than 3 liters.
- 443 million school days are lost due to water-related diseases.
- 40 billion working hours are spent carrying water each year in Africa.
- The daily requirements for sanitation, bathing and cooking needs, as well as for assuring survival is about 13.2 gallons per person.

4. Desalination — a method of removing salt from sea water

The development of technological innovation leading to reduce in costs for desalination has encouraged many countries to build desalination plants as a resort to solving world water crisis.

Today over 13,080 desalination plants worldwide produce more than 12 billion gallons of water per day. The world's largest desalination plant is in the United Arab Emirates, which produces 300 million cubic meters per year. The largest desalination plant in the US is in Florida, which began desalinating 25 million gallons per day in December 2007. China and India, the world's two most populous countries are also turning to desalination to relieve water shortages.