

大学英语选修课系列教材

陈仲利 总主编

An Advanced Course of Spoken English

王一普 黄跃华◎主编

高级英语

口语教程



科学出版社

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总 序

教育部颁布的《大学英语课程教学要求》对我国大学生英语的听、说、读、写、译等能力均提出了三个层次的要求，并在全国兴起了实用性大学英语教学改革与实践的浪潮。为进一步完善大学英语教学改革的成果，努力提高学生的英语实用能力，南开大学、天津大学、北京化工大学、北京航空航天大学、北京科技大学、北京邮电大学、对外经济贸易大学、广东工业大学、哈尔滨商业大学等国内重点高校的英语教师通力合作，编写了“大学英语选修课系列教材”。本套教材包括《高级英语口语教程》、《科技英语阅读教程》、《高级英语阅读教程》、《实用翻译技能集成》、《英美报刊深度阅读》、《高级英语写作教程》、《实用商务英语综合教程》、《英语视听说教程》和《当代英美社会文化新编》等九本教材。本系列教材应用了最新的英语教学理念，吸收了最新的英语教学成果，符合我国大学英语教学改革的最新要求，并体现了四、六级考试改革后的新精神，所有编写内容均为各参编院校多年使用过的优秀素材，具有良好的教学效果和广泛的使用基础。

“大学英语选修课系列教材”主要特点如下：

1. 选材广泛，内容丰富。本系列教材所选材料均来自国内外原版报纸、杂志、教材、论著、会议论文、实用文件和一些权威网站，语言真实准确、地道优美；内容涉及视听说、口语、阅读、翻译、写作、文化、商务和科技英语等多个领域，适合不同专业学生对英语学习的需求。本系列教材选材注重原汁原味，力图使学生在浩瀚的知识海洋中多方汲取营养，以满足实用性英语教学的需求。如《高级英语阅读教程》的文章大多是近年来有关社会热点问题，并且大都是学生所关心和感兴趣的新闻报道，趣味性、实效性较强；另外，文章内容涉及生活的方方面面，集知识性、科普性、娱乐性于一体，有利于培养学生的学习兴趣。

2. 注重语言综合技能的训练，实用性较强。通过精心选编的课文和悉心设计的多种实践和交际活动，从多渠道、多层面、多角度向学生输入大量有效语言信息，吸引学生参加多种多样、生动活泼的语言实践和交际活动，进行大量的“交互式”的语言输入(input)和输出(output)。如《英语视听说教程》、《高级英语口语教程》强调各种微技能的培养和训练，结合具体生活环境和主题，突出听说实践能力的培养；《实用翻译技能集成》围绕实例，阐明方法和技巧，强调翻译实践，培养动手能力。每一章围绕各种翻译技巧，梳理分析，深入浅出，将翻译理论技能和实践训练有机地结合起来。

3. 编写严谨，精细实用。本系列教材均按照由浅入深、循序渐进的原则系统而连贯

地编写完成。《实用商务英语综合教程》、《科技英语阅读教程》各自在内容上互相渗透，融会贯通，有机地成为一体。同时，每册又各具特色，风格迥异。

4. 知识全面，题型多样。为适应改革后的四、六级考试新模式，《高级英语写作教程》一方面向学生们介绍了各类议论、说明、记叙文体；另一方面，又详细阐明了各类应用文体，从而有效地提高了学生的英语写作实践能力。另外，《高级英语阅读教程》中增加了选词填空题、快速阅读、补全句子、简答等新题型。

5. 本系列教材在传播语言知识的同时，更注重英美语言文化知识的学习。《英美报刊深度阅读》和《当代英美社会文化新编》系统介绍了英美报刊文学的特点和社会文化概况，使学生更加深入地了解英美社会面貌，激发英语学习兴趣，并大幅度提高自身跨文化交际能力。

6. 本系列教材综合了国内外同类教材的优点，兼顾了不同层次学生的需求，既体现了教育部有关大学英语教学改革的新精神，又满足了实用性英语教学的客观需要。同时，这些编者都是富有教学经验的一线教师，本系列教材是他们多年教学成果的结晶。

7. 本系列教材适用范围广泛。不仅是大学本科生高级英语选修教材，亦可作为广大同学备考英语六级和报考研究生的参考用书，同时，也是英语专业学生或广大英语爱好者提高英语水平的良师益友。

总主编 陈仲利

2009年2月

前 言

本教材是依据教育部高教司2007年颁布实施的《大学英语课程教学要求》编写的高级英语口语教程，适用于大学二、三年级的非英语专业本科生、选修第二学位的高校学生及有一定英语基础的广大英语自学者。本教材注重提高读者的英语语言技能及其口语表达能力，加强其对中西方社会各领域、各方面知识的了解，使读者能够适应不同场合的英语交际活动。

本书主要取材于时下主要英语国家各大电视台及广播媒体公开播放的座谈、脱口秀、讨论、辩论、讲座节目及上述国家的大学课堂上的文科教学讲座和对话。内容涉及政治、经济、文化、教育、风俗、娱乐、时尚、体育、科技、自然、医学、宇宙、社会治安、环境、食品卫生等。

本教材共设15个单元，每个单元围绕一个主题展开（topic-based），以相关主题的名人名言为切入点引入话题。各单元内共分3个小节。（Before-class Reading, In-class Activities & After-class Activities）。其中，Before-class Reading为学习者提供2篇示范性对话或相关文章，介绍与该话题相关的论点及论据，以及表达这些观点所使用的语言，为其后的任务型（Task-based）教学活动做好语言和知识的准备。In-class Activities 通常由8~12个任务构成，供学习者在课堂上有选择地使用。Part One 包括Word-mapping、Concept-mapping或Idea-formulating等热身活动（Warm-up）；Part Two介绍不同场合的英语交际功能，如Presentation Skills、Discussion Skills、Ceremonial Speaking和Debate Skills等；Part Three为Tips for Good Communication，帮助学习者掌握语言交际中的诀窍，消除文化冲突等带来的障碍。After-class Activities以学习者为中心（Learner-centered），包括Garden of Idiom和Recitation两个部分。Garden of Idiom主要是英语习语或俚语的讲解和介绍，包括对话或文章中出现的以及在该单元学习者可能会用到的习语及其用法，为读者能讲出自然、地道的口语做准备。Recitation为学习者提供用来背诵的优美上口的散文，增强其语感。

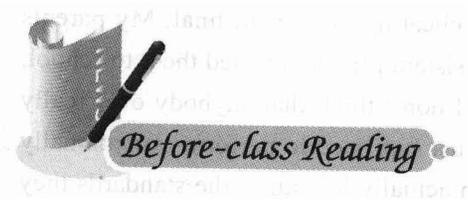
本教材由南开大学10位教师共同编写，编写工作得到了领导和老师们的大力支持，特此感谢。在编写过程中我们还参阅了大量的国内外的书籍和访谈节目等真实语料，在此一并感谢。我们衷心希望各位同仁能提出宝贵意见和建议，使本教材在修订中不断完善，更好地帮助学习者提高口语水平。

编者

2009年10月

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they make me feel that I've got to live up to their expectations. I can't remember my mother or father ever asking me about what I actually learned in school or if I enjoyed a particular subject. Instead, it's always been, "How are you doing in geometry?" or "How'd your English teacher like your paper?"

It's hard to disappoint them. When my grades even begin to drop at all, I feel as though I've failed. It's an awful feeling.

Some teachers are really rough. They'll give tests containing at least one or two questions on materials we've never even covered in class. It's not always possible to come out ahead. I don't think that most teachers understand how much we're expected to produce. Or even what good grades and our class rank can mean to us. If you want to get into a really good college, you've got to have a top academic record. Without that, all the extracurricular activities you may have engaged in can mean nothing.

But often it's like each teacher acts as if his is the only subject we have. They think nothing of piling on our homework or giving surprise quizzes. When the workload becomes too difficult, some kids may resort to cheating. If you have three or four subjects to study for, you're not going to be able to devote enough time to each subject in order to be well-prepared for each class.

Nevertheless, you're still expected to **ace** everything. And you'll usually end up cheating in the classes you are least prepared for. Those usually turn out to be the subjects you don't like or tend to do poorly in. It may be the only way left to live up to your parents' expectations and compete with the top students in the class.

Everybody knows that if you cheat, it's crucial not to get caught. Few things can cause more of an **uproar**. Once my older brother got caught cheating on a math final. My parents acted as though he'd committed a federal offense. The assistant principal called them to school, but although the incident **sparked** several conferences, I don't think that anybody ever really understood what my brother was going through. We're just supposed to perform exceptionally as well as always act honestly, but how many adults can actually live up to the standards they set for us? My father has gotten countless traffic tickets for parking in no-parking zones or for not coming to a full stop at stop signs. And you're always hearing about people who don't file their income tax honestly. Sometimes they're even admired for their **cunning** in cheating the **IRS**. How about all the corruption in government? Successful adults often accept dishonesty in order to achieve their business goals. Are kids the only ones who are supposed to be perfect?

Most of my friends have cheated on tests in school at one time or another. The kids who never cheat are usually either afraid of getting caught or just don't know how to do it safely. Nobody wants to cheat. But if it's a choice of being honest or of getting a grade, most kids will try for the A. That may sound wrong, but we didn't make the rules, we're just trying to get by.

Text B

The following is an interview between ERIC BOHANNON, a senior student in Mansfield University, and KATRINA BRUMFIELD, the host. See how this outstanding student can balance between studies and social activities on campus.

KATRINA BRUMFIELD: Welcome to episode three of Talking with Tomorrow's Leaders at Mansfield University. In today's show I talk with Eric Bohannon, also known as Ebo on campus. Eric discusses his leadership activities on campus and how his family inspires him to **strive for** success. How are you today, Ebo?

ERIC BOHANNON: I'm good, Katrina. How are you?

KATRINA BRUMFIELD: I'm doing good. So you're in your senior year, you're a broadcast and journalism major or just journalism major?

ERIC BOHANNON: Both broadcast and journalism.

KATRINA BRUMFIELD: Great. So you just won an award. What award did you just win, Ebo?

ERIC BOHANNON: I won the award for the most outstanding communications senior. I guess it's for academic involvement in the clubs in the communication department.

KATRINA BRUMFIELD: Let's talk about your involvement in the Flashlight, the student newspaper, over the years.

ERIC BOHANNON: Well, to start off with, I took Journalism, **Intro** to Journalism, actually I can't remember if it was the spring of my freshman year or fall of the sophomore year, doesn't really matter. But I started writing there and sent some stories in and Mr. Mason the journalism professor liked the stories. He told me I should start writing. So I started that spring of my sophomore year. I started to send in stories. The first story I ever did was a boxing story, which I really enjoyed it. I know it wasn't my best story, but I started sending that in. Then in the fall I did some more stories; I did field **hockey**, soccer. Then I just continued in the spring; I did **softball**. Then the spring of my junior year I was elected to be the sports editor for this upcoming year, the fall of my senior year. And for that fall I was the sports editor. I wrote stories, assigned stories, did the layout. Then this spring I was elected as the editor in chief and the job has been a lot bigger from there.

KATRINA BRUMFIELD: So you must've done a lot of things right to be named **editor-in-chief** of the paper.

ERIC BOHANNON: That sounds right. I hope that's the case.

KATRINA BRUMFIELD: So how's the experience been so far, being in such a big position?

ERIC BOHANNON: It's been fun. I wasn't sure, when I was elected as the editor in chief, I wasn't really sure whether I wanted the position. But now that I've had it for a semester, it's a lot of work, it really is... People that see the newspaper on Thursday may think, "They just throw it together." I'm in there probably just about every day of the week getting stuff ready, especially Sunday, Monday and Tuesday when the articles come in. I'm in there most of Monday and when my classes are done on Tuesday I'm in there until about three o'clock in the morning. So once all

the editing is done, the layout's done, the final editing's done, I'm the last one there and I want more time I do another quick, triple-double check and then I have to send the paper off to where we print it, which is at Tony Leader in New York. And that process can take about half hour to an hour, and it depends. Once I send that, well, before I send it I'll double check it again and then send it off and go through the process and once everything's right send it off and go to bed.

KATRINA BRUMFIELD: Now how much stress does being editor in chief give you? Do you get a lot of stress from it?

ERIC BOHANNON: There is stress involved. I try to handle it the best I can. I'm not a very loud, **boisterous**, yelling person, as you might know, that plays a part into it.

KATRINA BRUMFIELD: Sure. What just got you through college? What was the driving force besides your own personal determination? What were the outside factors that helped you get through the moments, the real tough moments?

ERIC BOHANNON: Well, my parents and my family, my sister, they've been very supportive and I do like to please them, to show them that I'm doing what they've helped me to accomplish. That might not be the best motivation but it helps me with what I'm doing. It pleases them and makes them proud. And I think with my accomplishments, they're happier than I am. When I told them about the award they were more excited than I was.

KATRINA BRUMFIELD: About being outstanding communications senior?

ERIC BOHANNON: Yeah. They were more excited and happier. And I was thankful to the **Comm** Department for picking me. I know there's a lot of other great Comm majors here, you yourself. But it is an honor to be picked for that award and I am very honored and privileged to be the recipient.

KATRINA BRUMFIELD: Now that you've only got three weeks left, you're on your way out, what's next for, Ebo?

ERIC BOHANNON: Graduate first. I've been sending out some resumes and stuff to some newspapers and to some colleges for Assistant Sports Information Director internships or assistantships, whatever they call them. And then Mr. McCloskey knows some people so maybe I'll **pull his legs** a little bit, see if he can work something out.

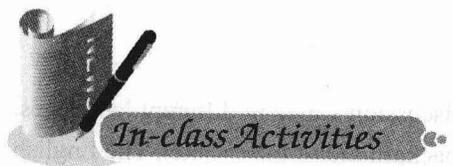
KATRINA BRUMFIELD: If you could sum up, Ebo, now you can take your time on this, if you can sum up in two to three sentences your experience here at Mansfield and what you're truly going to miss about Mansfield.

ERIC BOHANNON: Well, first of all, it was a **topsy-turvy** whirlwind ride of administrators and changing all the time decisions that I didn't always agree with. I enjoyed my time here very much. Not always. You're not always going to love and making different every minute of everywhere you are. But in the end, to sum it up, I'm pretty sure... Well I know I have enjoyed my time here as I've gotten involved in a lot of activities.

KATRINA BRUMFIELD: Well, Ebo, I'd like to thank you for sitting here and talking with me today. It's a great honor and you've truly earned it.

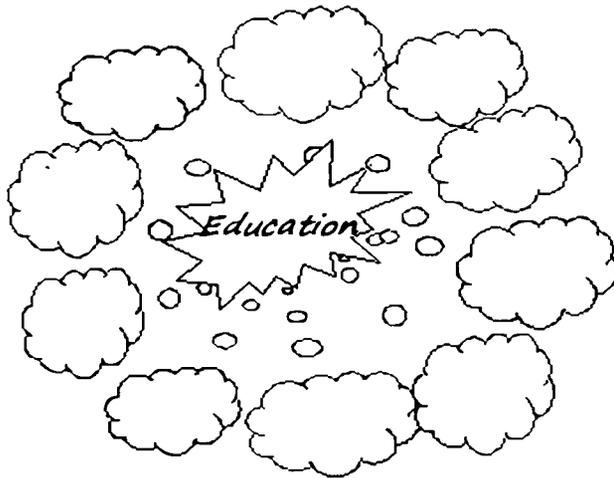
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New Words

A dark, rounded rectangular banner with the text "In-class Activities" in a white, serif font. To the left of the banner is an illustration of a spiral notebook and a pen. The banner has a slight shadow and a small white arrow-like shape on its right side.

In-class Activities

that may pop into your mind.



Task II Idea-formulating

Directions: Answer the following questions concerning exams on campus. You can get some information about this topic by reading the monologue made by an American student in Text A.

1. Have you ever noticed the phenomenon of cheating in an exam in your school days? Did you think they should just get away with it? Did you judge the person who cheats in the exam?
2. Do you think it justifiable in cheating in an exam? Why or why not?
3. Why do some students cheat in the exam?
4. Who should be to blame in this occurrence?
5. How can we solve the problem of cheating in the exams on campus?

Part Two Discussion Skill

Agreement

The way people agree or disagree in an argument or discussion varies in different languages. A lot here depends on the national cultural and traditional background of the speaker. The English are not as straightforward in expressing their opinion. In agreement and disagreement one should remember about understatement as an important underlying principle of wording what you think. Agreement and disagreement are types of affirmation and denial in which the expression of judgment or opinion rather than the assertion of fact is involved. It is all the more necessary not to offend standards of politeness when the other person's judgment is in question.



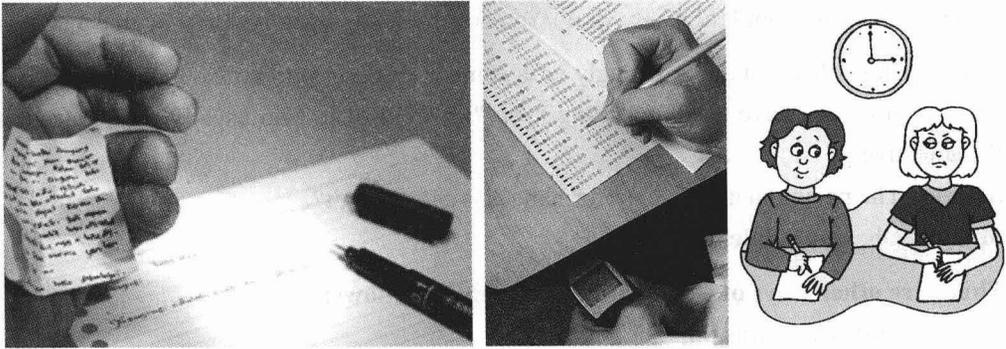
4. Corroboration

We can also agree, and add a further point to corroborate or confirm the argument.

- Yes, and in fact...
- Yes, and what is more...
- I agree, and in fact one might go so far as to say...
- Absolutely. Actually, I would go further, and say...

Task I Practicing Your Skill of Agreement

Directions: Talk with your partner or partners referring to the passages in Information Feeder and the pictures given below.



Task II Group Discussion

Directions: After an exam you are discussing with your partner the exams on campus about its efficacy and inadequacy in Chinese educational system. You may agree or disagree with your partner in discussion.

Thought Snack for Discussion

The argument:

1. Exams should test what students know, often simply do the opposite.
2. Exams cause anxiety; mark of success or failure; future decided by them.
3. Exams encourage rote-learning; restrict reading; induce cramming.
4. Great progress in many fields, but exams: a primitive method of testing knowledge and ability.
5. Most successful candidates not best educated, but best trained in techniques.

The counter-argument:

1. Exams are a well-tried system, many advantages.
2. Exams offer the quickest way of assessing a candidate.
3. Exams are constantly being improved.
4. Teachers want exams; they provide a clear target.

5. The exam system may not be perfect, but it's the best we have; it may be painful, but so are many things in life.

Sample Dialogue

Views About Examinations

- John:** I think examinations do more harm than good!
- Michael:** *I agree.* We spend so much time revising for examinations that we haven't enough time for new work!
- Joan:** *I don't agree.* Without exams, no one would do any revision. We would soon forget everything.
- Linda:** *That's right.* The only time I do any work is when there's going to be an exam! That's true of everyone, isn't it?
- John:** No, *I don't think so.* Many people work steadily all the time, and they remember what they learn. That's better than doing no work for weeks and then working all night before the examination. If there were no exams, more people would work like that, don't you agree?
- Joan:** No, I don't think so. I think many people wouldn't do any work at all. I know I wouldn't.
- Linda:** Of course not. Besides, without exams, how could an employer decide whether to give us jobs?
- John:** The teachers could write reports about us. Examinations can be unreliable, don't you think so? Our teachers know as well, don't they?
- Linda:** Yes, they do. That's why I would rather have an examination!

Part Three Tips for Good Communication

How to Keep the Conversation Going

Task 1 Perfecting Your Skill

Directions: Read Dialogue 1 and 2 below aloud with your partner to see what's inappropriate.

Dialogue 1

- Manager:** Where do you come from?
- Smith:** India. *
- Manager:** Oh, whereabouts?