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全国普通高等学校优秀教材一等奖（第一版）

英语口语教程

第3版 学生用书
Student's Book

Challenge to Speak

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第三版前言

《英语口语教程》自1998年出版以来,受到了学界广泛的肯定,成为众多高校英语口语教学与学习的主流教材。这期间,该教材被评为普通高等教育“十五”及“十一五”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。《英语口语教程》提倡通过多种形式的口语技能训练,逐步培养学生的英语交际能力,提高学生高层次的语言表述水平,使学习者的口语纯熟流畅,正确得体。

围绕贯彻《国家中长期教育改革和发展规划纲要(2010—2020年)》,全面提升教学质量,培养创新型人才,教育部即将推出新一轮的英语专业教学改革。面对新的改革形势,我们启动了《英语口语教程》的修订工作。修订的主要目标是拓宽英语专业学生对中西方社会各个层面的认识,强化英语口语技能的训练,提高口语技能的理论水平,培养语言的综合运用能力,使学生的连贯表达能力能够得到大幅的提高。

本次修订主要涉及如下方面:

1. 更新了单元话题和课文

本版适度地调整了一些单元话题,更新了部分文章。新话题的选择更加贴近当代大学生的文化和社会生活,紧扣社会现实,兼顾中西文化,内容涉及世界和我国当代生活、经济、文化、科技等热点话题,题材丰富多样,语言生动地道。

2. 改进了练习设计

为使学生能够更多地参与到口语训练的活动中,新版教材增设了大量的练习活动,强调学生的参与,通过Role-play等形式强化学生对相关口语句型的掌握,提高学生高层次的语言表述能力。

3. 增加了有关口语技能理论的论述

为使学生能够系统地掌握口语学习的相关理论知识,各单元融入了有关口语技能理论的相关论述,使学生能将理论与实践有机地结合在一起。

《英语口语教程》(第三版)包含学生用书四册,教师用书四册。每册15个单元,每单元3—4个学时。学生用书后附有MP3光盘。我们对第三版的教师用书做了较大调整,为每个环节提供了具体多样的教学建议,并附有练习答案和大量的参考资料供教师选择使用。

本教材使用范围广泛,既可作为高校英语本科或专科口语教材,也可作为学生考级、考研和高级口语培训教材使用,同时还可供社会上具有一定英语基础的人员自学使用。

在本教材编写过程中,高等教育出版社领导提出了宝贵的意见,在此深表感谢。新西兰教师Gavin A. Neal为第三版的修订做了大量工作;美国教师Elizabeth Wilson和Clayton Olson曾为本教材的第一版做出了很大的贡献,在此深表感谢。

由于编者能力有限,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

2013年11月

第一版前言

《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12 ~ 26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:

CONVERSATIONAL SKILLS 作为学生提高会话技能的辅助材料。

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 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。新西兰教师 Gavin A. Neal 和美国教师 Jess Sharp 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
2010年8月

To the Student

We choose to bring forth again this question to you:

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

This is to draw your attention to a fact — Limited time is actually used for daily communication. *Challenge to Speak* is compiled with the purpose of helping you to build up good communication skills by becoming 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 you 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 4 aims at further helping you to bridge the gap between linguistic and cultural competence.

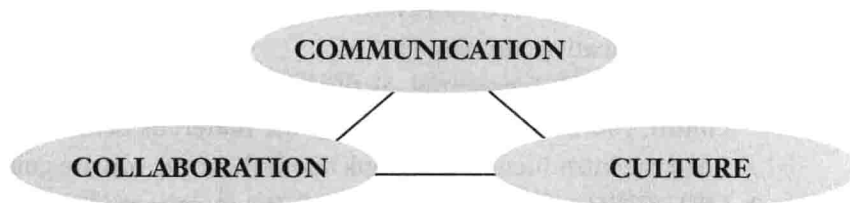
With the fast process of globalisation and the rapid rise of China's position today in the international world, the Western world is showing increasing interest towards China and its development. As an English major of intermediate or advanced level, it is becoming more and more apparent that you need 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 you to acquire a solid communicative competence of the foreign language, be fully aware of the importance of understanding Chinese and Western culture and its cross cultural features in such a way that you will be competent enough to introduce China's rich culture and amazing developments to the international world with ease.

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

In each unit a topic has been selected for discussion, which can be carried out in forms of narration, presentation, debate, argument or interview. Interesting discussions and oral activities will be organized to guide you to communicative and linguistic competence step by step. Emphasis is laid on collaboration with you and your partners 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:



Challenge to Speak Book 4 Student's Book consists of 15 units. It is accompanied with the Teacher's Book and CD. Each unit is designed for 3-4 academic hours / week for university English majors, normal university English majors, open university English majors and all intermediate level learners of English.

Part A: Way to Speak

In this section you will Start the Ball Rolling by brainstorming on words and expressions relevant to the topic. What can you recollect? Two Dialogues follow focused on the theme of the topic to serve as models and further draw you and your partners out to join in the discussions and activities designed in Challenge to Speak. Pay attention to the intonation and understated emotions in the dialogues and use body language appropriately. The aim is to gather basic material and information for the topic of the unit.

Part B: Topic to Discuss

Culture is the way of life that a group of people share. This is also shown in the way people communicate with one another. Each country has its own culture, and in studying a foreign language we need to understand the similarities and differences between the two cultures.

In this section for discussion, a Topic relevant to important social and cultural issues such as drugs, drunk-driving, fashion, organ donation, etc. are selected, as well as a certain series of topics covering Chinese culture, such as Chinese festivals and social customs, Chinese architecture, China's world cultural heritage, etc. Students are required to join in more intense and deeper discussions and varied activities. Share views and opinions, and create a sense of community in the classroom with meaningful results.

Part C: Fun to Speak

This is a section to give you time to relax and have fun. Short stories, jokes, plays, songs, riddles and amusing activities will give the classroom a change of atmosphere.



Suggestions for the Student

1. In Book 4 the CHALLENGE continues as you step up a higher rung to communicative competence.
2. PREPARATION is essential. As the topics cover a wider scope of social issues and culture you need to SKIM through the materials before entering the classroom. Read the introduction and think about the topic you are going to talk about.
3. LISTENING activities should be infused in your studies. Please listen to the CD, but do NOT look at your textbook while listening. Imitate how the native speaker expresses feelings and emotions.
4. BRAINSTORMING: Here, this refers to activating the brain, recollecting words and expressions that lie dormant in your memory. Refresh your own memory and gather reminders from one another. Begin by grouping and listing them under different categories. Skim through the text and pick up more new words.
5. ROLE PLAYING: Here, you play the part of the thinker, the doer and the participant. The purpose is to make role play move from situational to creative, from restricted to meaningful.
6. TAKE NOTES or make an outline as you prepare for class. Organize your thoughts and ideas. Use them as references. DO NOT READ FROM THEM.
7. Pay attention to speaking strategies. Make use of them in your activities. There is no special time or order of appearance of these skills. They should suit your need to make your language more expressive. Build up an AWARENESS of these strategies.
8. Cultural background is meant to give you further information to make your discussions richer and fuller. BROWSE through this section before you come to class. Go online for further information.
9. DISCUSSION: This 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 express knowledge, which covers propositional knowledge, procedural knowledge and conditional knowledge.
10. Create a sense of community. Create emotional and intellectual connections in your discussion. SHARE views and comradeship. Partake in MEANINGFUL work. Do your share.
11. There are 15 topics for discussion. Discuss with your teacher what activities interest you and take the initiative to organize some of your own activities.
12. SPEAK MORE after class or wherever possible. Participate in more after class activities. The CHALLENGE continues.

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The Ancient City of Ping Yao China's World Cultural Heritage

● Introduction

Every country has its historic sites, among which some rate as world cultural heritage. People the world over are attracted by these places and travel far and wide to witness their uniqueness and splendor, their charm and value. Due to its long history, China has many world famous historic sites. How many do you know of? How many have been enlisted as world famous cultural heritage by the UNESCO? This unit will focus on China's famous historic sites with a special introduction to one of China's world cultural heritage — the Ancient City of Ping Yao. Of the many world famous cultural heritage sites, the Ancient City of Ping Yao is a wonder to behold. What is so special about this ancient city? On studying this unit, you will find there is much to contemplate over human civilization.

● Conversational skills

Recognizing the goals of effective communication.



Part A Way to Speak

● Start the Ball Rolling



Brainstorm words and expressions about historic sites. Can you think of some more for this topic?

event / relic / scenery / significance / civilization / creativity / wisdom / past glory / prominence / historic / historical / informative / to protect / to preserve / to restore

● Dialogues



Read the following two dialogues and role-play in pairs. Then contribute your own dialogues.

1. *(Jack and his friend are talking over a book about world cultural heritage. They hold different attitudes towards it.)*

A: Hi, Jack! What are you so absorbed in?

B: I am reading a book about China's world famous cultural heritage. It is fantastic! It is really hard to imagine that there are so many amazing places worth visiting! I wish that I had come across this book earlier.

A: Wow! Which book is it that's making you feel so excited? As far as I remember, you are not a person to get excited so easily.

B: You said it. I just can't help it this time. I am amazed at the wonders of ancient times in China. People made such remarkable achievements. It is hard to believe that all these really existed!

A: Let me glance at the book, OK?

B: All right. Just a glance then. I am coming to a very interesting part.

A: Hmm, *World Famous Cultural Heritage of China*. Well, yes ... Amazing pictures. It's all about historic sites and relics and history. Hmm ... I don't see what there is in this book to interest you so much. *(Hands the book back to Jack.)*

B: I just love reading about such things ... I thought you would be interested, too, but it seems we have differing views and different interests. You see, it is not just an introduction to history. It's about the incredible achievements and remarkable wisdom of the Chinese people during their long civilization.

A: Yeah, I know. But the world is so different now. There are so many amazing discoveries and inventions in the modern world, and nothing under the sun is surprising. In fact, we might be able to live on another planet in a couple of years. So why get so worked up about dusty old history?

B: Oh, come on. You have been reading too much science fiction, and overlooking the important things in history. That is not like you. Can't you see that these are really great things in life? Without them, there couldn't have been a modern world. When you neglect them, you neglect real life.

A: Stop talking like a philosopher. I don't deny the importance of history, but I

am not interested in historic relics or dusty museums. I prefer the modern skyscrapers, the computers and the exhilarating¹ city life.

B: Well, I think you can't really cherish life if you don't know the significance of ancient civilization. This book describes the life of different historical times and brings them back to life. If only you could appreciate the grand old times!

A: OK, I admit that modern civilization is based on past achievements. They are the past, alright? So there is nothing to rave about. Let's look at the wonderful achievements of today and enjoy them.

B: Well, as far as I am concerned, I feel happy with modern civilization, and I also appreciate and treasure the ancient achievements. All of them stand for the perpetual² advancement of human beings.

A: OK, OK. I agree with you. Now could we talk about something else not so dry?

2. (Jessie and Michael are talking about a travel plan during the winter holidays. They feel it wise to make a schedule and get some information in advance.)

A: Seven days' vacation! Long enough for us to visit somewhere, don't you think? Let's work out some plans for this holiday.

B: Good idea! Where do you want to visit? Do you have any special place in mind?

A: Er ... nothing specific. I'd like to visit some meaningful places ..., you know, ... and make the trip worthwhile. Can you suggest anywhere?


B: Well, since our purpose is to make the vacation meaningful, I'd suggest visiting some cultural heritage sites. They are interesting and instructive. And we can learn something that way while enjoying ourselves. What's more, we might get to taste some typical local delicacies and experience the local lifestyle.

A: Terrific idea! Speaking of cultural heritage, I've been longing to visit somewhere to learn more about Chinese history. After all, seeing is believing. But there are so many places I'd like to visit; it is really hard to decide where to start.

B: Let me see. A large proportion of cultural sites in China are tombs, such as the Western Xia Dynasty Tombs, the Ming Dynasty Tombs, the Terracotta Warriors of Mausoleum of the First Qin Emperor, and many other famous tombs of ancient emperors and aristocrats. They are known for their display of historical relics, antiques, and ...

¹ exhilarating: affecting and raising the spirits

² perpetual: eternal, everlasting

- 
- A: Hey, wait a minute. Maybe we'll do that some other time. For the time being, I am not in the mood to visit tombs during the New Year holidays. It might bring bad luck.
- B: Why, you are being quite superstitious! In that case, how about visiting some temples? For example, the Confucius Temple, the Hanshan Temple, the Temple of the Sleeping Buddha, the Temple of Heaven, ... They are famous for reflecting and observing the sacerdotal³ rituals and cults of ancient China as well as looking at the artistic sculptures of the Buddha and the Saints. It is said that if you pray reverently, they can bring you good luck. How about that?
- A: Well, yes. They are places for religious worship. I've visited a couple already, and don't want to see anymore just now. What I really want is to relax and enjoy myself a bit.
- B: Hmm, I see. What about some famous natural sites? Mount Taishan, Mount Huangshan, the Chengde Mountain Resort in Hebei, ... They are all listed as world cultural heritage sites. You can enjoy the beauty of nature at anyone of these places.
- A: Very good. But I think they are not at their best in winter. Maybe the best season to visit them would be late spring or summer.
- B: Yeah ..., I am running out of ideas. How about visiting some ancient Chinese towns? For instance, the Ancient City of Ping Yao, Old Town of Lijiang, the Ancient Villages in Southern Anhui and so on. They are famous for maintaining the original features of ancient architecture and culture, and are living museums of ancient lifestyle.
- A: That is it! There is always something striking and meaningful to discover at these places, and it will be so relaxing. I love roaming small towns and tasting strange dishes.
- B: Well, at last we have come to a decision! Now all we need to do is decide which one to visit. Let's look up some of the places on the Internet and do some careful planning.
- A: OK! Let me see. (*Surfing online.*) Ah, ... I'm in favor of the Ancient City of Ping Yao. It seems to be a significant place to visit. Shanxi Province was famous for being the financial center of China with its *Jin* merchants, you know. I am sure there will be much to enjoy and learn there. We could book our tickets now and leave tomorrow. I just can't wait! They say that Ping Yao beef is delicious!

³ sacerdotal: priestly

B: Hey, talk about careful planning, aren't you in too much of a hurry? Give me time to breathe and pack. I'll go book the tickets. See you later. Oh, and don't forget to bring your camera this time.

● Challenge to Speak



Let's get together and join in the discussions and activities as requested. Make your work meaningful.

1 There are 40 world famous Chinese cultural heritage sites listed by UNESCO till August 2010. Can you name some of them? What do they represent? Refer to the section "Cultural Background" for more information. Work in pairs.

2 Relate to your classmates the historic sites you know of or some places you have visited. Share your experience and pictures of these sites.

3 Please look at the following picture. Can you guess what the thing is and what it is used for? What kind of culture can you learn from the picture?



4 Role-play. Suppose you are a tour guide and your classmates are the tourists. Introduce some world cultural heritage sites you are familiar with and guide them around the site. Work in groups.