



普通高等教育“十五”国家级规划教材

# CONTEMPORARY COLLEGE ENGLISH

● 总主编：杨立民

Oral English

## 现代大学英语

● 主 编：杨立民

● **口语 2**

● 副主编：刘 枫

● 编 者：伊 蕊 林 岩

翟 峥 易 焱



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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北京市高等教育精品教材立项项目

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# 序 言

本书为“现代大学英语”系列的口语教材,全套共4册,供大学英语专业本科一、二年级学生及水平相当的学习者使用。

众所周知,口语是用来进行语言交际的一项重要技能。多年来,“不敢说”、“不想说”、“没话说”、“不会说”一直是中国学生在英语学习中遇到的难以逾越的障碍。本套口语教材就是针对这些问题,吸取国内外同类教材的优点,继承我国口语教学的传统编写而成的。

本教材的特点如下:

1. 作为一套系列教材的一个有机部分,本教材在语言、题材和训练重点等方面和其他教材,如听力、写作、精读等有密切的联系和配合。这样就可以大大增加学生语言材料的输入,解决“没话说”的问题。同时又可以使学生得到先听后说、先读后说、写了再说等不同方式的训练。
2. 教材内容比较丰富。每一课都提供了大量的语言材料。这一方面是为了便于让学生模仿,为他们提供必要的词语、表达方法以及有关的观点和思路,另一方面更重要的是激发学生的兴趣和与他们说话的愿望。本套教材所选的对话和课文题材广泛,努力结合学生的生活实际,就是为了解决学生“不想说”的问题。
3. 本教材的头两册采用题材和口语功能相结合的方法,旨在让学生通过口语课尽快掌握日常生活用语,这是精读课无法代替的。但是口语并不只是一些套语。它还有丰富的内容。本套教材按题材组织单元,将各种口语训练功能穿插其间。
4. 这套教材十分注重趣味性,但更重视人文内涵。我们努力在轻松中保持教材的格调,努力做到让学生不仅能说,而且能言之有物,言之成理,言之上品。
5. 全套教材体系完整,由浅入深,由近及远。主题从一、二册的日常生活逐渐过渡到三、四册中的各种社会、文化、经济和政治热点问题。练习重点也从与日常生活相关的功能表达以及相对容易的问答、复述、归纳逐渐升级为对各种热点问题的论述。课堂讨论和接近实战的经过充分准备的专题辩论,既能体现训练的阶段性,同时又可通过滚动式的安排防止教材安排的机械单调和训练方式的前后脱节。
6. 这套教材努力做到既有中国味,又有外国味;既考虑到中国的国情和中国学生的生活实际,以及他们希望表达的内容,同时又兼顾西方文化和生活的介绍。
7. 这套教材所采用的语言力求地道,但尽量避免使用土语、俚语和俗语。教材中适当介绍了一些有用的相关词语,但数量有限。这是因为口语课的主要任务不是扩大词汇,而是活用已学的东西。
8. 这套教材的练习设计,吸取了国外教材的优点,尽量注意交际性、趣味性和多样性,尽量把学生放在主动的地位。

以上是我们力求在教材中体现的特点。但效果如何还有待于实践的证明,加上参与编写的人员水平有限,这套教材中的问题肯定会不少,恳请使用本书的同行和学生提出宝贵意见。

本书由新西兰专家Helen Wylie担任审核,在此对她表示衷心的感谢。

编者

2004年12月

# 第二册使用说明

本册书的适用对象是大学英语专业本科一年级第二学期的学生。这一阶段的学生通过第一学期的口语练习已经掌握了一些基本的功能和意念表达方式，也培养了一定的日常生活会话能力。

## 1. 本书训练的重点

- i 进一步巩固和完善学生对于功能和意念表达方式的掌握，包括对已经学过的功能、意念表达法的复习和加强，以及对尚未接触过的新的功能、意念表达法的引入和练习。虽然这一部分内容在本书中的重要性比第一册有所下降，但仍是课堂教学中不可忽视的一部分。
- ii 着力提高学生独立思考和用简单清晰的语言表达自己观点的能力。本书所涉及的话题多为学校和社会生活中的常见问题，学生应通过阅读相关材料，在教师的指导下，首先思考，然后在此基础上讲出自己的相关经历或将自己的观点表达出来。因为此时学生的英语水平仍处于初级阶段，他们在表达观点时还不可能做到尽善尽美，所以对他们的要求应基于实事求是、循序渐进的原则，首先让他们做到明白清楚地表达个人观点，以后再逐步提高要求。

## 2. 本书的基本框架和使用方法

本书共15课，每课2-3小时，供第二学期使用。每课共5个部分：

### i 热身练习

时间大约15分钟。主要通过看图、问答等手段引出本课主题，激起学生兴趣，打开学生思路。

### ii 对话和短文

每课大约2-3个对话和2-3个短文，合在一起组成本课的语言材料。这些材料需要学生在课前进行预习（听录音，阅读，熟悉关键词语的发音和用法）。选择这些对话和短文的目的是为了给學生提供口语练习的素材和样板。学生可以为课上发言列一提纲，但不宜死记硬背。

### iii 练习

这是口语课的主要活动。练习方式按不同材料而定，一般有小组问答、角色扮演、叙述大意、复述故事、编排对话、简单讨论等等。通过这些练习让学生掌握口语表达的各种功能，提高日常生活的口语能力。

学生在用口语表达思想时，要真实，要具体朴素，还要有一定的流利度。教师对学生的语言要有一定控制，但是又不能像讲精读课文一样细细咀嚼，要容许学生在一定程度上自由说话。

### iv 语言库

每课都会列出一些表达功能意念的常用词语和句型，供学生参考使用。教师在布置作业时提醒学生利用这些材料。

### v 辅助材料

提供辅助材料的目的是有两个：一是为学生堂上堂下的口语活动提供更多的思路和素材；二是为满足程度较好、感到吃不饱的学生的需要。这些材料希望教师能够熟悉，以便在课堂上灵活运用。

除以上材料外，所有材料还配有录音和练习的参考答案。此外，应该反复向学生强调课外开展口语活动的重要性。只有这样，课堂的练习才能转变为实际的交际能力。

编者

2004年12月

# Acknowledgments

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We are extremely grateful to the authors and publishing houses of all the articles we have chosen as the texts for this textbook. We apologize for the insufficient information in some cases due to lack of resources. We intend to show every respect for intellectual property rights, but we hope our pleading for the permission to use the related articles for teaching purposes will receive kind and generous consideration.

## Unit 2

Text Two is based on “First Love” written by John Walters.

Supplementary Reading is based on the chapter “The Little Prince Befriends the Fox” from *The Little Prince* written by Antoine de Saint Exupery.

## Unit 3

Text Three “Women Doubt Their Own Ability to Tackle Computer Science” is written by Alison McCook.

## Unit 4

Text Four “Movie Star—Vivien Leigh” is based on the IMDb mini-biography written by Denny Jackson.

Supplementary Reading is based on the preface of the English version of the novel *A Dream of Red Mansions*.

## Unit 5

Text One is based on “Our Land Is Your Land” in *New Headway*.

Supplementary Reading “Stereotypes Demolished” is taken from *Shanghai Star*, February 12, 2004.

## Unit 6

Text Three is based on “Every Day Is Consumers’ Day” by Tian Xiuzhen in *Shanghai Star*, March 21, 2002.

Supplementary Reading <1> is based on “Fake Milk Powder Kills Dozens of Chinese Babies” from ABC News Online.

## Unit 7

The cartoons in Warm-up are taken from the website <http://www.glasbergen.com>.

Text Two is based on “Cell Phones Now a Concert Accessory” by Catherine Lucey (from the Associated Press) published on June 26, 2002.

Text Four is based on “Portrait of a Newer, Lonelier Crowd Is Captured in an Internet Survey” by John Markoff in *The New York Times*, February 16, 2000.

Supplementary Reading <1> is based on “An Emerging ‘Thumb Culture’” in *Explorer English*, April, 2004.

Supplementary Reading <3> is based on “Does the Keyboard Have the Key to Creative Mind?” by Catherine Ford in the *English Language Learning*, August, 2001.

Supplementary Reading <4> is based on “A Brief History of the Future” by Nigel Farndale in *The Sunday Telegraph*, January 2, 2000.

## Unit 8

Warm-up exercises are taken from the cartoon *I Am Dou Dou* 《我是豆豆》.

Text Two is adapted from “Activities for College Conversation Classes: The Generation Gap and Getting Along with Peers” by Natalia F. Orlova, Herzen State Pedagogical University (St. Petersburg, Russia).

Text Three “Thanks for Being My Father” is written by George Eyre Masters.

Supplementary Reading is based on “The Disappearing Generation Gap” written by Marilyn Gardner.

## Unit 9

Text Two is based on “A Campus Fad That’s Being Copied: Internet Plagiarism” by Sara Rimer.

## Unit 10

Text Two is taken from *Cutting Edge* Pre-intermediate by Sarah Cunningham, Peter Moor and Jane Comyns-Carr, 2001.

## Unit 11

The ten rules of success in Warm-up exercises are taken from *If Success Is a Game, These Are the Rules* by Cherie Carter-Scott, 2001.



Text One <1> is taken from “What Is Success in Life?” by Taidin Suhaimin and <2> is written by Ralph Waldo Emerson.

Text Two is based on an interview from the website <http://www.oprah.com>.

Text Four is based on “What Is Success?” by Brad Eckert from online.

## **Unit 12**

Text Three <1> is based on a story from the *U.S.A. Today*, September 20, 2004.

Supplementary Reading <1> is taken from the book *What's in the News* written by Geoffrey Land.

## **Unit 14**

Supplementary Reading <3> is extracted from the *British Code of Advertising*.

## **Unit 15**

Text Two <1> “Say ‘Yes’ to Yourself” is based on an article written by Joseph Martorano and John Kildahl.

Text Three “How to Succeed at Being Yourself” is based on an article written by Alan Loy McGinnis.

Text Four <1> “Count Our Blessings” is based on an article from *All the Trouble in the World* written by P.J.O'Rourke.

Text Four <2> is based on an article written by Arthur Rubinstan.

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## Objectives

**Theme:** Heroes**Functions:** Defining a concept; Giving reasons and offering explanations

## Warm-up

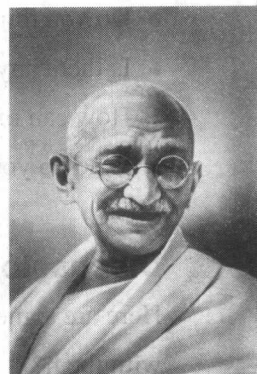
Listen to a song called "Hero". Enjoy and sing along if you like. Do you like the song? Why or why not?

## Text One

## Peacemaker Hero: Mohandas K. Gandhi

Jeff Trussell

In the early 1600s, sailors from Great Britain made their way to India. At that time, India was a country rich in traditions and culture thousands of years old. The British Empire took control of the government of India and forever changed the face of that country. Ancient traditions and religions were thrown out, made illegal by ruthless British generals eager to make India another England. As you can well imagine, the native people of India suffered greatly, seeing their way of life trampled under the British desire to "civilize" their country.



For the longest time, nobody in India successfully fought back against the British and the oppression they brought with them. This all changed when a small man, born in the ancient city of Porbandar in 1869, stood up and said, "Enough!" This man became known the world over as Gandhi, the mahatma or "Great Soul" of India.

Mohandas Karamchand Gandhi's early years showed little sign of the great life he would go on

to live. Everything changed, however, one fateful day when Gandhi was denied a seat on a stagecoach in South Africa. The racist driver made him sit outside in the hot sun on a long trip to Pretoria, simply because he wasn't white. Gandhi, until now too shy to even speak in front of a judge, sued the railroad company and won. From that point on, Gandhi became the number one spokesman for all powerless non-whites the world over.

After 20 years of aiding his fellow Indians in South Africa, Gandhi returned to India and picked up the fight against British oppression. Instead of encouraging native born Indians to take up arms and force the British colonists out of their country, Gandhi created a policy of non-violent protest. "Non-violence," he said, "is a weapon for the brave."

For 20 years, non-violent protests, marches and strikes by the Indians wore down British resistance. Confronted by a slight man wearing only a plain loincloth<sup>1</sup> and accompanied by millions of followers armed not with weapons but love and truth, the British government in 1946 finally gave India its long-held dream of independence. The fight for India's freedom had been won without a battle having ever been fought.

Sadly, two years after his great victory, Gandhi was shot and killed by an assassin's bullet. But Gandhi's legacy lives on after his death, showing the world that one can be a hero and accomplish great things without guns or swords or hatred.

## Tasks



### Answer the following questions

- Do you think Gandhi is a hero? Why or why not? What else do you know about him?
- Is there anyone else you regard as a hero? Who is he/she?
- How can one become a hero?
- Who do you think are the greatest people in the 20th century?



### Discussion

Here are some quotes from some famous people. What views do they reflect? Do you agree with them?

- *In short, whoever you may be,  
To this conclusion you'll agree,  
When everyone is somebody,  
Then no one's anybody.*

— W. S. Gilbert

#### Notes

- 1. loincloth /'lɔɪnkloʊθ/: n. 缠腰布

- *The great are great only because we are on our knees.*  
— Pierre Joseph Proudhon
- *Greatness lies not in being strong, but in the right use of strength.*  
— Henry Ward Beecher
- *Show me a hero and I will write you a tragedy.*  
— F. Scott Fitzgerald
- *One murder makes a villain, millions a hero.*  
— Bishop Beilby Porteus
- *Hero-worship is strongest where there is least regard for human freedom.*  
— Herbert Spencer
- *A great man is made up of qualities that meet or make great occasions.*  
— James Russel Lowell

## Text Two

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### Who Is a Hero?

The word *hero* means different things to different people. For some, it's the fire fighter who enters a burning building to save lives. For others, it's the baseball player who clears the bases with a game-winning home run. Recently Radio R conducted a survey on people's ideas of hero.

**Interviewer:** Who, do you think, are heroes?

**Speaker A:** One of my heroes was the man who owned the grocery store where I worked as a teenager. He was honest, hard-working, and treated people with dignity. Another was my lieutenant at army basic training, because he believed in me. These men didn't focus on themselves, but encouraged others to believe in themselves. Heroes conduct themselves with honor and make the right choices day after day.

**Interviewer:** Thank you.

**Interviewer:** What does the word *hero* mean to you?

**Speaker B:** I don't like the term *hero*. It implies that some people are perfect and have no weaknesses, but we all have shortcomings. Heroes are people who fail but stand back up again. We all have the material of heroes inside us. By following the example of others you look up to, you can fan the flames of inspiration and find the hero in yourself. Heroes are those who recognize their weaknesses and do something about them.

**Interviewer:** Very good. Thank you very much.

**Interviewer:** Who are heroes to you?

**Speaker C:** To me, heroes are those who sacrifice, take risks, or do the extraordinary for the benefit of others. Fire fighters do not set out to be heroes. When they take the oath of office, they realize they may be placing themselves in danger, but it is part of the job. A person does not have to rush into a burning building to be a hero, though. Author Ralph Waldo Emerson once said, "Each man is a hero to somebody."

**Interviewer:** Thanks a lot. What about you, Sue? What does hero mean to you?

**Speaker D:** Heroes come in all shapes and sizes. When I was growing up, there were very few female athletes to look up to, so I copied my sister, Jen. She excelled because she gave it her best at all times. It is important to realize that both males and females can inspire and lead the way for others.

**Interviewer:** Thank you Sue. Dan, who are your heroes?

**Speaker E:** My heroes are my parents. They worked with determination and heart to make sure my brothers, sisters, and I had what we needed. They impressed upon us that we were a family, a team, not just a collection of people who lived under the same roof. Having the biggest car, the most money, or the nicest house does not make one a hero. Heroism comes from within. There are heroes all around us—you just have to know how to look for them.

**Interviewer:** Right. Thanks a lot. Now Derek, what is heroism to you?

**Speaker F:** A hero is someone like my parents who give something back to others and ask for nothing in return. Right from the start, my parents told my sister and me that we could be successful, and then they showed us how. After my Little League games my dad would take me to the high school field and hit me extra grounders and then pitch to me. My mom and sister would patiently field the balls I hit. My parents taught me that there may be people with more talent but there is never an excuse for anyone to work harder than I do.

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## Task

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### Role play

You may choose either of the following two forms.

- Radio C is conducting a survey on people's views on "hero" and "heroism". One of you would be the host. You need to interview four of your classmates to find out their ideas of

“hero” and “heroism”. Ask them to support their views with examples. Summarize your findings and write a news report. Broadcast it on radio.

- Simulate a panel discussion on a TV talk show. The topic of the show is “Heroes and Heroism”.

## **Text Three**

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### **What Kind of People Do We Admire?**

It’s interesting how people’s views change about what kind of people deserve our admiration.

The other day I asked a young girl I know what she would like to be after she finishes the university, and she replied, “To be a boss of a company.” “And if you fail?” I asked again. “Then,” she answered, “to be a boss’s wife.” “And if you should fail again?” I persisted. “Then, to be a boss’s mother.”

I know that she said it in jest. But in my day, we wouldn’t even joke about such things. It would have been considered bad taste. At that time, money was considered dirty and evil (bosses are rich people).

It is true that people’s idols change with the times. In American history, the people the early settlers admired were clergymen and tough, strong frontiersmen. Then the Revolution came, and people became admirers of those revolutionary leaders—Washington, Jefferson, and Patrick Henry, who made that famous “Give Me Liberty or Give Me Death” speech. Then, lawyers, social reformers took over for some time. But during the Civil War, war heroes became the center of attention. After the Civil War, the heroes became the industrialists, bankers and business tycoons. Today if you ask people who they admire, they may quite likely give you the names of some pop musicians, movie stars or athletes.

Our idols sometimes change drastically. Years ago, a man who killed a tiger bare-handed was admired as a great hero. Today, the same person might be thrown into prison for killing an animal of endangered species.

And different people have different idols. What is considered admirable by some may not be regarded as such by others. Someone who is willing to die as a human bomb is condemned as a terrorist by the victims, but he is admired as a hero by his peers.

No wonder people say that the best way to get to know a person or get to know our times is to find out what kind of people he or she admires or what kind of people are admired.

# Tasks



## Group work

Heroes can be people from all walks of life. Many work behind the scenes to get the job done, while others are public figures; some affect the lives of many, while others affect the lives of just a few. But all work hard, and all make a difference. They can be great scientists, athletes, peacemakers, lifesavers, and ordinary workers, etc.

Work in groups of four or six. Each group researches one category to find at least two examples. Get ready to present them in class.



## Group work

Do you agree that people's views change with time about what kind of people deserve our admiration? If your answer is "yes", think of who were the heroes in China in the 30s, 40s, 50s...of the 20th century. If your answer is "no", give examples to support your view. Exchange your view with your partner first, then with other people in your group.



## Text Four

A hero can be a lot of things: someone who has saved another person's life, someone who has risked his life or safety for others, or someone who has done something no one else could do. My hero, Mike Frasier, fills all these roles and more.

Mike Frasier has risked his life for others. Mike works in an environment where there is a constant threat of danger from chemical leaks. These rarely occur, but when one did, Mike was ready to act.

Common procedure is to have safety glasses and a respirator on at all times. One frightful day, a young man who neglected to put on safety equipment was sprayed in the face with acid during a chemical leak. The chemical compound released a thick cloud of poisonous gas all around him. He could not see, breathe, or get to the emergency shower. Mike was far enough away not to be affected by the gas, but he knew a man was in there. Without safety equipment of his own, Mike plunged into the thick cloud, and dragged the man into the shower just in time to save his life. Miraculously, the man only partially lost his sight in one eye, and Mike came out unscathed.



Mike Frasier has saved the lives of many people. One person is Ray Geis. Mike and Ray had got together with their families for a dinner party. The main dish had just been served when Ray started to choke. Mike realized that Ray couldn't breathe, and he jumped to his aid. Everyone else at the table froze, but Mike knew just what to do. He performed the Heimlich maneuver<sup>2</sup> and saved Ray's life.

Mike's bravery and quick thinking also saved the life of a young boy. Mike and his daughter Tara were having a picnic at Five Mile Creek in Baxter Springs. A boy who was too young to be swimming alone had ventured out into the water. When Mike saw him go under, he swam out and brought the boy to shore, saving him from certain death.

## Task



### Answer the following questions

- Why do you think the author of this article takes Mike as a hero?
- Should this kind of people be admired?
- What would be the best thing to do if someone is choking or drowning?



## Supplementary Reading

<1>

### Was He a Hero?

The other day I bought a disk of the Hong Kong movie "Genghis Khan<sup>3</sup>", in which this man was described as a hero of the Chinese people.

I suppose most of us today still regard Genghis Khan as a hero, and a national hero at that, but I wonder whether people felt the same way about him at the time when his generals massacred everyone—men and women, old and young—in those cities which refused to surrender, and when his soldiers speared children just for fun. And all this just to satisfy his greed for more land and more power.

I was born in the mid-70s of the last century, and I was brought up in the worship of people like Genghis Khan. To me, he was no doubt a hero. So was Wu Song, the legendary tiger-killer. And so were the supermen in Hollywood movies.

They were really cool, manly.

#### Notes

- 2. Heimlich maneuver: 海姆利克氏操作法 (一种将异物如食物从哽噎者气管中挤压出来的急救方法,其做法是用力在患者的上腹部迅速向上施压,以从肺部挤压出空气)
- 3. Genghis Khan: 成吉思汗