

New College English
For Oral Communication

新编
大学英语口语

主编 阮绩智 王吉民

(提升篇)



ZHEJIANG UNIVERSITY PRESS
浙江大学出版社

New College English

for Oral Communication

新编大学英语口语

(提升篇)

主 编 阮绩智 王吉民

副主编 何 君 郭亚莉



ZHEJIANG UNIVERSITY PRESS
浙江大学出版社

图书在版编目(CIP)数据

新编大学英语口语. 提升篇 / 阮绩智, 王吉民主编.
杭州: 浙江大学出版社, 2008.9

ISBN 978-7-308-06191-9

I. 新… II. ①阮…②王… 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 139509 号

新编大学英语口语(提升篇)

New College English for Oral Communication

阮绩智 王吉民 主编

责任编辑 杜玲玲

封面设计 姚燕鸣

出版发行 浙江大学出版社

(杭州天目山路 148 号 邮政编码 310028)

(E-mail: zupress@mail.hz.zj.cn)

(网址: <http://www.zjupress.com>)

<http://www.press.zju.edu.cn>)

电话: 0571-88925592, 88273066(传真)

排 版 杭州中大图文设计有限公司

印 刷 德清县第二印刷厂

开 本 787mm×1092mm 1/16

印 张 16.25

字 数 488 千

版 印 次 2008 年 9 月第 1 版 2008 年 9 月第 1 次印刷

印 数 1—4000

书 号 ISBN 978-7-308-06191-9

定 价 28.00 元(含光盘)

版权所有 翻印必究 印装差错 负责调换

浙江大学出版社发行部邮购电话 (0571)88925591

P 前言

REFACE

随着中国改革开放不断深入,我国的国际交往日益频繁,英语的口头表达和交际能力显得愈加重要。新的《高等学校英语专业英语教学大纲》和《大学英语教学大纲(修订本)》对英语口语教学提出了更高的要求。这些变化也反映了社会对人才英语口语交际能力的迫切需求。

本书编者长期从事高校英语教学,尤其是口语教学,深感对中国学生在英语口语技能训练方面,尚需进行更多层面的探索。教师不仅要帮助学生克服“张口难”的障碍,更需要把“注重口语表达”的教学原则置于一种现实而真实的语言环境中去实施,以期学生能够更快地掌握准确、流利而得体的英语口语。

本教程重在培养学生英语口语表达能力,根据语言输入和每个话题的特点,精心设计了新颖别致、生动有趣的课堂练习,消除简单功能对话训练或技能训练的单调乏味性,让课堂内容充实而活泼,使学生的口语表达清晰、流畅、达意。本教程具有以下几个鲜明的特点:

一、注重语言知识与语言技能的密切结合,既重视语言的输入,又重视语言技能的培养。口语不仅要求学生掌握各种语言功能,还要求其口语表达具有逻辑性和思想性。要达到这样的要求,学生必须要对话题有深刻的理解,所以一定量的语言输入可以开拓视野,使学生了解更多的背景知识,为语言输出做好充分的准备。

二、选材注重实用性和趣味性相结合,贴近生活,体现时代特色。本教材每个话题都是经过再三斟酌,尽可能贴近学生生活,符合学生兴趣,也是当今社会人们关注的焦点和热门话题。学生对这些话题有着浓厚的兴趣,掌握书中的内容后在讨论或辩论中能够积极参与,有话可说。有些热门话题是“仁者见仁,智者见智”,没有明确结论或答案,但通过讨论和辩论,可拓宽学生语言思维,培养他们敏锐的反应能力和语言实际应用能力。

三、听、读、说、写有机结合。教材突出语言的交际功能,围绕每一话题精选大量必要的语言输入,为从不同角度讨论话题或从正反两方面围绕某一话

题进行辩论,开拓了思路和为语言交际提供了丰富的语言材料。流利朗读、熟练背诵这些段落和句子,在讨论或辩论时只需进行适当的拓展,就可即席连贯地发言。在每个话题讨论或辩论的基础上再要求学生按照要求写作文,这就将朗读、背诵、发言和写作有机地结合起来,从深度和广度提高英语口语表达能力。

四、内容涵盖面广,包括口语交际中最常见的语言表达方式和生活、学习和工作中的情景对话。对话都经过精选,语言规范、地道、实用。此外,本书就每个单元主题列出了大量的常用表达法和相关词语,帮助学习者举一反三,言之有物。

五、练习形式多样。本教程精心设计了各种形式的口语练习,尽可能体现多样化和实用性。练习密切结合单元主题内容,并且与学生的现实生活相联系,学练结合,实践性强,有助于提高英语口语表达的准确性和流利性,同时提升学习者的文化意识。

本书的参编人员都是有长期口语教学实践经验积累的一线教师,书中大部分内容在教学中使用过,效果良好。本书配有外籍专家录制的听力光盘,以及录音文本、练习答案,便于读者使用。本教程可用于高校英语专业、非英语专业高年级学生的口语课堂教学和课外练习,也可作为英语专科学生和成人英语口语培训教材。同时,对于准备参加各种英语口语试的学生和有志提高英语口语能力的自学者来说,此书也是一本颇具实用性和实践性的口语学习用书。

在编写过程中,编者参考了国内外近年来出版的许多有关英语口语的书籍及网站,获益良多,在此表示衷心的感谢!由于编者知识面及水平有限,错误疏漏之处在所难免,恳请各位专家、同仁和广大读者不吝赐教,以便今后进一步修改完善。

本书由阮绩智和王吉民主编,并负责全书策划、统稿及审定工作,副主编为何君和郭亚莉。另外,邱明明、许晓洁、方昉、郑维南、章以华、冯爽、侯勤梅、胡维佳也分别参加了本书的编写。

编者

2008年6月于杭州

CONTENTS

目 录



1. Studying Abroad 1

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

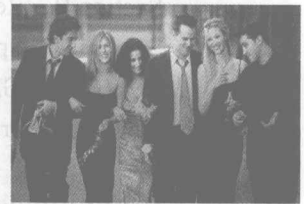
留 学



2. Friends & Friendship 16

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

朋友和友谊



3. Traveling 29

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

旅 行



4. The Media 41

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

媒 体





5. Education & Student Life

55

Section A Listening

Section B Reading

Section C Speaking

Section D Glossary

Section E Practice

教育与学生生活



6. Social Problems

70

Section A Listening

Section B Reading

Section C Speaking

Section D Glossary

Section E Practice

社会问题



7. Advertisements

82

Section A Listening

Section B Reading

Section C Speaking

Section D Glossary

Section E Practice

广告



8. Communication

93

Section A Listening

Section B Reading

Section C Speaking

Section D Glossary

Section E Practice

交流



9. Globalization

107

Section A Listening

Section B Reading

Section C Speaking

Section D Glossary

Section E Practice

全球化

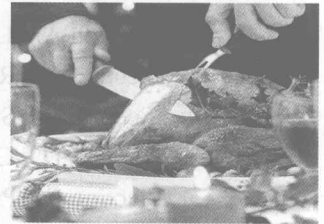




10. Traditions & Customs 121

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

传统与习俗



11. Environmental Pollution & Protection 134

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

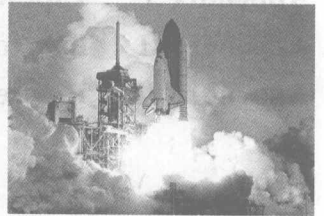
环境污染和保护



12. Computer Science 147

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

计算机科学



13. Love & Marriage 160

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

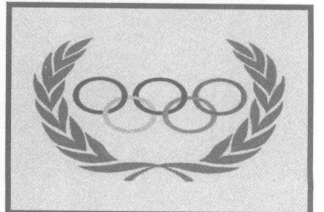
爱情与婚姻



14. Talking about the Olympic Games 174

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

谈论奥运会





15. Talking about Careers

189

谈论职业

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice

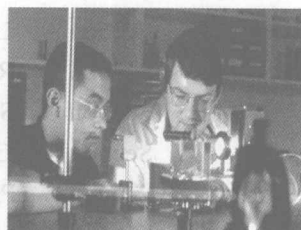


16. College Students' Starting a Businesses

201

大学生创业

- Section A Listening
- Section B Reading
- Section C Speaking
- Section D Glossary
- Section E Practice



Appendix I Tapescripts

215

录音文本

Appendix II Key to Exercises

242

练习答案

Appendix III References

251

参考文献



会徽三喜图



会徽奥奇图



Studying Abroad



1 UNIT

Learning Objectives

At the end of this unit, you should be able to:

- talk about studying abroad;
- ask for and give your opinions on studying abroad;
- give a presentation on this topic.

Unit Contents

Section A Listening

Section B Reading

Section C Speaking

Section D Glossary

Section E Practice

Section A

Listening



1. Pre-listening Discussion



- 1) Have you ever considered studying abroad? Why or why not?
- 2) What do you think are the main benefits you can reap from overseas study?
- 3) Do you think the present trend of going abroad will contribute positively to our country?

2. Listening Task 1

Listen to the passage and try to write down each reason for studying abroad. The first reason has been given as an example.

Reasons for Studying Abroad

- | | |
|---|-----------|
| 1. It is the optimal way to learn a language. | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

3. Listening Task 2

Listen to a conversation between Mr. Johnson and Li Ping and try to answer the following questions.

- (1) Why does Mr. Johnson say that he finds this craze for going abroad a bit incomprehensible?
- _____

- (2) Which countries took in Chinese students in the early days of liberation?
- (3) Does the government still send students to study abroad?
- (4) Why does Mr. Johnson think that there is an overzealous tendency among young people today to leave the country?
- (5) What do our students studying abroad find now?

Section B

Reading



Passage 1

Why the U.S. Senate Thinks Study Abroad Is a Good Idea

In recognition of the long-term national benefits of sending American students abroad, the U.S. Senate issued a resolution designating 2006 as the Year of Study Abroad to raise awareness and to help increase the number of U.S. students studying abroad. The resolution itself lists the 13 reasons why broad-based support of study abroad programs is important and necessary on a national level.

1. Ensuring that the citizens of the United States are globally literate is the responsibility of the educational system of the United States.
2. Educating students internationally is an important way to share the values of the United States, to create goodwill for the United States around the world, to work toward a peaceful global society, and to increase international trade.
3. 79% of the people in the United States agree that students should have a study abroad experience sometime during college, but only 1% of students from the United States currently study abroad each year.
4. Study abroad programs help people from the United States to be more informed about the world and to develop the cultural awareness necessary to avoid offending individuals

from other countries.

5. 87% of the students in the United States between the ages of 18 and 24 cannot locate Iraq on a world map, 83% cannot find Afghanistan, 58% cannot find Japan, and 11% cannot even find the United States.

6. Studying abroad exposes students from the United States to valuable global knowledge and cultural understanding and forms an integral part of their education.

7. The security, stability, and economic vitality of the United States in an increasingly complex global age depend largely upon having a globally competent citizenry and the availability of experts specializing in world regions, foreign languages, and international affairs.

8. Federal agencies, educational institutions, and corporations in the United States are suffering from a shortage of professionals with international knowledge and foreign language skills.

9. Institutions of higher education in the United States are struggling to graduate enough students with the language skills and cultural competence necessary to meet the current demands of business, government, and educational institutions.

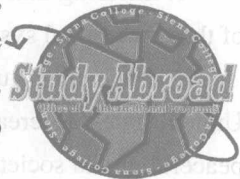
10. Studying abroad influences subsequent educational experiences, decisions to expand or change academic majors, and decisions to attend graduate school.

11. Some of the core values and skills of higher education are enhanced by participation in study abroad programs.

12. Study abroad programs not only open doors to foreign language learning, but also empower students to better understand themselves and others through a comparison of cultural values and ways of life.

13. Study abroad programs for students from the United States can provide specialized training and practical experiences not available at institutions in the United States.

Officials in the federal government are becoming increasingly cognizant of the dire need for citizens who possess the skills to communicate, negotiate, and do business in diverse regions of the world. This Senate Resolution is one in an increasing number of initiatives to train Americans to cope successfully with the globalization, migration, increasing economic interdependence, communication, and travel that are increasingly bringing cultures into ever closer contact with one another.



Passage 2

Why Study Abroad?

—A Way to Gain Critical Career Advantage

What's your dream? Touring castles in Scotland? Walking on the Great Wall of China? If you're thinking of studying abroad, there's no end to the places you can go, things you can see, and subjects you can study. At many top schools, over a third of the junior classes take the opportunity to complete part of their education outside of the United States. Even if your school doesn't have an extensive study abroad program, you can often get credit from a different school.

Multiple benefits accrue to those who spend significant time in another country, and a significant proportion of students see the experience as an important part of their college years. You're likely to have fun. But if you're also thinking about study abroad as a way to gain a critical career advantage, read on. You'll find that all foreign experiences are not created equal in the minds of employers.

Employers are looking for graduates who can communicate well with others, both in person and in writing. They know the importance of cross-cultural understanding and an appreciation for different points of view. They gravitate toward students who demonstrate maturity, initiative, and creativity. All of these assets can be demonstrated through study abroad, but it's going to be much harder to set yourself apart if you've taken the easy route.

It's not hard to find the "easy route": that's the one where you go with your friends to another country; all the arrangements are made for you by the school—including the American-style apartment where you live with your classmates. In this scenario, it doesn't matter which country you go to because all your classes will be in English, and possibly even taught by your American professors. You'll undoubtedly have a somewhat different experience, but to do the "easy route" is to forego some of the major advantages of your time away.

Consider these ways of standing out from the applicant crowd and finding your "hook."

Study in the language of the country wherever possible, even though it makes for a tough first few weeks. (That's assuming the native language of the country isn't English!) You'll smile when your potential employer realizes you really can conduct an interview in fluent Spanish.

Live with a family rather than with fellow Americans. You'll start to understand the nuances of culture and how things work.

Select courses that take advantage of your study abroad location, such as Art History in

Florence, or a study of lemurs in their natural habitat of Madagascar.

Seize the opportunity to do an internship, volunteer assignment, or work in the place you're studying abroad. You'll get a completely different view of the country if you work with the local community. It may also make you want to go back after college.

Experience things you've never done before, like joining a family for a religious celebration, or bargaining for a carpet in a souk in Morocco. Not every experience is a good one, but a certain level of discomfort or failure can make you more resilient.

Explore, explore, explore. Make your own arrangements. Take trains and buses. Get off the beaten path. Find villages that are not on any tourist map. Talk to the local people in their own language—however bad your pronunciation. Study abroad can be a welcome relief from the rest of your studies, or it can be the most formative experience of a lifetime. It can be just one more item on the resume, or it can provide the most colorful examples in your interview. If you take a few calculated risks, plan in advance, and take advantage of all study abroad has to offer, you will become that “memorable candidate”—the one who truly gets the employer's attention. In the process, you will have developed skills and attitudes that will stay with you for a lifetime.



Section C

Speaking



Conversation 1

David Zhou is now talking with his former classmate Peter Jiang about studying abroad.

Zhou: Hi, Peter. It's a long time since we left the university. I heard you'll go abroad for further study. Really?

Jiang: Yes, I'm expecting to go abroad to pursue my studies. I have passed IELTS and got my target score. Now I'm waiting for my visa.

Zhou: Congratulations! It sounds very nice. Are you studying for your master's degree?

Jiang: Definitely. You know, it seems easier to obtain a master's degree in the Western countries. It will take you only a year and a half to complete the study there, while, in China, it will take you three whole years at present. So if you go overseas, more

than a year's time can be saved. What's more, there is no direct entrance examination as in China, so long as you can provide evidence about the credits in your undergraduate study.

Zhou: That's pretty good. In China, nowadays, millions of students are striving to pass the entrance examination for postgraduate study. But the lucky ones who pass it are few. The competition is really very fierce.

Jiang: That's true. That's why I want to study abroad. But it is still difficult to obtain a master or doctor's degree in the West.

Zhou: What are the difficulties?

Jiang: You know, the education system between China and the West is rather different. The Chinese entrance examination is very strict. If you fail, then you will lose the chance. But if you can pass it, generally speaking, you can get your higher degree. However, in the Western countries, the final examination process is a more difficult one. If you fail to pass it or you can't pass the thesis defense, your graduation time will be delayed. Perhaps you can't get your degree.

Zhou: Oh, that means it's not so easy to obtain degrees in the Western countries. But anyway I believe your English will be much improved abroad.

Jiang: I hope so. Another reason I want to go abroad is to practice my spoken English. You know, when I study in an English speaking country, I will be forced to speak English every time and everywhere. Hopefully, when I come back, I can speak the language very fluently.

Zhou: That's a good idea. You can improve English very well in the whole English atmosphere—you'll have to use English to bargain with people at the market, won't you? I think I will not be able to distinguish your English from a native speaker's.

Jiang: I hope so. But I still worry about my future job.

Zhou: Why? I think it will be easy for you to find a good job after you come back.

Jiang: I don't think so. Recently I heard that many "sea turtles" can't find good jobs in China. Have you heard about it?

Zhou: Well, yes. But I still don't believe it. Perhaps it's true that many students who have studied abroad can't find jobs. But I think there are two reasons. First, their majors are too common in China now, but the demand is limited. Students going abroad usually choose information technology or business management as their majors, but now China has more students majoring in these fields. Second, they have a high expectation about their salaries. So I think if they are prepared to lower their demands, it will be much easier for their job-hunting.

Jiang: What you said sounds reasonable. I will consider it carefully before I go abroad.

Zhou: I just suggest you choose a good major and a famous university.

Conversation 2

Harry Brown, a foreigner, is interviewing Miss Wang, a Chinese college student, about Chinese students going abroad.

Brown: Can you tell me why so many Chinese students flock to foreign countries?

Wang: As far as I know, since late 1970s and early 1980s, Chinese intellectuals have been in the stream of going abroad. Many students join the recent rush abroad. Among them, some want to seek a comfortable life, some choose to live abroad just because they can't bring their talents into full play in the homeland. Most students go abroad mainly to get further study in order to keep up with rapid development of science. And they want to get a higher degree and a better career later. In addition, they want to learn different cultures in the world.

Brown: Are you going to go abroad? And how will you fund a postgraduate degree at a foreign university?

Wang: Yes. I hope to study abroad as soon as possible. But my parents don't care much about that. They prefer me to get a job after my graduation and live with them, but I like to be independent and do things in my own way. I will either need some kind of scholarship or grant, or I may be able to take a loan for part of my study costs. As my parents have saved some money for my education, I will be able to pay for part of my studies but I will also have to try and work part time during my studies. That means that I will try and pick a university that allows me to work during my studies.

Brown: What and where do you want to study?

Wang: I am interested in studying abroad at a university that will give me a degree to help me in my career. Because China is developing rapidly and is closely linked to many aspects of the global economy, I think it is important to have some oversea study experience so that I can work in a company that has interests internationally. I have looked at colleges in America and Canada, but I am also now looking at universities in Britain, particularly those that have programs in management and international business.

Brown: How do you choose a university to study at?

Wang: Well, I look at universities that are famous and that offer the kind of subject that I am interested in. One of the ways of doing this is to see what universities have Chinese students and Chinese graduates and see where these students are now