



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

### ● 口语 3

● 主 编：龚 雁

● 副主编：金利民

● 编 者：翟润蕾

王 晶

周杜娟



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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,三、四册就针对一些社会热点话题让学生进行讨论和辩论。整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。
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 审阅,在此对她表示衷心的感谢。

编者  
2005年9月

# 第三册使用说明

本册书的适用对象是大学英语专业本科二年级第一学期的学生或具有同等英语水平的学习者。这一阶段的学习者通过前期的口语训练已基本具备了日常生活交际能力，并能针对日常事件、社会现象等表达简单的看法。

## 1. 本书训练的重点

### i 表达较为复杂的观点

本册书将在继续巩固日常生活交际能力的基础上，逐步引导学习者表达较为复杂的观点。学习者应能对社会、政治、经济、文化等各方面的现象和问题进行思考，用基本准确和较为流畅的语言表达自己的看法并参与讨论。

### ii 思维能力训练

为使所表达的思想有深度、有内容，本书将重点训练学习者的思维能力。学习者应在阅读相关文章、了解相关话题的基础上，对相关问题 and 现象进行思考，并提出自己的见解和观点。

思维能力还表现在语言表达的逻辑性上。此阶段的学习者要有意识地培养组织语言的能力，在表达中做到主题明确、条理清楚、逻辑严密、语言紧凑，从而有效地进行交流。

## 2. 本书的基本框架和使用方法

本书共 15 课，每周一课。每课包含 5 个部分：

### i 导言及本课目标 (Setting Goals)

这部分提供本课话题的背景，指出全课的学习目标，可做为使用者课前预习和做本课练习时的参考。

### ii 准备活动 (Getting Started)

该部分包括：

#### a) 热身练习 (Warm-up)

通过图片、漫画、问答等多种形式引出本课主题，激发学习者对该话题的兴趣，并引导他们打开思路。

#### b) 听力活动 (Listening Activities)

一般每课有两篇听力材料 (包括对话、短文和影视片断等)，主要目的是通过听力材料的输入 (input) 帮助学习者加深对本课话题的理解，并进一步开阔思路。每篇听力材料后有相应的问题和简短讨论题，检查学习者对听力材料的理解并鼓励对相关话题进行思考。

#### c) 讨论前准备 (Getting Ready to Talk)

该部分主要包括：词汇扩展 (Vocabulary Builder) 和讨论前准备任务 (Research Work)。前者为学习者提供本课文章中出现的重点词汇，为加深印象，所列词汇在文章中都以粗体出现。建议学习者在讨论或其他课堂活动时尽可能使用这些词汇。讨论前准备任务对学习者提出了在上讨论课之前应完成的一些准备工作。例如：查找相关资料，阅读相关文章，小组活动准备等等。学习者应按要求完成各项任务，

准备好提纲(不提倡全文写出后死记硬背),以便在后面的讨论活动课上积极参与。

每课在这部分都会提供几篇阅读材料供学习者参考,并提出具体的准备任务。

### iii 讨论活动课 (Making Your Voices Heard)

前期的热身、听力输入、查找资料、阅读等等各项活动都是为了在讨论课上的输出(output)练习做准备,练习形式大致有:个人陈述(presentation)、配对练习(pair work)、小组讨论(group discussion)、角色扮演(role play)、分组活动(group project)等等。这些形式的练习,将训练学习者使用准确流畅的语言,比较自如地表达出条理清楚、有思想深度的观点和看法。

### iv 课外活动指导 (Probing for Answers—After-Class Activities)

口语能力的提高仅凭课堂上的几个小时是不够的,因此该部分设计了一些思考题和口语练习活动,鼓励学习者组成课外兴趣小组或找一个练习伙伴对相关话题进行进一步的研究探讨,使口语练习活动延续到课外。

### v 课外阅读 (Further Reading)

该部分提供了一些相关话题的参考书、文章或者网站,为学习者准备讨论课活动提供帮助,也为学有余力的学习者阅读更多的相关材料提供指导。

## 3. 特别说明

- i 本书基本上按照课堂教学活动的顺序进行编排,以方便使用。建议课堂教学时间大致为3—4课时,可以用1—2课时进行讨论前准备活动,用其余时间进行讨论。使用者可以根据课时安排、学习者水平和教学要求有选择地使用教材提供的内容。
- ii 本书特别设计了提高口语交际能力的一些单项技能训练 (Developing Skills for Oral Communication)。这些技能对口语交际能力的影响是贯穿始终的,但为了使教材条理清楚,我们按照与话题的关系对这些技能进行设计编排,使用者在使用时可以根据话题的需要以及学习者特点等选择使用,不必拘泥于教材中排列的顺序。

## **附：Developing Skills for Oral Communication 列表**

Unit 1	How to build up vocabulary
Unit 2	How to listen effectively
Unit 3	How to make comparison and contrast
Unit 4	How to improve accuracy in speaking
Unit 5	How to take turns in a discussion
Unit 6	How to clarify and define the meaning of a concept
Unit 7	How to present the pros and cons of a controversial issue
Unit 8	How to make impromptu speeches
Unit 9	How to chair a seminar
Unit 10	How to construct transactional long turns
Unit 11	How to describe the information in graphs
Unit 12	How to challenge an assertion
Unit 13	How to deliver persuasive speeches
Unit 14	How to challenge assumptions
Unit 15	How to do research for presentations

# Acknowledgments

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We are extremely grateful to the authors and publishers 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 of the permission to use these articles for teaching purposes will receive kind and generous consideration.

## Unit 1

### Listening Activities

Text 1 is adapted from an article in Close-Encounter Motime, a personal weblog.

Text 2 is extracted from “The Apostle of Freedom” presented by John Hanneman at Peninsula Bible Church/Cupertino on July 3, 1994.

### Getting Ready to Talk

Passages on the two theories in Research Work are taken respectively from “Discovering Our Potential—An Introduction to Character Types” written by Päivi Helminen (1999) and David Keirse’s book *Please Understand Me II* (1998).

“Some Points to Remember About Your Self-Introduction” is adapted from “The Top 10 Points to Remember About Your Self-Introduction” written by Diana Robinson.

### Activity 3

Passage 3 is adapted from “Creative Writing Unit” written by G. Smith for an online writing course.

## Unit 2

### Warm-up

The sports icons are from the official website of the Olympic Movement.

### Listening Activities

Text 1 is adapted from an article that is a part of the special exhibit on the ancient Olympics held by members of the Perseus Digital Library Project in 1996.

Text 2 is taken from an interview with the director of the International Olympic Truce Center.

### Getting Ready to Talk

Passage <1> is based on “Happiness or Sorrow: True Olympic Spirit” carried in *China Daily* on Aug. 17, 2004.

Passage <3> is taken from a speech made by Mitt Romney, President of the Salt Lake City Organizing Committee, in May 2001.

Passage <4> is taken from *Fundamental Principles of the Olympic Charter*.

Passage <5> is taken from a speech made by Kofi Annan, the United Nations Secretary General.



Passage <6> is taken from “The Survival of the Olympic Ideals” written by the British Olympic Association.

### **Unit 3**

#### **Listening Activities**

Text 1 and Text 2 are both retrieved and adapted from the website <http://www.pbs.org/pov/pov2001/5girls/growingpains/index.html>.

#### **Getting Ready to Talk**

Passage <1> is based on the article “Adolescent Growth and Development” written by Angela Huebner, Assistant Professor and Extension Specialist of Family and Child Development at Virginia Tech, published in March 2000.

Passage <2> is taken from a website on “Adolescence: Change and Continuity”, a site that was produced by students taking the course “The Transition to Adulthood” and “Adolescent Development” at the Pennsylvania State University.

Passages <3> and <4> are retrieved and adapted from <http://www.pbs.org/pov/pov2001/5girls/growingpains/index.html>.

### **Unit 4**

#### **Listening Activities**

Text 1 is based on an interview with Ellen McDonald published in *Mexico Connect*, 2000.

Text 2 is taken from a seminar on sustainable tourism held by the London School of Economics and Political Science.

#### **Getting Ready to Talk**

“What is Responsible Tourism?” in *Defining Terms* is a definition given by the International Center for Responsible Tourism.

“The Great Wall” in *Research Work 1* is taken from *Beijing Official Guide*, 1999.

Passage <1> in *Research Work 3* is based on an article by the Canadian Tourism Human Resource Council.

Passages <2>, <3>, <4> and <5> in *Research Work 3* are taken from articles in the February issue of *Our Planet* and the website <http://www.socialtours.com/guide/responsible/index.htm>.

### **Unit 5**

#### **Listening Activities**

Text 1 is based on an article from Search Your Love, an online dating service.

#### **Getting Ready to Talk**

“Developing Interpersonal Skills” is adapted from an article on the website of Seneca College of Applied Arts & Technology.

## Unit 6

### Listening Activities

Text 1 is adapted from an article on the website of Vault Inc., a career service.

Text 2 is adapted from an interview in the “Profile of Success”, a program conducted by the Career Development Center of Stanford University.

### Getting Ready to Talk

Article 2 is based on an article published in *Business Wire* on June 6, 2005.

## Unit 7

### Listening Activities

Text 1 is adapted from an article by the Board of Regents of the University System of Georgia, 2005.

Text 2 is an excerpt from an article posted on the website of the University of Minnesota Duluth.

### Getting Ready to Talk

Passage <1> in Research Work is adapted from an article in *China Daily*, June 3, 2005.

Passage <2> in Research Work is based on an article posted on the website of Weinberg College of Arts and Sciences, Northwestern University, 2002.

## Unit 8

### Listening Activities

Text 2 is adapted from an article in *Cambridge*, March 11, 2001.

### Getting Ready to Talk

“Culture Shock” in Defining Terms is taken from “A Short Lesson in Chinese Culture”, retrieved at <http://www.chinaprogram.org/More.php?topic=A+Short+Lesson+In+Chinese+Culture>.

Passage <3> is taken from “In Praise of Cultural Imperialism” written by David Rothkopf, published in *Foreign Policy* on June 22, 1997.

Passage <4> is taken from “The Global Monoculture” written by Maude Barlow and published in *Earth Island Journal*.

Passage <5> is taken from an article written by Erla Zwingle and published in *National Geographic* in 2000.

### Activity 3

“Too Close for Comfort” is taken from *Turning Bricks into Jade: Critical Incidents for Mutual Understanding Among Chinese and Americans* by Mary M. Wang et al., published by Intercultural Press, Inc. in 2000.

## Unit 9

### Listening Activities

Text 1 is taken from the September 2003 issue of *English Language Learning*.

Text 2 is taken from “Go Ask Alice!”, Columbia University’s Health Q&A Internet Service, at [www.goaskalice.columbia.edu](http://www.goaskalice.columbia.edu).

## Getting Ready to Talk

Passage <1> in Research Work is taken from “Unhealthy Lifestyle Will Become Leading Cause of Death in U.S.” written by Susan Aldridge, published in *Journal of the American Medical Association* on March 10, 2004.

Passage <2> in Research Work is taken from “Unhealthy Lifestyle Exacts Heavy Toll from Children” posted on Oct. 16, 2000, at CNN.com.

Passage <3> in Research Work is taken from “Unhealthy Lifestyle Puts One-Third of Beijing at Risk” at PreventDisease.com, an online magazine.

Passage <4> in Research Work is taken from “Are the Highly Educated at Greater Risk for Mental Health Problems?” written by Leonard Holmes, posted at mentalhealth.about.com.

“Tips for Reducing or Controlling Stress” is adapted from an article by the U.S. National Mental Health Association.

“Why Am I So Tired?” in Enjoy the Humor is adapted from *Context Magazine*, Winter 2002/2003.

## Activity 4

The example is adapted from *50 High-Impact Speeches & Remarks: Proven Words You Can Adapt for Any Business Occasion* written by John Kador, published by McGraw-Hill Higher Ed. in 2003.

## Unit 10

### Listening Activities

Text 1 is taken partly from “History of the Chinese Language” written by Paul and Bernice Noll in 2005.

Text 2 is adapted from an article in *China Daily*, Dec. 26, 2004.

### Getting Ready to Talk

Passage <1> is adapted from *Awash in Dialects, China Relies on Mandarin as Common Tongue—But How Common Is It* written by Christopher Bodeen published by Associated Press in 2004.

Passage <2> is adapted from an article in *China Daily*, Aug. 19, 2002.

## Unit 11

### Listening Activities

Text 1 is adapted from an article retrieved from <http://www.bbc.co.uk/northernireland/eyewitness/difference/women/index.shtml>.

Text 2 is taken from *China Daily*, Feb. 28, 2005.

### Getting Ready to Talk

“Six Types of Inequality” in Research Work 2 is written by Amartya Sen and published in *India's National Magazine*, Volume 18, Issue 22, Oct. 27–Nov. 9, 2001.

## Unit 12

### Listening Activities

Text 1 is based on the “Notes and Quotes” taken from filmtracks.com.

Text 2 is adapted from an interview by Randall D. Larson, published in *CinemaScore*, #11/12 double issue, Fall/Winter 1998.

### **Getting Ready to Talk**

Passage <1> is retrieved from worldhistory.com.

Edited excerpts in passage <2> are from *CAS Forum*, 1999.

Passage <3> is from “Roles of Sound”, an interview by Kimberly Jaynes in 1999.

Passage <4> is adapted from “Lisa Gerrard: The Color of Sound” written by Bryan Reesman on Feb. 1, 2003.

Passage <5> is taken from “The Sound on the Screen”, published in *Sundance Institute Insider*, July 2004.

Passage <6> is based on “The Aesthetics of Film Music” written by Roy A. Prendergast.

### **Activity 3**

The material is adapted from “The Functions of Film Music” written by Yair Oppenheim, filmscoremonthly.com.

## **Unit 13**

### **Listening Activities**

Text 1 is adapted from “Studies Confirm Dirty Air May Cause Disease” posted on March 6, 2002, at CNN.com.

Text 2 is adapted from “Humanity Cannot Live Without Nature, but Nature Can Live Without Humanity” written by Mike Adams, posted on NewsTarget.com.

### **Getting Ready to talk**

Passage <1> in Topic 1 is taken from “Environmental Destruction: Who’s Responsible? Who Profits? How Do We End It?” written by Traviss Thomas and published in *The People’s Tribune*, Vol. 26, No. 10, Oct., 1999.

Passage <2> is taken from “The Problem of Environmental Protection” written by Dwight R. Lee and published in *The Freeman: Ideas on Liberty*, April 2001.

The passage in Topic 2 is taken from *Producing Greener, Consuming Smarter*, a document by the Global Environmental Change Programme.

### **Activity 1**

The passage is adapted from “Litter and the Environment” at [www.noosa.qld.gov.au](http://www.noosa.qld.gov.au).

### **Activity 2**

The picture is taken from the U.S. Environmental Protection Agency.

### **Activity 3**

The diagrams are retrieved from NewScientist.com.

### **Activity 4**

The passage is adapted from “Bus Pollution Sends Parents into Panic” broadcast on Cincinnati WLWV TV, Ohio, on April 8, 2005.

## **Unit 14**

### **Listening Activities**

Text 1 is based on an article written by Cesar Chelala, published in *The Japan Times* on May 22, 2004.

### **Getting Ready to Talk**

The cartoon in Reading 1 is taken from “Homophobia: The Fear Behind the Hatred” written by Scott Bidstrup.

“What Is Homophobia?” in Reading 1 is from *Homophobia: How We All Pay the Price?* edited by Warren J. Blumenfeld, published by Beacon Press in 1992.

“Chinese Society Is More Tolerant of Homosexuality” in Reading 2 is edited and translated by Zheng Guihong for china.org.cn according to reports at chinanews.com.cn.

“An Inclusive Anti-AIDS War Needed” in Reading 3 is taken from *China Daily*, Jan. 22, 2005.

## **Unit 15**

### **Listening Activities**

Text 1 is taken from *China Today*, February 2002.

Text 2 is taken from Mercer County Intranet, 2000.

### **Getting Ready to Talk**

Passage <1> is adapted from an article published in *Beijing Review* on May 5, 2005.

Passage <2> is based on an article posted on the website of Strawberry Banke Museum.

# Contents

---

Unit 1	Who Am I?	1
Unit 2	Catching the Olympic Spirit	13
Unit 3	Growing Pains	25
Unit 4	Traveling the World	39
Unit 5	Human Relationships	52
Unit 6	Ideal Career	65
Unit 7	Why Study Abroad?	77
Unit 8	East Meets West	88
Unit 9	Are You Leading a Healthy Life?	99
Unit 10	<i>Putonghua</i> and the Dialects	112
Unit 11	Gender Equality	123
Unit 12	Music in the Movies	140
Unit 13	Endangered Nature, Endangered Man	153
Unit 14	Homosexuality and AIDS	164
Unit 15	Modernization vs. Cultural Traditions	176

## Unit

# 1

## Who Am I?

Who am I? People have been asking that question for thousands of years. Many artists and writers search for the answer in their self-portraits and autobiographies. For them, to know oneself does not simply mean to know one's name or his physical appearance. Personality, temperament, past experience or future hopes... They are all parts of one's deeper self. Self-portraits and autobiographies give artists and writers a channel to voice their curiosity and exhibit their efforts to know and present themselves to others. Have you ever asked yourself such a question? What are your ways to know and understand yourself? And how will you describe yourself to others? As college students, we should think about these questions, and learn some basic skills in how to describe and introduce ourselves to others. In this unit, we will focus our attention on describing our physical appearance as well as our character, and by doing so learn more about ourselves.

### Setting Goals

**In this unit, you will learn to**

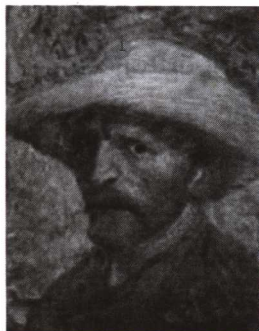
1. build up vocabulary;
2. describe a person's physical appearance;
3. describe a person's character;
4. describe and introduce yourself to others.



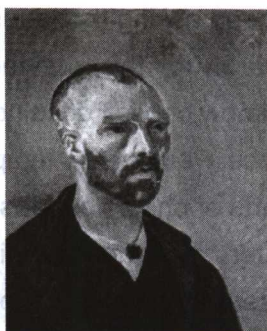
# Session 1 Getting Started

## I. Warm-up

Look at the following self-portraits made by Vincent van Gogh. They were respectively made in 1887, 1888, and 1889.



Vincent van Gogh, *Self-Portrait with Straw Hat*, 1887



Vincent van Gogh, *Self-Portrait Dedicated to Paul Gauguin*, 1888



Vincent van Gogh, *Self-Portrait*, 1889

- After seeing these self-portraits, what kind of person do you think Vincent van Gogh is?
- According to your understanding, why do artists make self-portraits? Can you name some other artistic forms for artists to represent themselves?
- Have you ever thought about the question—Who am I? What are your ways to find its answer?
- If you are going to draw yourself a portrait, what message do you want to convey?

## II. Listening Activities

1. Listen to the text about a girl's self-portrait (see *Text 1* for script).

- Prepare to answer the following questions after the first listening.
  - 1) Can you give a description of the girl's appearance?
  - 2) Is the girl satisfied with her look?
  - 3) What kind of clothes does the girl prefer wearing?
- Prepare to discuss with your partner after the second listening.
  - 1) According to the girl, how does the world define female beauty? Does she agree?
  - 2) Can you describe the girl's character from what she says?
  - 3) How would you describe yourself?



Listen to the tape about a speech entitled "I'm Special" (see Text 2 for script).

- Prepare to answer the following questions after the first listening.
  - 1) How many aspects does the author cover in claiming his specialness?
  - 2) What does the author mean in saying "I'm a symphony"?
  - 3) According to the author, what is the purpose of being special?
- Prepare to discuss the following questions with your partner after the second listening.
  - 1) Do you think you are special? In what ways are you different from others?
  - 2) Do you want to be different? Why or why not?

### III. Getting Ready to Talk

#### 1. Vocabulary Builder

a medium build 中等身材

bobbed *adj.* 短发的

bottle nose 酒糟鼻

bow legs O型腿, 弓形腿

carefree *adj.* 无忧无虑的

chubby *adj.* 胖乎乎的

coarse *adj.* 粗糙的

conservative *adj.* 保守的

cynical *adj.* 乖戾的, 愤世嫉俗的

dimple *n.* 酒窝

disheveled *adj.* 头发蓬乱的

dyed *adj.* 染发的

easygoing *adj.* 随和的

fatalistic *adj.* 宿命论的

grumpy *adj.* 乖戾的, 脾气暴躁的

hazel-brown hair 淡褐色的头发

hedonic *adj.* 追求享乐的

optimistic *adj.* 乐观的

outgoing *adj.* 好交际的, 友善的

pessimistic *adj.* 悲观的

petite *adj.* (女性) 瘦小的

pragmatic *adj.* 实用主义的

robust *adj.* 强壮的, 魁梧的

shapely *adj.* 匀称的, 有形的

skeptical *adj.* 怀疑的

solipsistic *adj.* 唯我论的

stingy *adj.* 吝啬的

stoical *adj.* 坚忍的

stout *adj.* 结实的, 矮胖的

utilitarian *adj.* 功利主义的

#### 2. Research Work

Read the following personality theories. You will need to use them and then comment on them in later discussions.