

总主编：李荣轩

涉外英语专业系列教材

涉外英语口语

Spoken English for International Exchange

廖世翘 主编

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国防科技大学出版社

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序

中国申奥成功和加入世界贸易组织极大地激励国人学习英语的热情,特别是激励了国人提高英语口语水平的积极性。廖世翘教授主编的《涉外英语口语》(*Spoken English for International Exchange*)一书因此应运而生了。

廖世翘先生是湖南省著名的英语翻译和英语口语教学的资深教授和英语教育家。他大学毕业后,在外交部任翻译,从事8年口译工作,在高等院校从事英语翻译及英语口语教学长达42年。可以说廖世翘教授主编的这本口语教材浓缩了他近50年英语口语教学与实践经验之结晶,并且也代表了他在英语口语教学中坚持推陈出新、开拓创新的可喜成果。

《涉外英语口语》与其他类似的“英语口语”教材相比,有着下面三个显著的特点。一是它的新颖性——《涉外英语口语》在编排体例上有其独到之处,每篇课文围绕一个和多个要操练的口语话题,由几个形式不同但内容却相互照应的部分有机地结合在一起,每课中的“阅读材料”和“有关谚语和锦句”两个部分颇具特色。二是它的实用性——《涉外英语口语》所涉及的话题都是与人们的思想、学习、工作和生活紧密联系在一起的,这就避免了传统的口语

教材中“学用脱离”、“脱离实际”以及“远离生活”等倾向。三是它的针对性——《涉外英语口语》就是针对人们最想要用英语表达的、最希望用英语表达的、最经常用英语表达的内容来编排和组织材料的。因而该教材可以有效地调动学习者想说英语的积极性。

总之,《涉外英语口语》是一本有创意的新型英语口语教材。我在仔细地阅读了该书的原稿后,收益很多,认为它是一本切合实际的好教材,特作此序向读者推荐。

李荣轩

2002年7月18日

编者的话

我国改革开放的形势发展迅速,学习英语已成为人人所需,也是社会发展所需。学好英语必须从口语开始,这已经成为社会的共识。

《涉外英语口语》(*Spoken English for International Exchange*)是为一切有志于提高英语口语水平的读者而编写的一套英语口语教材。

本教材分为两册,本书为第二册。本册共 14 课,内容涉及社会生活和涉外事务的各个方面。每课由七个部分构成:(1)对话,(2)注解,(3)有关词汇和用语,(4)阅读材料,(5)练习,(6)思考、讨论、谈话题,(7)有关谚语和锦句。课与课之间前后衔接连贯,但各课也可以单独使用。书末附有练习 2 和练习 4 的答案;对于练习 1 和练习 3,因为解答的灵活性、随意性较大,未提供答案。

与第一册一样,本册的主要教学目的仍是通过大量对话的实践,提高学习者的英语口语表达能力。书中包括的内容较广,走出了学校,进入到社会。涉外课题较

多,如外交事务、国际关系、外贸、银行业、金融业、出国留学与外国教育、中国与世界、人与自然、环境保护等,皆有专题讲授和讨论。

课文中的对话情景逼真,用语通俗浅近,句子简短,表达生动,便于学习、模仿、掌握和运用,使学习者在学习本册后能用英语参与讨论所涉问题,交流观点、意见和体会。

每课中的“阅读材料”、“谚语和锦句”这两个部分具有很强的知识性和趣味性,值得反复学习、用心思考、熟记熟背、广泛运用。

涉外英语专业系列教材总主编、湖南涉外经济学院外语系主任李荣轩教授在百忙中详细审改了本书,并且为之作序,特此向他表示衷心的感谢。廖青同志参加了部分编写工作。

本书编写仓促,定有不少缺点和错误,诚恳希望读者批评指正。

廖世翘

2002年12月25日

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Lesson One

Examinations and Tests

Dialogues

One

Henry and Mary, two students of the English Department of the Foreign Languages School of Hunan College of International Economics, are talking about their preparations for the final examination.

Henry(H): Mary, you know it is already June 25, don't you?

Mary(M): Yes, I know. Well, what of it¹?

H: I mean the final examination is drawing near.

M: Oh, I see. Thanks for reminding me of it. The term will be finished on July 6. There are only ten days left, in which we will have to review the lessons in preparation for the examination.

H: You are strong in all the courses. So the examination will be just a trifling matter to you, I think.

M: No, I don't think so, Henry. I always consider it a matter of great importance to us students. We rely on it as a means to evaluate our academic progress. Failure in the examination is tantamount to failure in studies². So we have to seriously reckon with it³.

H: Yes. What you've said is shared by most people, particularly students, teachers and education authorities.

M: There is simply no help for it⁴. Without examinations, how can the teachers get to know the achievements of their students in studies? And how can they get to know the effectiveness of their teaching work?

H: Overall, examinations are useful to both the teachers and the students.

M: Moreover, they are also useful to education authorities and the entire society, at least for the time being when we can find no other ways to replace them.

H: Then what should we do to deal with them?

M: In my opinion, we should face them boldly, get well prepared for them, make use of their advantages for our utmost benefit⁵.

H: I fully agree. But we students are greatly influenced by the results of the examination. It has much to do with our employment, life, work and benefit, and even future career.

M: Yes, under the present circumstances, it is too important to be neglected and too cruel to the losers⁶.

H: But how can we stand up to the examination and come out of it victorious⁷.

M: It all depends upon our solid preparations for it. First of all, the examination is not to be feared. Secondly, we must deal with it seriously and conscientiously. From now on, we should make a plan to review all the lessons of all the courses, well budget our time, give stress to important courses and difficult subjects. Things are to be done step by step and arranged in order of importance and urgency⁸. For instance, English and computer science are prior to all the other subjects.

H: Thank you, Mary, for your friendly advice. I will follow it and

hope to be successful in the forthcoming final examination.
M: I am sure you will.

Two

Bellman and Dewey, two freshmen of the Foreign Languages Department, are discussing the advantages and disadvantages of examinations⁹.

Bellman(B): Dewey, the mid-term examination will be held next week. Have you got well prepared for it?

Dewey(D): I am afraid that it is hard to say. Time is limited. What requires me to do is more than I can handle. However, I must face it with courage and confidence.

B: How do you evaluate the examination in general¹⁰? Do you think it can really show what the examinees are like¹¹?

D: Personally, I should say there is nothing wrong with it. It has been used for thousands of years throughout the world. But it is certainly not perfect like anything else. It has defects and weaknesses. Sometimes, it may not reflect the true situation.

B: Oh, Dewey, you have indeed seen through the essence of the problem¹². We two think alike. Yesterday, I overheard two teachers talking about the present-day examination in the reading room of the library.

D: Who were they? And what did they say? I am interested in knowing these.

H: The two teachers were Professor Martin and Associate Professor Nash. The former was all for the examination, whereas the latter had a somewhat low opinion of it¹³.

D: What were their respective arguments?

H: Prof. Martin, who acknowledged that examinations are defective in one way or another, defended them, saying that if carried out

fairly, justly and openly, they can yield objective results to show the academic qualities and achievements of the examinees¹⁴. I think many teachers and students support his view.

D: I give my full support to him. Generally speaking, his view is shared by the public. How did Associate Prof. Nash comment on the question?

H: Prof. Nash pointed out that the present examination system, though irreplaceable for the time being, should be reformed to meet the needs arising out of the new situation following China's access to WTO¹⁵. Examinations should aim at helping advance the scholastic attainments of the students and improving the teaching work of the teachers.

D: Oh, what he said is truly to the point¹⁶. Actually, the purpose of examinations is, in one word, to serve the learning of the students and teaching of the teachers.

H: However in the past, some people thought that in examinations the teachers were compared to the attackers and the students, the attacked. This erroneous idea did much harm to the relations between teachers and students, making them opposed to each other.

D: The result was indeed miserable. The students were tired of learning and the teachers wearied of teaching. Such a situation should not be tolerated any longer. Examinations must be reformed in order to raise the quality of education.

H: Yes, examinations can be reformed and the ways to hold them can be improved.

D: But examinations can not be abolished.

H: No, certainly not.

Three

Wade and Yost are chatting about making preparations for the end-of-term examination.

Wade(W): Yost, you are far better than I in professional studies, especially in English. Now, the end-of-term examination is coming soon. Will you please give me some tips to review the lessons¹⁷.

Yost(Y): Wade, we are already good friends. You have many strong points for me to learn. As regards the examination, I think it is something quite ordinary. We learn new things almost all the time. What we have learned should be kept in mind as our knowledge.

W: I think so too. But how to do this?

Y: We review time and again what has been acquired in order not to forget it. Here we employ examinations to check up on our memory and our ability of understanding and expression.

W: So examinations are used to measure our progress and achievements.

Y: Yes, you are quite right. This is the positive side of examinations. There is no doubt that we are all for it. As to how to prepare for the terminal examination, I deem it necessary to conduct a comprehensive review of all the courses, covering all the lessons. By so doing, we can consolidate what has been learned and be well set with an easy mind for examinations.

W: How do you usually revise your courses and lessons? Please tell me your methods.

Y: I classify the courses into two categories: the major subjects and the minor ones. The former, like intensive English, translation and grammar, are particularly emphasized. They take much of my

time. The latter, that is, the minor subjects, are only secondary. But they are not in the least to be ignored or neglected¹⁸. I always keep them in mind too.

W: I am eager to listen to you on how you handle the major subjects.

Y: In my review of them, I cover all the lessons learned this term. The texts, the exercises, the classroom notes are studied and restudied until I am thoroughly familiar with them both in content and in form¹⁹.

W: Is it just a general review?

Y: No, not just a general review. There is prominence given to the key points, difficult parts and doubtful places²⁰. Remember, the examination questions are in many cases related to these three respects.

W: Yost, no wonder you always feel quite calm and free from anxiety in the face of examinations²¹, because you are well prepared for them, ensuring your success in them.

Y: It can't be so said. I sometimes do fail in examinations. But failure is not to be afraid of. It is the mother of success. Let's swap and sum up experience and improve our examination scores.

W: Thank you, Yost. I will deal with reviews and examinations as you do.

Y: I will feel amply rewarded if my experience is of some use to you.

Four

Anderson and Barnard, two teachers, are talking about the performance of the students in the examination.

Anderson(A): Barnard, what do you think of the performances of the students in the examinations?

Barnard(B): Generally speaking, most of the students perform very well. But cases of deception and cheating do often

occur.

A: Yes, many people have noticed them.

B: I must say the main trend is OK. The strict regulations for examinations and the strong sense of duty of the examiners and supervisors guarantee the smooth progress of examinations.

A: This is the result of the positive education given to the students combined with stringent enforcement of examination discipline²².

B: It seems to me that examinations mirror the academic atmosphere of the school²³.

A: I hold the same view. It is often heard that as the academic atmosphere, so the examination performance²⁴.

B: Of course everything is not satisfactory²⁵. The schools are not isolated. They are in society and are influenced by it. Some few students, affected by unhealthy social mood, act dishonestly and deceptively in examinations.

A: B, can you be more specific and give some examples?

B: Yes. A moment ago I passed by the school bulletin board, where some people were looking at some posters. One of them was about examination affairs. It said that Mr. Fool and Miss Fish of Class 2000 were found to sit for the English examination on behalf of Benson and Mary of Class 2001.

A: That is a great scandal. The school authorities have more than once made it clear that cheatings and tricks in the examination will not be forgiven. Once found out, the cheaters will be severely punished.

B: But the four of them dared to flagrantly offend the examination discipline. If this can be tolerated, what else can not²⁶?

A: How were they punished for their misdeeds?

B: In accordance with the school examination regulations, they were each given a demerit point and their examination grades for the said

subject were canceled.

A: I am sure this serves as a grave warning to others against following such bad examples²⁷.

B: One more thing. The poster also said Mr. × × (anonymous) played tricks in the examination on English translation. He was caught red-handed when trying to copy the answers from a book. He was ordered to leave the examination room. He would have no grades for the said subject. Besides, he must write a statement to own up his mistake and put it in the public place.

A: Such measures as have been taken by the school leadership will help check malpractices in examinations.

B: Yes, I really hope so.

Five

Feng Fang and Tan Tang are two graduating students. Both took part in the entrance examination for applicants for postgraduate studies. Feng congratulates Tan on his receiving Wuhan University's notice of reexamination for MA/MS applicants²⁸.

Feng (F): Tan, my hearty congratulations on your reception of Wuhan University's notice of reexamination for MA/MS applicants.

Tan(T): Thank you, Feng. I got it only this morning. I am very happy about it. But the real challenge lies in the reexamination. My worry is that my scores are rather low, incapable of claiming precedence over others²⁹.

F: What are your total scores?

T: The total scores are 367.

F: How many are the qualifying scores for reexamination³⁰?

T: It is said they stand at 360.

F: Then you are 7 scores above the required minimum. Yours is