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《21世纪大学英语》配套教材

# 口语 3

SPEAKING 3

本册主编 梅文胜 黄盛华

上海大学出版社

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## 编 者 的 话

本系列教材是普通高等教育国家级重点教材《21 世纪大学英语》的配套系列教材,包括《阅读》、《口语》和《词汇》三种,每一种分一、二、三册,供大学非英语专业的基础英语课堂教学和练习使用。

《阅读》以提高学生的阅读能力为目的。第一册和第二册每册十单元。每一单元介绍一种阅读技能,并带针对性训练。各单元还配有三篇快速阅读,旨在通过反复训练以帮助学生掌握阅读技能,提高阅读速度。第三册以介绍文学名著为主,通过对各种不同文体和风格的文字进行讲解与分析,以增强学生对文学作品的欣赏能力。

《口语》用图片、图表等形式,围绕课文的主题,通过朗读、陈述、讲故事、小组讨论、辩论以及情景对话等活动,加深学生对课文的理解,帮助学生提高口语表达能力,以实现“大学英语课程要求”所规定的“培养学生的英语综合能力,特别是听说能力”的教学目标。

《词汇》教材主要以训练为主,结合每个单元所学到的词汇,通过课内课外各种形式的练习,使学生掌握前缀、后缀和词根等语言基本知识,丰富词汇量,夯实语言功底,从而使学生达到并超越“大学英语课程要求”所规定的词汇的一般要求。

《阅读》、《口语》和《词汇》是围绕《21 世纪大学英语》这一主干教材并针对课堂教学而设计的。题材广泛,内容丰富,语言规范,结构巧妙,训练多样,不仅能使教师从“一言堂”和以教师为中心的课堂教学中解放出来,而且能使学生的主观学习能动性发挥出来,变被动学习为主动学习。

本系列教材由上海大学外国语学院教师编写,美籍专家 John Nix 对《口语》一、二、三册和《阅读》一、二册部分内容作了修改和补充,Johnny Toal 审阅了《阅读》第三册,《口语》教材的部分插图由陈阡陌、孙剑、黄诗嘉、张睿、苏晔婷、王一鸣、顾娅琳、瞿晔等同学创作,对他们的辛勤工作,我们表示衷心的感谢。

编 者

2005 年 11 月

# CONTENTS

|                   |        |                                                                |     |
|-------------------|--------|----------------------------------------------------------------|-----|
| <b>Unit One</b>   | Text A | How I Got Smart .....                                          | 1   |
|                   | Text B | Coming of Age .....                                            | 6   |
| <b>Unit Two</b>   | Text A | The Titanic Puzzle .....                                       | 11  |
|                   | Text B | Unjust Desserts .....                                          | 17  |
| <b>Unit Three</b> | Text A | The Sense of Wonder .....                                      | 21  |
|                   | Text B | The Innocent Eye .....                                         | 26  |
| <b>Unit Four</b>  | Text A | College Pressures .....                                        | 30  |
|                   | Text B | College Lectures: Is Anybody Listening? .....                  | 36  |
| <b>Unit Five</b>  | Text A | The ABCs of the USA: America, Seen with<br>European Eyes ..... | 40  |
|                   | Text B | American Values and Assumptions .....                          | 46  |
| <b>Unit Six</b>   | Text A | Every 23 Minutes .....                                         | 51  |
|                   | Text B | Needed: A License to Drink .....                               | 55  |
| <b>Unit Seven</b> | Text A | So What's So Bad About Being So-So? .....                      | 62  |
|                   | Text B | Stripping Down to Bare Happiness .....                         | 69  |
| <b>Unit Eight</b> | Text A | The Highs of Low Technology .....                              | 74  |
|                   | Text B | Why I'm Not Going to Buy a Computer .....                      | 78  |
| <b>Unit Nine</b>  | Text A | Space Politics .....                                           | 84  |
|                   | Text B | Message to the Unknown .....                                   | 89  |
| <b>Unit Ten</b>   | Text A | Plain Talk About Handling Stress .....                         | 96  |
|                   | Text B | Energy Walks .....                                             | 101 |

# Unit One

## Text A How I Got Smart

\*\*\*\*\*

### Pre-reading Speaking

#### I. Talking about the pictures



A



B



C



D

Look at the above pictures and answer the following questions:

1. Try to describe Picture A and explain what Puppy Love is.
2. Talk with your classmates about what Pictures B and C intend to reveal.
3. Try to describe Picture D and talk about the relationship between Picture D and Pictures B and C. (Suppose the boy in Picture B, C or D is the same person.)

**Useful words or expressions:**

|            |                 |                    |              |         |
|------------|-----------------|--------------------|--------------|---------|
| adolescent | immature        | infatuation        | opposite sex | crush   |
| dream      | falling in love | significant effect | angle        | romance |

**II. Pair work**

1. Tell your partner one western love story that you know about.
2. Tell your partner one of the most classic Chinese love stories that you know about.
3. Share one of the most romantic stories that happened to you or your friends with your partner.

**Useful words or expressions:**

|                                   |                      |                    |              |
|-----------------------------------|----------------------|--------------------|--------------|
| Romeo and Juliet                  | feuding families     | obstacles          | fights       |
| secret love                       | Oliver Barrett IV    | Jennifer Cavalleri |              |
| Harvard Law student               | hockey jock          | relationship       | get married  |
| disinherit                        | vow                  | family will        | Liang Shanbo |
| Zhu Yingtai                       | scholar              | disguised man      |              |
| sworn "brothers"                  | for the sake of love | turn into          |              |
| butterfly                         | Liu Lanzhi           | Jiao Zhongqing     |              |
| a Peacock Flying to the Southeast |                      | forced apart       |              |
| oppressive families               | drown oneself        | hang oneself from  |              |
| Lu You                            | Tang Wan             | poem               | fall ill     |

Notes:

*Love Story, an American film from 1970 about a Harvard Law student*

Oliver Barrett IV and a music wonk Jennifer Cavalleri. The couple soon enter into a relationship after they meet. When the couple decide to get married, Oliver's father Oliver Barrett III threatens to disinherit him from the family will, leaving Oliver and Jennifer to start their marriage at rock-bottom. Jennifer and her dad (Phil Cavalleri) do what they can to bring father and son back together, but the two prefer to remain at war with one another. Years go by, and the young couple attempt to have children, only to discover that she is malfunctioning.

### III. Debate

Work in two groups (the pro and con groups) and debate the topic: *It is appropriate/inappropriate for college students to date each other.*

#### Group A

It's appropriate because

1. college students are old enough to handle the relationship.
2. ...

#### Group B

It's inappropriate because

1. college students are too dependent economically to afford the relationship.
2. ...

### Post-reading Speaking



## I. Pair work

Read the following selected paragraphs and discuss the questions below.

Whether an attachment is to a real person or to a much-kissed poster on a bedroom wall, falling in love before the age of 17 has a significant effect on a child's likelihood to develop both depression and alcohol abuse.

Research has found that love brings the worst damage to the minds of young girls. A four-year US study suggests that romance increases a girl's risk of developing symptoms of depression by up to a third.

The joint study by sociologists from Cornell University and the University of North Carolina may help explain the gender gap. Young women are twice as likely as young men to suffer from depression in both the US and the UK.

"The greater vulnerability of teenage girls to romances explains, to a great extent, why females begin exhibiting higher rates of depression in adolescence than males," said Kara Joyner, an assistant professor at Cornell's College of Human Ecology.

She said that lovesick boys were more likely to turn to crime and alcohol than girls and also suffered a "significant" increase in depression rates.

*From Puppy love can bite in later life by AGENCIES*

1. What's your opinion of "falling in love" at an early age, say before entering college?
2. What's your opinion of "falling in love" at college?
3. What do you think an ideal date would be like, for boys and for girls?

### Useful words and expressions:

|                      |                   |             |                          |
|----------------------|-------------------|-------------|--------------------------|
| favorable to studies | personal right    | enrich life | distraction from studies |
| time-consuming       | a way to maturity | promote     | lay the ground for       |

## II. Group discussion

Read the following poem and share your answers to the questions below.

### What is love

Love is Mom's kiss and Dad's pat.  
Love is sweet roses to a lover and tender caresses to a child.  
Love is the tree of friendship.  
Love is mutual understanding and support.  
Love is forgiveness and sacrifice.  
Love is the never-setting sun in the sky.  
Love is the spring of the inspiration.  
Love is a panacea that cures spiritual wounds.  
Love is the candle in the dark and the fireplace against the cold.  
Love is a key to open the door of a closed heart.  
Love is an oasis on a boundless desert which gives a tired walker strength and hope.  
Love is a harbor in a turbulent sea which makes a weary seaman safe and sound.  
Love is balmy wind that soothes pain and anxiety from the tempests of the life.  
Love is the teacher's persistence in giving lectures when he is ill.  
Love is passing a cup of tea to teachers during the break.  
Love is sending postcards to parents on their birthdays.  
Love is a kind of subtle and precious sensation among human beings.  
Love is all.

1. Do you agree that love is the most romantic thing in the world?
2. What does love mean to you? Work out the definition of love in your own words.
3. Do you think people who love each other can stay in love forever? Why or why not? If they can, how?

### III. Role-playing

The following conversation between Jane Eyre and Mr. Rochester is one of the most memorable from the film "Jane Eyre". Try to role-play Jane Eyre or Mr. Rochester with your partner.

Rochester: *No, you must stay! I swear it — and the oath shall be kept.*

Jane Eyre: *I tell you I must go! Do you think I can stay to become nothing to you? Do you think I am an automaton? — a machine without feelings? and can bear to have my morsel of bread snatched from my lips, and my drop of living water dashed from my cup? Do you think, because I am poor, obscure, plain, and little, I am soulless and heartless? — You think wrong. — I have as much soul as you, — and full as much heart! And if God had gifted me with some beauty, and much wealth, I should have made it as hard for you to leave me, as it is now for me to leave you. I am not talking to you now through the medium of custom, conventionalities, nor even of mortal flesh; — it is my spirit that addresses your spirit; just as if both had passed through the grave, and we stood as God's feet, equal, — as we are!*



Rochester: *As we are! so, so Jane!*

## Text B Coming of Age

\*\*\*\*\*

### Pre-reading Speaking

#### I. Talking about the pictures



A



B



C



D



E



F



G



H



I



J



K



L



M



N



O



P

1. Look at the above pictures and fill in the following table with the corresponding letters next to the brand names of cars.

| Brand Names          | Letters | Brand Names | Letters |
|----------------------|---------|-------------|---------|
| Bavarian Motor Works |         | Hongqi      |         |
| Volkswagen           |         | Ford        |         |
| Meccedes-Benz        |         | Ferrari     |         |
| Chrysler             |         | Lincoln     |         |
| Mitsubishi           |         | Hyundai     |         |
| Chevrolet            |         | Toyota      |         |

to be Continued

| Brand Names | Letters | Brand Names | Letters |
|-------------|---------|-------------|---------|
| Buick       |         | Dodge       |         |
| Cadillac    |         | Rolls-Royce |         |

2. Can you tell something about these cars, e. g. their history, prices, or popularity among people?

## II. Pair work

1. How do you understand the meaning of the title "Coming of age"?
2. In what way do you think cars can be related to the phrase?
3. Share your special feelings towards a specific object and tell each other why it is so dear to you.

## III. Group discussion

In your memory, what made you come of age? Is it a certain age, study at college, or falling in love with someone? Share your stories with your classmates.

## Post-reading Speaking

### I. Talking about the pictures



A



B



C



D

1. Look at Pictures A and B and talk about the possible meanings they may symbolize.
2. Describe Picture C and talk about the meaning it may represent.
3. Describe Picture D and share your understanding of freedom.

## II. Group discussion



### Childhood Friends

by Mindy Carpenter

As childhood friends, we grew up together,  
Swearing to be friends forever and ever.  
Sometimes we would argue and fight,  
Other times we would laugh and stay up all night.  
We went from playing with games and toys,  
To talking and dreaming about different boys.  
My thoughts and feelings, to you I would confide,  
Never having anything to hide.

Friends we do remain,  
Things changing, and things staying the same.  
To each other we still listen and share,  
About each other, we will always care.

*"In that old car of mine, we had stockpiled memories like firewood, knowing that someday, somewhere, we would gather as gray-haired men to relight the blaze of our friendship."*

— from *coming of age* by Sam Walker

Talk about your childhood friends and share your stories with your classmates.

### III. Oral presentation

#### Welcome Me, Adulthood

by Christina Cooper

Welcome me, Adulthood, I have ventured  
through childhood with all the wonders and dangers in it.

I have placed my childhood fantasies aside,  
and picked up hopes of becoming who I want to be.

Embrace me knowledge,  
I am ready to know more and add to what I know already.

I have conquered my fear of the night,  
now I only fear of becoming nothing.

I have stopped pretending to be what I thought I was going to be,  
and realized that I am only what I make of myself.

I have come down from the land of make-believe,  
and I have found the strength to believe in me.

So when I come upon you, open your arms,  
and welcome me, Adulthood,  
for I am headed your way.

Coming of age has very little to do with age. Becoming an adult, rather, is a learning process. College life is an important time for you to grow up mentally. Talk with your classmates how you plan to spend your college time, including as many parts of your life as possible.

# Unit Two

## Text A The Titanic Puzzle

### Pre-reading Speaking

#### I. Talking about the pictures



Look at the pictures above and answer the following questions with the hints given below.

1. Try to tell the story of "Titanic".
2. Was it possible to avoid the tragedy? Why or why not?

**Some essential facts:**

Titanic, the world's largest ship, and pride of White Star Line, sank on April 15, 1912 after colliding with an iceberg on her maiden voyage, with the tragic loss of around 1,500 lives.

**Useful words and expressions:**

|                  |                          |                 |
|------------------|--------------------------|-----------------|
| White Star Line  | sink                     | collide with    |
| iceberg warnings | maiden voyage            | tragic lifeboat |
| luxury           | women and children first | survivor        |

## II. Pair work

1. Tell your partner about the most tragic event that ever happened.
2. Tell your partner about the most tragic event that ever happened to you.

**Useful expressions:**

As far as I remember, ...

Whenever I see ..., it just reminds me of ...

I can't help ... when I ...

I can't help thinking that ...

It makes me terrified ...

## III. A game

Read the following definition of the word "puzzle" and the instructions on how to do a crossword puzzle first, and then work out the following crossword puzzle with your partner.