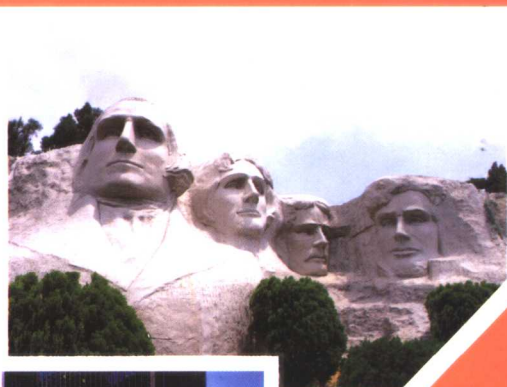


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世纪大学英语专业教材

总主编 / 齐乃政

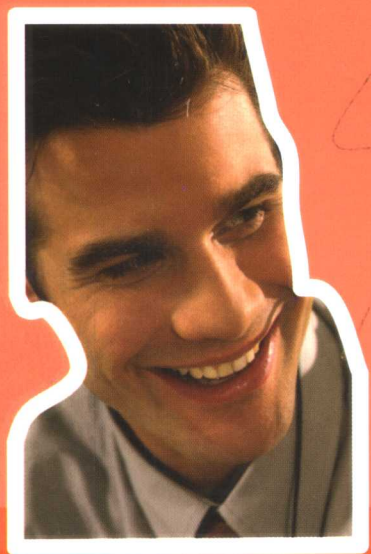


新编

# 英语专业口语教程

4

本册主编 / 周明



A New Coursebook  
of College  
Spoken English

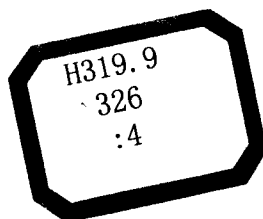
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4



北京大学出版社  
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21 世纪大学英语专业教材



A New Coursebook of College Spoken English

# 新编英语专业口语教程(4)

总 主 编 齐乃政

本册主编 周 明



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# 前 言

语言是一种技能,没有大量的实践,准确而熟练地掌握英语是不可能的。口语技能的提高更是如此。培养学生的口头交际能力是口语课的宗旨,而交际能力在这里主要是指语言的达意及得体。所谓达意,是指用语言准确地表达思想,而得体是指语言的可接受性,也就是说,所用语言要符合讲英语的国家的习俗和惯例。

随着对外交流的日益增多,口语水平的高低直接影响着人们之间的相互沟通和工作效率,而现有的口语教材无论从内容上还是形式上已很难满足英语学习者的需求。本教材正是为了适应时代的发展和英语教学的需要而编写的。本教材供高等院校英语专业学生使用,也适合成人教育学院、民办院校、广播电视大学、远程教育英语专业学生及自考生和广大英语自学者使用。

本教材的编写原则:

1. 以《高等院校英语专业学习大纲》为依据。
2. 以交际话题的难易为依据——从具体至抽象,由浅入深。
3. 以功能意念为线索,融功能意念于交际之中。
4. 以日常生活中经常使用的话题为重点。这部分主题在各册有时会重复出现,区别主要体现在材料的难易及就该主题谈论的深度。

本教材在编写中努力体现:

1. 听说结合。听力水平和口语水平密不可分,只有先听懂,然后才能够说出来。因此本教材将听说练习结合起来,让学生在提高口语水平的同时兼顾听力水平的提高。
2. 口语材料新颖实用。本教材的所有材料均来自最新的期刊、报纸、书籍等,无过时用法。选材注重实用性和趣味性相结合,贴近生活,体现时代特色。
3. 练习形式多样,注重引导和启发。本教材在编写过程中借鉴了许多国外最新的口语资料,结合中国口语教学的实际情况,在编写练习的过程中,力求形式多样,内容充实,引导学生从模仿练习开始逐渐过渡到自己能够自然流畅地表达。
4. 难度阶梯化。每册书都有难度较大的单元,以满足不同学员的需求。

全套教材共分4册,每册16单元,配有录音带。

第一册各单元涉及日常生活有关话题,例如学校、家庭、旅游、娱乐等。

第二册各单元既涉及日常生活重要话题,例如住房、健康等,同时也涉及一些较为抽象的话题,例如个性、美与时尚等。部分话题是第一册主题的展开与延伸,例如第一册的假期旅行与第二册的异国旅行等。

第三册各单元涉及一些常见社会问题的相关话题,例如污染、人口、交通等。同时,从整体上看,又是前二册主题的进一步延展。

第四册各单元涉及复杂的抽象话题,例如艺术、心理学等。

第一、二册目标在于帮助学员打好口语基础,第三、四册则侧重于培养学员的交流技巧,如公共演讲技巧、研讨谈判技巧等。

每册 16 个单元均以主题为线索,将相关主题单元临近排列。每课编排了大量的练习题,教师可根据学生的实际情况选择使用进行教学,也有内容、形式多样的练习可供学生课外完成。

编 者

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# 1

## Studying Abroad



### Learning Goals

By the end of this unit you will be able to

- talk about study abroad;
- elaborate on reasons why you want to do sth. ;
- practice making presentations.

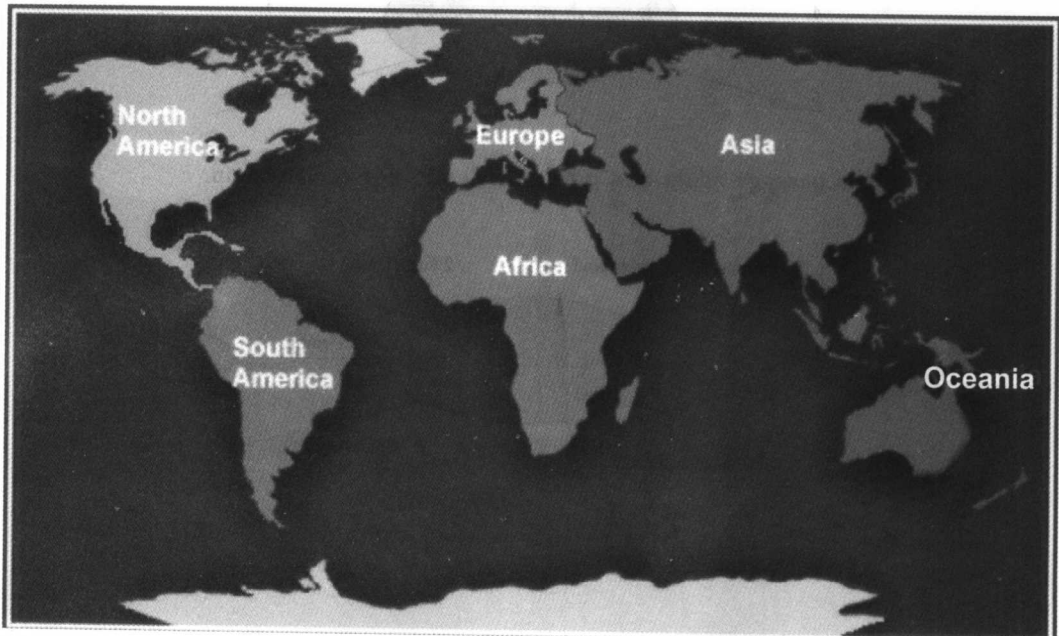
### 1.1 Listening and Speaking

#### Passage A

#### Why Study Abroad?

Lead-in questions:

1. Take a friend or an acquaintance of yours who has gone abroad as an example. Can you tell us the reasons why he or she chose to study abroad?
2. Have you ever thought of studying abroad? Why?



## Words & Expressions

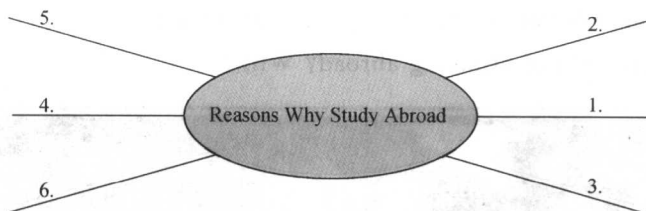
ingrain	to fix deeply or indelibly, as in the mind
perception	insight, intuition, or knowledge gained
obstacle	one that opposes, stands in the way of, or holds up progress
encounter	to meet, especially unexpectedly; come upon
faze	to disrupt the composure of; disconcert
inquisitive	unduly curious and inquiring
net	to catch
collegiate	of, relating to, or held to resemble a college

### A Pair work :

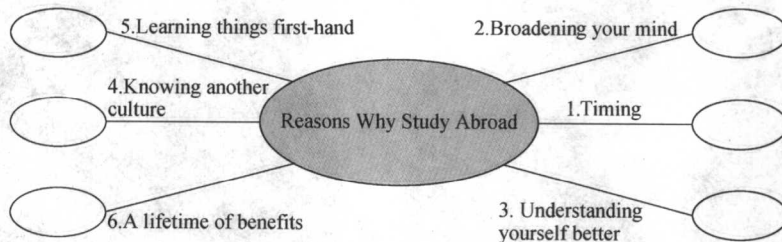
Share your own understanding of the words listed above with your partner, trying to make sentences with them first, and then take turns to cook up a story orally with each of the new words.

### B Individual work :

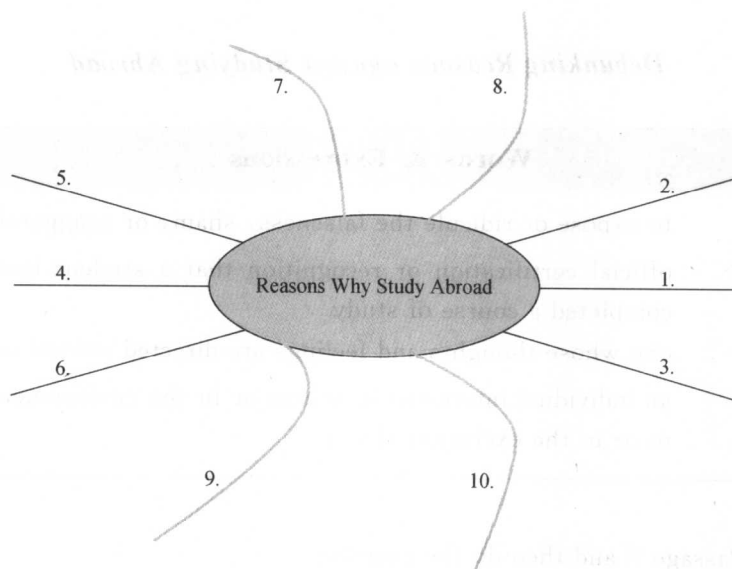
a. Listen to the passage and complete the map below.



b. Listen to the passage again and jot down details for each reason.



c. Add to the map as many other reasons you can think of as possible.



**C Pair work :**

The following tips are what some people said about the benefits of studying abroad. Imitate their way of expressing the idea and take turns to present your views in detail.

**Language Tips**

- Overall, I learned a lot more about myself in that one semester than I did in the three and a half years in my home school because of the unique space in which I learned, experienced, and spent exploring another culture...
- It has been nearly ten years since I was a student in Vienna, but not a single day goes by where its impact is not felt in my life...
- An entire range of professional opportunities have opened up to me in recent years, partly due to the skills and internship experiences I gained...
- The experience of living and studying in another country was so eye-opening ... [it] tested preconceptions and habits... I wasn't even aware that they were so ingrained in me...

## Passage B

### *Debunking Reasons against Studying Abroad*

#### Words & Expressions

debunk	to expose or ridicule the falseness, sham, or exaggerated claims of
credit	official certification or recognition that a student has successfully completed a course of study
introvert	one whose thoughts and feelings are directed toward oneself
extrovert	an individual interested in others or in the environment as opposed to or to the exclusion of self

**D** Listen to Passage B and then do the exercise.



a. List ten reasons against studying abroad.


- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

b. Listen to the passage again, and work together to point out why those reasons are not well-grounded.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**E Group work :**

- a. Obviously there is much controversy on whether it is good to study abroad. Now work in groups and have a debate on the issue. You may make use of the arguments mentioned in both Passage A and Passage B to present your own viewpoints.



- b. If you are in favor of or against studying abroad, think of the most important factor that contributes and present it to the whole class. You may take real-life experiences as examples.

- 1.
- 2.
- 3.
- 4.

## 1.2 Reading and Speaking

### Passage A

#### ***Coming Home: Life after Study Abroad***

*We shall not cease from exploration*

*And the end of all our exploring*

*Will be to arrive where we started*

*And know the place for the first time.*

—T. S. Eliot

#### **Lead-in questions:**

1. Is there anybody you know who has come back home after studying abroad? Why do you think he or she has been back?
2. Guess how he or she might feel within the first few months back home.

Welcome back, study-abroad returnees! As you may or may not realize, you are now experiencing what is known as “re-entry.” You may have heard it referred to as re-entry culture shock, or return culture shock. Regardless of the name, coming home from study abroad can be a challenging and difficult time, and it can also be the time when you learn the most from your cross-cultural experience. As you re-adjust to the culture of your motherland, it may be helpful to know a little more about what you are going through and some positive ways of dealing with it.

#### **What is re-entry?**

Re-entry can be defined as the often unexpected and sometimes difficult experience of re-adjusting to life in one’s home culture after living abroad. Some study-abroad returnees do not find re-entry to be difficult; however, most returnees experience some degree of stress upon returning home. In fact, for many students the process of re-adapting to home after study abroad is even more difficult than adjusting to the host culture! Re-entry is different for everyone, just as your experience abroad was unique and special. However, there are some common re-adjustment issues that study-abroad students report:

**Personal Growth and Change** —You may have experienced a challenge to your beliefs, convictions<sup>①</sup>, values and world view while you were immersed<sup>②</sup> in a different cul-

---

① conviction; a fixed or strong belief

② immerse; to engage wholly or deeply; absorb

ture. You may have also experienced more academic freedom and personal independence while abroad. You may feel that you have matured and become more self-confident. You have undoubtedly changed in many ways. One of the greatest challenges of re-entry is having to adjust your “new” self to your “old” home. It is very common for returnees to experience loss of identity during this time.

*New Knowledge and Skills*—Just as your attitudes changed while you were abroad, you probably developed new knowledge, skills, and behavior patterns. For example, you probably developed competencies that helped you survive in your everyday life overseas, such as learning to find your way around a new city, to act in a culturally appropriate manner, and to converse<sup>①</sup> about new subjects, and of course, foreign language skills. Other new competencies may include new knowledge about your major, new research skills, and new problem-solving skills. Some returnees feel frustrated if they feel these skills are of little use once they return home.

*Relationships with Family and Friends*—Some study abroad returnees say the most difficult issue to deal with when they return home is relationships with family and friends. It is important to realize that other people did not stay the same while you were gone. Also, all of your changes will undoubtedly affect your family and friends. Many returnees describe feelings of alienation<sup>②</sup>, and some say they feel pressure from family and friends to revert<sup>③</sup> back to the person they were before study abroad. Perhaps the most difficult, and most common, aspect of this issue is telling others about the overseas experience. Many returnees find that beyond polite inquiries and general questions, their friends and family do not seem to be very interested in hearing about their experiences.

### **How does one cope with re-entry?**

There are many positive ways of coping with re-entry. The process of re-adjustment can take weeks or months, and it is very important to give yourself time to cope with the experience. Perhaps the most vital<sup>④</sup> coping strategy is to recognize that what you are going through is normal and very, very common. Expect a period of stress, and know that re-entry is a natural part of the re-adjustment process. The following are coping strategies suggested by study-abroad returnees;

*Talk with people who understand your situation.* All of us in the Office of Off-Campus Study have spent time abroad and love to hear about your experiences, and we can also help put you in touch with other returnees. Keep in touch with people from your host country and from your program.

*Tell others about your study abroad experience.* Let the Office of Off-Campus Study

---

① converse; to talk; to engage in a spoken exchange of thoughts, ideas, or feelings

② alienation; the act of becoming unfriendly or the condition of being unfriendly

③ revert; to return to a former condition, practice, subject, or belief

④ vital; necessary to continued existence or effectiveness; essential



know if you would be interested in speaking with prospective<sup>①</sup> study abroad students or helping with pre-departure meetings or other international events. Write an article for the *Campus*, *Abroad View*, or other publications. Telling others who really want to hear about your experience can be a wonderful way to keep your study-abroad experience alive.

*Continue being a multi-cultural person.* Seek out situations in which international experiences and perspectives are appreciated. The Office of Off-Campus Study can tell you about opportunities to get involved in working on international events on campus, for example.

In conclusion, re-entry can be a time of stress, confusion, and tremendous personal growth. As you go through this experience, remember that re-entry is just another phase of cultural adjustment, and just as you adapted to your host culture, you will be able to re-adapt to your motherland. Remember to look positively on your re-entry experience, and allow it to help you look at your own culture as if you were discovering it for the first time.

A Paraphrase the underlined sentences orally.



B Pair work :

### The Re-Entry Blues

You've finally arrived home to the warm welcome of family and friends after an amazing experience of studying abroad. Once you arrive, and the euphoria of seeing everyone wears off, you suddenly find yourself daydreaming about your host country, missing the friends you made while studying abroad, and thinking you'd rather be there than at home. While this is unsettling and can even leave you depressed, what the experts call "re-entry shock" is completely common and totally normal. Figuring out the signs of shock and knowing what to do if you are experiencing them, will help you adjust when you return.

① prospective: likely or expected to happen