

COLLEGE ORAL ENGLISH:
A TASK-BASED APPROACH

大学英语口语教程

(下)

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

大学英语口语教程. 下 / 陆军主编; 王庆忠分册主编; 关英博等编. — 北京: 外语教学与研究出版社, 2012. 2

ISBN 978-7-5135-1694-5

I. ①大… II. ①陆… ②王… ③关… III. ①英语—口语—高等学校—教材
IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2012) 第 019358 号

出 版 人: 蔡剑峰

责任编辑: 荀晓鸣

执行编辑: 方 寅 孙 琳

装帧设计: 姜 凯

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京京科印刷有限公司

开 本: 787×1092 1/16

印 张: 12

版 次: 2012 年 2 月第 1 版 2012 年 2 月第 1 次印刷

书 号: ISBN 978-7-5135-1694-5

定 价: 27.90 元

* * *

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物料号: 216940001

前言

《大学英语口语教程》(College Oral English: A Task-Based Approach)是根据目前大学英语教学实际需要,以教育部颁布的《大学英语课程教学要求》为指导思想和编写依据,以提高学生口语交际能力为目标而编写的口语教材。本教材内容贴近学生生活,反映学生感兴趣的话题,围绕现实社会、学生生活及其未来工作所要面对的问题等组织材料,所选文章内容鲜活,体现了时代性、实用性和趣味性,能够充分地调动学生的阅读热情和表达欲望;同时该教材也注意将不同的文体和题材包括其中,使学生对不同类型的文体和话题有所接触,并在编写中融入了很多文化背景知识,在提高学生理解能力的同时,培养其对文化差异的敏感性、宽容性和处理文化差异的灵活性,有助于扩大学生的知识面,增强其对英语国家文化的了解,促进其多元文化视角的形成。

每一教学单元围绕一个中心话题展开,有 Passage A 和 Passage B 两篇阅读材料。每篇阅读材料配有针对性很强的练习题:词汇测试是帮助学生巩固重点词汇,正误判断部分主要是测评学生对原文内容的理解;英汉翻译是测试学生对中心话题更深层次的理解;写作练习通过短文缩写和话题作文培养学生的阅读和写作能力;基于任务型口语练习旨在培养学生的材料收集能力及自学能力,训练其口语能力和思维拓展能力,是对每单元话题主题的延伸;课外电影赏析任务不仅促进学生听说能力的提高,而且引发更深入的思考与讨论,增强跨文化交际能力。另外,书后附有部分习题的参考答案。

本教材编写设计突出英语学习的输出需先经过必要的输入过程这一理念,试图让学生在课前围绕某一主题进行广泛的视、听、读,并根据教师布置的任务为课堂的各种口语活动做充分准备,即在课前充分输入的基础上再在课堂中进行适当的输出。本教材的编写原则是基于任务型教学法的原则,由教师指导学生自主完成学习任务,鼓励学生在课前从视、听、读入手,熟悉该话题所涉及的相关词汇与表达法,了解相关的文化背景与信息内容,思考相关问题与讨论话题,为课堂上的各项口语活动做好充分的准备。所以,课上活动是对学生课前自主学习能力和效果的检查与检验,而课前的自主学习是课堂良好表现的必要保证,是提高英语运用能力的必要准备环节。

为便于教师组织安排课堂教学活动,每个单元围绕主题编排了多项口语任务,包括话题讨论、个人报告、分组合作、角色扮演、课堂辩论和故事复述,提供了不同的选择和组合的可能性,避免千篇一律的教学形式,使课堂活动富于变化,增强学生的期待感和新鲜感。这些活动形式或有助于培养学生的语言模仿能力,或有助于扩充其知识面,帮助其认识不同于自己文化的世界,或有助于训练其思辨能力,或有助于增强其协作意识等。同时,教师还应注重培养学生的自主学习意识和能力,给予必要而适当的学习方法指导与引导,可鼓励学生围绕单元主题课前自主搜集相关资料,不同学生可能会收集、了解、吸收到不同的知识、信息,进一步丰富该话题领域知识与信息内容,并在此基础上进行深度思考,提出问题,并在课堂上探讨所提问题的解决办法,以提高学生发现问题、分析问题和解决问题的意识与能力,为学生的全面发展尽一份力量。

编者诚挚希望使用此书的师生提出宝贵意见,以便我们进一步修改。谢谢!

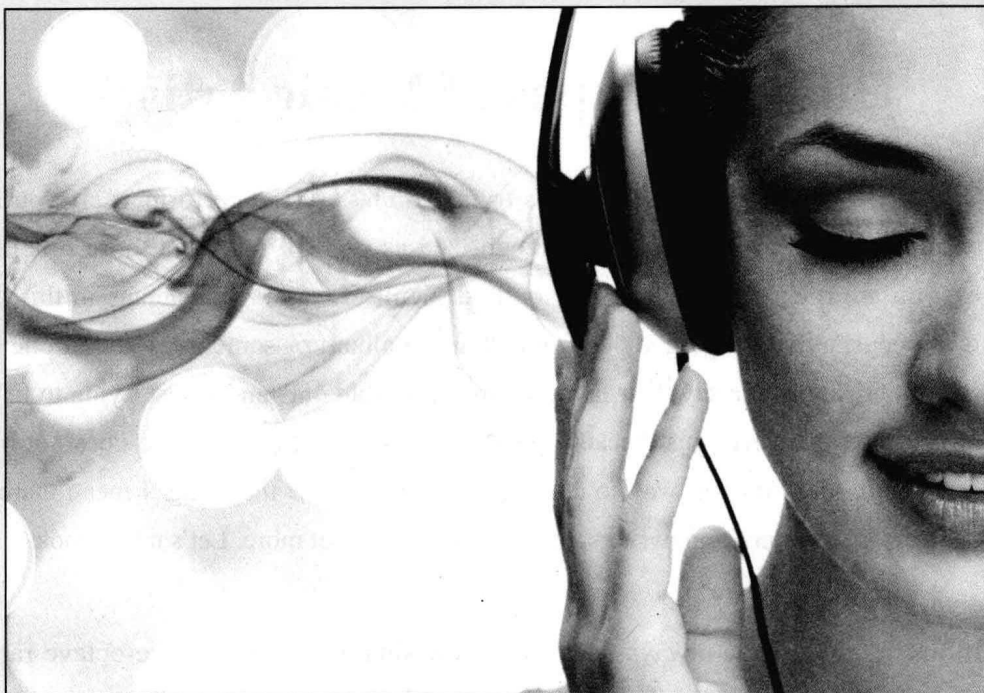
编者

2011年8月

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Unit 1 On Music



Unit Objectives

- To help students enlarge their vocabulary about music;
- To get students familiar with different styles of music;
- To encourage students to discuss different types of music;
- To engage students in a series of tasks that will enable them to express their views and feelings about music.

Lead-in

1. Guess what the movie *High School Musical* is about.
2. Watch the movie online before you go to class and sum up the plot.

Reading Passages

Passage A

Different Types of Music Artists

In modern music, people are always trying to classify the performers. If you sing catchy, radio-friendly music, you are categorized as pop. If you have more rebellious themes, you are rock or punk. But it is quite difficult to classify musicians in this way. Artists are constantly changing styles from album to album or sometimes within one CD. Because of this, fans often say their favorite artist has “sold out” and is just trying to fit into the current trend. However, just because your music is played on the radio does not mean you have “sold out”. Another way to classify artists is by how they sing. I mean there are divas, singers, performers, songwriters, bands/groups and a lot more. Let’s take a look.

The divas

In music, there have always been those few singers who have five-octave ranges or incredibly powerful voices. But not all powerful singers are divas. Divas are usually female singers with great vocal talent such as Celine Dion, Whitney Houston, Mariah Carey or Aretha Franklin. They often sing a variety of styles and many of them stick to R & B and soul. Whitney Houston in particular tends to stick to ballads that showcase her vocal ability. Mariah Carey was always more willing to experiment with styles. She had ballads which showcase her range and upbeat songs to fit in with the pop crowd. In general, many of the divas have changed to the pop crowd. Celine Dion used to sing in French. Then she switched to English, and then movie theme songs and pop songs. So, divas are generally female singers with powerful voices and amazing ranges.

The singers

In modern music, most people classify nearly all artists as singers. In this case, there is a little difference. “Singers” are the current artists who have often powerful voices or otherwise, they have range or a pleasant voice. For example, Christina Aguilera on her new album can be considered a singer. She has an amazingly powerful voice and she can

sing a variety of styles well. The same goes for Kelly Clarkson. When I say singers have pleasant voices, I mean they can sing in a pleasing manner without the help of computer. Examples of this would be Monica Brown and Brandy Norwood. Both of these girls can sing well without oversinging.

The performers

This is a somewhat controversial category since people often tend to want to put these artists with the singers. Most of these artists have marginal singing talent but get by more on their looks, dancing ability or popularity. Some of the most popular of these are Britney Spears, Hilary Duff and Jennifer Lopez. These women have average voices at best but get by on their looks, dances and writers/producers. Often, the performers have also tried acting, as Britney, Hilary and Jennifer all have. Their albums make nice, fun music but are not complex. This is not necessarily bad. Jennifer and Britney have given us a large amount of fun pop/dance songs and Hilary, whose singing career is just beginning, has already given us a few decent singles. Typically, these singers are successful because their songs are entertaining but not overly deep.

The songwriters

This is also a pretty tough category since most songwriters do not have overly successful solo careers. They usually just write songs for other artists. However, there have been a few successful songwriters. Now, when I say songwriter, I mean an artist who sings and writes their own music as well as plays an instrument or some combination of the three. Some songwriters include Alicia Keys, Michelle Branch and Vanessa Carlton. Songwriters tend to have average or better voices but it is their lyrics and/or instrumental talent that stand out. Alicia and Vanessa both write and sing their own music and play the piano. Michelle does the same except that she plays guitar. This type of artist is often overlooked or underrated since they are not recognized for their skills. People expect them to have amazing vocal ability when it is their writing skills that shine. They often play a variety of styles of music.

The bands/groups

This is probably one of the easiest categories. A band/group is simply two or more artists who sing/perform together. Often, there is a lead singer, various instrumentalists such as guitarists and drummers and occasionally another singer. Or, it could be an all vocal group such as the Spice Girls. There tend to be two types of bands/groups, rock and pop. Pop groups include boy bands, girl bands and sometimes a combination such as S Club. Rock groups tend to have the lead singer and instrumentalist approach such

as Linkin Park. Pop groups usually end up the same way. One singer decides to leave for a solo career, leaving the others to either replace them or remain without them. There are also a few R & B groups such as TLC, Destiny's Child and 3LW. One notable group is Evanescence. They provide stunning vocals and well-thought-out lyrics. In general, groups provide one type of music. Some people do not find them very creative but remember, you have to combine the talents of several people.



In conclusion, there are more ways to categorize artists than by the style of music they sing. It can be much easier to classify them by the way in which they write or perform their music. All of these categories can be equally entertaining and talented in different ways. The performers may not have the vocal talent of the divas and singers but they do provide us with entertaining dance songs. Of course, every group has its less talented singers but everyone has his own style of performing and his own style to listen to. And on a final note before I end this rambling, most artists tend to be categorized into genres such as punk or pop by their appearances, which is generally not accurate.

► New Words

catchy /'kætʃi/ *adj.* easily remembered 容易记住的

e.g. She wrote a song with a catchy tune.

rebellious /rɪ'beljəs/ *adj.* prone to or participating in a rebellion 造反的, 反叛的, 反抗的

[同] defiant, disobedient

e.g. He's a child with a rebellious temper.

diva /'divə/ *n.* a famous female singer 出众的女歌唱家

octave /'ɒktɪv/ *n.* a musical interval of eight tones 八度音阶

e.g. Can you span an octave on the piano?

ballad /'bæləd/ *n.* a simple song, especially about love 民歌, 歌谣, 情歌

[同] ditty, song, poem

showcase /'ʃəʊkeɪs/ *v.* show someone or something to the public in a favorable way 显示 (优点)

[同] show, display

e.g. The part minimizes her acting ability, but showcases her singing.

controversial /,kɒntrə'vɜːʃəl/ *adj.* causing a lot of disagreement 有争议的

[同] disputable, questionable, unsettled

e.g. He is a controversial politician.

marginal /'mɑːdʒɪnəl/ *adj.* barely acceptable 勉强够格的

e.g. marginal writing ability

decent /'di:sənt/ *adj.* good enough 不错的, 像样的

[同] adequate

e.g. He earns a decent living.

overly /'əʊvəli/ *adv.* very much 过度地, 极度地

e.g. Sometimes you are overly frank.

solo /'səʊləʊ/ *adj.* done alone without anyone else helping you 独自的, 单独的

e.g. a solo effort

lyric /'lɪrɪk/ *n.* the words of a song 歌词

e.g. I prefer music that has great lyrics.

underrate /,ʌndə'reɪt/ *vt.* evaluate as being too low 低估, 看轻

[同] underestimate

e.g. I fear that I underrated the difficulty of the task.

stunning /'stʌnɪŋ/ *adj.* very impressive or beautiful 非常吸引人的, 极好的

[同] attractive, brilliant, gorgeous

e.g. What a stunning work of art!

ramble /'ræmbəl/ *v.* talk for a long time in a confused way 漫谈

e.g. I would have taken the time to listen to my grandfather ramble about his youth.

accurate /'ækjʊrət/ *adj.* free from error, correct in every detail 精确的, 准确的

[同] precise, correct, exact

► Reading Comprehension

Decide whether each of the following statements is true (T) or false (F).

- _____ 1. It is difficult to classify musicians because they often change their styles.
- _____ 2. The author classifies musicians by what they sing.
- _____ 3. Some singers are typed to divas for their popularity.
- _____ 4. Divas are often willing to experiment with different styles.
- _____ 5. Performers usually sing poorly and only rely on their looks to win the audience.
- _____ 6. It is necessary for a band to have guitarists.
- _____ 7. Artists can be categorized into genres such as punk or pop by their appearances.

► Word Match

Match the following words with their definitions within each group of five words.

catchy	disputable
categorize	easily remembered
diva	classify
showcase	a famous female singer
controversial	show the good qualities

accurate	continue talking or writing in a desultory manner
ramble	too or very much
stunning	right
lyric	the words of a song
overly	gorgeous
decent	done alone without anyone else helping you
solo	underestimate
underrate	barely within a low standard
rebellious	prone to or participating in a rebellion
marginal	good enough

► Sentence Completion

Complete the sentences by using the proper words above in the Word Match. Change their forms if necessary.

- Those _____ teenagers are hard to control.
- When the pop _____ decides to hold the concert at the city, Mary becomes her assistant.
- Do not _____ the difficulty of carrying out this plan.
- The next act will be a piano _____.
- The _____ of the song written by Clair is much favored by young people.
- A skilled mechanic earns a _____ wage and he can easily feed the whole family.
- His pronunciation is not _____, though the teacher has taught him several times.

Passage B

► Pre-reading Activity

Answer the questions before you read the passage.

- Do you like to listen to music while doing your homework? Why or why not?
- In what way does music affect you? Explain.

Music and the Brain

“Music is so naturally united with us that we cannot be free from it even if we so desired.”

—Boethius

Music's interconnection with society can be seen throughout history. Every known culture on the Earth has music. Music seems to be one of the basic actions of humans.

The influence of music on society can be clearly seen from modern history. Music helped Thomas Jefferson write the *Declaration of Independence*. When he could not figure out the right wording for a certain part, he would play his violin to help him. The music helped him get the words from his brain onto the paper.



Albert Einstein is recognized as one of the smartest men who has ever lived. But when he was young he did extremely poorly in school. His grade school teachers told his parents to take him out of school because he was “too stupid to learn”. The school suggested that his parents get him an easy, manual labor job as soon as they could. His mother did not think that Albert was “stupid”. Instead of following the school’s advice, Albert’s parents bought him a violin. Albert became good at the violin. Einstein himself says that the reason he was so smart is that he played the violin. He loved the music of Mozart and Bach the most.

Bodily responses to music

In general, responses to music are able to be observed. It has been proven that music influences humans both in good and bad ways. These effects are instant and long lasting. Music is thought to link all of the emotional, spiritual and physical elements of the universe. Music can also be used to change a person’s mood, and has been found to cause like physical responses in many people simultaneously. Music also has the ability to strengthen or weaken emotions from a particular event such as a funeral.

Rhythm is an important aspect of music to study when looking at responses to music. There are two responses to rhythm. These responses are hard to separate because they are related, and one of these responses cannot exist without the other. These responses are the actual hearing of the rhythm and the physical response to the rhythm. Rhythm organizes physical movements and is very much related to the human body. For example, the body contains rhythms in the heartbeat, while walking, during breathing, etc. Another example of how rhythm orders movement is an autistic boy who could not tie his shoes. He learned how on the second try when the task of tying his shoes was put to a song. The rhythm helped organize his physical movements in time.

Responses to music are easy to be detected in the human body. Classical music from the baroque period causes the heartbeat and pulse rate to relax to the beat of the music. As the body becomes relaxed and alert, the mind is able to concentrate more easily. Furthermore, baroque music decreases blood pressure and enhances the ability to learn. Music affects the frequency of brain waves. Music also affects breathing rate and electrical resistance of the skin.

The power of music on memory and learning

The power of music to affect memory is quite intriguing. Mozart's music and baroque music, with a 60 beats per minute beat pattern, activate the left and right brain. The simultaneous left and right brain action maximizes learning and retention of information. The information being studied activates the left brain while the music activates the right brain. Also, activities which engage both sides of the brain at the same time, such as playing an instrument or singing, causes the brain to be more capable of processing information.

In 1982, researchers from the University of North Texas performed a three-way test on postgraduate students to see if music could help in memorizing vocabulary words. The students were divided into three groups. Each group was given three tests—a pretest, a posttest, and a test a week after the first two tests. All of the tests were identical. Group one was to read the words with Handel's *Water Music* in the background. They were also asked to imagine the words. Group two was to read the same words also with Handel's *Water Music* in the background. Group two was not asked to imagine the words. Group three was only asked to read the words, not given any background music, and also not asked to imagine the words. The results from the first two tests showed that groups one and two had much better scores than group three. The results from the third test, a week later, showed that group one performed much better than groups two or three. Background music in itself is not a part of the learning process, but it does enter into memory along with the information learned. Recall is better when the same music used for learning is used during recall.

One simple way students can improve test scores is by listening to certain types of music such as Mozart's Sonata for Two Pianos in D Major before taking a test. This type of music releases neurons in the brain which help the body to relax.

Conclusions

One cannot deny the power of music. High school students who study music have

higher grade point averages than those who don't. The top three schools in America all place a great emphasis on music and the arts. The top engineers from Silicon Valley are all musicians. Napoleon understood the enormous power of music. He summed it up by saying, "Give me control over he who shapes the music of a nation, and I care not who makes the laws."

► New Words

rhythm /'rɪðəm/ *n.* movement with a regular pattern with a beat or accent that occurs at fixed times 节奏, 韵律

[同] beat, tempo

autistic /ɔ:'tɪstɪk/ *adj.* characteristic of or suffering from autism 孤独症的

e.g. But the researchers found that as men age, their chances of fathering autistic children increase.

baroque /bə'rɒk/ *adj.* relating to the very detailed style of art, building, or music that was popular in Europe in the 17th and early 18th century 巴洛克式的

e.g. He has a lifelong fascination with baroque music.

intriguing /ɪn'trɪːɡɪŋ/ *adj.* capable of arousing interest or curiosity 迷人的, 引起兴趣的

[同] alluring, appealing, attractive

e.g. an intriguing smile

retention /rɪ'tenʃən/ *n.* an ability to recall or recognize what has been learned or experienced 记忆力

[同] memory, recollection

e.g. Remembering is the retention of experience.

neuron /'njuərən/ *n.* nerve cell 神经细胞, 神经元

► Reading Comprehension

Decide whether each of the following statements is true (T), false (F) or not mentioned (NM).

- _____ 1. When Thomas Jefferson met difficulty in writing the *Declaration of Independence*, he would listen to some music to relax.
- _____ 2. As for Einstein, music helped him to become so smart.
- _____ 3. The example of the autistic boy showed the effect of rhythm.
- _____ 4. Baroque music can improve people's concentration by exciting them.
- _____ 5. Singing can improve people's memory by engaging both sides of the brain at the same time.
- _____ 6. The study of the University of North Texas proved that music could improve people's logical thinking.

- _____ 7. The author suggests students listen to any types of music to improve their test scores.
- _____ 8. Napoleon must have been a music lover.

Culture Tips for Music

Vocabulary about music

acoustic guitar 原声吉他	electric guitar 电吉他
melody 曲调, 旋律	chorus 和唱, 副歌
music hall 音乐厅	concert 音乐会
orchestra 管弦乐队	bandmaster (军乐队、铜管乐队的) 乐队指挥
military band 军乐队	conductor (乐队、合唱队的) 指挥
music chart 音乐排行榜	platinum 白金销量 (至少销出一百万张)
debut album 首张专辑	debut single 首张单曲
release 唱片的发行、推出	DJ (disc jockey) (电台的) 音乐主持人
alternative rock 非主流摇滚	blues 蓝调, 布鲁斯
country music 乡村音乐	disco 舞曲
jazz band 爵士乐队	rap 说唱乐
folk rock 民谣摇滚	hip-hop 嘻哈乐
heavy metal 重金属	fusion 合成音乐
electronic music 电子音乐	

Useful Expressions

What you may say when you express your likes:

- I enjoy listening to...
- I'm crazy/mad about...
- I'm interested in...
- I'm a fan of...

What you may say when you express your dislikes:

- I feel sick about...
- I hate...
- I don't care for...

I'm disgusted with...

I'm unable to stand/bear...

I'm tired of...

What you may say when you ask for other's opinion:

Do you feel like...?

What do you think of...?

I'd be interested to know...

Do you (really) think that...?

Would you prefer... or...?

What you may say when you express your opinion:

I (really) feel/don't feel that...

In my opinion/view...

The way I see things...

I personally think (that)...

It seems to me that...

Well, if you ask me...

Oral Tasks and Class Activities

In this part, you're going to work at the tasks assigned. Your answers and performance should be prepared and your participation in class activities should be based on the previous reading in the textbook and online resources before you come to class.

Task 1 Movie-Related Discussion

1. Work in pairs or groups and discuss the plot of the movie *High School Musical*.
2. Share your ideas about the movie with the class.

Task 2 Presentation

1. Introduce a singer or a band to your classmates. Your presentation should include:
 - the introduction of the singer/band
 - the style of the singer/band
 - the reason why you like the singer/band

2. Search for information about the following styles of music.

blues

folk

rap

jazz

hip-hop

R & B

Task 3 Questions for Discussion

Prepare for the class discussion based on the following questions.

1. What types of music do you like?
2. Who is your favorite singer?
3. When do you like to listen to music?
4. Do you think music can make you work faster and better?
5. Do you always listen to the songs of your favorite singers or try the latest hits?
6. What do you think of classical music like Beethoven's or Mozart's works?

Task 4 Role-Play

Choose A, B, or C in the dialog and play the role.

This is a TV talk show. The hosts and the guest are talking about pop music.

Pop Music

- A: Girls and boys, welcome to COOKIE—our TV talk show. We know there is a hot campus band in our university now.
- B: You mean The Dream, do you? I heard of them. They are so popular that you can hear their songs all over the campus.
- A: Yeah, furthermore their songs are all written by themselves. Their songs are touching and record everyday life in their lyrics.
- B: Really? How cool! So I can understand why they have so many fans.
- A: Today we have the honor of inviting the lead singer of The Dream. Let's welcome Gump.
- C: Morning, girls and boys. Glad to attend COOKIE to exchange our views about pop.
- A, B: Welcome!
- B: Gump, now lots of our classmates love your songs.
- C: Thank you!