

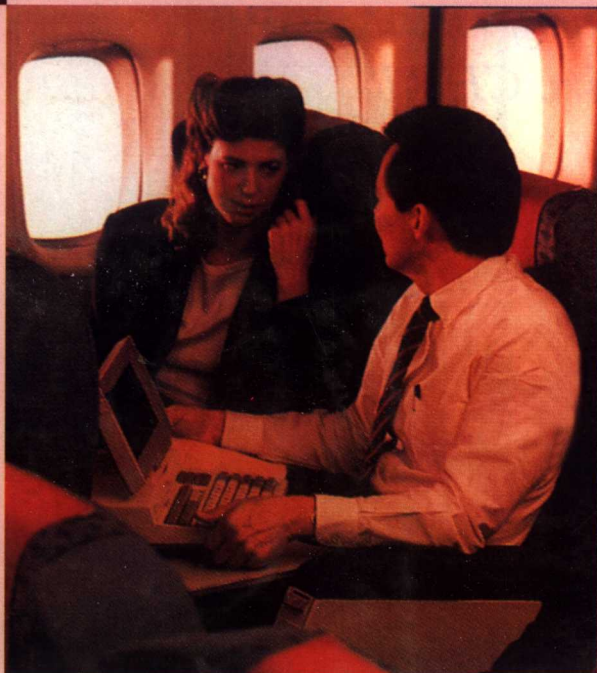
王守仁 陆明 主编

# Take Sides

# 新编英语口语教程

Book Four

4



上海外语教育出版社

# 新编英语口语教程

# Take Sides

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上海外语教育出版社



**图书在版编目(CIP)数据**

新编英语口语教程. 4/ 王守仁, 陆明编. —上海:

上海外语教育出版社, 2001

ISBN 7-81046-999-1

I. 新… II. ①王…②陆… III. 英语-口语-高等  
学校-教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2000)第 57961 号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300(总机), 65422031(发行部)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

责任编辑: 梁泉胜

印 刷: 上海市崇明县晨辉印刷厂

经 销: 新华书店上海发行所

开 本: 850×1168 1/32 印张 5.5 字数 160 千字

版 次: 2001 年 1 月第 1 版 2001 年 1 月第 1 次印刷

印 数: 10 000 册

书 号: ISBN 7-81046-999-1 / H · 732

定 价: 9.00 元

本版图书如有印装质量问题, 可向本社调换



## 前 言

改革开放以来，我们国家综合国力日益增强，对外交流不断扩大，在国际事务中起着举足轻重的作用。在中国大踏步走向世界、世界也大踏步走近中国之际，肩负时代重任的青年一代社会用英语进行有效口头交际，越发显得重要。为了适应时代与社会对人才培养的要求，我们以《高等学校英语专业基础阶段教学大纲》和新的《高等学校英语专业英语教学大纲》为指导思想，编写了《新编英语口语教程》。

《新编英语口语教程》全套四册，对学生进行循序渐进、全面系统的口语训练。四册书是一个整体，每册各有其重点，又相互衔接。第一册侧重交际功能训练，培养学生主动开口讲英语的热情和习惯。第二册围绕“语言基本得体”的要求编排情景对话，逐步提高学生英语口语表达语言的准确性和对文化差异的敏感性。第三册主要进行英语演讲训练，使学生能比较系统、连贯地发表自己的见解。第四册的重点是英语辩论。学生使用这套教材，经过四个学期较为系统的训练，可以有效提高英语口语表达和交往能力。

中国学生上英语口语课有时会感到无话可说，一个原因是使用的口语教材偏重“固化”的机械性操练，让学生只是跟读背诵，为语言交流而操练语言。其实，语言交流的内容是思想和感情，语言交流的目的在于思想和感情的交流。新《大纲》对口语课的四级要求是学生要“做到正确表达思想”。《新编英语口语教程》在练习设计上注意培养学生主动表达能力和独立思考问题能力。第一、二册中设置了看图说话、编故事、写对话等练习形式，旨在培养学生创造性灵活运用语言的能力。第三、四册中的演讲、辩论、专题讨论等训练项目为学生提供机会就某一话题连

贯地阐述自己的观点看法，并展开争论。我们希望，这样教学能使学生不仅练了英语口语，也锻炼了思辨能力。

英语一定要通过实践和运用才能真正掌握，英语口语尤其如此。作为一门单项技能训练课，口语课的任务是让学生在课堂上开口自己讲英语，而不是听教师讲英语。教师主要起组织活动、辅导训练的作用。《新编英语口语教程》的编写思路是通过交际性活动来进行口语训练，这些活动包括对子练习、小组讨论、大组汇报、复述、表演、游戏等。学生通过参与各种富有创造性的语言实践活动，扮演角色，交流信息，解决问题，成为口语课的主人。教师以开展活动的方式组织课堂教学，不仅能提高学生交际运用语言的能力，而且活跃了课堂气氛，使口语课不至于呆板单调。本套教材内容比较丰富，每一单元活动较多，教师可以根据学生实际需要，选择使用。

《新编英语口语教程》第四册的主要教学内容是让学生在能够比较系统、连贯地发表自己见解的基础上，采用辩论的形式，就感兴趣的话题展开讨论，进行思想交锋。学生通过训练，不仅熟悉一般英语辩论的过程和规则，更重要的是培养问题意识，学会从正反两个角度看待事物，提高知识的综合能力、批判性倾听能力、快速反应能力以及辨析能力。为使课堂教学生动活泼，我们还编排设计了专题研讨会、记者招待会、采访等活动，要求学生在讨论发言时，注意语言的质量，逐步达到在英语口语表达方面准确与流利的结合。

《新编英语口语教程》在南京大学外国语学院、苏州大学外国语学院试用时，学生和教师积极配合，并提出不少宝贵的改进意见。在编写过程中，我们得到上海外语教育出版社庄智象老师、汪义群老师、梁泉胜编辑的指导和帮助，在此一并表示衷心的感谢。

王守仁

2000年9月

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# UNIT 1



## **BACKGROUND INFORMATION**

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### **Free Pass Fails Kids**

**S**chools are finally ending an educational practice they never should have started — promoting even the students who fail.

The mistaken theory behind these “social promotions” is that children who are held back at school suffer damaging blows to their self-esteem.

But this feel-good teaching practice ignores a basic truth about the learning process. Chiefly, most knowledge is sequential. And a child who can’t master material one year isn’t likely to grasp more advanced lessons the next.

Embarrassed by high school students who can't read or write, several school systems are questioning policies allowing the mass promotion of failing students. And governors from California to Texas this month joined President Clinton in calls to abolish the social promotion of students who can't make the grade.

Their doubts make sense. Ignoring academic problems won't make them disappear. And giving students a free pass maintains schools' mediocrity by absolving students and teachers of their failings.

Yet, bans on social promotions alone won't help the nation's troubled schools or their students. Turning academic failures into success stories is more complicated than telling kids, "Sorry. Try again."

There is scant research supporting the notion that students who repeat classes will improve their academic achievement. What's more, drop-out rates balloon 20 - 30% among students who are held back.

The debate over dealing with lagging learners requires more than a pass-fail choice. Instead, school systems need better ways of identifying struggling students early on and providing them with intensive tutoring and customized learning plans.

That's the solution adopted at Long Beach, Calif., where educators have set up "checkpoints" in grades 3 and 8. Students missing needed skills are sent to summer school.

Similarly, 42 000 Chicago students were required to take summer "bridge" classes last year because of their low test score. By September, 15 000 had improved enough to be promoted.

Weekend classes, tutoring and summer school are costly. But targeted help is no more expensive than the average \$5 500 per pupil states pay when students repeat a grade.

Replacing the social promotion of failing students with early, effective help teaches kids an important life lesson: Competence

counts. And for students, personally, it is more rewarding than a free pass.

***Discussion:***

- 1 What decisions have the schools made?
- 2 What is meant by the phrase "social promotions"?
- 3 What is the author's attitude toward "free-pass"? List at least three points to support your answer.
- 4 Are there any major problems with the "retention system"? What are they?

***ORAL TEST PRACTICE***

---

Describe one of your experiences which is related to the general theme of the text. Your talk is limited to 3 minutes.

***INTERVIEW***

---

**Topic:** Your Opinion about Free-pass

**Procedures:**

- 1 Divide the class into groups of 4 - 6;
- 2 Work as a team to design interview questions;
- 3 Conduct an inter-group interview, and try to get as much as possible your classmate's opinion about "free-pass". You may take notes;

- 4 After the interview is over, go back to your group, and report to group members what the interviewees thought of the issue, using reported speech style.

★ Interview question types:

**Open Questions:** the kind of questions which are capable of eliciting unlimited information from the interviewee, normally a “wh-” type, but not necessarily so. For example:

What is the major purpose of your visit to China?

Could you please tell me something about your newly published book?

Why is it that the decrease in the interest rate might not necessarily stimulate large-scale investment?

**Closed questions:** the kind of questions which require a yes/no or limited reply, in which case only certain information can be elicited from the interviewee. For example:

Is it your first visit to China?

How would you rate the service provided by the travel agency — excellent, good, fair or poor?

★ Reported speech:

Like a television news announcer, a person reporting other people’s speech should distinguish his/her attitude from the interviewee’s. And such distinctive feature is often achieved by “indirect speech” such as:

Mr. Zhang clearly stated that...

Miss Wang also emphasized the point that...

He finally concluded that...

★ Thought Snack:

*The Thought Snack that follows is supposed to help you straighten things out. If you agree to more than four statements provided, you might be a favorer of “free-pass”; if you disagree with more than four of these statements, you might favor “retention system”.*

1. Grade retention does not improve learning as a whole.  
 Agree                       Disagree
2. Basing promotion decisions on test scores is unfair to many students and undermines educational quality.  
 Agree                       Disagree
3. Educational research clearly shows that retention is not helpful. A student who is not doing well in Grade 4 and is held back will, when finally promoted, usually still be at the bottom of the class in Grade 5.  
 Agree                       Disagree
4. Repeating grades wastes a lot of taxpayers' money.  
 Agree                       Disagree
5. Meanwhile, in order to raise test scores, many schools reduce the curricula to test coaching. As a result, many important things are not taught, depriving students of a good education.  
 Agree                       Disagree
6. The “drill and kill” instruction forced by teaching to the test also caused many young people to dislike school.  
 Agree                       Disagree

# ***ROLE PLAY***

---

## **Panel Discussion**

*A panel is a group of persons selected to work as a team to discuss a topic before an audience.*

**Roles:** panel leader

school principal

teacher

students

parents

**Topic:** Should examinations for school children be abolished or not?

*or*

Should examinations for university students be abolished or not?

**Procedures:**

- 1 Divide the class into groups of 5 - 7 to form panels for discussion;
- 2 Each group chooses a topic, and studies the topic carefully;
- 3 Each student chooses a role;
- 4 The panel leader starts the discussion by introducing the panel members and the topic. It is the responsibility of the panel leader to make sure that each member has a say and that the discussion goes on smoothly. The following questions might be used to elicit talks:
  - 1) Would you please say something, Mr./Ms. ...?
  - 2) What do you have to say about this, Ms. ...?
  - 3) Perhaps you could tell us how students normally look at this issue?

- 5 Group members speak impromptu on the topic or answer the questions asked;
- 6 Select one or two groups to conduct panel discussion before the class. The audience are encouraged to raise questions to the panel members.

◆ Here are some ideas for your reference. You shouldn't be influenced by what it says here and may even ignore these.

Examinations (are):

- primitive ways of testing knowledge and ability
- often tests of memory, not of ability
- ignore non-academic abilities in learning
- worry-makers, decide one's future
- do not train you to think for yourself
- arouse unnecessary competitions between students, teachers and schools

However, examinations (are):

- up to this day, the best ways of testing learning result
- also the quickest and easiest to operate in testing students
- becoming more and more objective and reliable
- often not the only ways used to assess the students
- painful but so are many other things in life

## ***TIPS FOR DEBATE***

---

### ***Horizontal Thinking:***

- A) *Analogy or analogical reasoning:* The comparison of one thing to another thing of a similar nature so as to make it easier and clearer to understand. For example:



Like drug addicts, smokers might find themselves attracted to it, intoxicated and totally obsessed by it until finally the body energy is consumed up — the same process of gradual suicide.

B) *Parallel thinking*: The comparison of part or parts of one phenomenon to the counterpart or counterparts of some other phenomenon to achieve unexpected and better reasoning effect.

For example:

Boxing does cause some injury to the body sometimes.  
Does that mean we have to ban the production and use of cars because they sometimes cause death?

***Vertical Thinking:***

- A) proof thinking — providing evidence (正向思维)
- B) disproof thinking — providing counter-evidence (逆向思维)
- C) combination of evidence and counter-evidence (往复思维)
- D) convergent thinking (归一性思维)
- E) divergent thinking (发散性思维)

***DEBATE WITH YOURSELF***

-----

*A debate is a formal discussion in which opposing arguments are put forward. People tend to assume one-sided attitude toward the world. To conduct a successful debate, however, you must be able to anticipate the possible opposition. The primary goal at the initial*