



普通高等教育“十一五”国家级规划教材（第二版）

全国普通高等学校优秀教材一等奖（第一版）

英语口语教程

第3版 学生用书
Student's Book

Challenge to Speak

主编 姚保慧 谢楠

高等教育出版社

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第三版前言

《英语口语教程》自1998年出版以来,受到了学界广泛的肯定,成为众多高校英语口语教学与学习的主流教材。这期间,该教材被评为普通高等教育“十五”及“十一五”国家级规划教材,并于2002年荣获全国普通高等学校优秀教材一等奖。《英语口语教程》提倡通过多种形式的口语技能训练,逐步培养学生的英语交际能力,提高学生语言表述水平,使学习者的口语纯熟流畅,正确得体。

围绕贯彻《国家中长期教育改革和发展规划纲要(2010—2020年)》,全面提升教学质量,培养创新型人才,教育部即将推出新一轮英语专业教学改革。面对新的改革形势,我们启动了《英语口语教程》的修订工作。修订的主要目标是拓宽英语专业学生对中西方社会各个层面的认识,强化英语口语技能训练,口语技能理论水平,培养语言综合运用能力,使学生的连贯表达能力能够得到大幅提高。

本次修订主要涉及如下方面:

1. 更新了单元话题和课文

本版适度地调整了一些单元话题,更新了部分文章。新话题的选择更加贴近当代大学生的文化和社会生活,紧扣社会现实,兼顾中西文化,内容涉及世界和我国当代生活、经济、文化、科技等热点话题,题材丰富多样,语言地道生动。

2. 改进了练习设计

为使能够更多地参与到口语训练活动中,新版教材增设了大量练习活动,鼓励学生参与,通过Role-play等形式强化学生对相关口语句型的掌握,提高学生的语言表述水平。

3. 增加了有关口语技能理论的论述

为使能够系统地掌握口语学习的相关理论知识,各单元融入了有关口语技能理论的相关论述,使学生能将理论与实践有机地结合在一起。

《英语口语教程》(第三版)包含学生用书四册,教师用书四册。每册15个单元,每单元3—4个学时。学生用书后附有MP3光盘。我们对第三版的教师用书做了较大调整,为每个环节提供了具体多样的教学建议,并附有练习答案和大量参考资料供教师选择使用。

本教材使用范围广泛,既可作为高校英语本科或专科口语教材,也可作为学生考级、考研和高级口语培训使用,同时还可供社会上具有一定英语基础的人员自学使用。

在本教材编写过程中,高等教育出版社领导提出了宝贵的意见,在此深表感谢。新西兰教师Gavin A. Neal为第三版的修订做了大量工作;美国教师Elizabeth Wilson和Clayton Olson曾为本教材的第一版做出了很大的贡献,在此深表感谢。

由于编者能力有限,教材肯定存在许多不足和错误之处,恳请广大教师和读者批评指正。

编者

2013年11月

第一版前言

《英语口语教程》(CHALLENGE TO SPEAK)第一、二册自1998年由高等教育出版社出版以来,受到学界的肯定,已被全国众多高等学校使用。这期间该教材被列为普通高等教育“十五”国家级规划教材,并于2002年荣获全国普通高等学校优秀教材一等奖(第一版)。

为适应高等学校英语教育的不断发展和满足对英语口语教材新的要求,我们受教育出版社的委托,本着“除旧布新,与时俱进”的原则,于2005年对《英语口语教程》第一、二册做了较大幅度的修订;同时于2009年继续编写第三、四册。第一、二册供大学一年级使用,第三、四册供大学二年级使用,四册合在一起,统称《英语口语教程》。

第三、四册教材的编写指导思想立足于进一步提高学生的口语交际能力和口语学习策略的综合运用能力。

在全球化日益扩大、中国国际地位逐步提升的今天,国际间语言的沟通与交流显得尤为重要。因此,拓宽英语专业学生对中西社会各个层面的认识和提高学生的语言表述水平,即提高学生的英语综合素质,是高校英语教学面临的新课题。

为此,本教材在编写时注重突出以下几个特点:

在选材上,教材紧扣社会现实,兼顾中西文化,内容涉及当代世界和我国经济、文化、科技等热点话题,题材丰富多样,语言生动地道。

在语言训练上,通过话题讨论和形式多样的训练来提高学生的综合连贯表达能力,培养学生准确自如地抒发思想感情的能力。

在内容上,有助于拓宽学生的知识面和提升学生的思想文化修养,加深其对中西文化和社会现实的真切了解及把握,尤其是要具备用英语正确流畅地介绍我国悠久的历史和辉煌的社会现实的能力,毕业后能适应社会的要求和挑战,面向新世纪,走上国际舞台。

第三册和第四册各分为学生用书和教师用书。学生用书配有课文录音光盘。

学生用书每册18个单元,每单元课文分三部分:

PART A WAY TO SPEAK

1. Start the Ball Rolling: 提供10—12个与话题有关的词汇和短语,激发学生搜集与话题有关的语料。

2. Dialogues: 以两段会话作为范例,引出话题。

3. Challenge to Speak: 通过多种形式的活动开展初步讨论。

PART B TOPIC TO DISCUSS

1. Topic: 通过短文介绍与中西文化有关的主题内容。

2. Discussion: 通过短文主题的讨论,进一步拓宽和加深讨论范围,并通过讨论、陈述、演示、演讲、辩论等多种形式的训练激活学生的英语思维能力、连贯表达能力和交际能力。

PART C FUN TO SPEAK

选择生动有趣的题材,为学生提供自由宽松的语境。通过小剧、诗歌、笑话、歌曲、格言、谜语等多种形式,激发学生的想象力和学习兴趣。

每单元还在 NOTES 中提供下面两部分内容:

SPEAKING STRATEGIES 作为学生口语学习策略辅助材料。

CULTURAL BACKGROUND 作为文化知识补充材料。

教材最后设有附录, 作为学生学习的辅助和参考资料以及第二课堂活动材料。

附录1 重点会话功能项目表

附录2 口语学习策略概述

附录3 第二课堂活动补充资料

教师用书包括练习答案和教学建议, 并附有大量参考资料供教师选择使用。

本教材使用范围广泛: 可作为高校英语本科或专科口语教材, 既可供学生考级、考研使用, 也可供社会上具有一定英语基础的人员自学使用。

本教材在编写过程中, 得到了高等教育出版社的热情关怀和指导。美国教师 Ronald Rocco 和新西兰教师 Gavin A. Neal 对教材的编写提出了宝贵的意见, 在此深表感谢。

由于编者能力所限, 时间紧迫, 教材有许多不足之处, 错误在所难免, 恳请广大教师和读者指正。

编者

2009年7月

To the Student

We choose to bring forth again this question to you:

“Have you ever noted down how often and with whom you speak English in your daily life?”

This is to draw your attention to a fact — Limited time is actually used for daily communication. *Challenge to Speak* is compiled with the purpose of helping you to build up good communication skills by becoming familiar with the cultural context to which a language naturally belongs. Meanwhile as a tool for communication, it should be understood that it is necessary for you to master language skills to cover both Chinese culture and Western culture. Many communication failures have much more to do with a lack of cross-cultural understanding than with a lack of linguistic competence. Book 3 aims at further helping you to bridge the gap between linguistic and cultural competence.

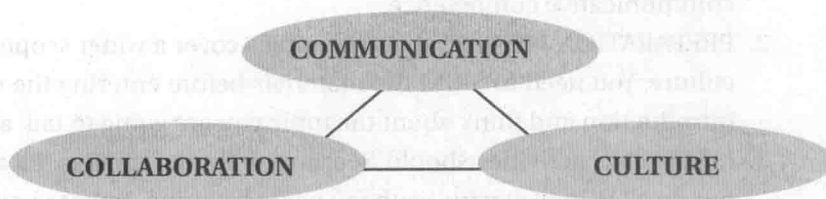
With the fast process of globalisation and the rapid rise of China's position today in the international world, the Western world is showing increasing interest towards China and its development. As an English major of intermediate or advanced level, it is becoming more and more apparent that you need to further meet the challenge of a demanding world. With a view to an appreciation and respect for cross-cultural similarities and differences, this textbook hopes for a successful sharing of our own culture with Western culture.

We wish you to acquire a solid communicative competence of the foreign language, be fully aware of the importance of understanding Chinese and Western culture and its cross cultural features in such a way that you will be competent enough to introduce China's rich culture and amazing developments to the international world with ease.

In Book 3, you will be expected to express opinions and views with fluency and appropriateness on topics of more complicated and sophisticated social issues and phenomena to prepare yourself to meet the rigid challenges in a competitive world.

In each unit a topic has been selected for discussion, which can be carried out in forms of narration, presentation, debate, argument or interview. Interesting discussions and oral activities will be organized to guide you to communicative and linguistic competence step by step. Emphasis is laid on collaboration with you and your partners working in pairs or in groups to create a sense of community in the classroom with meaningful results.

The CCC method should work in this way:



Challenge to Speak Book 3 Student's Book consists of 15 units. It is accompanied with the Teacher's Book and CD. Each unit is designed for 3–4 academic hours / week for university English majors, normal university English majors, open university English majors and all intermediate level learners of English.

Part A: Way to Speak

In this section you will Start the Ball Rolling by brainstorming on words and expressions relevant to the topic. What can you recollect? Two Dialogues follow focused on the theme of the topic to serve as models and further draw you and your partners out to join in the discussions and activities designed in Challenge to Speak. Pay attention to the intonation and understated emotions in the dialogs and use body language appropriately. The aim is to gather basic material and information for the topic of the unit.

Part B: Topic to Discuss

Culture is the way of life that a group of people share. This is also shown in the way people communicate with one another. Each country has its own culture, and in studying a foreign language we need to understand the similarities and differences between the two cultures.

In this section for discussion a Topic relevant to important social and cultural issues such as water shortage, white pollution, AIDS, space science, studying abroad, online shopping, etc. are selected, as well as a certain series of topics covering Chinese culture, such as Chinese literature, cuisine, medicine, calligraphy and folk art, etc. You are required to join in more intense and deeper discussions and varied activities. Share your views and opinions, and create a sense of community in the classroom with meaningful results.

Part C: Fun to Speak

This is a section to give you time to relax and have fun. Short stories, jokes, plays, songs, riddles and amusing activities will give the classroom a change of atmosphere.



Suggestions for the Student

1. In Book 3 the CHALLENGE continues as you step up a higher rung to communicative competence.
2. PREPARATION is essential. As the topics cover a wider scope of social issues and culture. You need to SKIM the materials before entering the classroom. Read the introduction and think about the topic you are going to talk about.
3. LISTENING activities should be infused in your studies. Please listen to the CD, but do NOT look at your textbook while listening. Imitate how the native speaker expresses feelings and emotions.
4. BRAINSTORMING: Here, this refers to activating the brain, recollecting words and expressions that lie dormant in your memory. Refresh your own memory and gather reminders from one another. Begin by grouping and listing them under different categories. Skim through the text and pick up more new words.
5. ROLE-PLAYING: Here, you play the part of the thinker, the doer and the participant. The purpose is to make role play move from situational to creative, from restricted to meaningful.
6. TAKE NOTES or make an outline as you prepare for class. Organize your thoughts and ideas. Use them as references. DO NOT READ FROM THEM.
7. Pay attention to speaking strategies. Make use of them in your activities. There is no special time or order of appearance of these skills. They should suit your need to make your language more expressive. Build up an AWARENESS of these strategies.
8. Cultural background is meant to give you further information to make your discussions richer and fuller. BROWSE through it before you come to class. Go online for further information.
9. DISCUSSION: This covers different forms of oral activities through narration, presentation, debate, argument and so on. Do creative and imaginative work true to life. The discussion is meant to express knowledge, which covers propositional knowledge, procedural knowledge and conditional knowledge.
10. Create a sense of community. Create emotional and intellectual connections in your discussion. SHARE views and comradeship. Partake in MEANINGFUL work. Do your share.
11. There are 15 topics for discussion. Discuss with your teacher what activities interest you and take the initiative to organize some of your own activities.
12. SPEAK MORE after class or wherever possible. Participate in more after class activities. The CHALLENGE continues.

郑重声明

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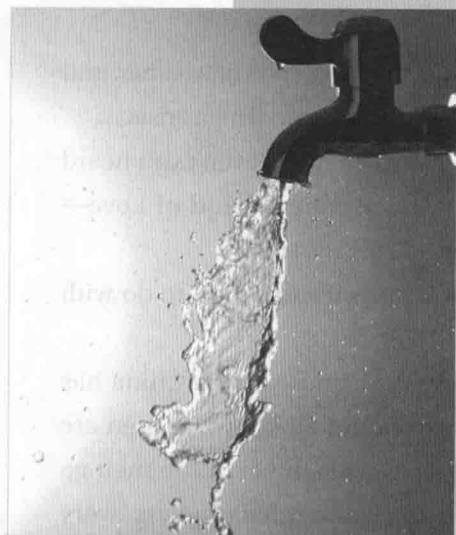
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Saving Water Resources When You Turn on the Faucet



● Introduction

Today the world is faced with a serious water shortage problem. What is being done to save this valuable resource? What can be done to improve the situation? How can we do our bit in face of the world water crisis? In 2000, the Chinese government initiated the campaign “Land of Love—Water Cellar for Mothers”, which has helped to ease the water shortage problem in Western China and improve life for the people there.

● Speaking Strategies

Conducting positive self-talk and learning how to build up self-esteem

Part A Way to Speak

● Start the Ball Rolling



Brainstorm words and expressions about saving water resources. Can you think of more words related to the world water crisis?

water shortage, water crisis, water resources, drought, mountainous regions, earthquake, arid area, desert, donation, charity, waste, statistics, to initiate, to donate

● Dialogues



Read the following two dialogues and role-play in pairs. Then contribute your own dialogues.

1. *(Jingjing's mother hears the faucet running non-stop. She finds her daughter washing some clothes.)*

A: Jingjing, I really wish you would be more careful when you use water. I hear the faucet

running non-stop and you are only washing some underwear and a pair of socks.

B: I'm sorry, Mum. I'll be more careful next time. I don't want to run up the water bill.

A: It's not just the case of running up the bill, my dear. We all need to realize that it is our duty to be aware of the water crisis facing the world and cherish the good life we have now.

B: Water crisis! Is it that serious? I know we have been having a dry spell of weather, and there is drought in some areas, but I am not aware that we are faced with a crisis.

A: My dear girl, you really need to pay more attention to the news. Haven't you heard about the campaign for the support of water shortage called "Land of Love—Water Cellar for Mothers"? Maybe we should have talked sooner.

B: How come "Water Cellar for Mothers"? What does water shortage have to do with mothers?

A: Well, the water shortage is a major problem worldwide, and Western China has one of the largest arid regions on the Earth, as we should all know. Women are usually home working in those drought stricken areas while most of the men go out to earn a living. Now these women have to trudge¹ several kilometers every day on mountain roads to collect water barely enough for a single day. And this work takes almost the entire day!

B: How terrible! All their time is spent on just trying to get some water. Yet I seem to take running water for granted, and don't even think about the waste that is going on around us. I really should think twice when I turn on the faucet and be thankful that I have access to fresh water all day long.

A: But I'm glad to say our government announced the "Western China Development Strategy". The All-China Women's Federation with the Beijing Municipal Government and CCTV sponsored a large-scale, love-devotion campaign in 2000 called "Love Tied with the West, Co-sharing the Mother's Love". This was undertaken later on by the China Women's Development Foundation to help solve the serious drinking water problems for residents of Western China.

B: What work have they been doing?

A: Many establishments and people have made donations for the "Water Cellar for Mothers" Program, and 1,000 yuan is enough to help build a water cellar for a family of 3–4 people, providing them with usable water for the whole year round. This campaign is still going strong and changing the lives of many mothers in arid regions.

¹ to trudge: to go on foot, esp. laboriously

B: How moving! Could we also make a donation, Mum? I would be happy to save some of my pocket money and do my share.

A: Sounds an excellent idea. We'll discuss this with your Dad this evening.

2. (Wei Peng is surfing on his laptop. He is exchanging information that he finds interesting online with his roommate Wang Gang.)

A: I say, Wang Gang. Have you read about some of the statistics that have been issued about the world water shortage?

B: No, I haven't, but I know that it's a serious problem. What have you found there?

A: It says that 97.5% of the Earth's water is salt water, and if all the water in the world were filled in a bucket, only one teaspoonful would be drinkable!

B: That certainly gives a vivid picture of the problem.

A: Yes, and the World Water Council states that while the world's population tripled in the 20th century, the use of renewable water² resources has grown six-fold. Within the next fifty years, the world population will increase by another 40 to 50%. Then what will happen?

B: Scary, isn't it? But in my opinion, there is a water crisis today, but the crisis is actually not just about having too little water to satisfy our needs. It's a crisis of managing water so poorly that billions of people and the environment suffer so much.

A: You have certainly touched on the point. There is so much pollution and waste these days.

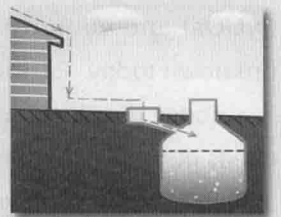
● Challenge to Speak



Let's get together and join in the discussions and activities as requested. Make your work meaningful.

1

Gather information about the campaign initiated by the CWDF on "Land of Love—Water Cellar for Mothers". Make some notes. Then report and share your opinion with your group.



² renewable water: water that can be made clean or regenerated

2 You are one of the residents from an arid area. You have had a water cellar installed in your yard. Imagine the changes it will bring to your life. Work in groups.

3 Look at the simple sketch of the water cellar. Describe how it functions. Refer to the section "Notes" for further information.

Part B Topic to Discuss

● Topic

Read the following passage quickly and make some notes.

When You Turn On the Faucet

—March 22, World Water Day

World Water Day is an international day of observance³ and action to draw attention to the plight of the more than 1 billion people worldwide that lack access to clean, safe drinking water. Celebrated since 1993, World Water Day was designated in 1992 when the United Nations (UN) General Assembly passed a resolution to call attention to this issue. With each passing year, the observance has grown larger and stronger.

In many ways though, World Water Day is still a relatively unknown event. Even with the support of the UN and the efforts by leading non-governmental organizations (NGOs) and committed individuals⁴, World Water Day is important but relatively unknown today. Earth Day was at a similar stage in the early 1970s.

Today the world water crisis is one of the largest public health issues of our time. It needs our full attention. The lack of clean, safe drinking water is estimated to kill almost 5,000 children per day. In fact, out of the 2.2 million unsafe drinking water deaths in

³ observance: the act or process of keeping or performing a law, duty, custom, etc.

⁴ committed individual: person who is morally dedicated to a cause