

全国普通高等学校优秀教材一等奖 第一版

普通高等教育“十一五”国家级规划教材

Challenge to

(Student's Book)

Speak

4

(学生用书)

英语口语教程

主 编 姚保慧 谢 楠

副主编 郭云飞



高等教育出版社
HIGHER EDUCATION PRESS

全国普通高等学校优秀教材一等奖 **第一版**

普通高等教育“十一五”国家级规划教材

Challenge
to

Speak **4**

(Student's Book)

(学生用书)

英语口语教程

Y i n g y u K o u y u J i a o c h e n g

主 编 姚保慧 谢 楠

副主编 郭云飞

编 者 (按姓氏笔画排列)

Gavin A. Neal 丁肇芬 王继玲 刘乃美 陈晓宁

姚保慧 张宇翔 郭云飞 谢 楠



高等教育出版社·北京

HIGHER EDUCATION PRESS BEIJING

图书在版编目 (CIP) 数据

英语口语教程.4 / 姚保慧, 谢楠主编. —北京:
高等教育出版社, 2010.10
学生用书
ISBN 978-7-04-028699-1

I. ①英… II. ①姚…②谢… 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(2010)第 196418 号

| | | | | | |
|------|---------|------|---------|------|-----|
| 策划编辑 | 贾巍巍 | 责任编辑 | 甘红娜 谢 森 | 封面设计 | 张 楠 |
| 版式设计 | 刘 艳 王东岗 | 责任校对 | 甘红娜 谢 森 | 责任印制 | 毛斯璐 |

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120

经 销 蓝色畅想图书发行有限公司
印 刷 北京中科印刷有限公司

开 本 850 × 1168 1/16
印 张 13.5
字 数 339 000

购书热线 010-58581118
咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landracom.com>
<http://www.landracom.com.cn>
畅想教育 <http://www.widedu.com>

版 次 2010 年 10 月第 1 版
印 次 2010 年 12 月第 2 次印刷
定 价 29.80 元 (含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 28699-00

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。这期间该教材被评为普通高等教育“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,我们受高等教育出版社的委托,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。一、二册供大学一年级使用,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和会话技能的综合运用能力。

在全球化日益扩大、中国国际地位逐日提升的今天,国际间语言的沟通与交流显得尤其重要。因此,拓宽英语专业学生对中西方社会各个层面的认识和提高学生高层次的语言表述能力,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,教材将紧扣社会现实,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能力。

在内容上,有助于拓宽学生的知识层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深刻把握,尤其是要具备用英语正确流畅地介绍我国悠久的历史文化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12~26个与话题有关的词汇和短语,激发学生大量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、讲演、辩论多种形式的训练激活学生英语思维能力、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,为学生提供一个自由宽松的语境。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:

CONVERSATIONAL SKILLS 作为学生提高会话技能的辅助材料。

CULTURAL BACKGROUND 作为文化背景知识补充材料。

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 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, 并附有大量的参考资料供教师选择使用。

本教材适用范围广泛: 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。新西兰教师Gavin A. Neal和美国教师Jess Sharp对教材的编写提出了宝贵的意见, 并给予大量帮助, 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

2010年8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 getting 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 and Book 4 aim at further helping you to bridge the gap between linguistic and cultural competence.

With the fast process of globalization and the rapid rise of China's position today in the 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 English language, and be fully aware of the importance of understanding Chinese and Western cultures and their cross-cultural features in such a way that you will be competent enough to introduce China's rich culture and amazing developments to the world with ease.

In Books 3 and 4, 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 4 Student's Book consists of 18 units. It is accompanied with the Teacher's Book. Each unit is designed for 2–3 academic hours / week for college English majors, university English majors, normal university English majors, open university English majors and all intermediate level learners of English.

In Book 4, each unit is composed of three parts:

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 focusing 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 dialogues 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 Chinese and Western cultures.

In this section for discussion, topics relevant to important social and cultural issues such as drugs, drunk-driving, fashion, organ donation, sports, etc. are selected, as well as a certain series of topics covering Chinese culture, such as Chinese festivals and social customs, Chinese architecture, Chinese agriculture, China's world cultural heritages, 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 4 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 STUDY 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 MP3, but do NOT look at your textbook while listening. Imitate how the native speaker expresses feelings and emotions.
4. 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.
5. 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.
6. Pay attention to improving conversational skills. 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 skills.

7. Create a sense of community. Create emotional and intellectual connections in your discussion. *SHARE* views and comradeship. Partake in *MEANINGFUL* work. Do your share.
8. **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.
9. **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.
10. **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 revise knowledge, which covers propositional knowledge, procedural knowledge and conditional knowledge.
11. There are 18 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. The **CHALLENGE** continues.



目 录

| | |
|--|----|
| UNIT 1 | 1 |
| ECONOMIC CRISIS AND THE WAR OF WORDS | |
| UNIT 2 | 10 |
| THE ANCIENT CITY OF PINGYAO — CHINA'S WORLD CULTURAL HERITAGE | |
| UNIT 3 | 20 |
| DATING OUT — MAY I HAVE A DATE? | |
| UNIT 4 | 29 |
| THE CHINESE GREENHOUSE — ROAD TO PROSPERITY | |
| UNIT 5 | 38 |
| SIGNBOARD CULTURE — SIGNS AND COMMERCIALS | |
| UNIT 6 | 49 |
| GLOBAL WARMING — A WARNING OF DANGER | |
| UNIT 7 | 58 |
| CHINESE FESTIVALS AND SOCIAL CUSTOMS | |
| UNIT 8 | 69 |
| DRUGS — PLAYING WITH FIRE | |
| UNIT 9 | 79 |
| MADE IN CHINA — A VISIT TO THE CHINA IMPORT AND EXPORT FAIR | |

| | |
|--|-----|
| UNIT 10 | 90 |
| EVER CHANGING FASHION | |
| UNIT 11 | 98 |
| THE GIFT OF LIFE — ORGAN DONATION | |
| UNIT 12 | 107 |
| SPORTS AND THE OLYMPICS | |
| UNIT 13 | 117 |
| EXPO 2010 SHANGHAI CHINA | |
| UNIT 14 | 129 |
| WATCHING A GOOD MOVIE OR TV SHOW | |
| UNIT 15 | 138 |
| DRUNK-DRIVING — WHO IS IN DANGER? | |
| UNIT 16 | 148 |
| ANCIENT CHINESE ARCHITECTURE AND CLASSICAL GARDENS | |
| UNIT 17 | 160 |
| CHEAT AND CHEAT YOURSELF | |
| UNIT 18 | 168 |
| NEW CHALLENGES — JOB HUNTING | |

| | |
|-----------------------------------|------------|
| APPENDIX / | 177 |
| USEFUL FUNCTIONAL PATTERNS | |

| | |
|---|------------|
| APPENDIX // | 186 |
| MATERIALS FOR EXTRACURRICULAR ACTIVITIES | |

ECONOMIC CRISIS AND THE WAR OF WORDS



Introduction

Boom and bust are two words commonly associated with the market. Between 2003 and 2007 the world economy was booming. The housing bubble exploded in mid-2008. This bubble in the US triggered a world financial calamity: reducing world trade, causing many companies to go bankrupt and many people to be made unemployed. When the world economy went down, the political rhetoric went up. In November 2008, there was an election in the US and Barack Obama was elected president. His speeches have been heralded as well-crafted, perfectly delivered, and very persuasive. In his inaugural speech he demonstrated many skills lost in the art of rhetoric and speech-making. This unit will take a two pronged approach towards the crisis in 2008: an analysis of the crisis and an analysis of the rhetoric.

Conversational Skills: Recognizing the goals of effective communication

Part A Way to Speak

Start the Ball Rolling

Brainstorm on words and expressions related to world economy. Can you think of some more for this topic? The more, the better.

boom / share market / bull market / bear market / bust / bubble / unemployment / primary sector / housing market / manufacturing / motor industry / real estate

Excerpts

Read the following excerpts from speeches, and practice in pairs. Then talk about the world economy of today.

1 (*Excerpts from Obama's Inaugural Speech*)

That we are in the midst of crisis is now well understood. Our nation is at war against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some but also our collective failure to make hard choices and prepare the nation for a new age.

Homes have been lost, jobs shed¹, businesses shuttered². Our health care is too costly, our schools fail too many, and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.

These are the indicators of crisis, subject to³ data and statistics. Less measurable, but no less profound, is a sapping⁴ of confidence across our land; a nagging fear that America's decline is inevitable, that the next generation must lower its sights⁵.

Today I say to you that the challenges we face are real, they are serious and they are many. They will not be met easily or in a short span of time. But know this America: They will be met.

In reaffirming the greatness of our nation, we understand that greatness is never a given. It must be earned. Our journey has never been one of shortcuts or settling for less.

It has not been the path for the faint-hearted, for those who prefer leisure over work, or seek only the pleasures of riches and fame.

Rather, it has been the risk-takers, the doers, the makers of things — some celebrated, but more often men and women obscure in their labor — who have carried us up the long, rugged path towards prosperity and freedom.

For us, they packed up their few worldly possessions and traveled across oceans in search of a new life. For us, they toiled in sweatshops and settled the West, endured the lash of the whip and plowed the hard earth.

This is the journey we continue today. We remain the most prosperous, powerful nation on Earth. Our workers are no less productive than when this crisis began. Our minds are no less inventive, our goods and services no less needed than they were last week or last month or last year. Our capacity remains undiminished. But our time of standing pat, of protecting narrow interests and putting off unpleasant decisions — that time has surely passed.

Starting today, we must pick ourselves up, dust ourselves off, and begin again the work of

1 to shed: to reduce in number

2 to shutter: to cease

3 to be subject to: on the assumption of; conditional upon

4 sapping: weakening; destroying

5 to lower its sights: to become less ambitious

remaking America.

For everywhere we look, there is work to be done.

The state of our economy calls for action: bold and swift. And we will act not only to create new jobs but to lay a new foundation for growth.

We will build the roads and bridges, the electric grids and digital lines that feed our commerce and bind us together.

We will restore science to its rightful place and wield⁶ technology's wonders to raise health care's quality and lower its cost.

We will harness the sun and the winds and the soil to fuel our cars and run our factories. And we will transform our schools and colleges and universities to meet the demands of a new age.

All this we can do. All this we will do.

2 (Excerpts from Bill Gates' speech "A New Approach to Capitalism in the 21st Century" at the 2008 World Economic Forum in Davos)

The great advances in the world have often aggravated the inequities⁷ in the world. The least needy see the most improvement, and the most needy get the least in particular the billion people who live on less than a dollar a day.

There are roughly a billion people in the world who don't get enough food, who don't have clean drinking water, who don't have electricity, the things that we take for granted.

Diseases like malaria that kill millions of people a year get far less attention than drugs to help with baldness.

So, the bottom billion misses the benefits of the global economy, and yet they'll suffer from the negative effects of economic growth they missed out on. Climate change will have the biggest impact on people who have done the least to cause it.

Why do people benefit in inverse proportion to their need? Well, market incentives make that happen.

In a system of capitalism, as people's wealth rises, the financial incentive to serve them rises. As their wealth falls, the financial incentive to serve them falls, until it becomes zero. We have to find a way to make the aspects of capitalism that serve wealthier people and serve poorer people as well.

The challenge here is to design a system where market incentives, including profits and recognition, drive those principles to do more for the poor.

Some people might object to this kind of market-based social change, arguing that if we combine sentiment with self-interest, we will not expand the reach of the market, but reduce it. Yet Adam Smith, the very father of capitalism and the author of *Wealth of Nations*, who believed strongly in the value of self-interest for society, opened his first book with the following lines:

"How selfish so ever man may be supposed, there are evidently some principles in his nature, which interest

6 to wield: to hold and use

7 inequity: unfairness, bias

him in the fortunes of others, and render their happiness necessary to him, though he derives nothing from it, except the pleasure of seeing it."

This kind of creative capitalism matches business expertise with needs in the developing world to find markets that are already there, but are untapped. Sometimes market forces fail to make an impact in developing countries not because there's no demand, or even because money is lacking, but because we don't spend enough time studying the needs and requirements of that market.

An example of this is when the World Health Organization tried to expand vaccination for meningitis in Africa, it didn't go straight to a vaccine manufacturer. It first went to Africa to learn what people could pay. They found out that if they wanted mothers to get this vaccine for their babies, it had to be priced at less than 50 cents a dose. Then they challenged the partners to meet this price, and, in fact, Serum Institute in India found a new way to make the vaccine for 40 cents. It agreed to then supply 250 million doses to distribute through public health systems over the next decade, allowing it to also sell into the private sector.

In another case, a Dutch company, which holds the rights to a cholera vaccine, retained the rights for the developed world, but shared those rights, with no royalty, with manufacturers in developing world. The result is a cholera vaccine made in Vietnam that costs less than \$1 a dose, and that includes delivery and the costs of the overall immunization campaign.

Challenge to Speak

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

1. What is your opinion of the two excerpts? Read out these passages and use appropriate voice and tone to be persuasive and forceful in reproducing them. Notice the use of rhetoric devices.
2. Work together and brainstorm a list of current economic problems and work in groups to discuss the causes, effects and possible solutions.
3. As a group give some advice for people who are in an economic crisis, unemployed, or in a boom period with a good job. What should individuals do to prepare for a crisis?
4. Work together and discuss how the economy has changed in the last 30 years in China?

Part **B** Topic to Discuss

Topic

Read the following passage quickly and make some notes.

The Art of Rhetoric

Rhetoric is the art of using language to communicate effectively. Rhetoric is important since it has the ability to shape communities and ideas. From ancient Greece until the mid 19th century, rhetoric was a core aspect of the Western education system, training public speakers and writers to move audiences into action through argument. Rhetorical devices make an average speech into a powerful tool, grabbing an audience's attention, and subtly through a listener's subconscious, making them more receptive to one's message.

Some common rhetorical devices:

Hyperbole: the intentional exaggeration of a fact for emphasis.

"This one is a thousand times better than the last one."

Simile: to associate the characteristics of something with something else by using "like" or "as."

"He drinks like a fish."

"He is as quiet as a mouse."

Metonymy: referring to something by referencing its attributes or something closely related to it.

"The latest Hollywood movie was great." (Hollywood is the American film industry)

Metaphor: the use of a word or phrase to evoke a similarity between something and something else without using "like" or "as."

"Her eyes were glistening jewels."

Climax: arrangement of words in order of increasing importance.

"... the unalienable rights of life, liberty, and the pursuit of happiness."

— Martin Luther King, Jr.

Parallelism: using similar structures in two or more clauses to give a pattern.

"When you are right, you cannot be too radical; when you are wrong, you cannot be too conservative."

— Martin Luther King, Jr.

Anaphora: using the same word or phrase at the start of successive clauses.

"We shall go on to the end,

We shall fight in France,

We shall fight on the seas and oceans,

We shall fight with growing confidence and growing strength in the air,

We shall defend our island whatever the cost may be,

We shall fight on the beaches,

*We shall fight on the landing grounds,
We shall fight in the fields and streets,
We shall fight in the hills,
We shall never surrender,"*

— Winston Churchill

Epistrophe: using the same word or phrase at the end of successive clauses.

"and that government of the people, by the people, for the people, ..."

— Abraham Lincoln's Gettysburg Address

Polyptoton: using words of the same origin.

"With eager feeding food doth choke the feeder."

— William Shakespeare

Alliteration: a series of words that begin with the same letter or sound alike

"Los Angeles Lakers"

Anadiplosis: the repetition of a word at the end of a clause that appears at the beginning of the next clause.

"They call for you: The general who became a slave; the slave who became a gladiator; the gladiator who defied an Emperor."

— Commodus in the movie *Gladiator*

Allusion: a reference to a place, event, literary work or work of art either directly or implied.

"Five score years ago ..."

— Martin Luther King Jr.

referring to Abraham Lincoln's Gettysburg Address

Tricolon: using three parallel phrases or words together.

"We cannot dictate — We cannot consecrate — We cannot hallow."

— Abraham Lincoln

With the rise of mass media, rhetoric has become more important since the audience size has increased from a few thousand to hundreds of millions. With the invention of television, the time a speaker was given to pass on a message has been greatly reduced. In these days a two hour political speech will be reduced by editors to a mere 30 second sound bite on the news. This makes the choice of words more important. Practitioners of the art of rhetoric have become greatly sought-after in recent times by politicians, public relation companies, lawyers, marketing firms, professional and technical writers and advertizers. By listening to Obama's Inaugural Speech one can experience the full effect of a well-crafted speech full of rhetorical flourishes.

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

- ❶ What skills did the two speakers use to make their speeches persuasive? Look through the two speeches for these rhetorical devices. Share what you find with your partner.