

大学英语应用能力（口语）系列教材

总主编：张喜华 王 磊

英语高级 口语证书 考试教程

主 编： 陈李萍 赵 菁 尹华东

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FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

教育部高等教育司颁布的《大学英语课程教学要求》指出：大学英语的教学目标要培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。自“教学要求”实施以来，大学英语教学改革取得了显著成绩。很多高校开发了基于计算机网络和课堂结合的新型教学模式，普遍强化了对听说能力的培养。但是，现阶段的大学英语教学仍然存在着费时低效的弊病，最突出的问题就是学生口语交际能力较低，还不能完全满足社会及用人单位对国际型、应用型高端人才的需求。

在北京市教委的大力支持下，北京第二外国语学院主导开展了大型教育教学改革项目“大学英语应用能力测试研究”，首都师范大学、北京城市学院、北京联合大学、中国人民公安大学、北京建工学院等高校联合参与了项目建设。该项目旨在建成一套科学的、完整的大学英语口语应用能力测试体系，促进大学英语教学改革，提高学生口语交际能力。本套教材正是该项目的具体成果之一，体现了以培养学生口语应用能力为先的教学理念。

《大学英语课程教学要求》对学生英语能力的要求分为三个层次：一般要求、较高要求和更高要求，英语口语能力也必须符合这三方面的要求。大学英语口语应用能力测试（Test of English Proficiency Oral，简称TEP Oral）分为初级（Level C）、中级（Level B）和高级（Level A）三个级别，考查学生英语口语能力是否达到一般要求、较高要求和更高要求。

英语口语证书考试系列教材依据《大学英语课程教学要求》而编写，强调学生口语应用能力培养，紧密结合大学英语应用能力口语测试大纲。在教材的编写过程中得到全国知名英语教育专家指导，教材编写组中外成员围绕大学英语现有课程体系，结合国内外英语口语教材优势，广泛调研，精心编写。本系列教材选题广泛，既关注学生专业知识，又注重通用人文素养，话题涉及校园生活，社会万象，经济文化和职业发展等方面。教材编写将英语口语交际技巧贯穿始终，与每个单元的话题紧密结合，使话题成为学生学习、操练和实践的载体，从而提高学生的英语口语交际能力，满足口语交际的需要。各项活动设计以任务为主导，逐渐导入，层层深化，既有利于组织课堂活动，也便于学生自行训练。本系列教材既适合作为英语口语教材使用，也是参加“大学英语应用能力测试（口语）”等级考试的必备用书。

因为时间所限，教材难免还有不够完善之处，希望各位同行专家、教师、学生不吝赐教，共同探索大学英语应用能力培养之路。

总主编

2013年1月10日于北京第二外国语学院

编写说明

《英语高级口语证书考试教程》根据《大学英语课程教学要求》中提出的更高要求和“大学英语应用能力测试（口语）”高级的要求编写而成，旨在帮助大学英语学习者提高口头表达和交际能力，通过问答、陈述和讨论等技能训练，使他们能较为流利、准确地就一般性或专业性话题用英语进行交流或讨论，能简要概括有一定难度和长度的口头或书面材料，并进行评价，语音语调基本准确，语言较为得体。

本册教材共包括十五章，涉及多元文化、语言故事、广告与营销、音乐欣赏、旅行经历、商业贸易、气候与环境、传统与革新、慈善与非政府组织、时尚、中外教育、爱情与婚姻、生活方式、竞技体育与现代技术等多个话题。

每章分为五个部分。第一部分 Look and Talk 为本章话题导入，包括四幅图片，通过描述图片，使学生熟悉相关词汇和表达方式，并要求学生发挥创造力。

第二部分 Listen and Talk 包括长度为三到六分钟的听力片段，通过对相关话题进行听力练习，增加语言素材的输入，帮助学生做好深入讨论的准备，同时帮助学生纠正语音和语调。

第三部分 Role-play 包括与本章话题相关的视频片段，学生通过观看视频并以视频为基础完成类似场景的角色扮演练习，帮助学生熟练转化语言输入信息。

第四部分 Read and Talk 包括两篇200-350字左右的阅读文章，学生需要对文章主要内容进行概括，并进行复述和讨论，让学生言之有物，拓展背景知识，增强学生的语言表达能力。

第五部分 Debate 为辩论，训练学生清晰、准确地进行连贯表达的能力。

由于教材编写者的水平所限，书中难免有疏漏和不妥之处，敬请同行和专家批评指正。

主编

2013年1月于北京第二外国语学院

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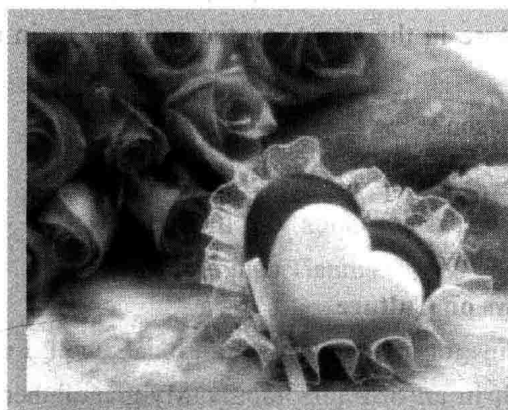
Unit 1

Cultural Diversity

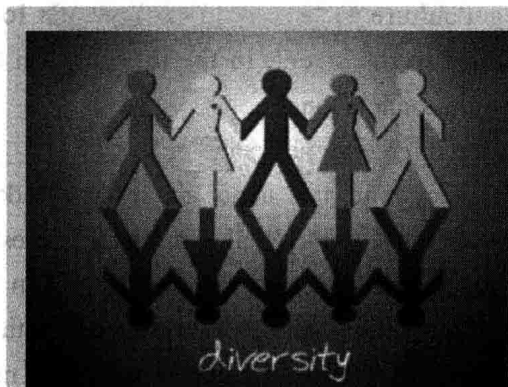
Part I Look and Talk

1. Picture Talk

- A. Work in pairs or small groups. Look at the following two pictures and ask each other questions about them using *Who*, *What*, *When*, *Where*, *Why*, and *How*. Describe the pictures and tell your partner what each picture suggests.



- B. Look at the following two pictures. What issues are raised? What are your opinions about these issues?



2. Caption Writing

Write your own title for each of the above pictures (about 10 words).

Part II Listen and Talk

1. Prediction

- A. You are going to listen to three people talking about what culture means to them.
What do you expect the speakers to talk about?
- B. Listen and check your predictions.

2. Questions and Answers

- A. What are the main ideas of the three speakers' remarks on culture?
- B. What do you think of the three speakers' views on culture?
- C. Do you agree that family background plays a large part in shaping your cultural identity?
- D. Can you name some features of culture in the street, on the campus, or in the museum?
- E. How do you think culture changes a person?

3. Fill in the Gaps

Listen and complete the three paragraphs below.

Different Views on Culture

Cilla Black: Culture means different things for different people. I mean, well, I was

1) _____ up in Liverpool, in an ordinary family. My grandfather on my 2) _____ side was Welsh. My grandmother on my 3) _____ side was Irish. That's my 4) _____. That's my culture.

Alan Yentob: Culture is the good, the bad, and the ugly. It is what we 5) _____, what we believe, and who we are. You get culture 6) _____. You just look 7) _____ you. You get culture in the street, in the museum, in the theater, at home, er... and also on your mobile phone.

George Alagiah: I think, for me, culture is anything that moves me or 8) _____ me, or maybe takes me to that part of my brain that is not about hard work or making money, something that changes me, I think. Well, I'm really interested in the way in which culture changes a person. I was not growing up in Sri Lanka, or born in Sri Lanka in an Asian culture. And look at me now, with an English 9) _____. That 10) _____ through cultures has changed me.

4. All Mixed Up

Match expressions 1-5 with the alternative meanings A-E.

- 1) was brought up
- 2) ordinary
- 3) grandfather on my mother's side
- 4) grow up
- 5) journey through something

- A. my mother's father
- B. was raised
- C. experience of something
- D. common, not exceptional
- E. become an adult

5. Discussion

- 1) Which speaker do you agree with most? Why? What does culture mean to you?
- 2) How do you understand your cultural identity as a Chinese?

Part III Role-play

1. Video Clip

A. Viewing

You are going to watch a short video of a speech by the famous TV presenter Yang Lan. She will talk about the talent show winner—Susan Boyle and her Chinese equivalent Caihua Tianma.



B. Comprehension Questions

- 1) Nowadays, some talent shows make some people popular overnight. Have you ever watched any of these shows? If yes, describe how it is organized and discuss why this type of programs has attracted a large audience.
- 2) Have you ever heard of Susan Boyle and Caihua Tianma? What do they have in common?
- 3) How do you understand “We are all different from different perspectives”?
- 4) What is your dream? What do you think is necessary for one to realize his / her dream apart from “a show and a platform”?
- 5) If you were asked to make a program which helps people realize his / her dream, what kind of program would you choose?

2. Simulation

University Talent Show

Student A

Suppose you are the head of the Entertainment Society at your university. You are organizing a talent show for next month’s university arts festival. While you are thinking about it, Simon Cowell, the famous talent show judge, happens to come to your university to give a speech, so you get the chance to interview him and ask him for advice.

Student B

Suppose you are Simon Cowell. A student at a university in China is asking you for advice about how to plan a successful talent show.

Talk with your partner, and create a conversation.

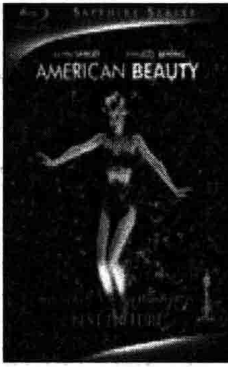
3. Rehearsal

Join another pair of students and act out your role-play for them. When you finish, ask them: “Which parts do you like? Does anything sound strange?” Then the other pair performs their role-play for you. Afterwards, they ask you the same questions.

Part IV Read and Talk

1. Prediction

The titles and pictures below are taken from two articles. What do you think these articles will be about? Why do you think so?



A. On *American Beauty*



B. Brownstone Buddies

2. Word Clouds

Work in a small group. The two word clouds below have been made by a computer from two articles. The more frequently a word appears in the article, the bigger it is in the word cloud. Using the words in the word cloud, think of as many questions as you can in five minutes.

Word Cloud A



Word Cloud B



3. Reading

A. Read the following texts quickly.

Text A

On American Beauty

American Beauty is an American movie. Released in 1999, it was welcomed by both critics and audiences.

It is not easy to define the movie. According to a literary critic, *American Beauty* cannot be defined as “a satire on what’s wrong with American life”. It is more tempting to summarize it as “a portrait of the beauty underlying American miseries and misdeeds.” This movie is really rich in meaning. What’s more, its title is quite intriguing.

Interestingly, it seems that Chinese and Americans differ in their understandings of the title. In China, the title is translated into “a beautiful American lady.” Most Americans, however, have a mixed or confused reaction to the title. They are not sure what it exactly indicates.

Actually, American beauty is a type of rose with purplish-red flowers. These flowers usually remind people of beauty, romance, love, and beautiful life. But to many Chinese viewers, the image of a rose on the movie’s poster fails to make any sense. Besides, “American beauty” could refer to a specific American aesthetics or a patriotic vision of the country as well as a beautiful American woman.

Text B

Brownstone Buddies

The United States is often called the “great American melting pot.” The name was given for its various nationalities, ethnic groups, and cultures. One company is celebrating this diversity through a line of cloth dolls called the “Brownstone Buddies.” The dolls are designed to help teach young children about other cultures. So where are these dolls from? What led to the creation of them?

New York is an American city. More than eight million people live there. Brooklyn is one of the most populated areas of New York. The United States Census Bureau once said Brooklyn is home to 93 different ethnic groups and 150 nationalities. This cultural diversity is one of the things that “Brooklynites” say they love most about their community. It is also what led to the creation of the “Brownstone Buddies.”

Janai Nelson and Crystal Granderson-Reid thought of the idea for the dolls during a play date for their children. Janai says the two of them learned that they shared the same ideas about raising children. They are both extremely interested in raising their children with a world outlook and a global view. Janai and Crystal want their children to embrace and see a reflection not only of themselves, but also of the world at large.

The two women decided to develop a line of dolls that looked more like their children and their children's friends. In all, they created eight "Brownstone Buddies." The dolls represent different cultures, and are supposed to have different interests. Some were purposely designed to fight old stereotypes.

B. Read the texts again. This time, take notes. The questions below are given as a guide.

- 1) What is the main idea of each article?
- 2) What details are most important and why?
- 3) To what extent do you agree or disagree with the first author? Why?

C. In Your Own Words

Using your own words, explain what "American beauty" is.

D. Retelling

Please retell the creation of "Brownstone Buddies."

E. Discussion

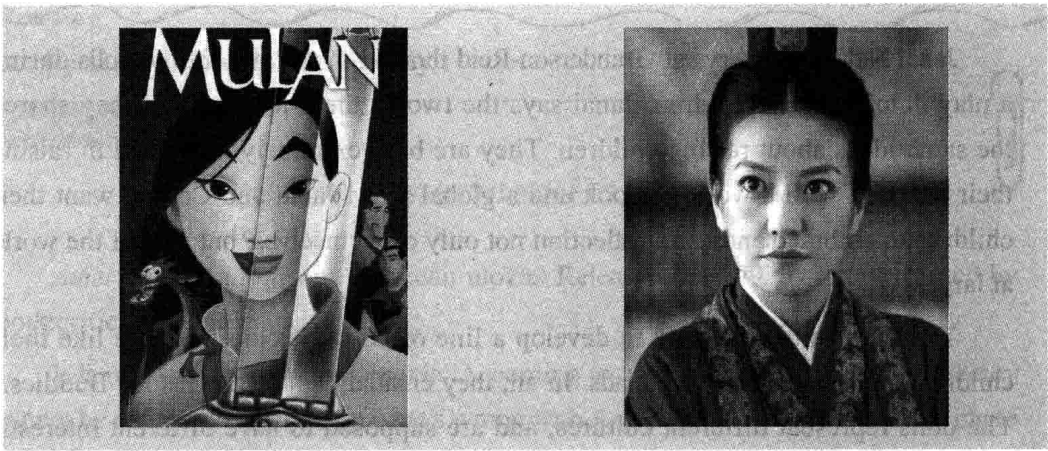
- 1) What is your understanding of "American Beauty" before you read Text A?
- 2) Could you give more examples of cultural differences between China and America?
- 3) Do you think "Brownstone Buddies" can help to develop children's awareness of cultural diversity? Can you think of other ideas to reach the purpose?

Part V Debate

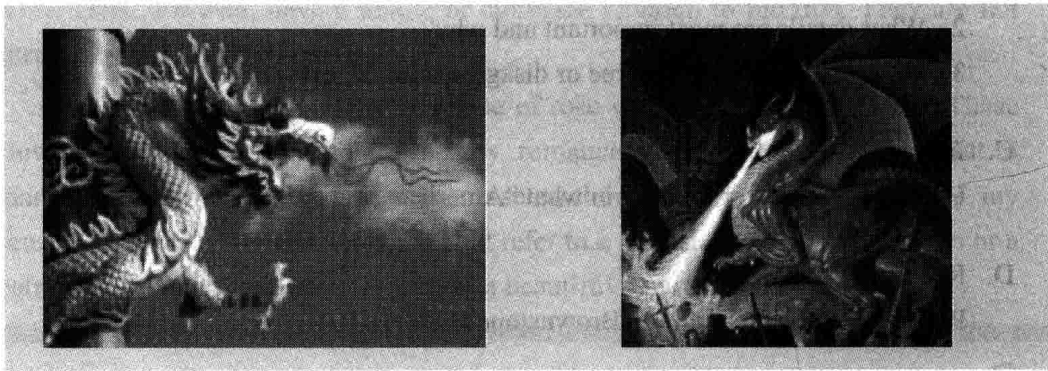
1. Discussion

A. The pictures below are both about Hua Mulan. The one on the left is a Disney cartoon image, and the one on the right is Mulan in a Chinese movie. What differences can you see between the two images (for example, their hairstyles, skin colors, and shapes of the eyes)?

What do you think these differences indicate?



B. The dragon is considered the symbol of China, but is not so respected in some Western countries. Look at the pictures below and talk with your partner about the meaning of the dragon in Chinese and Western cultures respectively.



2. Prepared Debate

Work in groups of six. Look at the motion below.

Motion: Cultures are more alike than different.

Divide yourselves into two teams of three students each. At first, each team will work separately. One team will prepare arguments for the motion; the other will prepare arguments against it.

It doesn't matter what you really support—you have to support your team's position.

When you have finished preparing, the two teams will come together for a debate.

