

新编研究生英语系列教材

主编 邱东林

# 基础综合英语



COMPREHENSIVE ENGLISH  
FOR GRADUATES

Teacher's Book  
教师手册

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## Comprehensive English for Graduates

教师手册  
Teacher's Book

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## 图书在版编目(CIP)数据

基础综合英语 / 邱东林主编.

—上海: 上海外语教育出版社, 2008

(新编研究生英语系列教材)

教师手册

ISBN 978-7-5446-0871-8

I. 基… II. 邱… III. 英语—研究生—教学参考资料

IV. H31

中国版本图书馆CIP数据核字(2008)第083399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)

**电子邮箱:** bookinfo@sflep.com.cn

**网 址:** <http://www.sflep.com.cn> <http://www.sflep.com>

**责任编辑:** 邬安安

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**印 刷:** 上海译文印刷厂

**经 销:** 新华书店上海发行所

**开 本:** 787×1092 1/16 印张 29 字数 711千字

**版 次:** 2008年12月第1版 2008年12月第1次印刷

**印 数:** 2 100 册

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**书 号:** ISBN 978-7-5446-0871-8 / H · 0377

**定 价:** 57.00 元

本版图书如有印装质量问题,可向本社调换

# 新编研究生英语系列教材

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# 出版说明

1992年11月国家教育部颁布了《非英语专业研究生英语（第一外语）教学大纲（试行稿）》，对教学的要求更多地体现在语言基础训练和阅读能力的培养与提高上。随着我国国际化进程的加速和加入世贸组织，社会对高校毕业生的整体素质、特别是外语素质的要求不断提高，这对我国高校人才培养，当然也包括研究生的培养提出了新的任务和挑战。

到了21世纪，新颁布的《大学英语课程教学要求》对本科大学英语教学目标作了新的描述，即“培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流”。按照这个要求组织教学的学生在几年后将陆续进入研究生阶段。对于多数在本科时已打下了一定的语言基础的学生，到了研究生阶段，他们更多期望的是提高语言的的实际应用能力。因此，非英语专业研究生的英语教学理念应顺势随着本科大学英语教学理念的转变而转变，与本科英语教学的终点目标相接轨。

在当前研究生教学需求呈现多样化、实用化的情况下，需要为教师提供合适的教材，为学生提供实用的学习资源。学校不同、学生个人需求不同，市场千差万别，对教材编写的要求也更高。外教社经过广泛的市场调研，在详细分析当前研究生教学需求，并对教学发展趋势进行多次专家论证后，组织了全国10余所重点高校的专家、教授，针对我国研究生教学的实际情况和需求，编写并推出了这套“新编研究生英语系列教材”，以满足新时期人才培养的需要和多样化、个性化的学习需求。

由于研究生阶段英语课相对较少，进校学生水平参差不齐，要在有限的时间内把每位学生的每一项技能都提高到相当的水准恐怕也不够现实。但毋庸置疑，研究生已经普遍具备了独立思考能力和较强的自主学习能力，针对他们的教学方法和教学手段也应该适时更新以区别于本科阶段的英语学习。在教学中应更强调以学习者为主体，强调个性化教学，强调对学生自主性学习能力的培养。因此，在新的教材品种设计上，出版者也是煞费苦心。《基础综合英语》和《学术综合英语》将“听、说”和“读、写、译”很好地融合起来，可以说是对基础英语的一个巩固和提高，它们既可单独使用，也可跟其他选修课程结合起来使用。选修课的科目都是实践性比较强且比较强调英语的实际应用能力的课程，学生可以根据自己的专业特点、兴趣爱好以及时间安排，自由选择相关课程，学校也可以根据学生对选修课不同的热衷程度，建立起符合自己学校专业特色的研究生英语教学体系和评估体系，使学生真正能够学有所用。

在教学安排上,对部分起点一般的学生,可以选用综合教程,以打下扎实的语言基本功;对于起点较高的学生,可以选用综合教程+选修课的模式;而对一部分基础很好的学生,可以跳过综合教程而直接进入选修课程的学习。这样有的放矢、针对学生英语学习的薄弱环节进行有针对性的学习,有助于满足个性化的学习需求。部分教材配套的电子出版物,为学生提供了自主学习的工具,为教师提供了立体化教学的帮手,相信更能适应现今研究生英语教学的需要。

社会在发展,需求在变化,人才培养规格在提升。时代对研究生英语教学改革提出了挑战,同时也提供了机遇。我们希望这套教材的编写能够对我国研究生英语教学提供值得探索的方法和途径。

上海外语教育出版社

# 前 言

近年来,研究生英语教学同其他领域的教学一样得到了空前的发展,无论在广度还是深度方面都是前所未有的,但我们应清醒地看到,这一领域的改革还有很大的空间,与时代的需求还有一定的差距。本教材就是为了适应研究生英语教学的改革和发展而编写的。

本教材主要有以下三个特点:

一、综合性。本教材综合听说读写四个方面。我们认为这几个方面原本是不可分割的一个统一体,而在教学中人为地把它们分割,造成了学生在这几个技能方面的脱节,尤其造成了所谓的“聋子英语”、“哑巴英语”。如果认为早期的英语教学似乎还有些理由把它们分开的话,那么到了研究生阶段还这样做,就没有任何理由了。本教材每单元前半部分涉及听说技能,而后半部分突出读写技能。这四种技能都围绕同一主题展开,相互补充,协同提高。

二、针对性。针对中国大学生听说能力相对薄弱这一现状,本教材特别强调提高学生的英语交际能力的培养,尤其是听说能力的培养。材料的筛选、练习的设计,都是煞费苦心,独具匠心,既总结归纳了国内外有关教材的长处,又结合了中国的实情,相得益彰。课文既有趣味性,又有思辨性。练习部分我们强调了少而精和综合性的原则,通过各种练习及写作技巧和翻译技巧来进一步提高学生的读写能力。

三、真实性。本教材所选话题具有普遍性、深刻性、启迪性和前瞻性。课文语言规范,内容丰富,文体多样,绝大部分选自近年出版的英美报刊书籍。听力材料我们尤其强调真实性:有停顿、重复、纠正等,使学生适应并逐步参与真实环境下的语言交流。

本教材由复旦大学、同济大学和华东理工大学三校共同完成,是三校通力协作、集思广益的产物,是三校研究生英语教学智慧的结晶。在编写过程中得到了上海外语教育出版社的大力支持,在此表示致意。

由于编写时间紧,水平有限,谬误在所难免,望读者不吝匡正。

编 者  
2008年4月

# 使用说明

本教材适合各专业硕士研究生和博士研究生使用，为期一学期。

本教材共分八个单元，每单元围绕一个主题展开，分 Lesson A 和 Lesson B，Lesson A 处理听说，Lesson B 处理读写。

Lesson A 分为三个部分，每部分围绕一个听力材料展开，配有各种具备挑战性的练习：既有涉及主题的，也有涉及具体细节的；既有回答问题的，也有设计提问的。在使用时，教师应根据学生的实际情况来决定听的次数，使学生掌握主旨大意、作者态度和重点细节。

第一部分还配有口语技能 (Speaking Skills)，比如 presentation skills, interview skills, 等等。其目的是为了提高学生口语交际能力。另外还有 Speaking Tips，是一些功能方面的常用口语表达用语，使学生在口语方面能做到语法正确，语域恰当，内容丰富，表达流畅。

Lesson B 分为 Text A 和 Text B 两部分，两篇课文同样重要。每篇课文之前，我们设计了 Lead-in，提一些非常泛的问题，目的是培养学生 top-down 等策略的使用。课后的练习都有一定的难度，如让学生用学过的生词或词组进行句子填空，但不给出生词表，再如用给出的单词进行句型转换，等等。在 Text A 中还配有翻译技巧和写作技巧，它们自成一体，与课文本身并没有直接的关系，但是交际能力中不可或缺的重要组成部分。

在教学过程中，应灵活使用有关单元以及每单元的有关内容，不应面面俱到、泛泛而论。应突出重点，抓住要点，调动学生的积极性。在运用本教材时还应该结合各种教学法，充分利用现代教学手段。唯如此，才能真正提高学生的英语综合运用能力。

编者

2008年4月



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# Unit One

## Education

### **Lesson A Listening and Speaking**

- Part One Problems with US Education
- Part Two Arts Education
- Part Three Graduate Education

### **Lesson B Reading and Writing**

- Text A In Praise of the F Word
- Text B Essence of Education

### **Objectives:**

1. Lesson A includes some listening and speaking activities around the topic of education. There are three parts. Part One deals with the problems of US education. Part Two is about arts education. And Part Three focuses on graduate education.
2. In Lesson B you will read two articles. One is about the widespread semi-illiteracy of graduates and the importance of being strict with students. The other points out that the essence of education lies in students' acquisition of facts and reasoning skills.

# Lesson *A*

## Listening and Speaking

### ▶ *Purpose* ◀

This section is designed as a listening practice for the students to get some ideas about how to grasp the main ideas and identify the supporting examples. Exercises are designed to enhance their skill of this kind.

### ▶ *Lesson Planner* ◀

This section contains three parts with some listening, writing and oral tasks. They will take about ninety minutes all together. For each part, ten minutes will be needed for the teacher to present the background information about what the students will hear, go through the new lexical items and organize a discussion about the topics the students will concentrate on. Then sixty minutes will be needed for students to listen to the material and complete the tasks according to the instructions. Enough time should be allocated to speaking practices.

## ▶▶▶ *Part One Problems with US Education*

### I. Pre-listening

### ▶ *Teaching Suggestions* ◀

The purpose of this part is to warm up for the listening comprehension. The teacher is expected to help students get familiar with the topic concerned, acquire the new lexical items and also learn some background information.

## 1. Lead-in

You will hear a 23-year-old American woman talking about her dissatisfaction with the US educational system and explaining why it's not good for many children. Before listening, read the following key words and phrases selected from the talk and guess what problems the woman was referring to. Tell a partner your guesses and find out what he/she thinks.

<b>Key Words and Phrases</b>	
<b>Problem 1</b>	<b>Problem 2</b>
<ul style="list-style-type: none"><li>● various kinds of intelligence</li><li>● special interests</li><li>● not given a chance</li><li>● generalized</li><li>● well-rounded</li></ul>	<ul style="list-style-type: none"><li>● separated from</li><li>● below the rest of the school</li><li>● aware of</li><li>● bad kids</li><li>● never realize their potential</li></ul>

## 2. Word Building

There are some new words in the talk you are going to hear. Study them by doing the following exercise. Guess the meanings of the underlined words, using the contextual information in the sentences.

- 1) We standardize parts such as rear-view mirrors, so that one type will fit any model of car we make.
- 2) She describes herself as a “well-rounded person” who works hard but has a varied social life.
- 3) The hairdresser must listen to the client, and vice versa. They should chat until they come to a realistic agreement about a style that will suit her hair and lifestyle.
- 4) The social stratification pattern illustrates the fact that the proportions of each variant in a person's speech relate very clearly to the person's social class. The higher the class, the more standard the speech.
- 5) The balloonists are waiting for optimal weather conditions before taking off.

### ***New Words and Expressions***

<b>standardize</b> /'stændədəraɪz/ v.	to make things of the same type all have the same basic features
<b>well-rounded</b> a.	(esp. of a person's experience) full of different types of activity; complete and varied
<b>vice versa</b> /,vaɪs'vɜ:sə/	in the opposite way to what has just been said
<b>stratification</b> /,strætɪfɪ'keɪʃən/ n.	the act or process of arranging in separate levels
<b>optimal</b> /'ɒptɪmə/ a.	best; most likely to bring success or advantage

### **Background Information**

#### 1. SAT

SAT, formerly called the Scholastic Aptitude Test and Scholastic Assessment Test (学业能力倾向测验), is a type of standardized test that measures verbal and mathematical reasoning abilities that develop over time. It is frequently used by colleges and universities in the United States to assess and select students who come from schools using different grading systems or class ranking. Although admission criteria to these universities also include GPA (平均积分点), teacher recommendations and participation in extracurricular activities, some colleges have a threshold score that automatically qualifies or disqualifies a candidate for admission.

#### 2. vocational school

A vocational school, also sometimes referred to as a trade school or career college, is one operated for the purpose of giving its students the skills needed to perform a certain job. The areas of concentration most frequently offered by vocational education programs are business, trade and industry, health, agriculture, family and consumer sciences, marketing, and technology. In the USA, vocational schools are usually a post-secondary school, but in some instances may take the place of the final years of high school.

## **II. Listening**

1. Listen to the talk. Choose from the following options the two major problems the speaker was concerned about.
  - a. There's no pressure on students to be as well-rounded as possible.
  - b. There's very little emphasis on developing students' special interests.

- c. Teachers are not given a chance to do anything creative with their classes.
- d. Teachers are not aware of their students' needs and interests.
- e. Some of the so-called "bad kids" are isolated from the other students.
- f. Some students are not aware of their weak parts in study.

Problem 1:   b  

Problem 2:   e  

**2. Listen to the talk again and complete the following sentences.**

- 1) The woman's major in college was English.
- 2) She did a lot of thinking about the way that the education system in the United States is run.
- 3) A lot of classes that you're forced to take in high school are not geared towards what you are going to be doing.
- 4) In her opinion, when there's a lot of pressure on students to be as well-rounded as possible, it might become impossible for them to develop any one part of themselves to any great degree.
- 5) The kids are very aware of the way they're perceived by the educators, by their teachers and by their peers. They feel that they're bad kids.
- 6) The teachers never try to do anything creative with those classes.

**▶ Listening Script ◀**

When I was in college I had an English major and for a while I considered going into teaching. While I was exploring the possibility of becoming a teacher, I did a lot of thinking about the way that the education system in the United States is run. And I disagree with a lot of the ways that things seem to happen and have happened for a long time in our educational system.

Uh ... people don't seem to recognize various kinds of intelligence; they seem to just want to give standardized tests and peg you for what you are capable of very early on your education. I've always felt that a lot of classes that you're forced to take in high school are not really geared towards what you are going to be doing. There's very little emphasis on your own special interests. Uh ... everybody's sort of treated like they're the same person. Everything is very generalized. There's a lot of uh ... there's a lot of pressure on students to be as well-rounded as possible. I think being well-rounded isn't really possible because it becomes impossible to develop any one part of yourself, um ... to any great degree. And as a result people can't get into good colleges if they, yaknow, haven't, yaknow, scored the ... the right thing on the math section of SAT, even if they are brilliant writers, and vice versa. You know, um ... people just really are not given a chance, I think, in a lot of cases.

Another thing that really disturbs me is the way that students are separated from each other. I got involved with vocational education, uh ... which means that the kids go out to a technical or trade school for part of the week, and then they come back to the home school for the other part of the week and they take their academic classes. However, those kids are kept separate from the rest of the school almost as if they're below them. There's a lot of stratification. Um ... at any rate I feel



that the kids are very aware of the way that they're perceived by the educators, by their teachers and, yaknow, by their peers. And I think that it ... it causes them to act in a way that ... is ... not really optimal. And that's pretty sad to me. I actually had kids tell me when I was teaching them, "yaknow, we're the just bad class; we ... yaknow, it's not that we have a problem with you personally; yaknow, we are just bad. We are bad kids" because pretty much that was what they felt they were. And yaknow, their classes were very limiting, uh the teachers never try to do anything creative with those classes. I think that many of the kids in that class were intelligent, but never actually realized their potential because of the way they were tracked very early on their education.

### III. Speaking

#### ▶ Teaching Suggestions ◀

This part aims to train students' speaking skills. The teacher should make the students aware of the differences between spoken English and written English in vocabulary and sentence structure so that they can use them appropriately.

#### Spoken English vs. Written English

It goes without saying that there are a lot of differences between spoken English and written English. English learners in China have paid great attention to reading and grammar, but regrettably, speaking has not received due attention. Therefore some students complain of their inability to speak English fluently which has been dubbed "dumb English". Teachers and students have to recognize that spoken English cannot be improved merely through reading — guided oral practice plays a more important role.

Students have to be aware of the differences between spoken English and written English:

1. Spoken English is spontaneous yet written English is carefully prepared. As a result, written English is regular and polished while spoken English is marked by repetition, slips of tongue, meaningless vowels or consonants, etc. Therefore spoken English should be learned in a different way from written English. It has been recognized that spoken English can be learned from oral practice and also conversations from English films. Here is a typical example of spoken English in an English film. The bold-faced words display some of the typical characteristics of spoken English:

Sally: **There's a ... there's a map on the huh** ... visor that **I've** marked to show the locations so we can change shifts.

Harry: **Grapes?**

Sally: *No, I don't like to eat between meals.*

*(Harry spits pits out but the window was shut.)*