

# 新编英语口语教程

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厦门大学出版社

A NEW COURSE IN  
SPOKEN ENGLISH

新編英语口语教程

BOOK FOUR

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(第四册)

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## 编写说明

《新编英语口语教程》原系厦门大学外文系英语专业一、二年级口语课教材。全套书共四册。第一、第二和第三册已于87年和88年出版。经试用和修改现出版第四册，供高等院校英语专业二年级下学期试用，也可满足中、高级口语培训班和一般要求提高英语口语的读者的需要。

第四册编写的指导思想和选材原则与第一、二、三册相同。编写时参照高校英语专业基础阶段教学大纲的精神，注意吸收八十年代国内外视听说教材的长处以及我国学生的实际需要。为了充分利用现有的各种先进教学媒介，合理地、有机地把它们结合起来并运用到口语教学中，我们采用了视、听、说相结合的编法。编写时注意口语教材与视听教材相辅相成又相互有别的特点，突出口头表达能力的训练和培养。

第四册的体例安排及训练重点与第三册相同。第四册的题材以国外的社会生活为主。第四册共十课，每课包括七个项目，每个项目的形式和设计意图与第三册相同。

第一项：开头活跃气氛问答题（Opening warm-up Questions）。

第二项：对话课文（Understanding Dialogue）。


第三项：故事复述（Retelling）。

第四项：录相节目（Video-programme）。

第五项：文化背景知识（Cultural Comments）。

第六项：词汇和短语注释（Notes）。

第七项：英语歌曲 (English Songs)。

每课的内容按四个课时设计。为了教学和自学方便，第四册仍配有录音带和录相带。教学录音带包括每课的对话课文和故事复述部份（在课本里注有  的符号），录相节目的录音和英语歌曲等项内容。第四册的附录部份有二个内容：1. 与每课课文有关的补充材料。2. 录音和录相的文字材料。

根据《大纲》精神编写多媒体口语教材是一种尝试。限于水平和经验，错漏一定难免，敬请使用本教材的教师和同学予以指正。

本书编写过程中得到厦大外文系领导和外语电教室朱居顺同志的热情关心和支持，美籍专家 Mrs. Miller 为本书审阅了全稿。谨致谢意。

本册书由林郁如负责体例设计和统稿。

林郁如编写第一、二课。

瞿国文编写第三、四、七、九课及编写每课录相节目的配套习题。

庄鸿山编写第五、六、八、十课及选注每课的英语歌曲。

编 者

一九八九年四月

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## LESSON ONE

# EDUCATION

### I. OPENING WARM-UP QUESTIONS

1. At what age does a child have to go to school in our country?
2. How long do students go to school? Is education compulsory<sup>1</sup> in China?
3. How many types of secondary schools are there in China?
4. What percentage of high school graduates go to university?
5. In what schools can adults continue their education?

### II. UNDERSTANDING DIALOGUE [○○○]

#### Situation 1.

*Going for my Master of Science*

*Degree at Yale*

#### 1. Tuning in

Check to see if you know the meanings of these

words from the dialogue.

Bachelor of Arts degree (B.A.) <sup>2</sup>

Master of Science degree (M.S.) <sup>3</sup>

Master of Arts Degree (M.A.) <sup>4</sup>

Doctor of Philosophy degree (Ph.D.) <sup>5</sup>

Yale University<sup>6</sup>

computer science<sup>7</sup>

psychology<sup>8</sup>

## 2. Listen and complete

You'll hear this dialogue twice. Listen carefully the first time and fill in the blank spaces when you hear it the second time.

A: A Chinese student studying at Yale

B: An American student at Yale

A: Hi, I finally made it. I'm now a college graduate.

B: You had to work hard \_\_\_\_\_  
\_\_\_\_\_ didn't you?

A: Yes. I'm proud to have a B.A. from Yale University.

B: Well, I'm proud to be a Yale man, too. I have a M.A. degree and a Ph.D. also. You're going for your M.S., aren't you?

- A: Yes, I want \_\_\_\_\_.
- B: Why computer science?
- A: As you know, China needs a lot of well-trained scientists for her modernization and computer science is a career \_\_\_\_\_.
- B: Yes. I see what you mean. You made good grades, at Yale, didn't you?
- A: Not too bad. I made straight "A"s in my major. What did you major in?
- B: \_\_\_\_\_. If you're going to graduate school, you'd better apply soon.
- A: You're right. I think I'll apply for a Teaching Assistant at Yale. Do you think I have a chance?
- B: I think so. You should go to Graduate Division and apply there.

### 3. Comprehension Checkup

- 1) Did A work hard to earn his Bachelor of Arts degree?
- 2) Is he going for his M.S. at Yale?
- 3) Why does he want to study computer science?
- 4) Did he make good grades at Yale?
- 5) What did B major in? What was he very much interested in?

#### 4. Drills

1) In college I majored in chemistry.

physics

languages

economics

2) I'm a graduate of Yale University.

I've a Bachelor of Arts degree.

Bachelor of Science degree

Master of Arts degree

Ph.D. degree

3) If you expect to enter the university,

you'd better apply now.

make an application

enroll

go to the registrar's office

4) This is my first year of college. I'm a freshman.

second

sophomore<sup>13</sup>

third

junior<sup>14</sup>

fourth

senior<sup>15</sup>

#### 5. Communication practice

Choose the right words from the box below and fill in the blanks. Then act out the dialogue in pairs.

understand.  
the standard of your work  
have been weak  
to put down on  
talk things over  
At this stage  
get on the right track<sup>16</sup>  
expect to hear  
about your work

A: A Third-year student of the English Dept.

B: Professor Randell

A: Good morning, Professor Randell. I \_\_\_\_\_  
you wanted to see me?

B: Yes, Zhong-hua, I did. It's about your work.

B: I'm afraid your tutor has reported to me that the  
\_\_\_\_\_ hasn't been satis-  
factory.

A: I know, sir, I...er...

B: He tells me that the essays you wrote this term  
weren't well-composed, and that your attendance  
at his tutorials<sup>17</sup> and seminars<sup>18</sup> was poor.

A: He has spoken to me about it, Professor.

B: \_\_\_\_\_ Zhong-hua, your work is  
very important. I understand from your tutor that  
you are capable of getting straight A's, and it



would be a pity to \_\_\_\_\_<sup>10</sup>,  
going on like this, wouldn't it?

A: I'm afraid, it would.

B: Zhong-hua, I think you should do two things.  
The first is \_\_\_\_\_<sup>20</sup> your Student Union  
activities -- I understand you do a lot of work in  
the Union -- and the second is to spend more  
time in the library. I'd like to see you get on the  
right track as soon as possible.

A: Thank you, Professor, I'll \_\_\_\_\_  
\_\_\_\_\_ the chairman of the Student Union  
and I'll do my best to improve on my work.

B: And I'll \_\_\_\_\_ your work has improved.  
Good morning, Zhong-hua.

A: Good morning, Professor.

## Situation 2

### *Secondary and Higher Education in England*

#### 1. Tuning in

Check to see if you know the meanings of these