

ORAL ENGLISH FOR

研究生 GRADUATES

英语口语教程 上

主 编：金敬红

辽宁教育出版社



随书赠送CD两张

GENERAL ENGLISH FOR GRADUATES

研究生 英语口语教程 上

东北大学研究生院教材科研立项项目

总策划：王殿元

策划：马士军

主编：金敬红

主审：李思国

副主编：张燕楠

编委：金敬红 刘 迪 刘 哲 张燕楠 王玲莉

韩红丽 韩忠军 任 蕊 姜 颖 姜 蕾

插图：武雨潇

辽宁教育出版社

图书在版编目(CIP)数据

研究生英语口语教程(上、下册)/金敬红主编. — 沈阳: 辽宁教育出版社, 2003.9
ISBN 7-5382-6716-6

I. 研… II. 金… III. 英语—口语—研究生—教材 IV. H319.9

中国版本图书馆 CIP 数据核字 (2003) 第 071235 号

英语口语教程

北京外国语大学教师编写

主编: 金敬红

副主编: 唐日松

参编: 吴晓红

封面设计: 熊飞

责任编辑: 唐日松

封面设计: 熊飞

责任编辑: 唐日松

封面设计: 熊飞

辽宁教育出版社出版发行

(沈阳市和平区十一纬路 25 号 邮政编码 110003)

沈阳新华印刷厂印刷

开本: 787 毫米 × 1092 毫米 1/16 字数: 500 千字 印张: 31 1/2

印数: 1-5000 册

2003 年 9 月第 1 版

2003 年 9 月第 1 次印刷

责任编辑: 唐日松 吴晓红

责任校对: 马慧

封面设计: 吴光前

版式设计: 熊飞

定价: 69.00 元(上、下册)

前言

《研究生英语口语教程》是2002年东北大学研究生院教材科研立项项目,旨在加强东北大学研究生教学的教材建设。

研究生英语教学同本科生英语教学的主要区别在于应用输出能力应该成为教学的重点,而口语能力的培养是其中的一个重要环节。

1994年,国家颁布了《研究生英语教学大纲(试行稿)》,但是随着英语教学的不断发展,《大纲》显得有些不能适应研究生英语教学的要求,《大纲》对口语教学作了规定,但并不是教学的重点。传统的、与本科生英语教学一样的教学模式在教学实践中不能满足研究生的要求,因此我们感到一方面《大纲》有修订的必要,另一方面,教学模式也需要进行调整,以适应研究生的实际需要。在东北大学研究生院和外国语学院的努力下,东北大学对硕士生和博士生的英语教学进行了较大幅度的调整,教学模式从以语言输入学习为重点调整到以语言输出学习为重点,在教学中重视学生口语和写作能力的培养。

我们在教材的编写过程中不仅对现有的《研究生英语教学大纲(试行稿)》进行了研究,同时也借鉴了国外的一些语言学习大纲的先进的教学理念和教学理论,将它们溶入到教材之中,我们还将教材的大部分内容在东北大学的硕士生和博士生中进行了试用,收到了良好的效果,赢得了学生的认可和好评。

本教材具有以下特点:

一、借鉴国外语言学习大纲,体现先进的教学理念和教学理论。本教材体现了交际法教学的三种大纲,即以内容为主线的教学大纲、功能意念教学大纲和以任务为主线的教学大纲。

教材的每个单元都有一个主题,材料都是围绕着该主题选择的,这样学生可以有很大的选择语言材料的空间。

功能意念教学大纲是近年来国外出现的一种较新的大纲。本教材全面体现了《大学英语教学大纲》中列出的118个功能意念,每个功能意念后面都配有5个短对话,全教材有近600个短对话,可以在培养硕士生根据主题进行发言的能力的同时,更大程度上提高口语交际能力。

每个单元都配有10个与该单元主题和功能意念相吻合的ROLE PLAY练习,明确的交际任务可以使学生在获得语言知识的同时将知识加以应用,有助于提高学生的应用能力。

二、选材广泛、新颖。参加教材编写的老师全部来自研究生英语教学的第一线,非常了解学生的兴趣和所关心的话题,如我们选择的计算机、因特网、经济、传媒、文化、

健康、时尚、商业、就业等，都是研究生感兴趣的话题，这样从客观上保证了课堂上的互动性，能够提高学生口语表达的主观要求及欲望。

三、一定的难度和挑战性。本教材是面向研究生的口语教材，教材中注释的生词都是《大学英语教学大纲》中规定的四级以上的词汇，所选内容大多来自原文，对于有一定自主学习能力的研究生来说，富有一定的挑战性和吸引力，学生可以在探索中获得口语表达的能力。

四、借鉴了情景法教学中对图片的使用，我们在每一个单元都配有与该单元主题内容相吻合的图片，以刺激学生面对一个主题对所学过的语言知识的诉诸与呼唤能力。

东北大学研究生院前瞻性地为《研究生英语口语教程》进行了立项，才使本教材得以出版发行。东北大学外国语学院的李思国教授和金启军教授也对本书的编纂工作给予了大力的支持，我们在此对东北大学研究生院和外国语学院表示衷心的感谢！同时深深地感谢本书的编辑们！

由于我们的水平有限，书中一定存在许多缺点和不足，殷望广大同仁和同学不吝赐教，提出宝贵意见。

Contents

使用说明

《研究生英语口语教程》共两册,三十个单元,供硕士生两个学期、博士生一个学期使用。每个单元分五个部分:

第一部分为对话部分,该部分有两个200字到400字左右的对话,旨在提高学生的交际互动能力。

第二部分为短文部分,该部分有两篇300字到500字左右的短文,旨在提高学生的就某一主题进行单独阐述的能力。

第三部分为功能意念部分,该部分体现了《大学英语教学大纲》中所列出的3至5个功能意念,每个功能意念后面是5个短对话,旨在提高学生的交际能力,也可以帮助口语能力较弱的学生做弥补练习时使用。

第四部分为图片部分,每个单元有一幅与该单元主题相一致的图片,旨在通过图片激活已学的语言知识,提高语言表达应用能力。

第五部分为补充材料部分,该部分是一篇或两篇1000至1500词左右的文章,旨在为学生提供更多的交际素材。

教师和学生可以灵活使用该教材,我们的建议是:

一、对于教材中大量的素材,教师可以根据学生的实际水平灵活选用,这样可以避免所有学生都谈论一个内容的现象,在课堂上可以大大地提高学生听其他学生发言的注意力,同时也可提供学生之间相互学习的机会。

二、功能意念部分可以作为学生自学内容,但是如果学生的口语水平有限或是较弱的话,也可以作为WARMING UP练习来使用,本部分也可以供有一定能力的口语初学者使用。

三、图片可以在进入主题前,也可以在进入主题后使用。我们曾在博士生中试用过该部分。在进入每个主题之前,首先让学生对图片进行描述,然后对图片进行评论。博士生可以借助于所学语言知识对图片进行描述和评论,收到了良好的效果。这样一来,学生很容易进入主题,同时也提高了学生的表达欲望与兴趣。

四、本教材适用于硕士生和博士生,并在东北大学的硕士生和博士生中进行了试用。学生的总体反映是在获得口语交际能力的同时,他们可以欣赏、选择、互动、批评、探索。

编者

2003年6月

Contents

目 录

上 册

Part A Dialogues

Unit 1 Campus Life	1
Unit 2 Shopping	16
Unit 3 Friendship	33
Unit 4 Holidays and Customs	49
Unit 5 Entertainments	65
Unit 6 Computers	81
Unit 7 Films	97
Unit 8 Employment	114
Unit 9 Media	129
Unit 10 Disasters	145
Unit 11 Foods	162
Unit 12 Pollution	176
Unit 13 Travel	193
Unit 14 Sports	211
Unit 15 Animals and Pets	226

Unit 1 Campus Life

Part A Dialogues

Dialogue 1

Interview: Star Gymnast Tries Balance Beam of Academics

Q (Question): First, a happy new year to you, too, Liu. How do you feel about studying in Beida?

A (Answer): It's very challenging. I am busy every day. My courses, which include law, contemporary Chinese, communications, and so on, are not that difficult, but I spend a lot of time trying to catch up with my classmates.

Q: What is your daily campus life like?

A: I have classes to almost all day from Monday to Friday, mostly in the afternoons and evenings. I'm free on Thursday. But like the others, I also have to bring a book to reserve my seat in big classes with as many as 100 students, such as "A Brief Introduction to Mao Zedong Thought." (Laughter)

Q: How did you make the decision to shift from being a professional gymnast to life as a full-time student?

A: It is a natural change though it was difficult for me to make the final decision. For my part, I have put a satisfying full-stop to my career by winning the world title. Now I have a second long-dreamed-of goal: Study in university and earn some real and permanent wealth.

Q: And why did you choose to study journalism?

A: First, it's not that difficult to handle. Second, in this field, I have to learn as much knowledge as I can in fields such as politics, economics, history and culture. Also, I began to take an interest in journalism as a result of my contacts with reporters during my athletic career.

Q: Are you going to be a journalist in the future?

A: I cannot tell at the moment. But one thing is for sure, I am going to work as an international-level gymnastics referee in the future. I think I will try to touch more fields before making the final decision, such as trying my hand in film, or acting as a master of ceremonies (MC) on

TV — those sorts of things.

Q: Can you talk about your classes?

A: I'm in a big class with 38 others. I am the oldest and I'm the assistant monitor. Some of them got top marks in their provinces in the college entrance exams. We are a big happy family. Interestingly, there are only five boys in the class! (Laughter)

Q: Sorry to be personal, but are you planning on finding a boyfriend this coming year?

A: Haha, I think, maybe. Let fate decide. Yes, I believe in fate.

Q: Have you made any new year's resolutions?

A: Actually, I've made several. Firstly, I will devote more time to my studies, especially to English. Secondly, I hope to participate in more activities with my fellow students. I desire more exposure to and exchanges with my fellow peers. Lastly, I hope audiences, especially my young fellow students, will like my first try at film, in the movie "Swallow Flying South" (Beiyang Nanfei), in which I will star as a country girl working in the city.

(503 words)

Questions

Answer the following questions according to Dialogue 1.

1. What is the star studying?
2. What is Liu going to do in the future?
3. How about Liu's class?
4. What does the star think of her life in the university?
5. What resolutions has she made in the coming year?
6. Make a lecture on your study by using examples from the dialogue or examples from your own experiences.

Discussions

How do you think of Liu's shift from being a professional gymnast to a full-time student? Have you had the similar experiences?

Dialogue 2

Different Views about Examinations

A: Examinations do more harm than good!

B: I agree. We spend so much time revising for examinations that we haven't enough time for new work!

C: I don't agree. Without exams, no one would do any revision. We would soon forget everything.

D: That's right. The only time I do any work is when there's going to be an exam! That's true of

everyone, isn't it?

A: No, I don't think so. Many people work steadily all the time, and they remember what they learn. That's better than doing no work for weeks and then working all night before the examination. If there were no exams, more people would work like that, don't you agree?

C: No, I don't think so. I think many people wouldn't do any work at all. I know I wouldn't.

D: Of course not. Besides, without exams, how could an employer decide whether to give us jobs?

A: The teachers could write reports about us. Examinations can be **unreliable**, don't you think so? Our teachers know as well, don't they?

D: Yes, they do. That's why I would rather have an examination!

(192 words)

Questions

Answer the following questions according to Dialogue 2.

1. Why do some students think that exams do more harm than good?
2. Why are some students for examinations?
3. What will some students do without examinations?
4. What will some people do for examinations?
5. What about the teachers' attitude towards examinations according to the passage?
6. Give a lecture in your class on your own understandings of examinations.

Discussions

How can we balance examinations and study?



New Words and Expressions

gymnast

beam

academics

reserve a seat

journalism

athletic

referee

try one's hand

a master of ceremonies (MC)

Let fate decide.

fellow peers

star

unreliable

n. 体操运动员

n. 平衡木

n. 学术, 学术研究

占座

n. 新闻业, 新闻学

a. 运动的

n. 仲裁人, 裁判员

尝试接触

节目主持人

听天由命, 顺其自然。

伙伴, 朋友, 同学

v. 主演, 担任主角

a. 不可靠的

Role Play

1. The final examination is drawing near. Student A is busy doing preparations, while Student B is dawdling. Today is Saturday. A and B are having a dinner together and talking about the examination.
2. The dormitory is small and crowded. Two students are going to rent an apartment outside. They are talking about it.
3. Today is Mr. Wang's birthday. His classmates are going to hold a birthday party for him. Wang and Ma are discussing the details.

Part B Passages

Passage 1

Troubled Students Get Care

A recent survey shows that 16.5 percent of college students in Beijing have a medium to high level of psychological problems. Female students, students from rural areas and sophomores make up most of this group.

"College students experience major turning points in their lives; it is a time during which they must gradually learn to be independent both financially and psychologically," said Wang Jianzhong, from the psychological research center of the Beijing University of Aeronautics and Astronautics.

"If they cannot adjust properly to these changes, they are likely to develop psychological problems."

"Many of them appear to be fragile in the face of a much more competitive job market."

Fortunately, many universities and colleges nationwide are providing places for psychologically-troubled students to turn to. Seventy percent of universities and colleges nationwide offer optional courses on mental health, according to a report.

And 40 percent of them have set up mental health care institutions or organizations to help out those who might encounter psychological problems.

"Every student needs, to some extent, to consult a psychologist if he or she cannot easily handle his or her problems. It's never wise to adopt a stereotyped bias towards those who go to a psychological clinic," said a teacher responsible for psychological consultation at Peking University surnamed Wang.

"They are just as normal as most anyone else."

According to Wang, the problems most often haunting students are anxiety and depression about interpersonal relationships, followed by love and career-related matters.

China's mental health education for college students, initiated in Shanghai and Beijing in recent years, is still in its infancy, a report from the conference stated.

In the US and UK the system is further along, with many universities and colleges appointing one psychological consultant for every 1,500 students. And the services they offer to students cover a broad range of topics, including problems with sleep, attention and concentration, obsessions, eating disorders, and severe winter blues.

(327 words)

Questions

Answer the following questions according to Passage 1.

1. What kind of students are easily suffering from psychological problems?
2. Why are quite a lot of students troubled by psychological problems?
3. What measures are the universities taking to help those psychologically-troubled students?
4. What are the problems most often haunting students?
5. What about the mental health education in foreign countries?
6. Make a dialogue with a partner and talk about college students' mental health in China.

Discussions

Nowadays in China, more and more students are entering colleges and universities. Discuss the significance of improving students' health (mental health and physical health).

Passage 2

University Helps One Grow, Learn

I always ask myself this question: Why am I spending these years in university? Am I here merely to receive an education or to explore something unique?

It seems that our future goals are identical to those who don't enter college — material comfort and social prestige.

So what on earth does university life count for? I had no idea when I commenced my college life. But now I am quite confident in giving a speech on this topic.

Why? Because when I look back into the past years, several jewels of knowledge have given me an answer. Consider my military training: We spent 20 days in a remote mountainous area. The drills there were really arduous. High temperatures and shortage of water made our life even tougher. It was under these conditions that we realized the importance of team spirit. The strength of a whole is only the sum of its parts. This is one lesson I have gleaned from my university experience.

Study is always my major aim of college life. In addition, an active professional life fulfils

my practical needs. Taking my part-time job experience as an example. It was a market survey on the applications of computer software. You can imagine how embarrassed I was the first time I started a conversation with a customer. But the fear disappeared as the days went on. Now I feel that communication with people is a pleasure. It helps me take a closer step in the real world.

The world is a big family. People share the wealth, the environment, and the civilization of this solitary globe. We must be kind to each other and live in harmony.

Well, it is clear that I have grown from a lonely and helpless freshman to an optimistic and confident sophomore. So what has been the greatest change? That should be the realization of my potential. And how am I unique? That should lie in my quest for happiness beyond superficial desires. In this, I hope to find my place in the world.

Ladies and Gentlemen, universities are treasure troves. It is in the university that I benefited from many precious experiences in both intellectual and emotional capacities.

It is also in the university that I came to understand the world more. I assert that university life is indispensable. The social and individual rewards are quite obvious.

So, to my young friends: Please cherish and enjoy your university life. And, in closing, I urge my peers to look forward to the happy and productive days enjoyed by the graduates among us!

(434 words)

Questions

Answer the following questions according to Passage 2.

1. What is the author's attitude towards university life?
2. What does university life count for?
3. Why is the student quite confident in giving the speech?
4. What does the student do besides study?
5. What advice does the student give to his peers?
6. Make a dialogue with your classmate on the goal of your university life.

Discussions

Universities are not isolated. They are part of the society and the students are supposed to be committed to the society. How can a university student shift from competence (his /her knowledge) to commitment?

New Words and Expressions

rural
sophomore
fragile
stereotyped

a. 乡下的, 田园的
n. 大学二年级生
a. 易碎的, 脆的
a. 用铅版印刷的, 套用老调的

bias	n. 偏见
haunting	a. 常浮现于脑海中的, 不易忘怀的
interpersonal relationships	人际关系
career-related	与职业有关的
infancy	n. 幼年
obsession	n. 迷住, 困扰
blues	n. 抑郁, 沮丧, 忧郁布鲁斯歌曲
identical (to)	a. 同一的, 同样的
prestige	n. 声望, 威望, 威信
commence	v. 开始, 着手
arduous	a. 费劲的, 辛勤的, 险峻的
glean	v. 拾落穗, 收集
solitary	a. 孤独的
trove	n. 被发现的东西, 收藏的东西
indispensable	a. 不可缺少的, 绝对必要的
peer	n. 同等的人

Proper Names and Notes

Beijing University of Aeronautics and Astronautics: 北京航空航天大学

UK: United Kingdom of Great Britain and Northern Ireland: 大不列颠及北爱尔兰
联合王国

Role Play

1. Student A is a freshman in the university. He feels it difficult to deal with so many subjects. Annoyed, he asks Student B, a senior, for help.
2. Student A is in poor health. Student B suggests he eat a nutritious diet, do exercises regularly and have a good rest. They are talking about it in great detail.
3. Two students are going to graduate a month later. They have different opinions of the campus life, but both of them agree that they have got a lot in the university.

Recitation

Recite the first or second passage.

Part C Functions and Notions

Greeting, leave-taking, addressing and introduction are four major means of showing courtesy. Here are some expressions of greeting, leave-taking, addressing and introduction that are helpful

in our communication.

Greeting

1. Hello/Hi!
2. Nice to see you.
3. How are you?
4. How's life?
5. Hello! I trust you're keeping well?
6. Fine day, isn't it?

Conversation 1

M: Hello!

W: Hello! How's life?

M: On top of the world, thanks.

Conversation 2

M: Nice to see you.

W: Good to see you, too.

M: How's everything?

W: Fine, just fine.

M: I'm glad to hear that.

Conversation 3

M: How are you?

W: Fine, thanks. And you?

M: Very well, thank you.

Conversation 4

M: Hello! I trust you're keeping well?

W: Yes. I'm extremely well. Thank you. How is your life?

M: Not too bad, thanks.

Conversation 5

M: Fine day, isn't it?

W: Yeah, it's beautiful. How about going swimming with me?

M: It's my pleasure.

Leave-taking

1. It's been good talking to you.
2. See you around.
3. Well, hope to see you again soon.
4. I'm afraid I must be going now.
5. It's time I went home.
6. I think it's time for us to leave now.

Conversation 1

M: It's been good talking to you.

W: Me too.

M: See you around.

W: You bet.

Conversation 2

M: It seems to me that you haven't changed that much, and you look still very young after so many years.

W: How nice you are! I'm very glad to hear that. Look, it's half past 8 a.m. I have to go. Well, hope to see you again soon.

M: Be in touch.

Conversation 3

M: I'm sorry to interrupt you, because I got an emergency call and I'm afraid I must be going now.

W: What a pity! Keep in touch, OK?

M: Sure.

Conversation 4

M: What do you think of the film, my dear?

W: It's wonderful! I'm really moved by the actor. Oh! My dear, it's dark now. It's time I went home.

M: OK, I will be with you home.

Conversation 5

M: Thank you very much for your delicious dinner. Well, it's too late. I think it's time for us to leave now.

W: Oh, why not have some fruits? I have already prepared for the two kids.

M: It's a good idea, but they will have an exam tomorrow.

Addressing

1. What's your name?
2. How can I address you?
3. May I know your name?
4. Your name, please.
5. My name is Maggie. What about you?
6. May I call you John?

Conversation 1

M: Hello, everybody. It is my pleasure to be your English teacher this term. My name is Tom. What's your name, please?

W: My name is Maggie. Good morning, teacher.

Conversation 2

M: Here is an application form for you to fill in.

W: Sorry, sir. I'm an illiterate.

M: OK, I'll do that for you. First your name, please?

W: Maggie.

Conversation 3

W: How nice to meet you, Mr. Smith! I've heard a lot about you.

M: It's also my great pleasure to meet you here.

W: May I call you John?

M: Certainly.

Conversation 4

W: First, let me introduce myself to you. My name is Maggie. How about you?

M: I'm John.

W: Hi! John, nice to meet you.

M: Glad to meet you, too.

Conversation 5

M: May I know your name, please?

W: I'm Maggie.

M: Why do you come to Britain to study?

W: Because my major is English, I want to have the real sense of it in Britain.