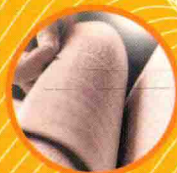




全国工程专业学位研究生教育国家级规划教材

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全日制工程硕士研究生 英语听说教程

何福胜 方凡 田建国 编著

清华大学出版社



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全日制工程硕士研究生 英语听说教程



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作为全日制工程硕士研究生英语系列教程的重要组成部分,《全日制工程硕士研究生英语听说教程》是一本中高级英语听说教程。该教程以各类常用语言功能和话题为主线安排设计,以培养学生在听力及口语方面的实际运用能力为宗旨。全书共分为16个单元,每个单元包含约5个听力练习设计和6个口头交际任务设计,一般需要2个以上课内学时和相当的课外学时。教师可以根据学生的具体情况对课时量进行适当的调整,也可以有选择地使用本教程内容。

本套教材的主要特点有以下几个方面:

- ① 听力材料内容丰富,每单元都包括多篇对话或短文听力材料;选材新颖,趣味性强;录音材料都是现场录制,语速自然,实用性强,涉及多种英语口语;听力练习设计尽可能地突出其实用性,同时也考查学生对某一功能和话题的常用语言表达法的掌握情况。
- ② 每单元的口语练习亦突出其实用性,与中国学生的实际情况相结合,让学生有自我表达自己真实思想的机会。口语练习还解决学生就某项语言功能和话题进行听说训练时所需的常用词汇和表达法问题。此外,口语练习设计丰富多彩,包括从控制型(controlled)到自由型(free)多种形式。每项活动一般提供有本项活动所需的示范性语言表达法。
- ③ 坚持听力训练与口头训练相结合、相互促进的原则。口语练习多种多样,趣味性强,用以引导学生理解听力训练内容,而听力材料又给随后的口语活动提供语言表达方式,能够极大地提高学生的学习效率。
- ④ 采取交际英语教学法的原则,给教师提供了较多的教学法指导。各项练习设计都以使用方便、趣味性强、激励学生参与活动为出发点,从而使学生在每一次课上都能有大量的英语操练机会,以提高自己的英语交际能力。
- ⑤ 本教材内容包括多种不同场合的英语交际活动,涉及英、美等国的日常生活、风俗习惯、文化背景等知识,有利于学生正确运用英语与国外人员交往。
- ⑥ 考虑到国内不同院校学生英语水平不同层次的实际情况,本书提供了大量的从易到

难的练习设计,适用于各类高等院校的多层次英语教学。教师可以根据学生的具体情况和课时安排有选择地使用本教程内容。

- ⑦ 由于英语听说水平与学生平时用英语进行实际交流紧密相关,听说课程对学生的课外英语实践环节不应忽视。本教程特别设计了用于学生课外组成学习小组进行活动的主题和内容安排。本教材每单元的最后一个练习设计,内容紧贴学生的校园生活及实际环境,给学生提供了课外运用英语进行互相交流的机会。由于该部分还涉及学生轮流在课堂进行发言的环节,因此也同时培养学生用英语进行简短演讲的能力。

本教程每一个单元可以通过3个阶段进行教学:引导活动—听力活动—口语活动。引导活动的形式多样,有词汇练习、表达法练习、口语练习、简单问答等,其目的是将学生引导到某一单元的功能和主题上来。引导活动也包括处理听力材料中较难的词汇和短语,这些词汇和短语有可能影响学生对听力材料的理解,因而应在放录音前启发学生理解其意义。听力活动包括放录音、学生讨论答案、重复放录音、检查答案等过程。口语活动是听力活动的自然延伸和发展,要求学生积极参与,教师作必要的指导。该活动结束前可安排几名学生进行示范表演,以增加活动的趣味性。教师可从清华大学出版社的资源库中免费下载本教程的练习答案。请访问<ftp://ftp.tup.tsinghua.edu.cn/>,进入“外语分社”目录下,选取所需内容。

《全日制工程硕士研究生英语听说教程》由清华大学、浙江大学、西北工业大学的教师合作编写。在编写过程中曾得到过有关院校和单位以及多位人士的大力支持和协助,在此一并致谢。本教程改编于圣智学习出版公司(Cengage Learning)英语原版教材《博采英语》(Tapestry)听说教程第3、4册,基本保存了原版教材的特色,增加了针对中国学生实际情况和适合中国国情的练习设计。在此向所有有关人士和单位谨表谢忱。

不足或错讹之处敬请读者批评指正。

编者

2016年1月于清华园

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Unit

1

School Daze

Pair-work

Complete the following statements. There are no right or wrong answers. The purpose of this activity is to examine your beliefs, attitudes, and feelings. After you have completed the statements by yourself, discuss your answers with a partner.

What Do I Know about the Topic?

- ① Before the first week of school, I should ...
- ② During the first week of school, I should ...
- ③ By the end of the first week of school, I will ...
- ④ On the first day of a new class, the teacher will usually ...
- ⑤ Some of the things that can confuse or frustrate me during the first week of school are ...
- ⑥ If I get confused or frustrated, I should ...
- ⑦ After the first day of class, if I think the class will be too difficult for me, I should ...

Listen



Listening 1: Talking to an Advisor

You will hear a conversation between a student, Soo-Jin, and an academic advisor. The conversation is about a problem Soo-Jin has at school. Listen to the recording and fill in the chart below with what you hear.

Lexical Items

dropped from a class

未选上课

add slip

选课单

	Information
Soo-Jin's problem	
Reasons for the problem	
Reasons for her frustration	

Pair-work

Below are a number of problems you might have at the beginning of school. For each situation, decide which suggestions below you would use to solve the problem. Then discuss how you would apply those suggestions to the situation.

- Pay attention to details.
- When you are confused, ask for help or clarification from a teacher, an academic advisor, or another student.
- Find out where teachers' offices are located and look for teachers during their office hours.
- Always try to solve problems rather than give up.

- ① You bought a textbook from the bookstore for a class you registered for. However, after the first two weeks of the class, you realize that you should drop the class because it is too difficult. You lost the receipt for the book, and the bookstore policy states that you need a receipt in order to return textbooks.
- ② You have been in your history class for three weeks. You have a very uncomfortable feeling about your teacher. You are convinced that your teacher doesn't like you.
- ③ It is the third week of the semester, and you are in an English composition class that you need to pass as a requirement for graduation. The professor talks to you after class and tells you that your grammar problems are very serious and that you are going to have a difficult time passing the class.
- ④ It is the week before the beginning of school. One of your favorite professors suggested that you take a class she is teaching. When you try to register by phone, you hear that the class is full.
- ⑤ You are taking a class which requires that you use the university computer lab. Other students in the class already have an I.D. card that gives them entrance to the lab. You are considering dropping the class because you don't have the card. Also, you don't feel comfortable using the computers that are in the lab.
- ⑥ On the first day of class, your professor gives the students her e-mail address and says that e-mail communication will be encouraged throughout the semester. You've never used e-mail before, and you didn't understand the instructions on how to use it.

- 7 After the first week of school, it seems that you are taking too many classes and that you won't be able to handle all of the work. You feel overloaded, and you're not sure what to do because you think that you need all of the classes.

Listen



Listening 2: Alex's and Sheva's Experiences

You will hear two students, Alex and Sheva, discussing the beginning of the semester at college. They will talk about why the beginning of the semester is frustrating and confusing. They will also discuss the strategies they use to overcome the obstacles they face. Listen to the recording and fill in the missing information.

Lexical Items

field of study

专业领域

vocational preparation

职业培训

scholarly pursuit

学术追求

	Obstacles	Strategies
1	Frustration and confusion at the beginning of the semester	
2	Adding a class	
3	If the teacher lets me into the class	
4	If there is no room in the class	
5	Avoiding feeling so overwhelmed	
6	The first day of class is important	(Reasons:)

Listen



Listening 3: The Introductory Lecture

You will hear a lecture given by a professor on the first day of an advanced reading and composition class. Usually, the beginning of a lecture introduces the subject and gives background information. The middle focuses on the main idea of the lecture and gives important facts and details. The end summarizes the main points and emphasizes the most important ideas. As you listen to the lecture, write B if the idea comes at the beginning of the lecture, write M if the idea comes in the middle of the lecture, and write E if the idea comes at the end of the lecture.

Lexical Items

eligible	有恰当资格的
nonfiction	非小说类文学作品
portfolio	本学期的作业包
syllabus	课程大纲

- ① _____ In writing, we will be working on your paraphrasing, summarizing, and essay-writing skills.
- ② _____ If you work hard and really participate in class, you will make progress and enjoy the class.
- ③ _____ The standards for this class are quite high.
- ④ _____ We're going to be reading quite a variety of stories, articles, and essays, and you'll have frequent opportunities to write.
- ⑤ _____ We will have regular in-class graded assignments, and you will turn in a portfolio of your work at the end of the semester.
- ⑥ _____ Let's talk about some of the objectives and requirements for the class.

- 7 _____ I'm going to talk a bit about this level and what it means to be in English 400.
- 8 _____ Our goal is to improve reading and writing skills.
- 9 _____ This class is the last class in the sequence before you're eligible for the composition class.

DEBATE

Part 1

Education in the United States stresses the importance of critical thinking. At the college level, teachers expect students to be able to think critically, not only recite facts and details. Here are some questions to keep in mind when you are asked to think critically about something. If you pay attention to these questions, you will be able to develop your critical thinking skills.

- a. **What does the text really mean?**

Try to go beneath the surface to discover the deeper meaning of what you read or what someone is saying.

- b. **What is the value of the opposite point of view? (This is called "playing the devil's advocate.")**

Explore the opposite point of view so that you fully understand it. That will deepen understanding of your point of view as well.

- c. **What distinctions can be made between the ideas in A and B?**

See the distinctions between things so that you can have a clear picture of the separate issues.

d. What are the important details?

Cut through the generalizations to specific information that clarifies the issue.

There are different opinions about using grades to evaluate academic progress. Some people think that giving grades is not a good way to motivate students to learn or to evaluate their progress. You will have a debate about grading. You will argue either for or against grades. Read each of the following opinions for and against grades and think about the position you would like to take. Keep in mind the questions that develop your critical thinking skills.

Against Grades

- ① “Grades shouldn’t be used as the motivation to learn.”
- ② “It’s impossible for teachers to grade objectively. Usually grades are based on very subjective conditions like personality and appearance of the student.”

For Grades

- ① “Grades are the only systematic way to evaluate student progress and are therefore necessary.”
- ② “Students expect to get feedback from teachers, so they should receive grades for their work.”

Part 2

Now decide which side you would like to debate—for or against grades. With the other students who share your opinion, discuss at least two arguments for your position. For each argument, write two statements which support that argument.

Argument 1: _____

Supporting Statement: _____

Supporting Statement: _____

Argument 2: _____

Supporting Statement: _____

Supporting Statement: _____

Part 3

Once you have prepared your arguments, take turns with other members of your group to present your arguments to the other side. Use your arguments and supporting statements during the debate.

Think about a teacher you've had at any time in your life who has had a great influence on you. Why did the teacher influence you so strongly? What characteristics did the teacher have that

made him or her special? Discuss with a partner and write about his or her answers on the lines below.

“GOOD” TEACHER ... “BAD” TEACHER

What makes a “good” teacher? What makes a “bad” teacher? Think about your experiences in school and other situations in which you have had teachers. In a small group, make a list of characteristics, requirements, and conditions that make a “good” teacher. Make a list of characteristics that make a “bad” teacher. Use the new language from this chapter to ask about alternatives and state preferences.

EXAMPLE: I would much rather have a strict teacher that I can learn from than an easy teacher.

