

研究生英语教程系列丛书
哈尔滨工业大学“十二五”规划教材

总主编 刘晓丹

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LANGUAGE and CULTURE

语言与文化

硕士研究生英语视听说教程



哈尔滨工业大学出版社
HARBIN INSTITUTE OF TECHNOLOGY PRESS

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内 容 简 介

本教程是哈尔滨工业大学“十二五”规划教材,以《非英语专业研究生英语教学大纲》为主要依据,在对理工科硕士研究生的需求和兴趣进行调查分析的基础上,由多年从事英语教学的教师精心设计和编写而成。全书围绕与硕士研究生紧密相关的科研、求学、生活、求职四大热点主题问题进行编写,共计10个单元。

本教程适用于非英语专业硕士研究生、工程硕士、工商管理硕士以及具有同等英语水平的学生使用。

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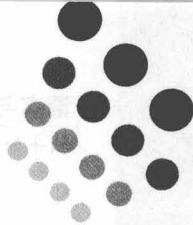
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前言 Foreword

二十一世纪是世界进入经济全球化和科技全球化的时代,英语作为国际性通用语言和最广泛的信息载体,其作用和价值日益凸显。我国研究生培养水平的提高和科研工作的蓬勃开展使得硕士研究生英语教学越来越成为培养高层次人才的重要组成部分。如何使硕士研究生真正掌握英语这一交流工具,并利用英语了解科技动态,传递信息,交流思想,成为硕士研究生英语听说课程的重要议题。

《语言与文化——硕士研究生英语视听说教程》是哈尔滨工业大学“十二五”规划教材。本书根据研究生英语教学大纲提出的研究生英语教学要培养和提高研究生运用英语的能力,使其达到能够进行本专业的学习、研究及国际交流的要求,在认真分析当前硕士研究生需求和英语教学现状的基础上,经过精心策划编写而成。

本书遵循实用的原则,以培养学生实际听说能力为目标,突出教学内容的实用性和针对性,旨在通过真实而有时代气息的场景、地道而又生动的语言、实用而又丰富的知识、多样而又活泼的练习提高硕士研究生的英语听说能力。本书围绕与硕士研究生紧密相关的科研、求学、生活、求职四大热点主题,编排了学术报告、校园生活、风俗传统、健康生活、科学技术、科学饮食、音乐艺术、文体娱乐、性别差异和职业生涯等10个单元。根据图式理论(Schemata Theory)将每单元分为背景知识、词库、边看边听、交际活动、社交礼仪和课后练习6个部分。通过背景知识和词库的学习激活学生头脑中的现存图式,为视听活动做引导和准备,视听活动为随后的交际活动构建语言和内容基础,交际活动是视听活动的自然延伸。社交礼仪部分有助于培养学生在国际交往活动中良好的行为规范。课后听力拓展练习是对学生课上学习有效的补充。

与我国同类教材相比较,本书具有内容丰富、主题鲜明、形式多样、难度适中、

语言规范等特点,具体表现在以下几方面:

◎ 视听盛宴

本书视听输入选用了原汁原味的视听材料,包含电影片段和现场实录,内容强调思想性、趣味性、知识性,极具时代气息和文化气息。

◎ 听说并举

本书在选材和编排上依据“输入理论”和“输出理论”,听说紧密结合,相互促进,可极大提高学生的学习效率。

◎ 师生互动

练习编排依据交际教学法,形式新颖多样,包括小组讨论、情景对话、角色扮演、访谈、辩论等形式,学生通过相互交谈、相互提问、相互探讨建构语言知识,完成交流任务,体现了以学生为中心和合作学习的原则。同时场景接近真实,有助于提高学生在实际情境中的交际和应变能力。

◎ 科技与日常并重

本书根据理工科硕士研究生的特点和需求而编写,既可满足学生参与科研活动时做学术报告、交流科技成果的需求,又可适应学生在求学、求职和海外生活的种种需要。

我们对使用本书的教师提出以下几点建议,仅供参考:

(1) 在使用本书时,教师要遵循输入输出原则,从视、听入手,让学生在基本看懂、听懂录像片段内容的基础上再借助注释去“说”。

(2) 边看边说部分的视听练习如全部在课堂完成,要花费许多时间,因此教师在课堂上可根据学生的实际水平选做相应练习,其余内容供学生课前预习或课后练习。

(3) 交际活动要鼓励学生积极参与,教师做必要的指导,可安排学生做示范表演,以增加课堂活动的趣味性。

本书配有相应的多媒体光盘,所以学生既可以在教师指导下课上学习,也可以利用声像资料课下自学。

本书的编写人员都是多年从事硕士研究生英语听说课程教学工作的一线教师,教学经验丰富,理论知识扎实,对硕士研究生的需求、能力、问题等了解深刻,因此在内容选择、形式编排等方面都很有针对性。

本书在编写过程中曾得到加拿大籍专家Nonie Cornell和Brett Cornell的大力支持和

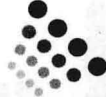
帮助。他们对本书进行了细致审读，在内容和语言等方面给予建议和修改。在此向他们表示感谢。此外，本书除选用真实语料外，还参考、借鉴了一些国外的有关资料。由于选材面涉及较广，未能在此一一注明，特此说明，并向所有有关人士表达谢意。

经过近两年的潜心编写和两学期的试用，本书终于出版发行。我们欢迎国内外同行的批评赐教，以便使教材更加精良。

编者

于哈尔滨工业大学

2011年3月



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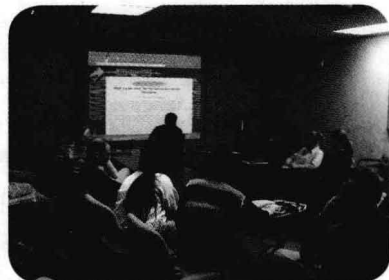
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Academic Presentation



Part A Basic Aims

This unit is designed to help you to prepare and deliver a good academic presentation. Presentation skills are fully covered and useful sentences and phrases are also provided. Relax! Be patient and enjoy yourself. Learning foreign languages should be fun.

Part B Word Bank

presenter	<i>n.</i>	报告人, 演讲者
handout	<i>n.</i>	分发的讲义
note	<i>n.</i>	帮助讲解的注释
rehearsal	<i>n.</i>	彩排
main body		演讲主体部分, 主要内容
visual aid		直观教具, 视觉教具
computer slide show		计算机幻灯片
overhead transparency		投影仪幻灯片

Part C Watching and Talking

Video A: How to Make a Presentation

Directions: Watch a video program about how to make a presentation and complete the following information.

At the beginning

It's very important at the beginning of a presentation to (1) _____, to tell your audience (2) _____; why you are qualified or how you are qualified to (3) _____ that you're going to give; to make sure that your audience know the (4) _____ of your presentation. That they know roughly what you're going to (5) _____; that they know (6) _____ it's going to take and very importantly they know when they can (7) _____. You're going

to watch a teacher giving an academic presentation about how to make a presentation. And I want you to notice how he introduces himself.

Transitions & signposts

After you've introduced (8) _____ and (9) _____ your talk, you'll make your first (10) _____. About transition, I mean, the things that you would say to let your audience know that you're (11) _____ a new point. What you are doing is telling the audience that the point you have been talking about is finished and you are ready to start a new point. See you say something like "Well, let me move on now to my point about ..., " or "I move now to my next point which is ..."

Helping your audience understand — 1

One of the things that's very important in a presentation is that (12) _____ and there're number of ways that you can do this. The first is (13) _____ all be it a one-sided conversation. You're not (14) _____ and you're not (15) _____ from your PowerPoint screen. You have to maintain (16) _____ by looking at everybody in your audience while you're talking to them.

Helping your audience understand — 2

About body language: make sure that you're not distracting your audience by certain mannerisms such as (17) _____ or (18) _____ or (19) _____ or (20) _____ in front of them. You need to think about (21) _____ and how you can (22) _____ to help your audience understand what you're talking about, maybe putting those key words on (23) _____. You need to think about your (24) _____, about stressing important words like your key words, you need to think about your (25) _____ and how loud or how quiet it is. And perhaps introducing some different kinds of (26) _____. Not make it all sound the same. (27) _____ after important points to let them sink in before you begin the next point.

Conclusion

You need to finish your presentation very (28) _____ so they'll go out with very good memories of you as a (29) _____ and your ability to cover your topic well. You need to make a transition or signpost the fact that you're going to make your conclusion. And then when you've done that, before you (30) _____, you have to remember to invite your audience to (31) _____.

Video B: Al Gore's Presentation

Directions: Learn advanced presentation skills by watching a well-known presentation from Al Gore.

Al Gore: He was awarded the Nobel Peace Prize for 2007, along with the Intergovernmental Panel on Climate Change (IPCC), “for their efforts to build up and disseminate greater knowledge about man-made climate change, and to lay the foundations for the measures that are needed to counteract such change.”



“The only vice president ever to mock his stiff image by [imitating] a wax-museum figure, Gore turns out to be the best professor you never had — easygoing, knowledgeable and funny.”

— Rolling Stone

Part D Communication Activities

A. Pair Work

With a partner, try to identify additional presentation skills that were used in Al Gore's talk.

1. What are the opening remarks of his speech?
2. How many ways has he used to ensure that the audience will better understand him as well as enhancing his main points? List them.
3. What were the right presentation skills that he used?
4. What were the wrong ones and how would you improve the presentation?
5. What do you think are the most important factors for a presenter?

B. Group Discussion

In groups, try to list more presentations skills that you know based on the following aspects. Write down some key words to help you prepare a better presentation.

Audience	
Planning	
Delivering	
Effective use of notes	
Visual aids	

C. Role-play — “How to Save Our Environment”

Role-play a presentation. Imagine you are all in the same academic group. One of you is a presenter; the others will be the audience. With the topic, “How to Save Our Environment” the

presenter will deliver a short talk. The talk should include some interactive points so that everyone in the group can contribute to the talk. Useful sentences are provided below.

Part E Speech Etiquette

A. Watch a video program named "English Mania." Then fill in the blanks.

(1) His opening remarks

_____ about manias. _____ Beatle mania. Hysterical teenagers, crying, screaming, pandemonium. Sports mania. Deafening crowds. _____ Get the ball in the net. Okay, religious mania. There's rapture. There's weeping. There's visions. Manias can be good. Manias can be alarming. _____ manias can be deadly.

(2) His introducing the subject

The world has a _____ new mania. _____ A mania for learning English. _____ as Chinese students practice their English by screaming it.

(3) His conclusion

_____ is English mania good or bad? Is English a tsunami, washing away other languages? _____. English is the world's second language. Your native language is your life. _____ with English you can become part of a wider conversation. A global conversation about global problems. Like climate change or poverty. Or hunger or disease. The world has other universal languages. Mathematics is the language of science. Music is the language of emotions. _____ English is becoming the language of problem solving. _____ America is pushing it. _____ because the world is pulling it. So English mania is _____. _____ the harnessing of electricity in our cities, _____ the fall of the Berlin Wall, English represents hope for a better future. A future where the world has a common language to solve its common problems.

B. Languages for giving a presentation

Opening Remarks

I. Sample Opening Remarks

Thank you very much, Prof. Fawcett, for your very kind introduction. Mr. Chairman, Ladies and gentleman, Good morning! I consider it a great honor to be asked to speak about ... in this session of our symposium.

Ladies and gentleman. It's an honor to have the opportunity to address such a distinguished audience.

Good morning. Let me start by saying just a few words about my own background.

Mr. Chairman, thank you very much for your kind introduction. President, Distinguished colleagues, Ladies and gentleman, Good morning! Is my voice loud enough?

Expressing Thanks to the Chairperson

This talk is designed to ...

Developing the Speech Text

I. Announcing the Beginning of the Speech Text

To begin with, I would like to talk about a principle.

I think it would be best to start out by looking at some pictures.

The first thing I would like to talk about is the definition of the terms which I'll use in my presentation.

II. Shifting to the Next Main Point

Well, let's move on to the next point.

We now come to the second problem.

Turning to the next question, I'll talk about the stages of the procedure.

Next, I would like to turn to a more difficult problem.

The next point I'd like to talk about is the feasibility of this project.

That brings me to my second point.

III. Explaining the Contents on the Slides

This slide demonstrates ...

On this slide, you can see ...

This curve in this slide shows ...

This figure in this slide exhibits ...

The table on this slide presents ...

This diagram on this slide depicts ...

This chart on this slide displaces ...

The picture on this slide shows ...

The photomicrograph on this slide shows ...

The flow-chart on this slide points out ...

The circuit diagram on this slide represents ...

This figure is taken from ..., by Dr. Li.

This diagram is with some modifications to that of Prof. Wang's.

Ending the Speech Text

I. Signaling the Beginning of the End Part

Let's look at what I have just talked about.

Before I stop/finish, let me just say ...

To close my speech, I'll show you the last slide.

Now I'd like to summarize my talk.

II. Summarizing

In conclusion, ...

In closing, ...

In a word, ...

To sum up ...

In brief, ...

Briefly ...

All in all, ...

III. Concluding

As you can see, there are some very good reasons ...

To sum up, my conclusion is that the present program is the best one.

In conclusion ...

Let me conclude my talk with the following comments.

Allow me to conclude by listing all the factors influencing the efficacy.

In conclusion, I would like to point out the following aspects.

IV. Quoting

Let me close by quoting Dr. Einstein, the famous physicist, who said that ...

I would like to come to a close by quoting Sir Isaac Newton, who once said ...

Therefore, I would suggest that we ...

I'd like to suggest ...

As far as I'm concerned, the only solution to the problem is ...

V. Closing

That's all, thank you.

That's the end of my presentation.

That concludes my speech, thank you.

Thank you for your attention.

Asking and Answering Questions

I. Inviting Questions

So, let's throw it open to questions.

Now I'd like to answer any questions, if you have any.

Now I am ready to answer your questions, if any.

I'd be glad to try and answer any questions.

Are there any questions?

Any questions?

II. Raising Questions

I would like to ask Dr. Li a question.

I have a question for Dr. Anderson.

Mr. Smith, I have a question to ask you.

There is a question I'd like to ask Prof. Li.

Could I ask you a question, Prof. Li?

III. Response to Questions

This is a very good question.

Thank you for that question.

I appreciate that question.

This is a hard question.

I'd be delighted to answer your question.

I'll try to answer this question very briefly.

In answer to your question, I would say that ...

Let me try to answer your questions one by one.

My answer to your first question is ...

Part F Extensive Listening

Video A: What Separates Us from the Apes?

1. Directions: Watch the first episode of Video A about Jane Goodall and tick the correct statements in the following questions.



JANE GOODALL — primatologist and conservationist; founder, the Jane Goodall Institute for Wildlife Research, Education and Conservation, based in Washington, D.C.

Jane Goodall: "The most important thing we can do to try to get out of the mess we've made on this planet is to spend time thinking about the consequences of the choices we make."

(1) She felt ____.

- A. very angry there
- B. very upset there
- C. very lonely there
- D. that she fit in there

(2) She came from a place where people ____.

- A. were from different countries
- B. put feathers on their hair
- C. were fighting with other tribes
- D. don't have electricity

(3) The Chief ____.

- A. left the tribe and hasn't come back yet
- B. wants to learn Chinese
- C. isn't interested in the outside world
- D. lives very happily there without any pressure

(4) She is an expert on ____.

- A. monkeys
- B. chimpanzees
- C. gorillas
- D. gibbons