

中国科学院研究生教学丛书

研究生英语

听说教程

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A LISTENING AND SPEAKING
COURSE
FOR GRADUATES

中国科学技术大学出版社

中国科学院研究生教学丛书

研究生英语 听说教程

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中国科学技术大学出版社
合肥

图书在版编目(CIP)数据

研究生英语听说教程/龚立主编. —合肥:中国科学技术大学出版社,2004.9
(中国科学院研究生教学丛书)
ISBN 7-312-01710-X

I. 研… II. 龚… III. 英语—听说教学—研究生—教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2004)第 079191 号

中国科学技术大学出版社出版发行

(安徽省合肥市金寨路 96 号,230026)

中国科学技术大学印刷厂印刷

全国新华书店经销

开本:787×960/16 印张:16.25 字数:341 千

2004 年 9 月第 1 版 2004 年 9 月第 1 次印刷

印数:1—6000 册

ISBN 7-312-01710-X/H·333 定价:25.00 元

前 言

在着手设计高学位阶段的英语教学、潜心研究这一特定阶段语言综合运用能力的提高策略时,有两点基本认识我们未敢忽略。一是应该对教育对象的知识结构、专业拓展和学术使命有所了解。二是要立足于不断调整此阶段的教学大纲、课程设置、教材编写和教学方法。这是因为经济的发展和社会的进步直接影响着语言教育,我们的语言教育应该努力去适应正在急剧变化中的世界,注意满足经济、科技和文化发展对不同人才的不同需求。上世纪末,我们便将这一其实很朴素的认识写进了“中国科学院研究生英语系列教材”的序言。令我们颇受鼓舞的是,该教材同时被教育部立项,列入“普通高等教育‘九五’国家级重点教材”。我们在那套教材中,突出思想含量,在注重弘扬人文精神和科学精神的前提下,特意为理工科背景的广大研究生加重文、史、哲和综合知识的含量,帮助他们在“课堂教学的最后阶段”广泛提高文化修养和语言的综合应用能力。近些年来,教育行政部门的领导和从事外语教育研究的学者频频发表与此相同或相近的看法,我们自然觉得更受鼓舞。

我们努力把这点理解在中国科学技术大学研究生的学位英语教学改革实践中体现出来。这本《研究生英语听说教程》便是我们对这几年硕士研究生所采用过的部分综合训练内容的整理和提炼。此书与上述教材中的《英语精读》*并用,可构成一套比较完整的高学位综合英语教材。当然,本书也可独立使用或与相关的选修课或系列讲座配合使用。我们注意到,这一阶段的教学对象自身有诸多特点:他们的基础知识较前宽厚和扎实,而且基本上摆脱了近期的功利羁绊,走出了多年来语言学习中应试教育的阴影;他们正在接近或进入各自的专业纵深和学术前沿,强烈的创新意识和对决定事业成功的基本要素的认识和感悟,使他们对文化素养的改善和语言运用能力的提高倍感迫切。这也在促使我们思考:高学位阶段的语言教育理念和教学方法应在哪些方面大有别于此前的所有阶段。对这类“大”学生的需求和追求,传统的“高级”教材似乎难膺此任,而简单的技能型教法组合又难以避免教学内容的流俗和思想的肤浅,这正是已惯于博闻深思的青年学者所最不

* 普通高等教育“九五”国家级重点教材、中国科学院研究生教学丛书《英语精读》(第一册),科学出版社,2000年8月。

愿选择的。凡略涉应用语言学的人都明白,无论“输入”多么丰富,它只能在某种程度上影响语言的“输出”,并不能涵盖或替代这方面的训练。但是,任何情况下,大量的、富有时代感的和思想含量丰富的“输入”,对我们的研究生却断不可少。我们所致力正是在于如何在更新和强化传统的“输入”的同时,结合他们的特点来设计语言的综合性训练,在“综合”前提下充分突出“输出训练”,并以此激发实践者的思维和促进“程序性知识”的生成,使习俗上硬性划分的“听、说、读、写、译”得以灵活穿插,界限模糊和相互交融。本书在中国科学技术大学已进行过三轮试用和两次修订,如注重教学方法,此教材应能在语言运用能力的锤炼和交际技能的开发上表现出一定的启迪和引导功能。

中国科学技术大学外语系研究生英语教研室的很多老师参加过本书的实验教学,还提出了一些有益的建议;科大研究生院领导和培养处的老师一直在关心此书的编写和指导相应的教改;尤应提及的是大批研究生的参与,他们的积极配合和认真反馈,每每坚定着我们的信心,激发着我们想象。因此,在本书即将正式出版时,我们非常想对大家郑重说上一声:“谢谢你们的参与和贡献!”

龚 立 陈纪梁 孙 蓝

2004年7月于中国科学技术大学

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Unit One

Language and Culture

- *Language grows out of life, out of its needs and experiences.*
- *To speak a language is to take on a world, a culture.*
- *Since language is part of culture, it also shapes and colors our experiences of the world around us.*

Part 1 English and Its Origin

Part 2 Language and Language Learning

Part 3 Culture and Communication

Part 1 English and Its Origin

Warming-up Questions

1. What do you know about the history or development of the English language?
2. Can you use some examples to illustrate the differences and similarities between British English and American English?

Listening Tasks

Task 1

words to know

colonization	the act of bringing settlers into a country
pitch	the relative height of speech sounds as perceived by a listener
neologism	a new word or phrase
syntax	the study of how words combine to form sentences and rules which govern the formation of sentences

Directions: Listen to the following passage about **variations of English**. You will hear it three times. During the first reading, you should listen carefully for a general idea of the whole passage. During the second reading, you are required to fill in the missing information by either using the words you have just heard or writing down the main points in your own words. Finally, when the passage is read the third time, you can check what you have written.

In Great Britain at present the speech of educated persons is known as Received Standard English. A class dialect rather than a regional dialect, it is based on the type of speech cultivated at such schools as Eton and Harrow and at such of the older universities as (1) _____ . Many English

people who speak regional dialects in their childhood (2) _____
 _____ while attending school and university. Its influence has
 become even stronger in recent years (3) _____
 _____ as the British Broadcasting Corp.

An important development of English outside Great Britain occurred with the colo-
 nization of North America. American English may be considered to include the English
 spoken in Canada, although (4) _____
 _____ and vocabulary. The most distinguishing differences
 between American English and British English are in pronunciation and vocabulary. (5)
 _____.

Written American English also has a tendency to be more rigid in matters of grammar
 and syntax, (6) _____
 _____. Despite these differences, it is often difficult to determine — apart
 from context — whether serious literary works have been written in Great Britain or the
 U. S. /Canada — or, for that matter, in Australia, New Zealand, or South Africa.

Task 2

words to know

- Germanic** of the Germans
- Angle** member of a Germanic tribe which conquered eastern, central and northern
 England in the 5th century A. D. and settled there
- Jute** member of a Germanic tribe, probably from the mouth of the Rhine, who
 settled in England in Kent, Hampshire and the Isle of Wight in the 5th
 century A. D.
- Celt** member of one of the ancient peoples speaking Celtic. They originated
 (1500 B. C.) in S. W. Germany and spread (7th century B. C.) through
 France to N. Spain and the British Isles.
- Saxon** member of a north-central German race which settled in England in 5th and
 6th centuries A. D.
- Viking** Scandinavian warrior and pirate who raided and sometimes settled along
 northern and western Europe, including Britain, from the 8th to the 10th
 centuries

- Norman** native of Normandy who conquered England in 1066
- intermarry** (of members of different social, racial, religious or tribal groups) to marry
- inflection** change in the ending or form of a word to show its grammatical function in a sentence

Directions: *Listen to the following passage about the history of the English language. The passage will be read only once. After listening, decide whether each of the following statements is true or false. If false, give a brief explanation.*

1. Old English was mainly a mixture of some Germanic languages.
2. Old English is more like modern French than modern German.
3. The Normans brought many Latin words to the British Isles and added them to Old English.
4. Many words from Scandinavian languages were also brought into Old English as a result of the settlement of Viking invaders in England.
5. After England was conquered by the Normans, the upper class in England learned Norman French because English was forbidden.
6. The French-influenced language of England from about 1100 to 1485 is now called Middle English.
7. By the end of the 1300's, the French influence declined sharply in England because the Normans became increasingly distant from the English society.
8. By 1485, the English language was spoken in many parts of the world as the English explored and colonized such areas as Africa, Australia, India and North America.

Task 3

words to know

- algebra** branch of mathematics in which letters and symbols are used to represent quantities
- canyon** deep narrow steep-sided valley, *usu* with a river flowing through it
- inconsistent** changeable

part of speech traditional term to describe the different types of word which are used to form sentences, such as noun, pronoun, adjective, verb, adverb, *etc*

Directions: *Listen to the following passage about **characteristics of English**. The passage will be read only once. After listening, choose the best answer from the four suggested choices marked A, B, C, and D to each of the questions you hear.*

1. A. 60,000. B. 600,000. C. 6,000,000. D. 60,000,000.
2. A. Latin. B. French. C. German. D. Italian.
3. A. Because many English words were borrowed from other languages.
B. Because many English words were formed by combining other words.
C. Because many English words are spelled similarly but pronounced differently, or vice versa.
D. Because the pronunciation of some words remained the same, though their spelling changed.
4. A. Pronouns. B. Nouns. C. Verbs. D. Adverbs.
5. A. They are used to express relationships between function words in a sentence.
B. They are used to show the structural meanings of the sentence.
C. They are used to carry the basic vocabulary meanings.
D. They are used to indicate variations of words.
6. A. One. B. Two. C. Three. D. Four.

Oral Practice

1. Answer the following question: What kind of English is Received Standard English and in what ways do you think it is different from regional dialects?
2. Talk with each other about the development of the English language. Your talk should cover the following three periods: Old English, Middle English and Modern English.
3. Give your comment on the following statement: Language grows out of life, out of its needs and experiences.

Part 2 Language and Language Learning

Warming-up Questions

1. Can you list some of the reasons why people take up a second or even a third language?
2. In what ways does American English spelling differ from British English spelling?

Listening Tasks

Task 1

words to know

lexicographer person who compiles dictionaries

subsequent later, following

Directions: You are going to hear a passage about **American English spelling reform**. The passage will be read twice. After listening, you are expected to complete the following sentences, based on what you have heard.

1. In addition to his well-known *American Dictionary of the English Language* published in 1828, _____

2. Webster's books sought to standardize spelling in the United States by _____

3. The development of a specifically American variety of English _____

4. Some of Webster's most successful changes were spellings with *or* instead of *our* (*honor, labor* for the British *honour, labour*) and _____

5. And other changes were spellings with an *s* instead of a *c* (*defense, license* for the British *defence, licence*); with a final *ck* instead of *que* (*check, mask* for the British *cheque, masque*); and _____

6. Canadian spelling varies between the British and American forms, _____

Task 2

words to know

Sumerian native of Sumer, the south division of ancient Babylonia

hieroglyphics ancient writing which used picture or symbol of an object to represent a word, syllable or sound

Directions: *You are going to hear a passage about **language development** . The passage will be read only once. After listening, you are expected to answer the following questions as briefly as you can in your own words.*

1. How long has language probably existed?

2. According to the passage, how did language come into being?

3. What is the first real evidence of language?

4. Languages change. Please name one of the reasons why changes take place.

5. Do languages become better, worse or different? Give your reasons.

6. Why do languages change even more slowly in modern industrial societies?

Task 3

words to know

stock supply or amount of *sth* available for use, *etc*

unlock release *sth* by, as if by unfastening the lock of (a door) using a key

Directions: *You are going to listen to a passage about **learning a foreign language**. The passage will be read only once. After listening, you are expected to choose the best answer from the four suggested choices marked A, B, C, and D to each of the questions you hear.*

1. A. Reasons for learning a foreign language.
B. Skills in mastering a foreign language.
C. The importance of age in language learning.
D. Common issues involved in language learning.
2. A. Two. B. Three. C. Four. D. Five.
3. A. There are many important reasons for learning a foreign language.
B. Foreign language can help add to your knowledge of your own language.
C. Foreign language can help add to your knowledge of another language.
D. Learning a foreign language helps you add to your general stock of information.
4. A. He can speak and write.
B. He can understand.

- C. He can read.
D. He can make himself understood in speech and writing.
5. A. Learners' attitude. B. Learners' motivation.
C. Learners' age. D. The way people learn it.
6. A. Before the age of 10. B. Around the age of 10.
C. After the age of 10. D. At the age of 10.

Oral Practice

1. Answer the following question: Can you list some of the main reasons why you take up a foreign language?
2. Talk with each other about differences in spelling between American English and British English with specific examples.
3. Give your comment on the following statement: To speak a language is to take on a world, a culture.

Part 3 Culture and Communication

Warming-up Questions

1. *Can you cite some examples to illustrate how culture changes?*
2. *Does culture exert any influence on the way we communicate?*

Listening Tasks

🎧 Task 1

words to know

cultural lag	failure of certain parts of a culture to keep up with other related parts
diffusion	spread of <i>sth</i> in all directions
acculturation	process in which changes in culture happen through interaction with another group with a different culture
pidgin	any of several languages resulting from contact between European traders and local peoples
blend	mixtures of different cultures
recipe	set of instructions for preparing a food dish including the ingredients required
assimilation	process in which a group gradually gives up its own culture and takes on the culture of another group through a period of interaction

Directions: *You are going to hear a passage about **how cultures change**. The passage will be read twice. While listening, you are expected to take down the main points of the passage according to the hints provided.*

All parts of a culture do not change at the same time.

Sometimes, _____

At other times, _____

Characteristics of cultural change include:

Diffusion: _____

Acculturation: _____
