

ORAL ENGLISH FOR GRADUATES

21世纪研究生英语系列教材

中国矿业大学研究生教育专项资金资助出版教材

Oral English for Graduates

口语教程

刘韶方 主编



中国矿业大学出版社

China University of Mining and Technology Press

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中国矿业大学出版社

图书在版编目(CIP)数据

口语教程=Oral English for Graduates/刘韶方主
编. —徐州:中国矿业大学出版社, 2008. 9

21 世纪研究生英语系列教材

ISBN 978 - 7 - 5646 - 0068 - 6

I. 口… II. 刘… 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(2008)第 140352 号

书 名 口语教程

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责任编辑 万士才

责任校对 晓 新

出版发行 中国矿业大学出版社

(江苏省徐州市中国矿业大学内 邮编 221008)

网 址 <http://www.cumtp.com> **E-mail:** cumtpvip@cumtp.com

排 版 中国矿业大学出版社排版中心

印 刷 徐州中矿大印发科技有限公司

经 销 新华书店

开 本 787×960 1/16 **印张** 10.75 **字数** 205 千字

版次印次 2008 年 9 月第 1 版 2008 年 9 月第 1 次印刷

定 价 18.50 元

(图书出现印装质量问题,本社负责调换)

前 言

随着我国研究生英语教学改革的不深入,研究生英语教学的中心已由“语言输入”转向“语言输出”。语言表达能力的培养,尤其是注重英语口语交际能力的培养已成为我国研究生英语教学的不可逆转的必然趋势。正是本着改革创新的思想,我们编写了这套 21 世纪研究生英语系列教材。《口语教程》是其中的主干教材,主要供硕士研究生使用,也适用于具有大学英语四级水平以上的本科生或具有相当水平的其他专业人员。本教程的目的是帮助学习者进一步提高英语的口头表达能力,尤其是学术交流能力。

本教程的编写原则为:

- 注意研究生英语口语的交际性强、学术性强的特点,着重培养学习者用英语进行日常交际和学术交流的实际能力。
- 力求从实际出发,注重教材的实用性、趣味性,启迪口语交际兴趣。
- 注意题材的相关性、针对性,确保内容涵盖面广,授课形式多样化,增加教师的授课自由度和选择性。

本课程共计 15 个单元,内容涉及校园生活、健康娱乐、中西文化对比,以及像环境、能源及安全等严肃的社会话题,总之,涵盖了研究生学习、生活、工作的方方面面。本教程体例编排新颖独特、循序渐进,融入了本课题组口语教学研究的新成果,侧重于培养学生的输出能力和口语交际技巧。单元结构脉络清晰,从问题预热到词块搭配,从个人观点表述到小组讨论,从三维语言输入到课堂语言实践,本教程希望以接近真实的语言条件的理念给研究生英语教学提供一个全方位、多选择的教学环境。

全书由刘韶方负责总体设计、章节安排和语言总体审定。具体编

写分工如下：高翔编写第 6 单元、第 7 单元、第 15 单元；郭冬女编写第 2 单元、第 4 单元、第 13 单元；马可利编写第 10 单元、第 11 单元、第 12 单元；苗燕编写第 5 单元、第 8 单元、第 9 单元。

《口语教程》自 2005 年以来一直在中国矿业大学讲授，在教学过程中，学生们积极参与，同行们提出了诚恳的建议。《口语教程》的编写得到了中国矿业大学研究生院和外国语言文化学院的大力支持和关心，研究生院的研究生教材立项使本教程得以出版。作者在此一并表示衷心感谢。

刘韶方

2008 年 8 月于南湖

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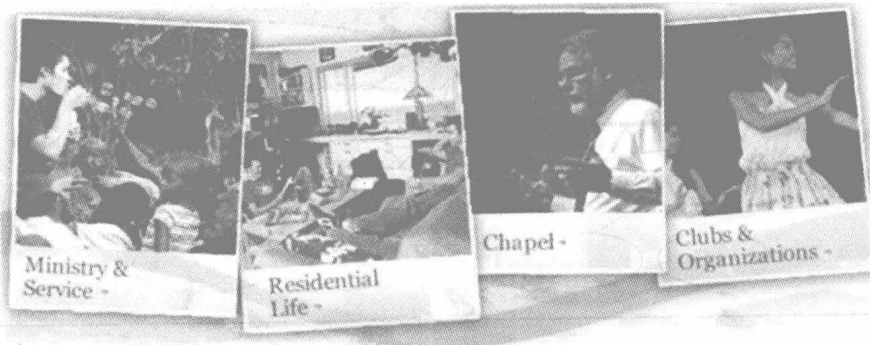
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Unit 1 Campus Life



KEY WORDS

Postgraduate plan; Campus tour

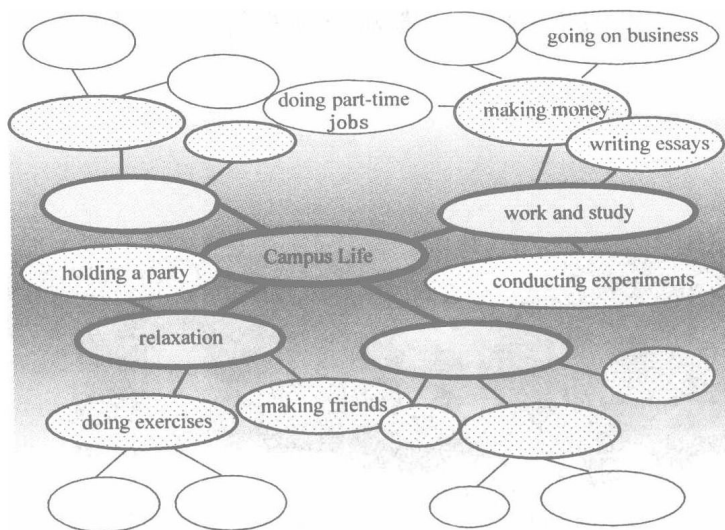
Skills Focus: Group Discussion(I)

—What's Group Discussion

Basic roles for group discussion

Section 1 Mind Map

Directions: Fill in the blanks to complete the mind map and add as many as possible.



Language Toolbox



enrollment

to register

selective/elective

required course/compulsory course

to earn credits

to hit the books

to skip the class

course arrangement

essay/ thesis/ dissertation

oral defense

alumna (*pl.* alumnae)

alumnus (*pl.* alumni)

n. 入学

v. 注册

n. 选修课

必修课

获得学分

用功

逃课

课程安排

n. 论文

答辩

n. 女校友

n. 男校友

B. A. — Bachelor of Arts degree	文学学士
B. Sc. / B. S. — Bachelor of Science degree	理学学士
M. A. — Master of Arts	文学硕士
M. S. — Master of Science	理学硕士
PhD. — Doctor of Philosophy	哲学博士
cafeteria	n. 餐厅
accommodation	n. 住宿
dorm/ dormitory	n. 宿舍
dormmate/ roommate/ flatmate/ housemate	n. 室友

Warm-up Questions

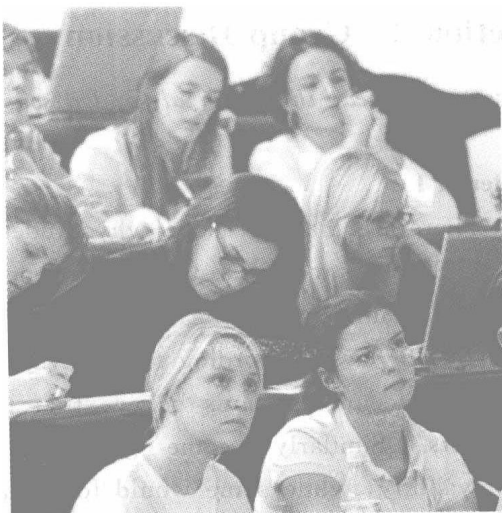
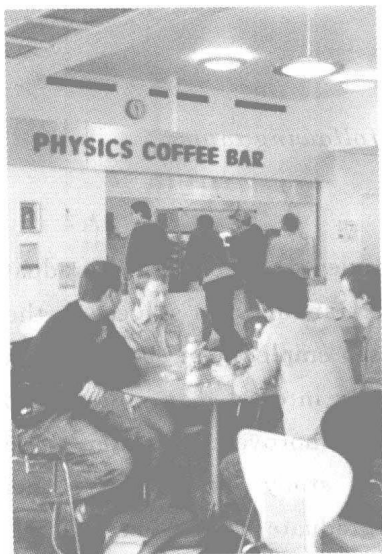
1. Why do you apply for your postgraduate study?
2. What do you expect of your postgraduate life?
3. Can a master's degree promise you a bright future? Why or why not?
4. Do you think supervisors are important in your postgraduate study?
5. Talk about the advantages and disadvantages of taking M. A. abroad.

Section 2 Group Discussion

Directions: Read the materials and discuss the following topics.

Material 1

There are many reasons why students decide to go onto postgraduate study. Students may wish to gain a deeper understanding of a subject or they may need additional qualifications to enter a chosen employment sector such as education or law. According to a survey, students interested in studying for postgraduate qualifications believe that this will improve their later career prospects. Similarly, some graduates would study to enhance their employability, while some would follow a postgraduate course because they need to get into a chosen career.

Material 2**Discussion**

1. Please talk about your current postgraduate plan with your partners.
 - a. In your study plan, you should include: list of courses, preliminary schedule, possible research focus, etc.

- b. In your other plans, you should include: campus activities, lifestyle, goals of life, etc.
2. What are the differences between undergraduate life and postgraduate life?

Supplementary Expressions

- * to attend lectures/ seminars
- * to find an inspiring supervisor
- * to explore the unknown knowledge
- * to live a happy and meaningful life
- * to typically involve the selection of a research topic
- * to produce some kind of new insight, unique outcome or new knowledge
- * be not necessarily expected at the undergraduate level
- * more challenging in research
- * more dependent on the students themselves
- * more free time, less lectures

Section 3 Role Play

Directions: Work in groups of four. One student from each group acts as the tour guide to show the others around the campus. The other students in this group ask 1—2 questions concerned each.

Tips for student A, B, C... :

Could you tell us something about...

How to get to...?

When can we use the library?

How many students in the university?

What is it used for?

That's really interesting!

This is a lovely place!

Tips for tour guide:

I'd like to introduce myself. My name is...

First, you can... Then...

Now we are here at...

This is the place where...

The one on the left is... and the one on the right is...

The building was first constructed in...

This place used to be...

Please watch your steps.

Example

Guide: This is the Integrity Building, built in 2000. It has 10 stories. It's the largest and biggest building on the campus.

Student A: What is it used for?

Guide: It's mainly used as the teaching building.

Section 4 Movie Clip

Directions: Watch the movie clip about Sebastian and his school life.

Task 1 Decide which of the sentences are said by Sebastian (S), Duke (D), or Olivia(O)?

- a. I mean, he's good-looking and everything, but he's just not the guy for me.
- b. You got to be kidding me.
- c. Duke, quit blushing. That's lame.
- d. I got her to agree to consider you. You're halfway in.
- e. You're the first guy at school who hasn't tried anything with me.
- f. Did you say anything about me?
- g. So what? Flow is flow.
- h. I'll tell you what. You do this. I'll work with you on your soccer.

Task 2 Watch the movie clip again and put the scenes in the correct order.

Task 3 Mark the statements (T for True, F for False).

- a. Duke has a crush on Olivia.
- b. Sebastian promises to help Duke in chasing Olivia.
- c. Duke loves to do the experiment with Eunice Bates very much.

- d. Sebastian does not switch the lab partner with Duke because he has a feeling towards Olivia.
- e. Sebastian teaches Duke to start a conversation with a girl by acting like a girl.

Section 5 Focus on Group Discussion (I)——What's Group 17Discussion?

Basic roles for group discussion

Group discussion is a discussion among participants who have an agreed topic. It needs to have at least three members. A group's members must be able to communicate freely and openly with all of the other members of the group. Groups will develop norms about discussion and group members will develop roles which will affect the group's interaction.

The group discussion process, headed by the group discussion leader, should facilitate participatory (*adj.* 参加的, 参与的), egalitarian[(褒)主张平等的, 平等主义的] (to the extent possible) discussion among group members, and not the lecturing or domination of the group by one or two members. It won't work if people are passive; participants should of be active both in listening and sharing.

Group discussion is a cooperative, not competitive, learning process. Good results depend on everyone sharing their thoughts. Through active discussion participants all will often come up with new insights that no one has previously arrived at individually, through a dialogic learning process.

Every member of the group is given the opportunity to participate and makes some contribution to the group discussion process, taking turns doing so. Group discussion leaders should hold other members accountable by actively seeking their input. In the process, some communication strategies are of great significance to facilitate the active participation of each participant and the interaction among all participants.

Example

Task: Please read the following group discussion on “What do you think of your present campus life?” and try to detect the role each speaker plays in it. Furthermore, please pay attention to the communication strategies each speaker uses.

- A: Today, we mainly want to discuss “the campus life”. As a student in the new century, we really have much to talk about! Atta, what about your campus life?
- B: Er, let me see. I think what impresses me most is that I feel very tired!
- C: Oh, why do you think so?
- B: Er... before I went to college, the teacher told me, “After you go to college, you’ll be free”, but now I found the fact is not as they said.
- C: Would you mind explaining that a little more, please?
- B: OK. ... too much homework and I can’t catch up with the teacher. And... I have to spend lots of time on my study.
- A: No, it’s unnecessary. You needn’t make yourself so fatigue. If you arrange your time well, everything is OK. Study is maybe the most important thing, but not all.
- C: You are right. I believe study is not the only thing.
- B: To a certain degree, I agree with you. But I’m afraid if I relax, I’ll fall behind. Jim, what do you think I should do?
- C: You must admit that our school offers many colorful activities for us to take part in. Don’t you think you should make use of these chances to enrich your campus life?
- B: So, can you tell me how about your life?
- C: For me, most of the time, I’m busy with many kinds of activities not only in school but also outside.
- A: I can see your point, but I’m not sure I agree with you.
- C: But I think all these surely give me a lot. For example, they can improve my ability in communicating with others. They can also get me a lot of new friends. In a word, I really benefit from these activities.
- A: Did they occupy you much time? What about your study?
- C: That’s a problem. It surely troubles me that I can’t balance the