

总主编：戴炜栋

新世纪研究生 公共英语教材

Listening and Speaking (Second Edition)

听说 教师用书 (上)

第二版

主编：李玉璞



上海外语教育出版社

总主编：戴炜栋

新世纪研究生 公共英语教材

Listening and Speaking (Second Edition)

听说

江苏工业学院图书馆
第 二 版 第 二 章

主编：李玉璞

编者：李玉璞 杜新宇

孙云英 王兰兰



上海外语教育出版社

图书在版编目 (CIP) 数据

听说 (上册) / 李玉璞主编. —2版. —上海:

上海外语教育出版社, 2006

新世纪研究生公共英语教材 (第二版)

教师用书

ISBN 7-5446-0143-9

I. 听… II. 李… III. 英语—听说教学—

研究生—教学参考资料 IV. H31

中国版本图书馆CIP数据核字 (2006) 第067343号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 张亚东

印 刷: 上海出版印刷有限公司

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 12.75 字数 301 千字

版 次: 2006 年 8 月第 2 版 2006 年 8 月第 1 次印刷

印 数: 3 100 册

书 号: ISBN 7-5446-0143-9 / G · 0080

定 价: 19.00 元

本版图书如有印装质量问题, 可向本社调换

出版说明

随着大学外语教学水平的不断提高,研究生外语学习的起点也逐年提升。研究生入学时,绝大多数已经具备了较为扎实的语言基础,基本上都通过了大学英语四级考试,不少还通过了六级考试。为了编写出适应新时代要求的研究生英语教材,上海外语教育出版社组织了清华大学、复旦大学、浙江大学、山东大学、中山大学、大连理工大学、南京航空航天大学等10余所重点大学,召开了教材编写委员会会议,做了广泛而深入的调研。在认真分析当时研究生英语教学状况的基础上,于2002年推出了《新世纪研究生公共英语教材》。

教材编写时曾考虑到以下几点:1. 练习设计和活动安排以学习者为中心,强调应用能力的培养。2. 针对研究生听说能力下降的情况,编写专门教材,重视口语和听力的培养。3. 课文题材、体裁多样,内容时代感强。4. 重视翻译和写作(尤其是论文写作)能力的培养。5. 在突出词法、句法的基础上,融入篇章知识的教学。

《新世纪研究生公共英语教材》由以下几个品种组成:

《阅读》A 学生用书、教师用书各一册

《阅读》B 学生用书、教师用书各一册

《阅读》C 学生用书、教师用书各一册

《听说》上 学生用书、教师用书各一册

《听说》下 学生用书、教师用书各一册

《口语口译》一册

教材推出后受到了使用学校的广泛欢迎。为了适应新时期社会对研究生人才培养的需要,满足新时期研究生英语教学的要求,在广泛听取使用高校意见的基础上,上海外语教育出版社组织原编者对这套教材进行了修订。修订在保持原教材编写结构的基础上,更新了三分之一以上的篇目,进一步突出了选材的时代性。同时亦对部分练习进行了调整,单元后增加任务型的练习,使教材更符合培养学生的听、说、读、写、译等实用技能方面的要求。

由于研究生生源不一,该套教材在使用过程中可能存在这样或那样的缺点。我们衷心希望广大师生多和我们联系、沟通,提出宝贵的意见和建议,以便我们不断修订,不断提高、完善。

本套教材的录音材料由上海外语音像出版社出版。

上海外语教育出版社

修 订 说 明

为顺应新时期非英语专业研究生英语教学改革的新要求,根据公共英语听力教学的特点及教学对象的英语水平,本书按下列原则修订:

1. 本教材第一版《新世纪研究生公共英语教材——听力》(上)均为听力技能训练,由A, B, C, D四部分组成。修订版仍然以听力训练为主,但增添了新的篇目,更新了部分单元,丰富了练习形式,另外增加了口语训练部分,由A, B, C, D, E五部分组成,并更名为《新世纪研究生公共英语教材——听说》(上),以体现培养学生交际能力的意图。
2. 教师用书每单元前三项训练(即Part A, B, C)前均添加目的(Purpose)与步骤(Procedures),学生用书仅添加目的(Purpose),方便师生明确训练目的,也便于教师合理安排课堂教学。
3. Part A为预备听力训练,由15个对话组成。在第一版的基础上,修订版扩大了对话内容涵盖的范围,并丰富了提问形式,旨在训练学生通过分析和推理来理解基本对话,为进入Part B的语篇听力训练做好准备。
4. Part B为语篇听力训练,是全书听力训练的重点。第一版该部分由三篇同一主题、同一训练模式、长度均约为300词的短文组成,侧重于培养和提高学生的应试能力。与第一版相比,修订版在诸如训练重点、选材及形式等方面都进行了改动。该部分的前两篇短文保留了第一版中较好的篇目,增补了新的内容,并更新了部分单元。第三篇短文均为新内容,以提高学生应用能力为目的重新设计了练习,改变了第一版只侧重培养学生应试能力的训练形式。
5. Part C为口语训练,是修订版的新增内容,主要由导入和讨论题两部分组成。导入部分均为关于单元主题的开放性简短概述,旨在引导学生以此为契机,思考话题,展开深入讨论。讨论题按照由浅入深的原则安排。较为浅显的问题多为客观事实性问题,只需要学生对事实进行描述,用以引发学生的讨论兴趣,做到人人能够开口,增强学生的自信心,为后续讨论做好准备。较为深入的问题多为主观观点性问题,需要学生认真思考后,全面而严密地阐述自己的观点,以培养和提高学生的英语思维能力及自如运用英语阐述思想的能力。该部分为主观观点性问题提供答案,以供教师指导学生时参考。
6. Part D为自主听力训练部分,内容广泛,包括演讲及电影片段等,有一定难度,供有余力的学习者课外选择使用。
7. Part E为英语流行歌曲,本书提供了歌词,供师生课余欣赏。

8. 本书配有录音磁带，教师如果认为某些材料需要反复听，或录音材料之间的间隙时间太长或太短，可自己灵活掌握使用。

本书录音磁带由上海外语音像出版社出版发行。

在此，向参与本书第一版编写工作的王湘云、黄希玲同志表示诚挚的感谢。

李玉璞

2006年2月 于济南

CONTENTS

Lesson One Music	1
PART A Getting Started: Short Conversations	1
PART B Intensive Listening: Music	4
Passage I American Music	5
Passage II Music in Different Cultures	7
Passage III Jazz	8
PART C Speaking	9
PART D Extensive Listening: The Path to Power	10
PART E Listening for Pleasure: Pop Songs	11
You're the One	11
Lesson Two Holidays	15
PART A Getting Started: Short Conversations	15
PART B Intensive Listening: Holidays	18
Passage I Holidays in Britain and the US	19
Passage II Welcoming the New Year	20
Passage III The Spring Festival	22
PART C Speaking	23
PART D Extensive Listening: Hillary — A “Woman Wronged”?	24
PART E Listening for Pleasure: Pop Songs	26
Sometimes	26
Lesson Three Economy	29
PART A Getting Started: Short Conversations	29
PART B Intensive Listening: Economy	32
Passage I World Trade Organization (WTO)	33
Passage II President Jiang Zemin Highlights “New Economy” in APEC Address	34
Passage III The American Economic System	36
PART C Speaking	37
PART D Extensive Listening: Bush’s Victory Speech	38
PART E Listening for Pleasure: Pop Songs	40
Save Me	40
Lesson Four Education	41
PART A Getting Started: Short Conversations	41

PART B Intensive Listening: Education	44
Passage I Higher Education in the United States	45
Passage II Education in Canada	46
Passage III Adult Education	48
PART C Speaking	49
PART D Extensive Listening: A Commencement Address of Harvard University	50
PART E Listening for Pleasure: Pop Songs	51
My Heart Will Go On	51
Lesson Five Life on Campus	53
PART A Getting Started: Short Conversations	53
PART B Intensive Listening: Life on Campus	56
Passage I Housing Options in the United States	57
Passage II Living on Campus	58
Passage III Academic Levels and Credits	60
PART C Speaking	61
PART D Extensive Listening: Tips on Giving a Public Speech	62
PART E Listening for Pleasure: Pop Songs	63
Baby One More Time	63
Lesson Six Animals	65
PART A Getting Started: Short Conversations	65
PART B Intensive Listening: Animals	68
Passage I The Sound of Birds	69
Passage II Fun Facts about Giant Pandas	70
Passage III Hummingbirds	72
PART C Speaking	72
PART D Extensive Listening: Resignation of Richard Nixon	74
PART E Listening for Pleasure: Pop Songs	75
Oops! ... I Did It Again	75
Lesson Seven Health	77
PART A Getting Started: Short Conversations	77
PART B Intensive Listening: Health	80
Passage I Art in Hospitals	81
Passage II Medicine in Britain and America	82
Passage III Smoking	84
PART C Speaking	85
PART D Extensive Listening: Two American States	86
PART E Listening for Pleasure: Pop Songs	87
Born to Make You Happy	87

Lesson Eight Youth	89
PART A Getting Started: Short Conversations	89
PART B Intensive Listening: Youth	92
Passage I Youth in the US	93
Passage II Professional Advice for Young People	95
Passage III Advice from Bill Gates	96
PART C Speaking	97
PART D Extensive Listening: Think and Grow Rich	99
PART E Listening for Pleasure: Pop Songs	100
Show Me the Meaning of Being Lonely	100
Lesson Nine Foods	103
PART A Getting Started: Short Conversations	103
PART B Intensive Listening: Foods	107
Passage I English Food	107
Passage II American Food	109
Passage III Fast Food Restaurants	111
PART C Speaking	112
PART D Extensive Listening: Who Is to Blame?	113
PART E Listening for Pleasure: Pop Songs	114
What a Girl Wants	114
Lesson Ten Introducing Foreign Universities	117
PART A Getting Started: Short Conversations	117
PART B Intensive Listening: Introducing Foreign Universities	121
Passage I The University of Massachusetts Boston	121
Passage II Cambridge University	123
Passage III Application Procedures	124
PART C Speaking	125
PART D Extensive Listening: Speaking Effective American English	127
PART E Listening for Pleasure: Pop Songs	128
Daughters	128
Lesson Eleven Customs	131
PART A Getting Started: Short Conversations	131
PART B Intensive Listening: Customs	134
Passage I Marriage Customs	135
Passage II Christmas in America	137
Passage III Western Table Manners	138
PART C Speaking	139
PART D Extensive Listening: New York Senate Race Speech	140
PART E Listening for Pleasure: Pop Songs	142
From the Bottom of My Broken Heart	142

Lesson Twelve Sports	145
PART A Getting Started: Short Conversations	145
PART B Intensive Listening: Sports	148
Passage I Sports in Britain	149
Passage II The Olympic Spirit	151
Passage III The Origin of Bowling	152
PART C Speaking	153
PART D Extensive Listening: The Olympic Games	154
PART E Listening for Pleasure: Pop Songs	155
Quit Playing Games (with My Heart)	155
Lesson Thirteen Environmental Protection	157
PART A Getting Started: Short Conversations	157
PART B Intensive Listening: Environmental Protection	160
Passage I A Talk in a National Park	161
Passage II Plans to Clone Pandas to Save Them from Extinction	162
Passage III Indoor Air Pollution	164
PART C Speaking	165
PART D Extensive Listening: How to Break the Ice	166
PART E Listening for Pleasure: Pop Songs	168
Both Sides Now	168
Lesson Fourteen Entertainment	171
PART A Getting Started: Short Conversations	171
PART B Intensive Listening: Entertainment	174
Passage I Hollywood	175
Passage II The 72nd Annual Academy Awards Ceremony	177
Passage III The Television Industry in the US	178
PART C Speaking	179
PART D Extensive Listening: Clinton Confesses to Lewinsky Affair	180
PART E Listening for Pleasure: Pop Songs	182
Straw Hat in the Wind	182
Lesson Fifteen Transportation	183
PART A Getting Started: Short Conversations	183
PART B Intensive Listening: Transportation	186
Passage I Means of Transportation	187
Passage II Parking Meters	188
Passage III Different Modes of Transport in China	190
PART C Speaking	191
PART D Extensive Listening: Jane Eyre	192
PART E Listening for Pleasure: Pop Songs	193
Cousin DuPree	193



LESSON ONE

Music

Part A Getting Started



SHORT CONVERSATIONS

Purpose

This warm-up exercise helps students to understand the basic conversation. The aim is to help lay a good foundation for the passage comprehension in Part B and to prepare the students to improve their ability to analyze, sum up and infer from what they are listening to.

Procedures

1. While they are listening, ask the students to concentrate on understanding the implied meaning and the tone of the speakers.
2. Ask students to answer the questions based on what they heard.
3. Check the answers.

Listen to the tape carefully and choose the right answer to each question you have heard.

1. M: By the way, Jane, did you talk to the consultant about our new health program?
W: I contacted his office but his secretary said he would be out for lunch until two.
Q: What does the woman mean?



- a. She talked with the consultant about the new program until two.
 - b. She couldn't talk to the consultant before two.**
 - c. She would talk to the consultant during lunch.
 - d. She couldn't contact the consultant's secretary.
2. W: We need to let everyone know about the charity concert, but we don't have much money for advertising.
- M: How about using the school radio station? They broadcast free public service announcements.
- Q: What does the man suggest they do?
- a. Announce appeals for public service.
 - b. Hold a charity concert to raise money.
 - c. Ask the school radio station for help.**
 - d. Pool money to fund the radio station.
3. W: I don't understand why this self-study book doesn't have answers to the questions.
- M: But it does. You can find them at the back of the book.
- Q: What does the man say about the self-study book?
- a. He thinks the book should include more information.
 - b. He doesn't think it necessary to provide the answers.
 - c. The answers will be added in a later edition.
 - d. The book does include the answers.**
4. M: The new sales manager says he's never met you before.
- W: We've been introduced about three times. He seems a little forgetful.
- Q: What do we learn about the new sales manager?
- a. He is very forgiving and tolerant.
 - b. He probably has a poor memory.**
 - c. He is well liked by his customers.
 - d. He has been introduced to the staff.
5. M: Have you had the brakes and tires checked? And do you have enough money?
- W: I have taken care of everything. And I'm sure it's going to be a wonderful trip.
- Q: What's the woman going to do?
- a. Buy some travelers' books.
 - b. Borrow some money from a friend.
 - c. Check the brakes and tires.
 - d. Spend some time travelling.**
6. M: I've had my new stereo for a whole week, but I haven't yet figured out how to record a cassette.
- W: Didn't an instruction manual come with it?
- Q: What does the woman imply?
- a. The man should take the stereo back to the store.
 - b. The man should refer to the instruction manual.**
 - c. She'll go to the man's house and help him.
 - d. She'll give the man her instruction manual.

7. W: I want to pay you for that long-distance call I made. But, I suppose you haven't gotten your phone bill yet.
M: Oh, but I have.
Q: What can be known about the man?
a. **He has received his telephone bill.**
b. His calls weren't listed.
c. The woman has already paid him for her call.
d. He has received a long-distance call.
8. M: Professor Smith assigned us three more novels to read.
W: He must think you don't have any other classes.
Q: What can be inferred about Professor Smith?
a. He is a very popular teacher.
b. **He assigns too much work.**
c. He only teaches one class.
d. He wants to change the class schedule.
9. M: Let's go watch the fireworks tonight.
W: I have tickets to the theater.
Q: What plans does the man have that night?
a. He'll go to the theater.
b. **He'll go and watch the fireworks.**
c. He'll go to buy tickets to the theater.
d. He'll go to a movie.
10. M: I am exhausted. I stayed up the whole night studying for my history mid-term exam.
W: Why do you always wait till the last minute?
Q: What can be inferred about the man?
a. **He has bad study habits.**
b. He sleeps too much.
c. He wakes up early.
d. He's an excellent student.
11. M: I'll be coming straight from work, so I'll have to pack a change of clothes.
W: It's only a barbecue. Jeans and T-shirts will be fine.
Q: What does the woman imply?
a. The barbecue has been canceled.
b. The weather will probably be cool.
c. The man will not be able to attend the barbecue.
d. **Casual dress will be appropriate.**
12. W: I'm going to the snack bar for a cup of coffee. Would you like me to bring you back something?
M: Not from the snack bar, but could you pick up a paper for me?
Q: What does the man want the woman to do?
a. He wants her to give him a cup of coffee.
b. He wants her to go with him.



- c. He wants her to get him a newspaper.**
d. He wants her to bring something to eat.
13. M: I don't understand how this budget was calculated.
W: Let me have a look, OK?
Q: What does the woman mean?
a. They should ask for an increase in the budget.
b. The calculations appear correct to her.
c. She'll try to see what method was used.
d. They need a copy of the budget.
14. W: We need a fourth player for tennis this morning. Do you want to join us?
M: I've got a class at nine, but Carol is free and she is really good.
Q: What does the man suggest the woman do?
a. Wait to play until after his 9 o'clock class.
b. Ask Carol to play tennis.
c. Ask Carol if she's going to class.
d. Get a tennis lesson from Carol.
15. W: Have you saved enough to buy that new printer for your computer yet?
M: You know, money seems to be burning a hole in my pocket lately. Maybe next month.
Q: What is the man likely to do the following month?
a. He is likely to buy a new printer the following month.
b. He is likely to buy a new shirt then.
c. He is likely to buy a computer.
d. He is likely to borrow some money to buy a printer.

Part B Intensive Listening



MUSIC

Purpose _____

For the first two passages: to train students to understand a passage as a whole and get specific information about it through listening.

For the third passage: to train students to summarize the listening material.



Procedures

For the first two passages:

1. Listen to the passage once and do the first exercise. Ask students to focus on understanding the passage as a whole.
2. Listen to the passage again and do the second exercise. Ask students to grasp the specific information of the passage.

For the third passage:

Listen to the passage twice and ask students to summarize the listening material as required with the help of the words and phrases given.

Passage 1

American Music

Tapescript

One of America's most important exports is her modern music. American music is played all over the world. It is enjoyed by people of all ages in every country. Although the lyrics are in English, people who don't speak English can enjoy it too. The reasons for its popularity are its fast pace and rhythmic beat.

Music has many origins in the United States. Country music, coming from the rural areas in the southern United States, is one source. Country music features simple themes and melodies describing day-to-day situations and the feelings of country people. Many people appreciate this music because of the emotions expressed by country music songs.

A second origin of American pop music is the blues. It depicts mostly sad feelings reflecting the difficult lives of American blacks. It is usually played and sung by black musicians, but it is popular with all Americans.

Rock music is a newer form of music. This music style, featuring fast and repetitious rhythms, was influenced by the blues and country music. It was first known as rock-and-roll in the 1950s. Since then, there have been many forms of rock music: hard rock, soft rock and others. Many performers of rock music are young musicians.

American pop music is marketed to a demanding audience. Now pop songs are heard on the radio several times a day. Some songs have become popular all over the world. People hear these songs sung in their original English or sometimes translated into other languages. The words may differ but the enjoyment of the music is universal.

Exercises

i. Listen to the passage and choose the best answer to each question you have heard.

1. Which group of people enjoy American music?



- a. Americans.
 - b. People who speak English.
 - c. People who don't speak English.
 - d. All of the above.**
2. Why is American music so popular in every country?
- a. Because it has simple themes.
 - b. Because its lyrics are in English.
 - c. Because it depicts the feelings of the common people.
 - d. Because it has a fast pace and rhythmic beat.**
3. What can be learned from the passage?
- a. Light music is one of the most important exports of America.
 - b. People enjoy country music because it expresses their happy feelings.
 - c. The blues is usually played by black musicians.**
 - d. The blues is popular with only black Americans.
4. What do you know from the passage?
- a. Country music was influenced by the blues and rock music.
 - b. The blues was influenced by country music and rock music.
 - c. Rock music was influenced by the blues and country music.**
 - d. None of the three forms was influenced by any others.
5. Which of the following is NOT true according to the passage?
- a. People in other parts of the world can sometimes hear American pop songs in their own languages.
 - b. People in other parts of the world can sometimes hear American pop songs in English.
 - c. The words of the songs differ, and so does the enjoyment of American pop music.**
 - d. Not all the songs from the U.S.A. are popular all over the world.

ii. Listen to the passage again and complete the chart below.

Types of music	Where does the music come from?	Features of the music	What does the music depict?
country music	1) <u>rural areas in the southern United States</u>	2) <u>simple themes and melodies</u>	3) <u>day-to-day situations and the feelings of country people</u>
4) <u>the blues</u>			5) <u>sad feelings reflecting the difficult lives of American blacks</u>
rock music		6) <u>fast and repetitious rhythms</u>	



Music in Different Cultures**Tapescript**

In western culture, music is regarded as good by birth, and sounds that are welcome are said to be “music to the ears”. In some other cultures, for example, the Islamic culture, it is of little value, associated with sin and evil. In the West and in the high cultures of Asia, it is said that there are three types of music. First, classical music, composed and performed by trained professionals originally under the support of courts and religious establishments; second, folk music, shared by the population at large and passed on orally; and third, popular music, performed by professionals, spread through radio, television, records, film, and print, and consumed by the mass public.

Music is a major component in religious services, theater, and entertainment of all sorts. The most universal use of music is as a part of religious rituals. In some tribal societies, music appears to serve as a special form of communication with supernatural beings, and its prominent use in modern Christian and Jewish services may be the leftover of just such an original purpose. Another less obvious function of music is social adherence. For most social groups, music can serve as a powerful symbol. Members of most societies share keen feelings as to what kind of music they “belong to”. Indeed, some minorities including, in the U.S.A., black Americans and Euro-American groups use music as a major symbol of group identity. Music also symbolizes military, patriotic and funerary moods and events. In a more general sense, music may express the central social values of a society. In western culture, the interrelationship of conductor and orchestra symbolizes the need for strong cooperation among various kinds of specialists in a modern industrial society.

Exercises

i. *Listen to the passage and choose the best answer to each question you have heard.*

1. In what culture is music regarded as good by birth?
 - a. In Asian culture.
 - b. In Islamic culture.
 - c. In western culture.**
 - d. In ancient culture.
2. Which of the following is performed by professionals?
 - a. Folk music and classical music.
 - b. Classical music and popular music.**
 - c. Popular music and folk music.
 - d. None of the above.
3. Which of the following is NOT true according to the passage?
 - a. Music is a very important part of religious services.
 - b. In some cultures, music is of little value.
 - c. Music is a special form of communication with supernatural beings in Asia.**
 - d. Pop music is shared by the mass.
4. According to the passage, what is the most universal use of music?