

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 学生用书 (上)

第二版

主编：李玉璞



上海外语教育出版社

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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,单元后增加了任务型的练习,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

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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.

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

1. 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. 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. 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. a. He is very forgiving and tolerant.
c. He is well liked by his customers.
5. a. Buy some travelers' books.
c. Check the brakes and tires.
6. 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. a. He has received his telephone bill.
c. The woman has already paid him for her call.
8. 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. a. He'll go to the theater.
c. He'll go to buy tickets to the theater.
10. a. He has bad study habits.
c. He wakes up early.
11. 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. 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. 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. a. Wait to play until after his 9 o'clock class.
c. Ask Carol if she's going to class.
15. 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.
- b. He probably has a poor memory.
d. He has been introduced to the staff.
- b. Borrow some money from a friend.
d. Spend some time travelling.
- b. His calls weren't listed.
d. He has received a long-distance call.
- b. He'll go and watch the fireworks.
d. He'll go to a movie.
- b. He sleeps too much.
d. He's an excellent student.
- b. Ask Carol to play tennis.
d. Get a tennis lesson from Carol.

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.

Passage 1

American Music

Vocabulary and Cultural Notes

lyrics: the words of a song

Exercises

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

1. a. Americans.
b. People who speak English.
c. People who don't speak English.
d. All of the above.
2. 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. 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.



- 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) _____ _____	2) _____ _____	3) _____ _____
4) _____			5) _____ _____
rock music		6) _____ _____	

Passage II

Music in Different Cultures

Vocabulary and Cultural Notes

orchestra: 管弦乐队

conductor: (乐队) 指挥

Exercises

- i.** Listen to the passage and choose the best answer to each question you have heard.
1. a. In Asian culture.
 b. In Islamic culture.
 c. In western culture.
 d. In ancient culture.

2. a. Folk music and classical music.
b. Classical music and popular music.
c. Popular music and folk music.
d. None of the above.
3. 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. a. Entertainment.
c. Communication.
5. a. Group identity.
c. Patriotic moods.
- b. Social adherence.
d. Religious ritual.
- b. Military events.
d. Friendship.

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

1. In some other cultures, music is of _____, associated with _____.
2. For most social groups, music can serve as a _____ share _____ as to what kind of music they "belong to".
3. In a more general sense, music may express the _____.
In _____, the _____ between conductor and orchestra symbolizes _____ for _____ among _____ in a modern industrial society.

Passage III

Jazz

Exercises

Listen to the passage twice and summarize the origin of jazz with the words and phrases given.

be invented by
brought to
sold to
when a slave died

always a band
on the way to the ceremony
on the way home



Part C Speaking



Purpose

To cultivate students' ability to express their views about the subject of the unit by asking them to develop a discussion based on the reflection.

i. Reflection on the topic

Music is the language of the soul. When you play music, you can experience emotions and express what can not be expressed in words. Music is also a form of entertainment for many people. It seems that wherever you go, music is playing. It is on the radio and television and it can be heard in stores, offices and even in taxis. From middle school students to business executives, everyone seems to be carrying their music. Music has already become an important part of people's everyday life.

ii. Questions for discussion

1. Do you often listen to music? Who is your favorite singer/composer?

2. Do you play any musical instrument? If you do, what is it? How long have you played it? If not, what instrument would you like to learn to play?

3. What music do you like? Classical, pop music or something else? Explain your reasons.

4. Why is music important to so many people?



Part D Extensive Listening



THE PATH TO POWER

In this part, you are going to hear a longer passage. The passage is printed below with some words and expressions missing. As you listen, fill in each of the blanks with the words and expressions you have heard.

I was born into a home which was 1) _____, serious, and intensely 2) _____. Indeed, my father was much in demand as a lay preacher in and around Grantham. Our lives revolved around Methodism. The family went to Sunday Morning Service at 11 o'clock, but before that, I would have gone to morning 3) _____. There was Sunday School again in the afternoon. Later, from about the age of twelve, I played the 4) _____ for the smaller children to sing the hymns. Then my parents would usually go out again to the Sunday Evening Service. This I found somewhat too much of a good thing.

But on a few occasions I remember trying to get out of going. But when I said to my father that my friends were able to go out for 5) _____ instead, and I would like to 6) _____, he would reply: "Never do things just because 7) _____ do them." In fact, this was one of his favorite expressions, used when I wanted to learn dancing, or sometimes when I wanted to 8) _____, or go out for the day somewhere. Whatever I felt 9) _____, the sentiment stood me in good stead, as it did my father. My father's sense of 10) _____, however, always had its 11) _____ side.

I remember a 12) _____ between my father and a church-goer about the "prodigal son" of a friend, who after running through his parents' savings, had turned up 13) _____ and with a young family on their doorstep. The church-goer was clear: The boy was no good, would never be any good and should be shown the door. My father's reply is 14) _____ in my mind: "No," he said, "a son remains a son. And he must be 15) _____ with all the 16) _____ of his family when he turns to them. Whatever happens, he must always be able to 17) _____." As this suggests, my father was a man of firm 18) _____. "Your father always sticks to his principles," as my mother would say. But he did not believe in 19) _____ these principles in a way which made life wretched for everyone else.

