

新编研究生英语系列教材

主编 罗立胜

学术综合英语

COMPREHENSIVE ACADEMIC ENGLISH
FOR GRADUATES



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Teacher's Book
教师手册

新编研究生英语系列教材

学术综合英语

Comprehensive Academic English
for Graduates

教师手册
Teacher's Book

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出版说明

1992年11月国家教育部颁布了《非英语专业研究生英语(第一外语)教学大纲(试行稿)》,对教学的要求更多地体现在语言基础训练和阅读能力的培养与提高上。随着我国国际化进程的加速和加入世贸组织,社会对高校毕业生的整体素质、特别是外语素质的要求不断提高,这对我国高校人才培养,当然也包括研究生的培养提出了新的任务和挑战。

到了21世纪,新颁布的《大学英语课程教学要求》对本科大学英语教学目标作了新的描述,即“培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流”。按照这个要求组织教学的学生在几年后将陆续进入研究生阶段。对于多数在本科时已打下了一定的语言基础的学生,到了研究生阶段,他们更多期望的是提高语言的的实际应用能力。因此,非英语专业研究生的英语教学理念应顺势随着本科大学英语教学理念的转变而转变,与本科英语教学的终点目标相接轨。

在当前研究生教学需求呈现多样化、实用化的情况下,需要为教师提供合适的教材,为学生提供实用的学习资源。学校不同、学生个人需求不同,市场千差万别,对教材编写的要求也更高!外教社经过广泛的市场调研,在详细分析当前研究生教学需求,并对教学发展趋势进行多次专家论证后,组织了全国10余所重点高校的专家、教授,针对我国研究生教学的实际情况和需求,编写并推出了这套“新编研究生英语系列教材”,以满足新时期人才培养的需要,和多样化、个性化的学习需求。

由于研究生阶段英语课相对较少,进校学生水平参差不齐,要在有限的时间内把每位学生的每一项技能都提高到相当的水准恐怕也不够现实。但毋庸置疑,研究生已经普遍具备了独立思考能力和较强的自主学习能力,针对他们的教学方法和教学手段也应该适时更新以区别于本科阶段的英语学习。在教学中应更强调以学习者为主体,强调个性化教学,强调对学生自主性学习能力的培养。因此,在新的教材品种设计上,出版者也是煞费苦心。《基础综合英语》和《学术综合英语》将“听、说”和“读、写、译”很好地融合起来,可以说是对基础英语的一个巩固和提高,它们既可单独使用,也可跟其他选修课程结合起来使用。选修课的科目都是实践性比较强、且比较强调英语的实际应用能力的课程,学生可以根据自己的专业特点、兴趣爱好以及时间安排,自由选择相关课程,学校也可以根据学生对选修课不同的热衷程度,建立起符合自己学校专业特色的研究生英语教学体系和评估体系,使学生真正能够学有所用。

在教学安排上,对部分起点一般的学生,可以选用综合教程,以打下扎实的语言基本功;对于起点较高的学生,可以选用综合教程+选修课的模式;而对一部分基础很好的学生,可以跳过综合教程而直接进入选修课程学习。这样有的放矢、针对学生英语学习的薄弱环节进行有针对性的学习,有助于满足个性化的学习需求。部分教材配套的电子出版物,为学生提供了自主学习的工具,为教师提供了立体化教学的帮手,相信更能适应现今研究生英语教学的需要。

社会在发展,需求在变化,人才培养规格在提升。时代对研究生英语教学改革提出了挑战,同时也提供了机遇。我们希望这套教材的编写能够对我国研究生英语教学提供值得探索的方法和途径。

上海外语教育出版社

前 言

随着我国研究生教育的不断发展,研究生英语教学已经成为高层次人才培养的一个重要组成部分。该教学在研究生外语素质和外语能力方面一直发挥着重要作用。虽然大学英语教学发展很快,进入研究生阶段学习的研究生具有比较好的英语水平,但是他们还需要进一步提高使用英语的能力,以便能够更好地适应目前的学习和研究以及将来工作的实际需要。

根据研究生教学大纲的相关要求以及研究生英语学习的实际需要,上海外语教育出版社组织相关院校编写了“新编研究生英语系列教材”,《学术综合英语》是其中之一部分。该书编写的主要目的是帮助研究生为尽早地进入学术英语学习打下一定的基础。该书主要有以下特点:

1. 以学术内容为主体,贴近研究生的实际学习和科研工作,能够帮助他们为在今后的实际工作中使用英语打下相应的基础。口语训练方面包括演讲、论文宣读、辩论、讨论、介绍等;写作训练方面包括写摘要、写指令、写概要、写学术论文、写报告等。这些项目基本上涵盖了目前和将来工作中可能涉及到的实用英语内容。

2. 采用听、说、读、写、译相结合的编写方式,分为两大部分:1)听、说;2)读、写、译。在语言技能和主题训练上尽可能相互融合,同时又有所侧重,如第一单元的听、说部分,其重点是听讲座,两篇听力题材及内容不同,但在体裁和语言技能训练上是相通的。

3. 选用非常新的语言素材,具有较强的时代气息。听力材料和阅读材料的内容新颖,具有很强的可读性和实际意义,如有的文章是关于能源、腐败、灾害、交通、环境等。这些内容能够引起研究生的关注和思考,能够引起他们讨论和发表建议的兴趣。

4. 听、说和读、写、译部分均安排了较多的语言练习。设计练习的指导思想是1)强调实用;2)突出语言主观题的练习形式;3)练习要有一定的变化,覆盖综合技能训练的需要。特别注重自主学习的要求,每个单元要求研究生根据所给的题目、结合课文的主题,用PPT的形式做口头报告。有些单元的文章具有较强的思想内容,我们安排了思考题,必要时还提供参考答案。通过书中的练习,研究生能够较有效地提高语言实际能力。

5. 课文素材主要选自近几年国外出版的杂志、报刊和书籍等。这些文章的语言非常规范,带有比较典型的学术英语特色,适合研究生语言实际能力的训练。

6. 听力部分由外籍专家录制,语音清晰,语调真实,适用于正常的语言教学环境。

本书在编写中得到上海外语教育出版社的大力支持。萧家琛教授对每一单元进行了非常认真的审定。在此,我们表示衷心的感谢。本书一定有许多不足之处,恳请使用本书的教师和同学提出宝贵的意见。

编 者
2007年3月

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Unit 1

Presenting a Speech

Lesson 1: Listening and Speaking

Text 1 Road Building

Text 2 The Mississippi River in America

Lesson 2: Reading and Writing

Section A Presenting a Speech

Section B Report — with a Global Focus

Section C Writing: How to Write a Short Speech

Lesson 1

Listening and Speaking

► Purpose ◀

This part is designed as a listening practice for the students to get some ideas about how a lecture is conducted and how to take notes. Taking notes is an important skill for all students. The listening exercises are designed to enhance the students' note-taking skills.

► Lesson Plan ◀

This part contains two lectures with some listening, writing and oral tasks. They will take about 30–50 minutes to complete. For each lecture, the teacher will have 10 minutes to present the background information about what they will hear, go through the new terms and organize a discussion about the topics the students will concentrate on. Then the students will have to listen to the lectures and complete the tasks.

SECTION A

►►► Part 1 Pre-listening

► Teaching Suggestions ◀

The purpose of this part is to warm up for the listening exercise. There are two related topics for the students to discuss in pairs, and let them familiarize themselves with the words, phrases, sentences and structures that they may use in their discussion first.

The teacher may ask them to form pairs for the discussion and explain a little bit about the terms.

Questions for Discussion

You are going to talk about the importance of roads in the past and the network of superhighways today. Discuss the following topics with your partner.

1. What are some of the advantages and disadvantages of transportation on today's superhighways?
2. Some people believe that superhighways will be the main solution to some of China's transportation problems, but others disagree. What is your opinion?

Here are some useful words, phrases, sentences and structures you might use for your discussion. Look at them first before you form a pair or a group for discussion.

Sentences and Structures

1. I think that superhighways have the following advantages ...
2. I don't agree with you because ...
3. My opinion is that ...
4. I would like to point out that ...
5. I don't think it is right to abandon the railways completely.

Words and Phrases

cost	life span	pollution	truck
land	petrol/gas	petrol/gas station	energy
demand	convenient	fast	door-to-door delivery
cargo transportation	road service	condition	economic development
attract foreign investment		local products	

▶▶▶ Part II Listening

▶ Teaching Suggestions ◀

In this part, the students will listen to a lecture: Road Building. First of all, go through the new

terms and make sure that everyone understands them. Then explain how to take notes.

How to take notes: It is very common for graduates to attend university lectures. Some lectures are on a particular topic and delivered by well-known scholars, and some are offered as regular courses in a university. In whatever situation, it is necessary to find out the best ways to follow them effectively in order to get the most out of them. One of the skills is to effectively take notes. When note-taking, one should write down the key words instead of complete sentences concerning important persons, names of places, causes and outcomes of events, dates, and so on. Also, the teacher should let them know that while taking notes, the students should list the key words in an orderly way and number them. By doing so, one can acquire the main ideas in an organized way. The following listening materials will provide a chance for students to practice this skill.

Give the instructions and play the recording for the first time. For the first listening, the students are required to get the main ideas and write down the key words. After the first listening, let them check with each other before offering the key. For the second listening, tell them to write down the details from the lecture. Then let them discuss what they have written and get some of them to give their answers to the class.

Text 1

Road Building

A professor is going to give a lecture on road building and economic development in the United States. First, look at the following terms that will appear in the lecture.

booming trade 兴旺的贸易

immigrant 外来移民

link together 连接起来

turnpike 收费路

fee 费

vehicle 车辆, 机动车

► Task 1 ◀ Listen and Take Notes

Listen to the recording and try to get the main ideas of the lecture by taking notes. Write your notes in the blanks provided below. When the lecture has finished, talk with each other about what you have written.

Road Building

Good morning, everyone. Today I'll be talking about the relationship between road building and the development of the American economy during the 18th century. About 300 years ago, the United States' economy was growing rapidly, mainly because of a booming trade in two important agricultural products: grain and cotton.

Grain output in the eastern part of America increased quickly at that time due to the rapidly growing population and the large number of immigrants from Europe. As a result, the demand for grain almost doubled. For this reason, the trade in grain first developed in this part of the country. At the same time, the road system was gradually built up in order to transport the grain from the rural areas to various cities. The road building clearly helped develop the economy quickly in these areas and in the cities as well.

During the same period, farmers in the South could get a large amount of laborers from Africa, and they started to grow cotton. As the cotton output increased, the farmers needed to sell it in other places. As a result, many roads were built to link the rural areas to the cities.

At first, this trade of grain and cotton took place along the coast, or near rivers and lakes. It took place there because it was easy and cheap to transport goods from one place to another. Before 1700, it was very expensive to move the goods by road. So, farmers had to rely mainly on rivers to move their crops to markets.

At that time, there was only one continuous road that existed in the US. It ran from north to south along country roads, which were linked together to make one long road. Within a short time, the first east-to-west roads were built. They were called turnpikes. Private companies built these roads and collected fees from all vehicles that traveled on them.

Eventually, because of the booming trade of grain and cotton, a network of roadways was completed that connected some major cities and towns. Although traveling was still costly for farmers, they soon preferred to move their crops to cities and other areas on roadways rather than by boat because it was faster and more convenient.

So here we can see a rather clear picture of road building in the United States and its impact on economic development during that period.

1. The lecture is mainly about the relationship between road building and economic development.
2. The two important agricultural products are grain and cotton.
3. In the East they grew grain.
In the South they grew cotton.
4. Advantages of roads: fast and convenient
5. Purpose for road building: to transport grain and cotton.

► Task 2 ◀ Listen for Details

Listen to the recording again and try to answer the following questions. Write your answers in the blanks provided below and then check your answers with each other.

1. About 300 years ago, what helped the United States' economy grow rapidly?

A booming trade in grain and cotton.

2. Why was there a big demand for grain during the period from 1700 to 1800?

Because of the rapidly growing population and the large number of immigrants from Europe.

3. How was cotton output increased in the South at that time?

The farmers got laborers from Africa.

4. Why did trading first take place along the coast, and near rivers and lakes?

Because it was easy and cheap to transport goods from one place to another.

5. What did some private companies do as far as road building was concerned?

They built roads and collected fees.

►►► Part III Speaking

► Teaching Suggestions ◀

This part is designed for oral practice related to the lecture. From the lecture, the students have acquired some information about road building and some related words and expressions. After the input (the lecture), it is necessary for the students to output (share) what they want to convey on the topics or questions. The suggested way is to let the students form pairs and then choose some students to present their opinions in front of the class.

For Task 2, let the students surf on the Internet and get as much information as possible about the topics provided. Tell them that in the next class some of them will be asked to give a short speech on the given topics with PPT.

► Task 1 ◀ Pair Work

Form pairs and answer the following questions. After a brief discussion, choose some people to present their ideas in front of the class.

1. Some people believe that it is worthwhile to build roads and highways in rural areas because they can promote the development of local economies. Others believe that in some poor areas it may not work. What's your opinion?
2. If you had a chance to travel from Shanghai to Hangzhou, would you prefer to take a plane, a train or a bus?
3. There are some serious problems with highways in China. What are these problems and how can they be tackled properly?

► Task 2 ◀ Presentation

The students are expected to prepare an oral presentation on one of the following topics before the next class. Some of them will be asked to do the presentation in front of the class.

1. The Earliest Road in China
2. The Silk Road of Southwestern China

(You can use the Internet to collect as much information as possible. Then give a short speech to the whole class. PPT is welcome when you give your presentation.)

SECTION B

▶▶▶ Part 1 Pre-listening

► Teaching Suggestions ◀

As mentioned before in the previous part, the purpose here is to warm up for the listening exercise. There are four related questions for the students to discuss in pairs. Let them familiarize themselves with the words, phrases, sentences and structures that they may use in their discussion first.

The teacher may ask them to form pairs for discussion and explain a little bit about new terms in the textbook.