

新编研究生英语系列教材

编著 戴劲 马薇娜



附DVD光盘

视听说教程

ENGLISH LISTENING AND SPEAKING:
A VIDEO COURSE

Teacher's Guide

教师手册



上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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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的学习。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。与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为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

本书为大学英语专业《大学英语》课程的教学用书,旨在帮助学生在掌握基本语言知识的基础上,提高听、说、读、写、译的综合应用能力,为今后从事专业学习和科研工作打下良好的基础。本书共分八册,每册为一学年的教学内容,由浅入深,循序渐进。本书在编写过程中,参考了国内外优秀的教材,力求做到内容新颖、重点突出、循序渐进、学以致用。本书可作为大学英语专业及相关专业的教材,也可供从事英语工作的教师参考。

本书由上海外语教育出版社组织编写,由上海外语教育出版社出版。本书的编写得到了上海外语教育出版社领导的大力支持,在此表示衷心的感谢。本书在编写过程中,参考了国内外优秀的教材,力求做到内容新颖、重点突出、循序渐进、学以致用。本书可作为大学英语专业及相关专业的教材,也可供从事英语工作的教师参考。

前 言

不断深化的对外开放以及日益迅猛的全球化浪潮对我国研究生公共英语教学提出了全新的要求。研究生学习阶段的公共英语教学必须以提高学生的英语综合应用能力为目标,使他们具备较强的跨文化交际能力,应对未来职业的挑战。为了适应这种需求,我们编写了《视听说教程》(*English Listening and Speaking: A Video Course*)。

《视听说教程》的宗旨是:以先进的教学理念来指导语料选取、教学内容编排,采用先进的多媒体技术和设备,依托视听说教学的优势组织并实施教学,达到有效地提高我国研究生英语听、说能力的教学目标。

《视听说教程》题材广泛,内容丰富,涉及 21 世纪世界文化、教育、科技、艺术、国际政治、卫生、娱乐等众多领域。本教程由 15 个单元组成,每一单元包括“视前阅读”(Pre-viewing Reading)、“视前准备”(Pre-viewing Preparatory Work)、“视中训练”(During-viewing Activities)以及“视后练习”(Post-viewing Exercises)等内容。

● 视前阅读

视前阅读的目的是通过选取一篇与视听内容相关的读物供学生视前阅读,从语言和相关知识方面为后续的视听活动做准备。编者在每篇读物后面还编写了问答题,以检验学生的阅读理解能力。

● 视前准备

视前准备主要围绕视听语料的词汇和背景知识展开。词汇既有“生”词语,即:可能构成学生视听理解障碍的词语,也包括“熟”词语,即:学生熟悉但不一定能熟练运用的词汇性短语。为了加强生词学习效果,编者还专门编写了词语填空练习,供学生训练。背景知识主要介绍视听语料中涉及的重要人物、事件、地名、机构等。

● 视中训练

视中训练要求学生在视听过程中有选择地将所获得的信息记下来,供后续练习用;该训练的目的在于培养学生用英语做笔记的习惯和技能。

● 视后练习

视后练习在编排上分为两个部分。第一部分是视听理解题,包括填空题、匹配题、对错判断题以及选择题等题型,旨在检测学生对视听语料的理解状况。第二部分是口语训练,用以提高学生的英语口语表述能力。口语训练包括两项内容:一,要求学生运用教学单元所提供的词汇性短语,复述视听语料的主要内容;其目的是进一步巩固学生对语料内容的理解,并在此基础上通过模仿,逐步提高英语口语表述能力。二,要求学生围绕开放性问题展开讨论或辩论,

以此培养他们的英语陈述和思辨能力。

本教程适合高等院校非英语专业硕士和博士研究生使用,也可供英语专业二、三年级学生使用。

在本教程的编写过程中,郭洁茹女士从音像技术方面给予了我们大力协助,使我们能顺利完成编写工作;此外,美国教师 Edwin Knight 博士对书稿进行了认真的校对。编者在此向两位专家深表感谢。

由于编写时间仓促,编者水平有限,疏漏、不足之处,敬请同学、同仁不吝赐教。

编者

2008年11月

前言

本教程是根据教育部《大学英语课程教学要求》(试行)中关于大学英语课程的教学目标,结合我国大学英语教学实际,在广泛吸收国内外大学英语教材编写经验的基础上,参照国外优秀教材编写体例编写而成的。本教程旨在通过听、说、读、写、译、思等综合训练,提高学生的英语综合应用能力,培养学生的英语思维和跨文化交际能力,为学生的进一步学习和工作打下良好的基础。

本教程共分八个单元,每个单元包括听力、口语、阅读、写作、翻译、思辨等六个部分。每个单元的学习重点和难点都有所体现,旨在帮助学生系统地掌握英语知识,提高英语应用能力。本教程在编写过程中,力求做到内容新颖、重点突出、循序渐进、学以致用。希望广大师生在使用过程中,能从中受益,不断提高自己的英语水平。

本教程的编写得到了许多专家和学者的支持,在此表示衷心的感谢。同时,我们也欢迎广大师生在使用过程中提出宝贵意见和建议,以便我们不断改进和完善。

编者

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Woman and Work



Modern office ladies

I. Pre-viewing Reading

Instructional Suggestions:

Duration: 5 ~ 10 minutes

1. Text:

Have students read the Pre-viewing Reading text.

2. Questions:

Check students' comprehension of the text with the questions listed immediately after their reading.

1. Text

Women at Work: Careers Under Glass

By Porter Anderson

(CNN) — Her book-length report may be called “*Breaking Through the Glass Ceiling: Women in Management*,” but it’s “glass walls” Linda Wirth wants to talk about.

“When people ask me, ‘Well, what do you do to get women to the top?’” in business, “I say we need to work on this glass walls thing.”

Wirth is a senior gender specialist with the International Labor Organization’s (ILO) Bureau for Gender Equality. And, perhaps rather importantly for her current work, she’s a former teacher of mathematics and science at secondary schools in her native Australia.

Her report for the ILO says that the United States by 1999 was leading the world in the number of women holding executive management positions in the country’s 500 largest companies. In fact, the number doubled from 1996 to 1999. “But it doubled from a meager 2.4 percent in 1996 to a meager 5.1 percent,” she says.

And that’s the good news. Wirth’s data tell her that just 1.3 percent of top management positions in 1999 — the latest year her figures reflect — were held by women in the largest companies in her homeland, Australia; 2 percent in France; 3 percent in Germany and Brazil; and 3.6 percent in the United Kingdom. In Canada, her data tell her, 43.6 percent of companies were found to have no female corporate officers at all. To the south, the United States had no female corporate officers that year at 21 percent of its companies.

“There’s a perception,” Wirth says, “that women are moving, getting there somehow, making progress. But consider that only eight heads of state are women. Some 13 percent of parliamentarians, worldwide, are women.”

“Women continue to increase their share” of top executive representation “overall, but one surprise is that in Denmark, Spain, and the United Kingdom, we saw no change at all between 1996 and 1999. And in a few countries — Belgium, Greece, Poland, Romania — it went backward.”

The ILO was formed in 1919 and today is an agency of the United Nations. Its “tripartite” (三方参与的) mission is to bring together representatives of government,

employers, and workers on issues of the workplace. Wirth's report, in fact, came about as a result of a 1997 meeting in Geneva in which the effort was instigated (鼓动) to start looking at trends in some 70 countries.

Some of the points included in *Breaking Through the Glass Ceiling*:

- At the global level in 1990, 67 percent of all women aged 20 to 54 were economically active. By the year 2010, that figure is expected to reach almost 70 percent.
- Women make up the majority of part-time workers, between 60 and 90 percent worldwide.
- Approximately half the world's workers are in what the ILO describes as sex-stereotyped (有性别成见的) occupations, in which one gender predominates to such a degree (at least 80 percent) that the occupations are widely considered "men's" or "women's" jobs.
- Time-use studies show that women work longer hours than men in nearly every country, with women consistently performing more of the unpaid (household) work.
- Periods away from the labor force to give birth and care for children are becoming shorter. In the United States, the proportion of working mothers with children under the age of 3 went from 34 percent in 1975 to 57 percent in 1994. The percentage of working mothers with children less than 1 year old was 53.6 percent in 1998.

"Men's" and "women's" jobs

So what about that "glass walls" concept Wirth talks about?

"We call it 'occupational segregation' (职业性隔离)," she says. "It has to do with 'what boys do' and 'what girls do' at school. The traditional roles are reflected in what subjects they choose to study. And even though it's changing, it's far from equal these days.

"What we really want is not to say that more women must go into science. In a program in Denmark, they're aware of the stereotyping and they've introduced an approach in preschool that offers options for what boys and girls might want to do. What they're finding is that the girls certainly can do science, and very well, but many don't want to. They're not interested.

"I've been asked in Europe, especially, whether women really want leadership roles. In Australia, I've seen some young women who are happy if they can get equal pay, they don't necessarily want to go farther.

"So I think what you come to argue is that women, like men, should have the

options. Men should be able to go into caring professions if they want to. Women should be able to climb the ladder if they want to.”

And whether by choice or by societal programming, Wirth says, the “glass walls” she speaks of are in place long before a “glass ceiling” may be overhead.

Men and women are accustomed to respecting these invisible barriers between professions and fields, she says, “and there are two important indicators that result — one is lack of participation in the decision-making for women, and the other is the persistent pay gap between men and women.”

“What we recommend,” she says, “is that if you really want to support women as an employer, give them challenging, high-profile assignments, expose them to all the operational aspects of an organization, so 15 years down the road, they’re equipped to handle top positions.”

(887 words)

(Source: Career, CNN.COM, July 12, 2001,
<http://archives.cnn.com/2001/CAREER/trends/07/11/ilo.report/index.html>)

2. Questions

- 1) Who is Linda Wirth and what was her previous job in Australia?

She is a senior gender specialist with the ILO Bureau for Gender Equality. She used to be a teacher of mathematics and science in Australia.

- 2) What is the mission of the ILO?

Its “tripartite” mission is to bring together representatives of government, employers, and workers on issues of the workplace.

- 3) What do the invisible barriers result in?

The invisible barriers result in two consequences: one is lack of participation in the decision-making for women, and the other is the persistent pay gap between men and women.

- 4) What does Linda Wirth recommend to support women and qualify them for top positions?

She recommends that an employer give them challenging, high-profile assignments, expose them to all the operational aspects of an organization, so 15 years down the road, they’re equipped to handle top positions.

II. Pre-viewing Preparatory Work

Instructional Suggestions:

Duration: 10 ~ 15 minutes

1. Vocabulary Preparatory Work:

(A) Have students study new words and phrases, and finish the following exercise if possible.

(B,C) Then ask them to skim lexical phrases, proper nouns, and notes to get a rough idea about the main contents of the video.

2. Question Skimming:

Allow students about 3 minutes to glance through the comprehension questions in the Post-viewing Exercises before they start viewing the video.

Vocabulary & Background Knowledge

A. Lexical Preparatory Work

1) New Words & Phrases

be under-represented to be not present in as big a quantity as sth. should be

ouch *int.* (*slang*) a cry expressing sudden pain

E.G. Ouch! That hurts!

old boy network 校友关系(网)

juggle / 'dʒʌɡl / *v.* 尽力对付/做好……, 力图使……平衡

E.G. If I juggle these appointments around, I can fit you in.

gyrate / 'dʒaɪə'reɪt / *v.* 旋转, 回转

E.G. The dancers gyrated wildly to the beat of the music.

chronicle / 'krɒnɪkl / *v.* to record 记述, 记载

E.G. His life is chronicled in a new biography published last week.

bail out of to leave

E.G. After ten years in the business, McArthur is bailing out.

toe the line to do what one is told; to obey orders

E.G. The boss wanted them to toe the line, or they would get fired.

jump ship to leave a group, organization, cause, etc. 跳槽

E.G. The best employees jumped ship at the first opportunity.

minefield / 'maɪnfɪ:ld / *n.* a situation that has many potential hazards or dangers 雷区

E.G. Choosing the right school can be a bit of a minefield.

speculate / 'spekjʊleɪt / *v.* to suggest answers or theories on uncertain or tentative grounds

E.G. Jones refused to speculate about what might happen.

marginalize / 'mɑ:dʒɪnəlaɪz / *v.* 使……边缘化, 排斥

E.G. Female employees complained of being marginalized by management.

token / 'təʊkən / *n.* 象征

hard-core / ,hɑ:d'kɔ:(r) / *a.* uncompromising; dedicated; high-powered

E.G. They are the hardest of the hard-core soccer fans of France.

green lighter *n.* 准许人

megabuck / 'megəbʌk / *n.* one million dollars; a huge sum of money

2) Vocabulary Exercise

Direction: Use the appropriate word or phrase from New Words & Phrases to complete each sentence. Make changes where necessary.

- (1) He tried hard to toe the line in the new job.
- (2) A jury is not permitted to speculate on a matter about which insufficient evidence has been presented in reaching its verdict.
- (3) His post-graduation plans are tentative at this point, as it has been difficult to juggle job searching with school and hockey.
- (4) We must not marginalize the poor in our society.
- (5) Warren is a top performer in megabuck tournaments, and has won many titles.
- (6) French filmmaker Jean-Luc Godard's films, such as *Breathless* (1959) and *Every Man for Himself* (1980), chronicle the evolution of his political radicalism.
- (7) He doesn't consider himself a hard-core golfer, but enjoys getting out with friends to golf.
- (8) Applications by women are especially welcome and will be given preferential consideration in areas in which women are under-represented.
- (9) International law is a minefield for anyone not familiar with its complexity.
- (10) One of the telling signs of institutionalized corruption is the existence of a(n) old boy network protecting itself against any complaints brought forward.
- (11) Don't be content just because you have a few good partners, you never know when they may decide to jump ship.