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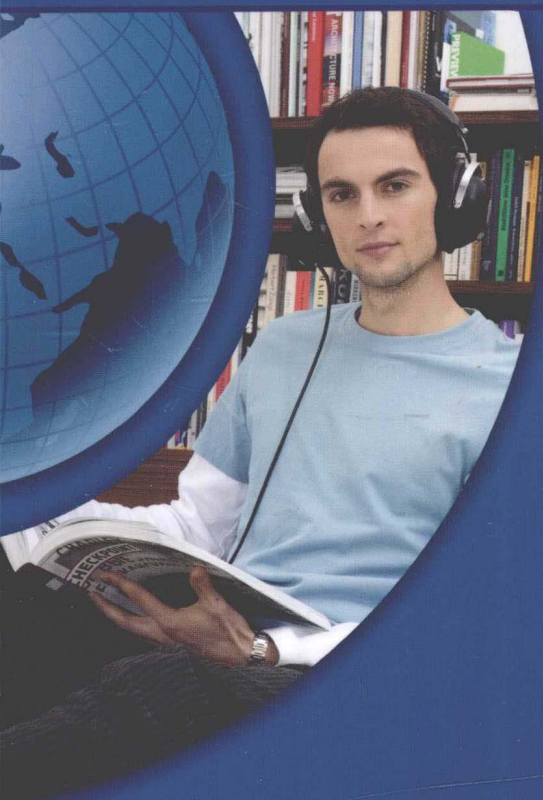
高等学校 总主编：何莲珍 石坚
研究生英语 系列教材



听说教程 下

LISTENING AND SPEAKING

主编：周炳兰 李萌涛



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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出版说明

随着本世纪初开始的大学英语教学改革持续深入,大学英语教学水平及大学生的英语综合应用能力在不断提高。与之相应的研究生英语教学也面临着新的形势和要求。有针对性地培养和提高研究生的英语应用能力,特别是提高其在本专业及相关专业领域的英语口头和书面交流能力,并为进一步学习和研究打好基础,成为研究生英语教学的一个重要任务。

据了解,目前国内许多高校的研究生英语教学仍基本沿用本科的英语教学模式。教学目标以提高学生基本语言技能为主,教材也多选用本科高年级的教材,或虽使用一些研究生英语教材,但在教学内容与教学目标上与本科教学并没有本质区别。与此同时,也有越来越多的院校开始尝试新的研究生英语教学模式。为研究和探索研究生英语教学的特点和要求,我们近年来对北京大学、清华大学、四川大学、浙江大学、山东大学、北京理工大学、南开大学、中国科技大学、南京大学、中山大学、哈尔滨理工大学、西北工业大学、华中科技大学等国内数十所院校进行了调研,对研究生英语教学的现状、存在的问题及今后的发展趋势进行了分析,在此基础上,组织国内英语教学专家及一线教师开发了“高等学校研究生英语系列教材”。

为体现不同阶段、不同层次的教学要求,本套教材由提高系列与拓展系列两个主要部分构成:提高系列着重在本科阶段英语学习的基础上进一步巩固语言知识,提高语言技能;拓展系列则根据研究生专业学习和研究的特点和需要,着重拓展其学术视野,培养学术研究能力。为便于各高校针对本校需要进行选择,本套教材包含语言技能、语言应用、语言文化、专业英语等方面的不同教程,还将根据研究生英语教学的发展适时补充新的教程。

本套教材既考虑当前研究生英语教学的实际情况,又适应研究生英语教学的改革趋势。各教程在内容和形式上都有所创新,突出实用性和专业性,还配有丰富的多媒体资源,可满足不同层次、不同模式研究生英语教学的需要。但由于研究生入学时英语水平参差不齐,各院校教学情况比较复杂,在课程设置、课时安排及考核方式等方面均存在较大差异,教材难免众口难调。我们在尽量提供多种选择和配套资源的同时,也希望使用本套教材的院校及时将使用意见反馈给我们,以便我们不断修订、补充、完善。

外语教学与研究出版社

2008年4月

前言

《研究生英语听说教程》(以下简称《听说教程》)为“高等学校研究生英语提高系列教材”之一,依据《非英语专业研究生英语教学大纲》的要求和研究生英语教学特点进行设计和编写,旨在通过听、说、读相结合的教学实践,培养学习者运用英语准确而流利地进行交流的能力。《听说教程》包含上、下两册,内容难度和学习重点有所不同,可用于研究生阶段两个学期的英语教学,也可由教师根据学生的实际水平选择使用。

《听说教程》每册 12 单元,每单元的听说活动围绕一个特定主题展开。这样设计有助于增强学生在语篇层次上的听说能力,提高他们对所听材料的分析判断和归纳总结能力,以及用英语就一般性话题和专业话题表达观点的能力。《听说教程》遵循“听说结合,以听促说”的原则,保证教学过程中语言输入丰富准确,输出活动形式多样,有效提高学生的语言表达与沟通能力。本教程的课堂教学活动经过精心设计,使“说”的活动不再是点缀,而是训练重点和教学目的所在。

在听的方面,《听说教程》除提供由外籍专家录制的纯正、地道的听力素材外,还提供原声录音素材,使学生多接触真实环境下的英语。在说的方面,教材不仅设计了以任务为中心、生动有趣的口语练习活动,还对“说什么”和“如何说”进行提示,突出了真实环境下的交际策略(communicative strategies)。此外,本教程还在教师用书中提供了听说活动的文化背景知识、详尽的教学建议和步骤,以及一些备用的课堂口语活动和讨论话题,这不仅方便了教师的教学,而且能够满足不同程度学生的需求,使尽可能多的学生参与到口语活动中。

《听说教程》整体结构及难度的确定基于广泛而深入的调研,部分单元已在教学实践中试用。在编写时,编者在词汇量、听力难度、口语练习等方面充分考虑了与大学本科阶段听说教材的衔接。因此,本书亦可作为本科高年级学生提高英语听说能力的辅助教材。

一、教材结构

《听说教程》分上、下两册,每册 12 单元,各单元结构如下:

1. Warm-up

提供与本单元话题相关的一段听力练习,引导学生开展口语活动,为接下来的听说训练做铺垫。

2. Listening for Content

本部分突出“听”,培养学生整体理解以及获取特定信息的能力,使学生能正确领

会所听内容的主旨及作者的意图。本部分由一段长对话、一段文章和一段原声语料构成,除听力练习外,还设计了一些可供选择的口语活动,以充分利用听力内容中的信息和语言表达素材。

3. Speaking for Communication

本部分包括两个板块,主要用于课堂口语教学与练习。

A. Talking it up

- 1) 提供所需的口语句型和交际技巧
- 2) 提供对话模板
- 3) 提供交际情境或指示交际任务

B. Talking it through

该板块利用 Listening for Content 部分的信息或其他与主题相关的信息,结合 Speaking for Communication 部分的语言技能,旨在进一步拓展主题,提高学生的表达能力。该板块设计了角色扮演、讨论、辩论、描述、总结发言、准备课题等口语活动,并提供范例和练习提示,讲解不同情境下表达的注意事项。

4. Follow-up

本部分主要用于课下巩固,以听力训练为主,部分听力练习形式模拟非英语专业硕士研究生英语学位课程考试题型。听力内容还包括英语欣赏,如诗歌、名言警句,幽默等。此部分的口语训练包括小组活动(group project)和2-3分钟的有准备发言等。

5. 光盘补充内容

本教程配有多媒体学习光盘,除生动呈现教材内容之外,还增加了与各单元主题相关的电影片段赏析和帮助学生检测和提高听力水平的听力测试题。

二、教材特色

1. 内容丰富,选材新颖

《听说教程》以单元主题展开,两册共包含24个主题,涵盖日常生活和社会经济方面的各类话题。教程在选材上不仅注重语言的规范性和感染力,还注重内容的趣味性和启发性;题材以反映现实生活为主,故事性和知识性兼顾;体裁力求多样化,包括故事、报道、叙述和对话等。部分听力素材选自英美国家近期出版物,内容新颖、语言地道,从多方面反映英语文化的内涵。

2. 注重培养跨文化意识与交际策略

为使学生了解西方文化、正确使用语言,《听说教程》中提供了必要的文化背景介绍和语言点解释,同时,为提高学生在不同情境中的交际能力,书中还提供了一些实用、有效的提示,如 Tips for socializing with people, for organizing information, for using

words to your advantage 等等。为方便教师授课,教师用书中增加了更为详尽和深入的文化背景和语言难点的说明。比如有关邀请及赴宴的英文表达,学生用书中列出了正式及非正式的表达法,教师用书中则介绍了更多相关的社交礼仪,如赴宴时应准备什么小礼物、提前到达还是准时到达、要不要吃完盘中食物等。

3. 教学难度适中,合理递进

《听说教程》主要依据《非英语专业研究生英语教学大纲》和《研究生英语课程考试大纲》编写。由于近年来社会经济的发展对研究生的英语交际能力提出了更高的要求,本书结合目前高校英语教学的实际情况,将总体难度定位在稍高于大纲的要求,以满足新形势下研究生英语教学的需求。

本教程的起点词汇为大学英语四级要求(4500词),听力篇章中生词比例一般不超过3%。每单元着重学习和训练一项交际技能(communication skill),包括情景会话技能和表意技能(functional and notional)。交际技能与主题联系,由易到难,由一般性表达达到专业性较强的表达。

4. 练习形式生动多样

在听力方面,教材尽可能采用多种有效的听力练习形式,主观题和客观题相结合,基本涵盖了《研究生英语课程考试大纲》中出现的考试形式;在口语方面,教材设计了多种课堂活动,如回答问题、对话、讨论、辩论、命题演讲等。

《听说教程》教师用书中除了提供听力文本和练习答案外,还对练习目的、教学步骤、备选口语活动、语言和文化背景知识等做了详细介绍,以保证教学内容和教学任务得以有效完成。

三、教学建议

现代英语教学,尤其是研究生阶段的英语教学,提倡自主学习与有指导的学习相结合。教学过程不再只是灌输知识的过程,而需要学生主动参与和积极探索,在这一过程中教师应作为组织者、指导者、讲解员和评论员,充分发挥组织和指导的作用。除了根据教师用书中的提示来组织教学外,教师还需根据学生的实际情况,提供相应的引导和示范,激发学生的学习兴趣,引导他们积极思考问题,并及时总结和适当点评学生在学习过程中的进步和不足。

《听说教程》提供了丰富的教学资源,教师可根据课时和学生的具体情况灵活安排教学。但无论如何安排,都应注意控制好听说活动的时间,充分利用课上每一分钟,提高活动效率,引导学生学以致用。在授课过程中,可以多讲授一些有效的听力和口语技巧,“授人以渔”,引导学生逐渐养成良好的习惯,增强口头表达能力。

建议教师参考如下计划,安排《听说教程》的教学:

1. 《听说教程》(上、下册)可供两个学期使用。如果研究生教学计划(听说教学)

只有一个学期，则可以根据学生的英语水平选择上册或下册，或在两册中选择学生更感兴趣的单元学习。每册有 12 个单元，每个单元需 2-3 个学时（课上），并建议学生至少花 1 个学时练习听力和准备命题发言（课下）。

2. 建议 Warm-up 和 Listening for Content 在课上完成，尤其是“真实”听力练习适宜在课上完成；其他听力内容可以视具体情况决定是否需在课上进行，若时间不允许，可要求学生在课下完成。

3. Speaking for Communication 是本教程的重点。为保证课上能够较顺利地开展口语活动，要求学生对此部分进行预习。

4. Follow-up 中的练习可以布置给学生课下自主完成。可要求学生在新的单元之前准备 2-3 分钟的发言。

5. 多媒体学习光盘内容丰富，可要求学生在课外完成光盘里的所有内容，包括电影片段赏析和自测题。教师可定期在课上检查学生完成光盘的情况。

四、编写说明

《听说教程》由中国科学技术大学负责编写，编者均为在英语教学及教材编写方面有多年丰富经验的教师。下册主编为周炳兰、李萌涛。各单元编写人员为：第一、十一单元 赵新红；第二、九单元 徐林荔；第三、四单元 李萌涛；第五、六单元 周炳兰；第七、八单元 陶伟；第十单元 胡安琳；第十二单元 张曼君。本书经外籍专家 Kris Sri Bhaggiyadatta 和 May F. Yee 审稿，外研社的编辑在出版过程中也对本书结构和内容提出了许多有价值的建议，在此谨向他们表示衷心的感谢。

在本书编写过程中，我们参阅了大量国外原版书籍和期刊，并从国外广播、电视、电影和互联网上选取了部分文字材料和有声资料。由于篇幅所限，在此不再一一列出，谨向有关出版社及作者表示深深谢意。

编者
2008 年 7 月

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Unit 1

Principle of Life



As graduates who are most probably in our 20s or 30s and who are getting more and more mature and rational, we will inevitably meditate on the principle of life. What kind of outlook on life and the world shall we adopt? How shall we treat our family members, relatives, friends, and even strangers? What is happiness and how to obtain it? What kind of actions shall we take to live a worthwhile life? And what shall we do as individuals to contribute more to society? All these issues will be more or less delved into in this unit.

The life given us by nature is short, but the memory of a life well spent is eternal.

WARM-UP



A

Listen to a speech about an honest house inspector and answer the questions in the following table with the information you hear.

1. What is Edmund's job?	1.
2. What was it that Edmund came across when inspecting a property?	2.
3. What did Edmund do when he found the bills?	3.
4. How much money was found there in the drawer?	4.
5. What did Edmund do when he got the \$50 reward?	5.



Vocabulary



property /'prɒpəti/ *n.* 房产, 不动产

deposit /di'pɒzɪt/ *n.* 代为保管 (例如在银行里) 的物品 (例如钱等)

unzip /ˌʌn'zɪp/ *v.* 拉开拉链

bill /bɪl/ *n.* 纸币

heir /eə(r)/ *n.* 继承人

estate /i'steɪt/ *n.* 某人全部的财产, 尤指一个人死后留下的所有的财产和债务

crook /kruːk/ *n.* (口) 骗子



B

Listen to the speech again and discuss the following question.

How would you deal with the money if you were in Edmund's shoes?

LISTENING FOR CONTENT

1 Listening to a conversation



A Listen to a conversation between Rogers and William. After the conversation, some questions will be asked about what has been said. Write down a short answer to each question.

1. What does William think of banning smoking in public buildings?

2. Why did Rogers feel surprised?

3. Is Rogers a smoker or nonsmoker?



B Listen to the conversation again and choose the best answer from the four choices given to each question you hear.

- A) He was listening to a radio program.

B) He was watching a TV program.

C) He was debating with a smoker.

D) He was smoking in the room.
- A) Cigarettes should be sold in a restricted way.

B) Cigarettes should not be sold in public places.

C) Cigarettes should not be smoked in the room.

D) Cigarettes should not be smoked in public places.

Vocabulary

ban / bæŋ / n. 禁令



3. A) The right to smoke in order to think better.
B) The right to maintain his life style.
C) The right not to breathe smoke.
D) The right to smoke whenever he wants.
4. A) He will take doctors' advice.
B) He is in a good health now.
C) Smoking is a part of his life style.
D) He will ask others to go outside if his smoking bothers them.

2 Listening to a passage



A

Listen to the following passage about the attitude to life. Take notes to get information for the following questions. Then discuss in pairs to check the answers.

1. What made the teacher want to share with her students her thought?

2. What did the teacher consider important and want her students to know?

3. What promise did the teacher want the students to make?

4. According to the passage, what else could be described as the "stuff" of life, in addition to what we see?

5. For what do we regret when we get older?

Vocabulary

insight / 'insart / *n.* (尤指对复杂事情的) 顿悟; 猛省
water / 'wɔ:tə(r), 'wɒ-/ *v.* 流眼泪
scent / sent / *n.* 香味
breeze / bri:z / *n.* 微风

6. What can be inferred from the whole story?



B

Listen to the passage again. Check the answers to the above questions. Then work in pairs to talk about the story. If you feel it difficult to move on with your dialogue, the following questions may be of some help.

1. What do you think of the story?
2. What is the chief message the storyteller want to convey to us?
3. What is your outlook on life?
4. What is your attitude towards life and death?
5. Have you ever read Bertrand Russell's essay "How to Grow Old"? In his last paragraph (given below), Russell compares an individual human existence to a river, and views old age and death with great elegance. Try to make some comments on it.

HOW TO GROW OLD

By Bertrand Russell

...

Some old people are oppressed by the fear of death. In the young there is a justification for this feeling. Young men who have reason to fear that they will be killed in a battle may justifiably feel bitter in the thought that they have been cheated of the best things that life has to offer. But in an old man who has known human joys and sorrows, and has achieved whatever work it was in him to do, the fear of death is somewhat abject and ignoble. The best way to overcome it—so at least it seems to me—is to make your interests gradually wider and more impersonal, until bit by bit the walls of the ego recede, and your life becomes increasingly merged in the universal life. *An individual human existence should be like a river—small at first, narrowly contained within its banks, and rushing passionately past rocks and over waterfalls. Gradually the river grows wider, the banks recede, the waters flow more quietly, and in the end, without any visible break, they become merged in the sea, and painlessly lose their individual being.* The man who, in old age, can see his life in this way, will not suffer from the fear of death, since the things he cares for will continue. And if, with the decay of vitality, weariness increases, the thought of rest will not be unwelcome. I should wish to die while still at work, knowing that others will carry on what I can no longer do, and content in the thought that what was possible has been done.



A

Listen to the following radio clip in which three people are talking about youth and violence, and fill in the blanks with the information heard.

Welch: an announcer working for National Radio Project

Joshua Haynes: a guest for this radio program

Ora Noel: a guest for this radio program

Vocabulary



Oakland / 'əʊklənd / 奥克兰

(美国加利福尼亚州西部的一座城市，在旧金山对面金湾附近)

involve / ɪn'vɒlv / v. 使牵涉，卷入

violation / ,vɪə'leɪʃən / n. 违犯，违背

abuse / ə'bjuz / v. 虐待，伤害

Welch: Joshua Haynes is fourteen and lives in West Oakland. He's a very active leader in his school and a positive 1) _____ on other young people.

Haynes: The topic of violence for me is touching, because just a few days ago, one of my friends from a place I used to 2) _____, named Mike, had got killed, or whatever. And um, some people know who did it and some people don't. People don't really—don't want to tell because they're trying to 3) _____ themselves. But if we say we're gonna 4) _____, then why are we not going out there and protecting each other? And then, it's like—everybody's just—I don't know just challenged, and it's just something that's bothering me, 'cause it don't make no sense to people my age dying and stuff.

Noel: Over the years, I've been listening to the young adults and violence. I listen to my sons, I listen to kids around the schools.

Welch: Ora Noel is a long-time West Oakland resident who lost her son Chris in 1996. And then her son Daniel, in 2002. Neither of her sons were 5) _____. And no arrests have been made in either of their cases. Noel commented on the fear people in the neighborhood have, of 6) _____, or 7) _____.

Noel: There are youth who are speaking up and let me tell you, those youth who speak up, 8) _____. Nobody is looking when there's a drive-by. And it's true that we do need to 9) _____, we do need to speak up when there's a violation against our human or civil rights. But so many of us are afraid to speak up because they are afraid to go to police. Because 10) _____ that keeps the drugs coming in here and keeps our youth on the streets selling drugs and not able to get a decent job.

Q... B Listen to the radio clip again and find the answers to the following questions according to what you hear. Then exchange information needed by asking and answering questions.

1. What kind of person is Joshua Haynes?
2. Why is the topic of violence touching for Haynes?
3. Why do some people who know the murderer refuse to tell the truth according to Haynes?
4. Who is Ora Noel?
5. What is the root of the problem of adolescent delinquency according to both Haynes and Noel?

SPEAKING FOR COMMUNICATION

1 Talking it up

A Students, either in their classes or daily life, could be expected to talk about frequency or sequence, i.e., how often one does something or in which order something should be done. To be a successful communicator, we can never ignore the development of the ability to ask about and describe frequency and sequence. The underlined parts in the following examples will help you learn how to do that.

