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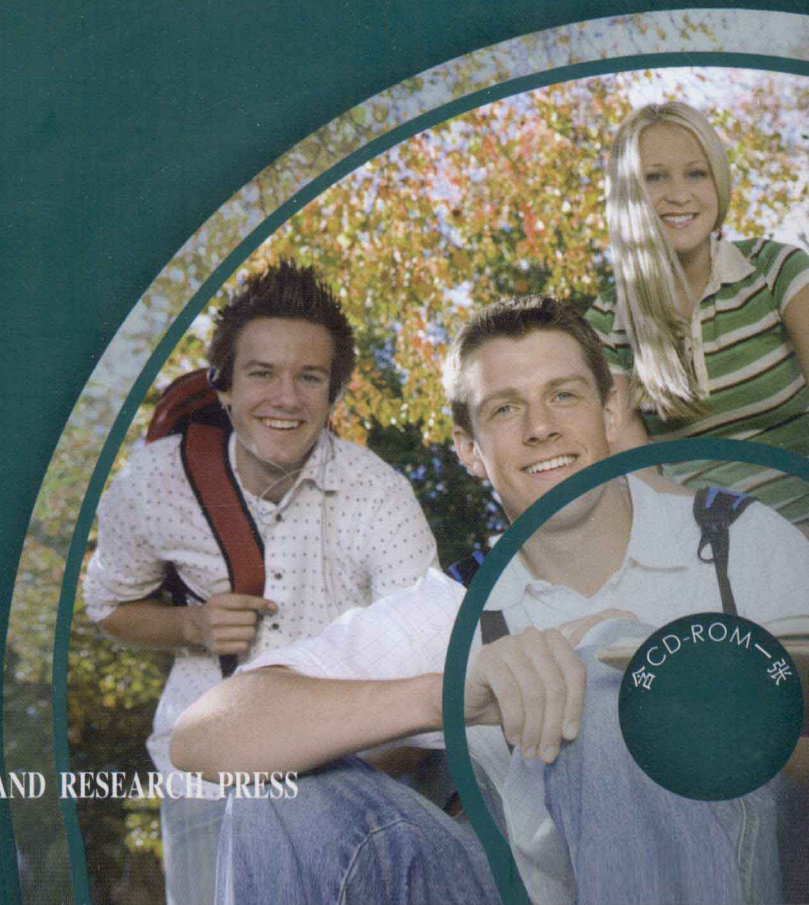
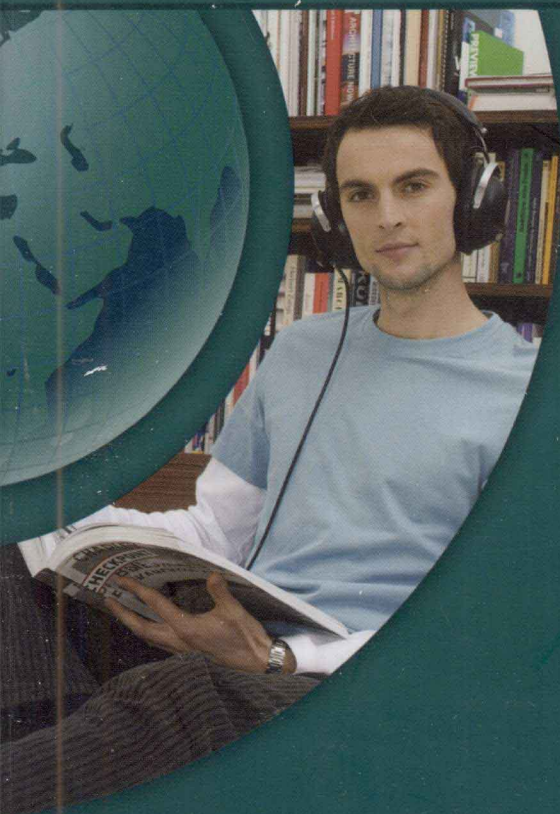
高等学校 总主编：何莲珍 石坚
研究生英语 系列教材



听说教程 上

LISTENING AND SPEAKING

主编：李萌涛 周炳兰



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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主 编：李萌涛 周炳兰

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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、中国科学技术大学、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

出版说明

听说教程

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,倡导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。可要求学生在学新的单元之前准备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。上册主编为李萌涛、周炳兰。各单元编写人员分别为:第一、四、八单元 张曼君;第二单元 刘文捷;第三、七、十二单元 李萌涛;第五、六单元 周炳兰;第九、十、十一单元 胡安琳。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1月

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听说教程

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Unit 1

Are You Hooked to It?



A hobby is defined as an activity done regularly in one's leisure time for pleasure. An addiction is a recurring compulsion by an individual to engage in some specific activity. The word is also used colloquially to refer to some activity for which a person has an overwhelming passion. We usually think that hobbies are harmless and addictions are dangerous, because hobbies can make our lives more colourful while addictions inflict physical or spiritual dependency on something to degrees that we cannot control. In reality though, the differences between hobbies and addictions can often be confusing. Most addictions begin as hobbies. Everyone spends time and energy on hobbies, but if excessive passion about a hobby affects one's life in a negative way, it becomes addiction from which it is hard to escape.

Nature supplies us all with the ability to become hooked—and we all engage in addictive behaviour to some degree.

WARM-UP



A Listen to three speakers talking about their childhood hobbies. Complete the following chart with the information you hear.

Note

Transformers are robots that turn into other things. Usually they turn into vehicles, like cars or jets. Transformers started in 1984 as a line of toys, but then an animated series and a comic book were created. Optimus Prime and Megatron are the names of two robots among many examples.

Name	Hobbies	The significance of their hobbies
Luther	1) _____	They are 2) _____.
Sarah	3) _____	She enjoys 4) _____.
William	5) _____	It is 6) _____ to him.



B Discuss the following questions.

1. What do you know about stamp collecting? Did you have a special collection when you were a child?
2. What was your hobby in childhood? How did your hobby affect your life? Do you still pursue that hobby?

Vocabulary

miniature /'minɪətʃə(r)/ *a.* 微型的, 缩小的
fertilizer /'fɜːtɪlaɪzə(r)/ *n.* 肥料



LISTENING FOR CONTENT

1 Listening to a conversation



A Listen to a conversation about Internet addiction. After the conversation, some questions will be asked about what was said. Write down a short answer to each question.

1. What is mainly talked about in this conversation?
_____.
2. Can you describe a picture of a typical Internet addict?
_____.
3. How can you know whether you are addicted to the Internet or not?
_____.

Vocabulary

alcoholism /'ælkəhɒlɪzəm/ *n.* 酗酒
hook /huk/ *v.* 对……入迷, 被……迷住
pathological /pəθə'ɒlɒdʒɪkəl/ *a.* 病理的, 病态的
fixation /fɪk'seɪʃən/ *n.* 依恋, 固着
abuse /ə'bjuz/ *v.* 滥用



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

1. A) She thinks Internet addiction is as serious as drug and smoking addiction.
B) She thinks Internet addiction is much severer than alcohol addiction.
C) She thinks Internet addiction is less serious than drug and alcohol addiction.
D) She thinks Internet addiction is the product of other addictions.
2. A) Only young people can be addicted to the Internet.
B) Internet addicts include both children and adults.
C) There are more adult addicts than teenage addicts.
D) Young addicts account for a larger part of Nicholson's patients.
3. A) Some learn how to deal with their relationships with others.
B) Some may get into trouble over money issues.
C) Most of them commit suicide in the end.
D) Most of them care more about their possessions.
4. A) People think experts overestimate the harmfulness of Internet addiction.
B) Internet addiction can be overcome by the addicts themselves.
C) Professor Nicholson thinks that Internet usage should be restricted or prohibited.
D) Internet addiction needs to be taken seriously and treated properly.

2 Listening to a passage



A *Are you good at your hobbies? Do your hobbies bring as much pleasure as they used to? Listen to the following passage carefully and choose the best answer from the four choices given to each question you hear.*

- A) He feels ashamed about his son's incompetence.
 B) He feels the other boys are too competitive.
 C) He feels real regret for not teaching his son to play soccer well.
 D) He finds it necessary to encourage his son to practise soccer.
- A) He thinks people should practise hard to dance elegantly.
 B) He thinks a dancer has to wear a nice dress to dance.
 C) He thinks one would embarrass oneself without good dancing shoes.
 D) He thinks dancing is a way to relax in one's spare time.
- A) Hobbies are supposed to bring pleasure to people.
 B) If a person takes up a hobby, he should work hard at it.
 C) Dancing and jogging don't bring much fun to people.
 D) Self-improvement is an important factor for taking up hobbies.
- A) The speaker simply wants to have a good time.
 B) The speaker is no good at dancing, singing and drawing.
 C) The speaker dislikes people being so-so in any activity.
 D) The speaker is often laughed at by others.

Vocabulary

nerd /nɜːd/ *n.* 乏味落伍的人
 slaughter /ˈslɔːtə(r)/ *v.* 屠杀, 杀戮
 tights /taɪts/ *n.* 紧身衣



B *Listen to the passage again and discuss the following questions.*

- According to the passage, what is the common attitude towards hobbies?
- Does the speaker himself agree with it? Do you agree or disagree? Why?



3 Listening to English news



A Listen to the following news about shopping addiction and fill in the blanks with what you hear.

Vocabulary

compulsive shopper: 购物狂
 outrageous /aut'reɪdʒəs/ a. 毫无节制的
 spree /spri:/ n. 无节制的狂热行为
 aisle /aɪl/ n. 过道
 binge buy: 疯狂购买

Outrageous shopping bills are a familiar nightmare for many compulsive shoppers. And contrary to the popular opinion, men 1) _____ nearly as often as women. A new survey finds that both 2) _____ are almost equally likely to suffer compulsive buying disorder, a condition marked by uncontrollable, unnecessary and 3) _____ shopping sprees.

Researchers used to estimate that between 2 and 16 percent of the US population suffered compulsive buying disorder, and that 90 percent of 4) _____ were female. But a 2004 telephone survey of more than 2,500 American adults found that 6 percent of women and about 5.5 percent of men are compulsive shoppers; that's 5) _____.

The sexes do not shop at the same aisles though. Experts say that women are more likely to binge buy things like clothes or gifts for other people, while men tend to buy 6) _____. This survey is the first to find 7) _____.

Study authors hope that this finding can convince doctors of how many people are hurt by the disorder, so they can 8) _____.

I'm Bill Blakemore, in New York.

Q. B Listen to the news again and answer the following questions according to what you hear. After you finish the task, check your answers with your partner.

1. What is compulsive shopping?
2. What is the difference between male and female shoppers?
3. How can the survey on shopping addiction help ordinary people?
4. Do you think you are a compulsive shopper? What can shopping addiction bring on?

SPEAKING FOR COMMUNICATION

1 Talking it up

A *As we know, English is widely used for international commerce. Usually the language used in a business setting is very formal. Even though most students grasp grammar and vocabulary, their use of proper English for business is usually not sufficient. If one talks informally on a formal business occasion, just as one talks with intimate friends, one's English may be regarded as "sloppy". Here are two settings. You can make a comparison.*



A: Hi, how're you doing? I haven't seen you for ages.

B: I'm fine. And you look great.

A: Good afternoon. I don't think we've met before. My name is Terry Robinson. I'm the Managing Director.

B: How do you do? My name is Lisa Hanks. It's my pleasure to meet you.

A: The pleasure's all mine. May I introduce our new Sales Executive, Tom Jones?



The following are some sentences with different functions often used in business settings.

1. To greet friends or strangers:

How are you getting along these days?

Can you tell me your name again, please?

How do you pronounce your last name?

Could you give me your business card, please?
I'd like to introduce my manager, Mr. Wilson.
May I introduce my colleague Kate Trenton?
Have you two met?

2. To show appreciation:

We would appreciate your assistance.
Please accept my sincere appreciation for your assistance.
Thank you in advance for inviting us to the dinner party.

3. To ask for permission:

Would it be possible for me to take the day off this Friday?
How about having dinner together on Wednesday night, Mr. Anderson?
May I take down the price list for that product, if possible?
Would it be convenient for you to pick me up at the hotel tomorrow?

4. To make a polite refusal or show opposition:

I'm afraid I'm fully booked up this week.
I don't think that's a good idea.
Frankly, we can't agree with your proposal.
We have to tell you that we're not prepared to accept your proposal at this time.
To be quite honest, we don't believe this product will sell very well in this region.

5. To show apology:

With much regret,...
I didn't show up at the meeting. I owe you an apology.
Sorry. That's not what we wanted. Maybe we didn't make ourselves clear.
I apologize for having kept you waiting so long.

B *Listen to the following short conversation and underline expressions often used on business occasions. Then practise the conversation with your partner.*

Wilson: Mr. Brown, I'm awfully sorry, but I won't be able to come on Friday afternoon.

Brown: What's the matter? Nothing wrong, I hope.

Wilson: I've just checked my schedule and realized I already have an appointment that afternoon. I'm really sorry for all the trouble I've put you to.

Brown: It doesn't matter. It's all right with me. In that case, let's have the meeting at three o'clock next Monday. Would that be convenient for you?

Wilson: Well, I'm afraid I can't make it at three o'clock. Four o'clock would suit me better.