

POSTGRADUATE ENGLISH THREE-DIMENSIONAL COURSE

研究生英语 视听说教程

黄淑芳◎编著



含VCD光盘



华东理工大学出版社
EAST CHINA UNIVERSITY OF SCIENCE AND TECHNOLOGY PRESS

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前言

PREFACE

《研究生英语视听说教程》根据研究生英语教学大纲的听说要求编写,是编者多年从事研究生英语教学经验总结。教程内容丰富,题材广泛,情景生动,贴近生活,并特别注重语言的时代性、难度的循序渐进以及信息输入与输出的有机结合。

本教程的主要特点如下:

1. 进阶型设计理念:教程编排由易到难,开始部分以慢速英语语料引入,再过渡至常速英语语料,难度逐渐增大,语言点逐渐增加。循序渐进的编排方法不仅有利于学生建立信心,也可供不同程度学生选择性使用。

2. 教程语料注重实用:选材贴近生活、贴近学生,语言点简单实用,易于掌握,有助于学生快速融入英语语言环境,提高学习兴趣。

3. 教程内容丰富,紧跟时代步伐:教程内容反映社会热点,视角新颖,有较强的时代性。

4. 教程编排形式多样,利于多层次课堂互动:选材来源广泛,包括影视、访谈、新闻、演讲等;形式包括视听、练习、课堂活动等。教师可根据不同水平层次学生的特点选择引导型或开放型互动教学方式。

本教程提供大量视、听、说材料和练习,分学习、工作、生活、理财和娱乐五大主题模块,每一模块包含三个单元,分别涵盖各主题模块的不同侧面,全书共十五个单元。每一主题体现了鲜明的时代特征并提出引人深思的问题,不仅有利于教师引导学生训练和增强英语听说能力,实现英语口语表达言之有物、言之有理,而且有利于培养学生独立思考的习惯以及分析、探讨问题的思辨能力。

本教程所配光盘包含:各单元的视、听材料,听力原文,教程中所有练习的参考答案,以及课堂口语练习活动的参考资料等。

本教程获华东理工大学出版社优秀教材出版基金资助,由黄淑芳编写。囿于编者水平,在此诚挚地希望广大师生和读者提出批评和建议。

编者

2011年9月

CONTENTS

目录

Module 1 Studying

Unit 1 Attending Lectures

Part A Getting Ready	2
Part B Staying Focus	6
Part C Watching, Learning and Acting	8

Unit 2 Tests

Part A Getting Ready	11
Part B Staying Focus	18
Part C Watching, Learning and Acting	21

Unit 3 Problems

Part A Getting Ready	24
Part B Staying Focus	28
Part C Watching, Learning and Acting	31

Module 2 Career

Unit 4 Job Hunting

Part A Getting Ready	38
Part B Staying Focus	41
Part C Watching, Learning and Acting	44

Unit 5 Getting Along

Part A Getting Ready	51
Part B Staying Focus	57
Part C Watching, Learning and Acting	60

Unit 6 Aiming High

Part A Getting Ready	64
Part B Staying Focus	67
Part C Watching, Learning and Acting	69

Module 3 Life

Unit 7 Romance

Part A Getting Ready	74
Part B Staying Focus	76
Part C Watching, Learning and Acting	79

Unit 8 Marriage

Part A Getting Ready	83
Part B Staying Focus	86
Part C Watching, Learning and Acting	89

Unit 9 Family

Part A Getting Ready	93
Part B Staying Focus	96
Part C Watching, Learning and Acting	99

Module 4 Financing

Unit 10 Making Money

Part A Getting Ready	104
Part B Staying Focus	107
Part C Watching, Learning and Acting	110

Unit 11 Difficult Times

Part A Getting Ready	114
Part B Staying Focus	117
Part C Watching, Learning and Acting	124

Unit 12 Money Talks

Part A Getting Ready	129
Part B Staying Focus	131
Part C Watching, Learning and Acting	134

Module 5 Recreation

Unit 13 Shopping

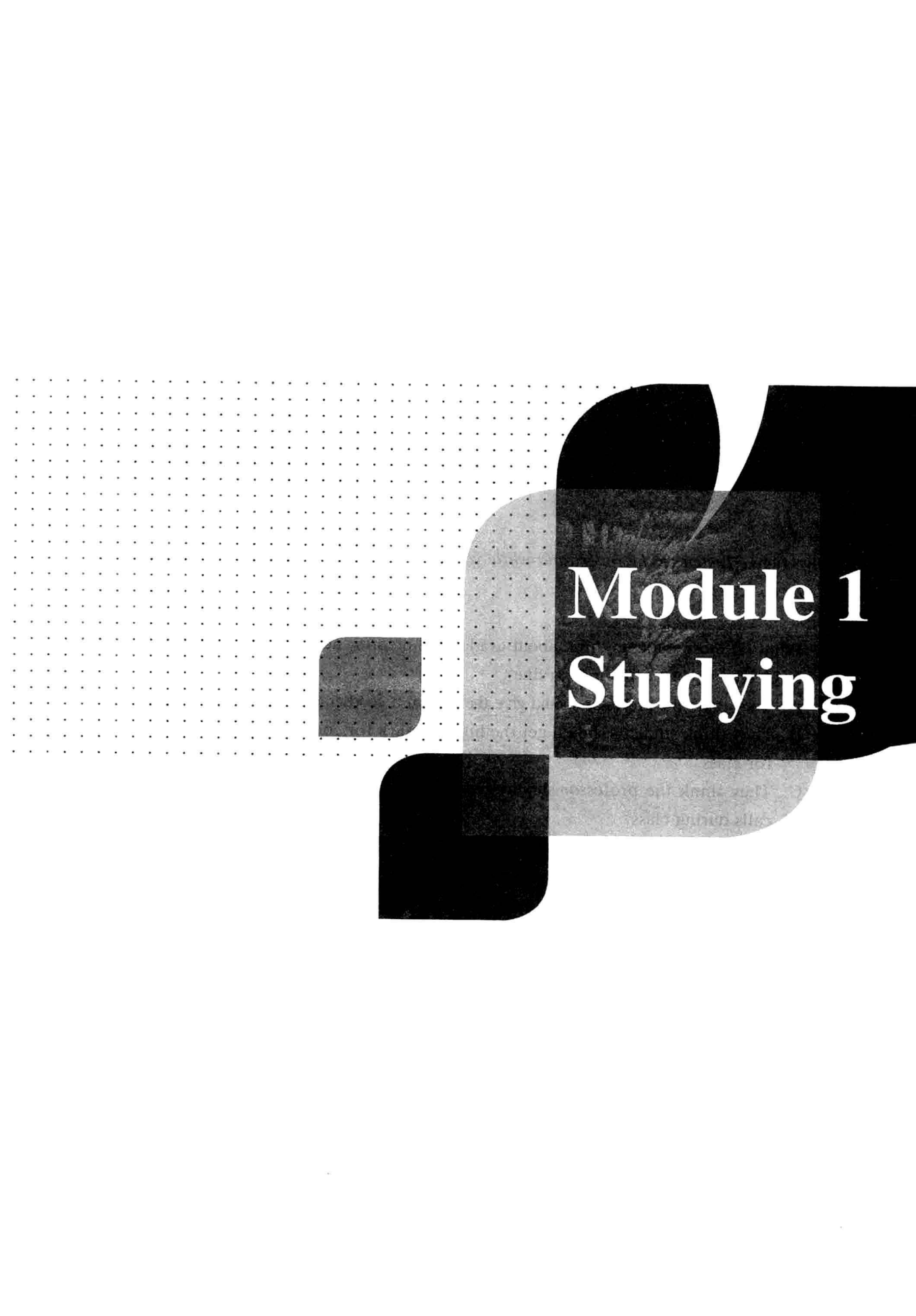
Part A	Getting Ready	138
Part B	Staying Focus	141
Part C	Watching, Learning and Acting	144

Unit 14 Sightseeing

Part A	Getting Ready	148
Part B	Staying Focus	151
Part C	Watching, Learning and Acting	154

Unit 15 Entertainment

Part A	Getting Ready	157
Part B	Staying Focus	160
Part C	Watching, Learning and Acting	163

The image features a minimalist design with a white background. A horizontal band of small, evenly spaced dots spans the width of the page. Overlapping this band are several abstract shapes: a large, dark grey, rounded rectangle on the right; a smaller, solid black rounded rectangle to its left; and a light grey, rounded rectangle below the dark grey one. The text 'Module 1' and 'Studying' is printed in a bold, white, serif font, centered within the dark grey shape.

Module 1

Studying



Unit 1

Attending Lectures

Part A Getting Ready

Section A Special English

Word Bank

University of California, Irvine 加州大学欧文分校

Task 1

Directions: Listen to the report and while you listen, please read the questions and choose the correct answer.

1. What do most students think about grades and efforts, according to a study conducted in University of California, Irvine?
 - A. They think the professor should give the student a good grade if he/she tried very hard.
 - B. They think students should get the highest mark for completing most of the reading for class.
 - C. They think the professor should give lower grades to students who receive phone calls during class.
 - D. They think quality, not effort should be the criteria for grading.
2. Which of the following is not true about the research mentioned in the report?
 - A. More than eight hundred undergraduates participated in the research.
 - B. The findings appeared in the *Journal of Youth and Adolescence*.
 - C. The students investigated were ages eighteen to twenty-five.
 - D. Some experts are surprised that students often see no difference between effort and results.
3. Which of the following is not mentioned as to explain students demanding a high grade for just trying hard?
 - A. Students get used to it from childhood when everyone gets an award just for trying.
 - B. Competition to get into the best colleges is fiercer than ever.
 - C. Most students want to go to graduate school.
 - D. Students want to return their parents by getting a high grade.



4. How did most students respond to the teacher's explanation between effort and result?
 - A. They agreed with the teacher and accepted the marks they were given.
 - B. They agreed with the explanation but still wanted higher marks.
 - C. They didn't agree with the teacher, and still demand higher marks.
 - D. They agreed with the teacher and apologized for demanding higher marks.
5. What is the main idea of this report?
 - A. Professors generally consider student's effort in class when it comes to grading.
 - B. Students expect the professors to recognize their efforts by giving high marks.
 - C. Students need to get high marks for a good job.
 - D. Students are trying very hard to get high marks.

Task 2

Directions: Listen to the report again and while you listen, please read the statements and decide whether they are true or false.

1. People would want a doctor who got high marks in medical school just for trying really, really hard.
2. Just a small number of the students thought it was OK to take an important phone call in class.
3. Some students want to buy a house for their parents in order to return their family investment.
4. The former teaching assistant mentioned in the report he once graded papers for a chemistry class.
5. In sports, one is usually accepted not because he just tries hard, but because he can play well.

Task 3

Directions: Listen to the report for the third time and fill in the blanks with information you hear.

1. Just _____ thought it was OK to take that phone call. But _____ agreed that a professor should consider _____ and not just the quality of a student's work when deciding grades. And forty percent thought they should get a B, the second highest mark, just because they did _____ for class.
2. Some experts are not surprised that students often see no difference between _____. Social critics like to say that in children's activities these days, everyone _____ just for trying, so no one will _____. Or so it may seem. Yet competition to get into the best colleges is _____. Students may worry that low



grades will keep them out of graduate school or a good job. And there may be another explanation: _____ to get a good return on the family's investment. These days, college can cost _____.

Section B Speaking Activities

Useful Expressions

1. The highest grade you may get in Professor Snarl's course is a B.
2. You have to work hard in Professor Mosby's Art History 101, or you'll probably fail, because she usually fails one third of the students in her class.
3. A pop quiz again? No, I already feel like I'm up to my ears in homework.
4. You're going to have to hit the books if you want to keep your grades up.
5. The presentation I've got to do next week will be a headache.
6. I've been burning the midnight oil to cram for the finals.
7. Will you be attending full-time or part-time?
8. We have two option for our Master's program, research-oriented and course-based.
9. We don't have any required courses this term.
10. I've got an essay to write for next week's seminar.
11. Most of my grades were okay, but I got a C in my English.
12. Are there any review sessions in this course?
13. I'm doing a course on Positive Psychology this semester.
14. The reading assignments in this course are killing me.
15. Anyone who fails in this exam will do it again at the beginning of next semester.

Task 1 Discussion

Retell the research findings and explanations for the findings in the report, talk about your own experience about grading and your opinions on the criteria the professors should go by for giving grades.

Task 2 Role-play

Situation 1: *Lily and Marshal are discussing a history course they take this semester. Lily loves history and keeps up all the reading assignments but Marshal spends more time in parties and clubs. Lily warns Marshal to work harder or he may fail, because the professor is very strict on grading.*

Lily: How do you like Mr. Hopkin?

Marshal: He's okay, but I'm not a big fan of 20th century history and I slept through most of the lectures.

Lily: How could you? His lectures are fascinating.



Marshal: _____

Lily: That's because you were always in a party or something the night before.

Marshal: _____

Lily: _____

Marshal: Yeah, I hear that he failed half of the class last semester. Hey, can you help me with the test?

Lily: _____

Situation 2: *Jack had been waiting for a reply from an important interview. And today he finally got it. But the call came during Mr. Sharp's class, and Mr. Sharp kicked him out the classroom for receiving the call. Jack is complaining to Robin about it.*

Task 3 Game: Getting to Know You

Have every student write 5 to 6 sentences on a slip of paper about themselves without leaking specific information out, like their names, their hometown, or the school they are currently studying at, etc.

e. g.

1. *My favorite color is red.*
2. *I grew up in a small town.*
3. *I have a sister and a brother.*
4. *I love shopping a lot.*
5. *People say I'm talkative.*

Then divide the class into groups of 10. People within the group collect and shuffle their slips of paper so that each has one written by another. Ask them to read the sentences and keep them in mind. The teacher then collects all the slips of paper. Students within the group then start asking each other questions in order to find out who wrote the personal information. After they find it out, they become friends and need to find out more information about each other. And when report to the class, one is required to tell the information about his friend in the third person.

e. g.

1. *Eddy's favorite color is red.*
2. *He grew up in a small town.*
3. *He has a sister and a brother.*



Part B Staying Focus

Section A Listen and Practice

Word Bank

trolley car 有轨电车

spit 吐(唾沫等)

liability 责任

overlap 重叠

anonymous 不知姓名的

Socratic 苏格拉底

Task 1

Directions: Listen and match Column I and Column II according to what you hear.

Column I

- 1) Architecture 101
- 2) Justice
- 3) History of Art 100
- 4) Introduction to Psychology

Column II

- a. Professor Bloom
- b. begin with a story
- c. Dr. Stunton's syllabus
- d. Professor Mosby

Task 2

Directions: Listen and choose the correct answer to each of the following questions.

1. Who are those speakers in the conversation?
 - A. Boss and employees.
 - B. Mother and daughters.
 - C. Professor and students.
 - D. Coach and players.
2. Which of the following best describes what's happening in the conversation?
 - A. The professor is asking a student out for not preparing for class.
 - B. The professor is asking students to answer questions.
 - C. The professor is giving reading assignment.
 - D. The professor is introducing a new student to the class.

Task 3

Directions: Listen and match column I and column II according to what you hear.

Column I

- 1) Stromwell
- 2) Callanhan
- 3) Royalton

Column II

- a. examination questions from footnotes
- b. tends to spit
- c. likes people that are opinionated



4) Levinthal

d. really tough

Task 4

Directions: *Listen and fill in the blanks according to what you hear.*

1. There'll be _____ a week, as well as _____. Now, to do well in the course, you have to _____.
2. If you miss a class you need to _____, from a friend or from _____.
3. The slides will be available online. But, _____ is not a substitute for attending class.
4. You may get the textbooks from _____ on York Street or _____. Since there may be a lot of used copies floating around. You should _____ try to get one of those.

Task 5

Directions: *Listen and take notes, then answer the following questions briefly.*

1. What does the professor suggest students do in this big class?

2. When can students talk to the professor?

3. What does the professor like to talk about with students?

4. What other ways are mentioned to meet the professor?

Section B Speaking Activities

Useful Expressions

1. I wasn't aware that we had an assignment.
2. Do you think it's acceptable that Miss. Woods is not prepared?
3. She's really tough.
4. Don't worry! It gets better.
5. Speak up in Callahan's class.
6. What this means is that if you miss a class you need to get notes, and so you should get them from a friend or from the person sitting next to you.
7. The slides are going to be made available online.
8. So, there may be a lot of used copies floating around. You should feel free to try to



get one of those.

9. You could come by during my office hours, which are on the syllabus, and you could send me e-mail and set up an appointment.
10. I want to stress you have the option of staying anonymous in this class, but you also have the option of seeking out and making some sort of contact with us.

Task 1 Topics for Discussion

1. Do you always go to class fully prepared? Share one of your most embarrassing experiences in class.
2. Some students don't like to attend classes or study groups. They think the self-study of the textbook and required course reading will be adequate for mastering the course. Comment on this study habit and share with your group members study habits of your own.
3. Do you prefer large classes or small classes? Why?

Task 2 Survey: My Favorite Teacher

Go around and interview at least 5 people on who their favorite teacher is. Write down their answers and reasons. After you finish, report to the class.

Name of the Teacher	Course the Teacher Taught	Reasons

Part C Watching, Learning and Acting

Section A Watch and Imitate

- Step 1** Watch the video clip twice and note down anything you can.
- Step 2** With the help of your notes retell it to your partner.
- Step 3** Read the transcript and play it out in roles. Pay special attention to the underlined parts and make use of them in your practice.
- Step 4** Watch the video clip for the third time and try to imitate while watching.



(Transcript)

A: Why do I stand up here? Anybody?

B: To feel taller.

A: No, thanks for playing, Mr. Dalton. I stand upon my desk to remind myself that we must constantly look at things in a different way. You see, the world looks very different from up here. You don't believe me? Come see for yourself. Come on. Come on! Just when you think you know something, you have to look at it in another way. Even though it may seem silly or wrong, you must try! Now, when you read, don't just consider what the author thinks. Consider what you think. Boys, you must strive to find your own voice. Because the longer you wait to begin, the less likely you are to find it at all. Thoreau said, "Most men lead lives of quiet desperation." Don't be resigned to that. Break out! Don't just walk off the edge like lemmings. Look around you. There! There you go, Mr. Priske. Thank you! Yes! Dare to strike out and find new ground. Now, in addition to your essays, I would like you to compose a poem of your own, an original work. That's right! You have to deliver it aloud in front of the class on Monday. Bonne chance, gentlemen. Mr. Anderson? Don't think that I don't know that this assignment scares the hell out of you, you mole.

Section B Watch and Learn

Watch the video clip and then read the transcript. Pay attention to the underlined parts.

(Transcript)

A: What is that?

B: You tell me. Carcass. By Soutine, 1925.

C: It's not on the syllabus.

B: No, it's not. Is it any good? Come on, ladies, there's no wrong answer. There's also no textbook telling you what to think. It's not that easy, is it?

A: All right. No, it's not good. In fact, I wouldn't even call it art. It's grotesque.

D: Is there a rule against art being grotesque?

E: I think there's something aggressive about it, and erotic...

A: To you everything is erotic.

E: Everything is erotic.

B: Girls.

C: Aren't there standards?

A: Of course, there are. Otherwise, a tacky velvet painting could be equated to Rembrandt.

D: Hey, my uncle Ferdie has two tacky velvet paintings. He loves those clowns.

A: There are standards, technique, composition, color, even subject. So if you're suggesting that rotted side of meat is art, much less good art, then what are we going to learn?

B: Just that! You have outlined our new syllabus. Betty. Thank you. What is art? What makes it good or bad? And who decides? Next slide, please. 25 years ago someone thought this was brilliant.

D: I can see that.

A: Who?

B: My mother. I painted it for her birthday. Next slide. This is my mom. Is it art?

C: It's a snapshot.

B: If I told you Ansel Adam had taken it, would that make a difference?

A: Art isn't art until someone says it is.

B: It's art!

A: The right people!

B: Who are they?

E: Betty Warren. We're so lucky we have one of them right here.

A: Screw you!

B: Could you go back to the Soutine, please? Just look at it again. Look beyond the paint. Let us try to open our mind to a new idea. All right, back to Chapter 3, has anyone read it?

Section C Activities

Task 1 Topics for Discussion

1. There's something in common about the two professors in the video clips you just watched. What is it? Do you think it important? Why?
2. Who is a better teacher, the one who instills knowledge or the one who opens the students' eyes?

Task 2 Project: I'm Your Teacher Today

Work in groups and choose one to be the teacher, and the rest to be students. The teacher then chooses one subject to teach for 10 minutes. The others play different types of students, for example, one constantly late for class, one likes to speak up, one dozes off, and one argues with the teacher about the topic under discussion, etc. The teacher needs to cope with any situation happening in class.