

# ISTEN STALK ALONG

# 大學獎語呢说級級高

LISTEN & TALK ALONG

第六级

沈 斌 总主编 黄廷慧 主 编

「教师用书]





# 大学英语听说级级高 ALONG

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LISTEN & TALK ALONG

# [教师川书]

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入 21 世纪的人类社会,机遇和挑战并存,希望与问题同在。毋庸置疑,各种各样的竞争将日趋激烈,但归根结底,是人才的竞争。新世纪的中国大学生将面临激烈的人才市场竞争环境。我认为,良好的机遇只惠顾那些思想品德优秀、人格高尚、专业过硬、电脑技术娴熟、外语功底深厚的当代大学生。仅就外语而论,一名大学生外语水平的高低从某种程度上也反映了其人才素质的高低。这种看法虽然有失偏颇,但并非毫无道理。由于历史的原因和语种自身的特点,英语已趋于全球化,使用的地域广阔,使用的场合很多。此外,英语的文献典籍卷帙浩繁。对当代大学生来说,切实掌握英语这门工具,努力使自己具备听、说、读、写、译五会能力,将终身受益。

听、说、读、写、译五项技能之间彼此影响, 具有互动作用, 形成一个有机的 整体。听得多,下苦功模仿,便有助于提高说的能力。读得多,脑子里储存的单 词、短语多,又有助于提高说的能力和写的能力,而不至于用英语交谈、写作时觉 得词穷,想表达的表达不出来。如能在听、说、读三方面持之以恒地下功夫,语感 也就会自然而然地得到加强。所谓语感、简言之、就是对语言的感悟能力。下笔写 作, 开口说话, 听人说话, 凭直觉就能发现错误或不妥之处, 便是语感强的明显表 现。但能臻于此境,仅靠突击训练或强化训练,效果往往不佳。拙以为,在听、说、 读、写、译五项基本技能中,前三项是基础。在听、说、读这三项技能中,应视阅 ;读理解能力的提高为关键,但听、说两项也绝不可偏废。通过大量的阅读,积累了 大量的词汇, 反过来又有助于听、说技能的提高。"读书破万卷, 下笔如有神", 讲 的是能写出漂亮的文章要依托大量阅读这一浅显的道理。写作的灵感来自深刻的人 生体验、渊博的知识和深厚的文化修养。但就英语学习来说,读得多了,词汇量大 了,也就从一定程度上减少了听的困难。至于"说",在听得多又听得懂的基础上, 加上有意识地进行自我训练,说话的困难也会减少许多。写作能力的提高和翻译能 力的提高,要依托听、说、读能力的提高。总之、听、说、读、写、译、环环相扣、 相辅相成,互相促进。

不少大学生都在抱怨,自己学的是"聋子英语"、"哑巴英语",苦于听不懂、

说不出。分析其中原因,除了语言环境、师资条件、教学设备等客观因素外,学习方法不当恐怕也不能忽略。如何提高听说能力,我想谈点意见或建议:

- 记忆 学习任何一门外语都要强迫自己记忆,包括有意识地去记语法规则, 背单词、短语、句型,要做到"烂熟于心";此外,还要背诵名篇佳作。
  - **模仿** 要模仿纯正的发音,尽量克服母语对英语语音、语调的干扰。
- **联想** 要养成联想的习惯。在一定的语境下,要联想一下自己在哪份录音材料里或哪部原版影片中听到外国人是怎样将同一个意思用英语表达出来的。即使是在散步,碰到一个场景,也可以自觉联想,如果要用英语表述,话该怎么说。
- **运用** 学了就用,敢于开口,不怕说错。敢于用英语表达自己想说的话,会经历这样一个过程,即从开始说得出的少,逐渐逐渐过渡到能自如表达的多。但敢不敢说是问题的根本所在,敢说就有希望。熟能生巧,勤能补拙。

对广大的大学英语教师来说,解决"聋子英语"、"哑巴英语"这一问题的唯一途径就是进行教改。针对教学对象,改进教学方法,营造英语语言环境。由广西高校大学外语教学研究会组织,研究会副会长、广西师大大学外语部副主任沈斌副教授具体负责,发动广西多所高校骨干教师针对西部地区普通高校学生实际,按中、低起点进行编写的《大学英语听说级级高》系列教材,是广西高校大学英语教师在教改过程中集体劳动的成果。教材编写过程中,澳大利亚专家Michael McCausland和我本人应广西大学外语教学研究会和广西师大出版社的邀请参与了教材的编写指导和审订工作。这是一套贯穿听与说相结合理念的教材,涉及的听说范围广泛,内容相当丰富,与同类教材相比,编写体例颇有独到之处,主要表现在:1.听说结合,侧重实践;2.前后衔接,温故学新;3.循序渐进,难易适中;4.注重实效,方便自学;5.课堂融会,课外贯通;6.遵循大纲,兼顾教考。这套教材对西部地区普通高校尤为适用,既可作辅助听说教材,也可作主于听说教材。

这套教材的责任编辑杨华同志嘱我为之作序,我不揣浅陋,缀成以上数语,仅供使用该教材的教师、学生(尤其是学生)参考。

### 柏敬泽

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2001年9月 于桂林

### How to Use

《大学英语听说级级高》是按照 1999 年修订的《大学英语教学大纲》中关于 听、说能力的教学要求,根据中、低起点的教学实际情况,为深化教学改革,加强 分级教学,融入以学生为中心并在高效率课堂教学的同时强调学生自主学习能动性 的教学思想,将听力教学改革为听说教学而编写的。广西壮族自治区高校大学外语 教学研究会组建了本套教材编写委员会。

本套教材按照《大学英语教学大纲》分级要求共分六级,每级各成一册。一至四级各有12个单元,五、六级各有10个单元。每个单元均涉及一个主题,由以下五个部分组成:

- 1. Learning Objectives, 是关于学生在该单元中学习应达到的能力目标;
- 2. Useful Expressions, 提供了课堂及课外训练可能用到的短语或句型;
- 3. Lesson 1和 Lesson 2, 主要是听说训练方法示范性教学内容, 可由教师根据实际情况确定学时量, 在课堂上组织听说训练, 使学生掌握训练方法, 以便课外进行更多的自主训练;
- 4. Assignments,以课外自主听力训练为主,以课外自主口语训练为辅,充分发挥学生自我学习的主观能动性;
- 5. Supplementary Expressions for Creative Use, 为学有余力的学生提供了一些地道的口语表达方式,以便学生进行更多内容的学习。

本套教材均配有相应的由美籍专家录音、专业人员制作的音带。

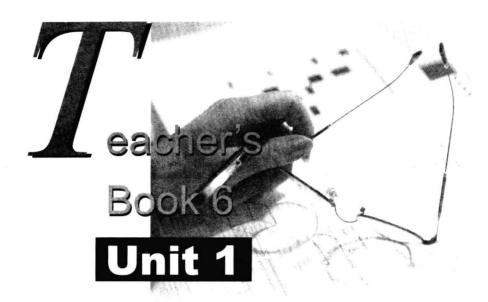
本套教材是为高校学生学习大学英语而编写的,可作为听说课主干教材,或作 为听说课的辅助教材,也可供希望提高自己听说能力的英语爱好者使用。

在本教材的编写过程中,编委会得到了广西壮族自治区教育厅高教处的关怀,也得到广西工学院外语系主任蔡荣寿副教授的大力支持,广西师范大学大学外语部主任柏敬泽教授和澳籍语言学专家Michael McCausland教授对本套教材做了大量指导和审订工作,本编委会特此致谢!同时,本编委会欢迎广大师生使用本套教材,并恭请对本套教材不足之处批评指正。

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# Study Abroad

# LEARNING OBJECTIVES

- 1. How to choose school and apply for admission.
- 2. To know about the education system in the West.

# WARMING UP

- 1. Why do people go to study abroad?
- 2. What do you need to do before you apply to a foreign university officially? Share some details of your schedule with your classmates.

# USEFUL EXPRESSIONS

- 1. leading university 一流的大学
- 2. admission office 招生办公室
- 3. application for admission 入学申请
- 4. personal statement 个人陈述(学历等)
- 5. student visa 学生签证
- 6. student data sheet 留学生资料表
- 7. foreign student eligibility certificate 留学生签证资格证书
- 8. educational background 教育背景
- 9. postdoctoral fellowship 博士后科研奖学金
- 10. B. A. (Bachelor of Arts) 文学学士
- 11. M.S. (Master of Science) 理学硕士

- 12. M. A. (Master of Arts) 文学硕士
- 13. M.B.A. (Master of Business Administration) 工商管理硕士
- 14. doctorate (doctor's degree) 博士学位

# Lesson 1

# Option of School

## ☆ Key Words and Expressions for Comprehension

```
option
        /ˈopfən/
                    n.
                          选择
accredit
        /ə¹kredit/
                    ν.
                          认可,授权
M.I.T. (Massachusetts Institute of Technology) 麻省理工学院
                          授给物,如补助、拨款等
        /gra:nt/
                    n.
grant
        /ri'naun/
                          声望
renown
                    n.
        /'klastə/
cluster
                   n.
                          一群,一伙
```

### ☆ Tapescript

The characteristics of higher education in the West, especially in the United States, are expensive tuition fees, large scholarships, a high rate of enrollment and elimination through competition. So, how are you going to choose an ideal school? What kind of school are you going to attend? This is the very first question to answer for those who plan to go to study abroad.

Different people have different ideas about it. Some consider the advantages of highly qualified faculty staff, a good library and advanced teaching equipment; some take the geographical location and the reputation of the school into consideration, while some others simply make

their decision according to the school fees. But how to earn your Ph. D. in an accredited university in the U. S.? Professor Wright's talk about it, which follows, is a good reference for you:

To be successful as a scientist, it is important not only to have a Ph.D., but to have earned it at the right place. From the standpoint of rightness, American universities may be divided into three groups. The first is made up of those institutions to which the term "leading" may appropriately be applied. They include Chicago, Cal Tech, the University of California at Berkeley, Columbia, Harvard, Illinois, M. I. T. (Massachusetts Institute of Technology), Michigan, Princeton, Stanford, Wisconsin, Yale, and perhaps two or three others. These are the universities whose professors get the biggest research grants, publish most scientific papers, serve on the most important government committees, win most of the scientific prizes, and are most likely to be acknowledged as leaders in their fields ... Ranking just below these twelve are universities like Minnesota and Indiana and U.C.L.A. (University of California at Los Angeles), where scientists and scholars of international renown are also to be found, but not in such dense clusters as at Harvard or Berkeley ... This is not to say that first-rate scientists are to be found only at first-rate universities—or that there are no second-rate people at Berkeley and M. I. T. But the brightest students, like the brightest professors, tend to be found at the leading universities.

- ▶ 1. Directions: Listen to the passage and answer the following questions you hear.
  - (1) What is important to be successful as a scientist?

To earn a Ph. D. at a leading university.

(2) Why are the professors in the leading universities so reputed?

Because they get the biggest research grants, publish most scientific papers, serve on the most important government committees and win most of scientific prizes.

(3) What is Professor Wright mainly talking about?

The academic status of a scientist and the universities from which one's Ph. D. is obtained.

- **2. Directions:** Listen to the passage again and take notes on what you hear.
  - (1) The characteristics of the higher education in the West:
    - A. expensive tuition fees
    - B. large scholarships
    - C. a high rate of enrollment
    - D. elimination through competition
  - (2) The professors in the leading universities are so reputed because they
    - A. get the biggest research grants.
    - B. publish most scientific papers.
    - C. serve on the most important government committees and win most of scientific prizes.
- 3. Pair Work: Discuss the following questions with your partner.
  - (1) Which is /are your first option among the factors given below? Why?
    - Factors: geographical location/ history of school/ rank or reputation of school/tuition fees/ teachers' qualifications/ library and soft equipment, etc.
  - (2) What are the leading universities in China and why are

they considered the selective universities?

(3) What do you think about the saying "Leading university is the cradle of scientists"?

# Lesson 2

# Application for Admission

### ☆ Key Words for Comprehension

```
status
           /'steitəs/
                                资格,状况
                          n.
forward
           /ˈfɔːwəd/
                                转交,寄出
                          ν.
recommendation letter
                                推荐信
           /ıæpə¹reitəs/
apparatus
                          n.
                                仪器
algebra
           /ˈældʒibrə/
                                代数学
                          n.
calculus
           /'kælkjuləs/
                          n.
                                微积分
formula
           /ˈfɔːmjulə/
                                公式,程式
                          n.
           /pə¹sju:/
pursue
                                攻读
                          v.
```

### ☆ Tapescript

Dear Sir,

I am responding to your letter of September 2, 2001 concerning my application status. I have requested ETS that official reports of my TOEFL and GRE scores be forwarded to you as soon as possible. I believe you will receive them in the near future. For the recommendation letters, please advise me of the letters you have received, and I shall have the rest checked with my references. If it's necessary, I believe they would be willing to rewrite them.

Your answer and kind assistance will be greatly appreciated.

Yours Sincerely
Kao Yong

Now you are going to listen to a personal statement, which is usually submitted at the same time.

My name is Kao Yong. I was born on August 25, 1970 in Hengyang, Hunan Province. In 1993 I graduated from Harbin Technical Institute where I majored in electronic engineering, and then I was assigned to work in an electronic apparatus factory as a technician for four During this period I gained some practical experience in designing and manufacturing several varieties of electronic apparatus. In the fall of 1997, I was admitted to the Department of Mathematics, Zhejiang University as a graduate student. Six months before I took the examinations, I had started to study higher algebra and analysis by myself in my leisure time. Since enrollment I have completed all the courses required by the graduate program, making straight A's both in my undergraduate and graduate courses. My performance in the graduate seminars of Differential Calculus and Mathematical and Physical Formulas shows that I have got a good grasp of the fundamentals of mathematics.

I have been studying English intensively for six months. I have attended an English class taught by an American professor, Ms. Kathy Swift, from the City University of New York. According to her, within a few weeks of my arrival abroad, I should have no difficulty either in functioning on a daily basis or in participating fully in graduate studies.

Presently I am interested in applied mathematics and

later would like to do research in control theory. If I am accepted as a graduate student, I plan to stay for 2-5 years pursuing a Ph. D. degree. If he is willing to take me as his student, I would like to have Prof. David D. Russell as my advisor for I have read and long admired his papers in the literature. I would very much appreciate an opportunity to study under his guidance and I am sure I would make progress in my future career.

- 1. Directions: Listen to the application and answer the questions you hear.
  - (1) Why is the application letter so short?

    As an application for admission, it should be written as brief and precise as possible since other student data and evidence of educational background are submitted separately.
  - (2) What should you consider when writing an application?

    The mood and tone in your writing must be modest and friendly.
  - (3) What does the last sentence in the letter imply?

    It indicates tactfully that the writer urges the school to action.
  - (4) What should a personal statement describe according to the passage?

In about 500 words, a personal statement describes your background, past work in your intended field of study, your plan for further study and a professional career.

- 2. Pair work: Talk about the following topics with your partner.
  - Your own educational background
  - \* Your past work experience in your own field of study
  - Your plan for further study
  - \* If you are not currently enrolled in an academic program, what's your next plan?

# Assignments

# ▶ I. College Education in the United States

### ☆ Key Words for Comprehension

发表,披露,公布 release ν. undergrad = undergraduate 本科生 n. recruit 吸收 V . 弥补 to make up for 占(比例) to account for 涌入,汇集 influx n.

### ☆ Tapescript

According to a United Nations study released today, a college education is more easily attained in the United States than in any other major nations. The U. N. report showed that fifty-two out of every one thousand American attained a college or university this year. The proportion of Americans enrolled in colleges or universities was 300 percent higher than in Great Britain and 160 percent higher than in Russia. The report said that 12.3 million students, including a record high of 300,000 foreign students, attained American colleges this year. Also, there are more blacks and women in colleges than ever before. Nine percent of today's undergrads are black and 52 percent are women.

As more students find they need to work while