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研究生英语 视听说教程

English for Graduate Students

Watching, Listening and Speaking

主编 李志凌



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内容提要

本书是专门针对研究生阶段英语教学的综合型听力教材。共设 20 个单元,2 个小测验和 1 个期末测试。20 个单元主题分别涉及:语言、民族、环保、婚姻家庭、艺术、西方文化、法律、农林、通讯交通、计算机和网络、旅游、经济、文学、中国传统文化、社会问题、医学健康、东盟、哲学、体育和教育。每个单元由 5 至 6 个部分组成,单元内容主要包括:1 个专题知识学习板块(Preview),两个课堂训练板块(Section A,B),两个课外自习板块(Section C,D),1 个口语交际策略讲练和 1 个课外娱乐环节。

本教材可供不同专业的研究生英语听说教学使用,也可作为英语专业本科年级听力课程的辅导教材,同时适合具有较为扎实的英语基础的外语爱好者或语言研究者参考使用。

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前 言

为了适应当代社会发展对高层次、国际化、综合型知识人才的需要,满足高等学校研究生教学对学习资料、教学方法革新的要求,探索研究生外语技能全面发展的有效途径,云南省外语界十所高校整合了优势资源和业务骨干,在多方研讨和教学尝试后,联合编写出一套“研究生英语系列教材”推荐给广大师生。《研究生英语视听说教程》作为其中一部也终于付梓。

本书编者都是高等院校的专职英语教师,教学经验丰富,熟悉英语教学法,尤其具备英语听说技能的教学经验,对研究生英语教学特点有较深刻的把握。尤为可贵的是,来自各所院校的编写教师都具有特殊的专业知识背景,包括语言学、历史学、经济学、民族学,还有法律、哲学、艺术、医学、农林、旅游等,不少人还有长期海外访学的经历。他们对各自院校、不同专业学生的知识体系有着特殊的认识,为本书的成型提出了更为切要的建议,形成巨大的智力贡献,这对本教材在材料选取、内容设置、练习形式、测试方法和效果评价等方面的设计裁定都产生了颇有建设意义的导向作用,使其具备了实用且深入的专业议题和丰富的知识内容。

我们在编写本书的过程中,认真遵循了两条基本原则:

(一)强调语感的切实体验。本书选取的听力材料一方面体现出较强的时效性,绝大多数是最近三年内出现在大众媒体上的材料,显示了话题的热点性,语言的现代性,风格的时尚性和内容的开放性;另一方面,选材都取自真人发音,不仅如此,话语者来自世界各地,语音特点形形色色,丰富多样,内容涉及生活百态,人间万象,体现了现实语境中语言的真实性。再者,我们希望学习材料做到多元化,生活化,而非硬邦邦、冷冰冰,金科玉律式的语言教本,力图呈现一种真实存在于我们身边的语言环境,从而产生真切的语言感受。

(二)弱化技术含量,增强能力培养。传统听力教材往往在语言训练中设置许多听力技法的讲练环节。但我们认为,技法的掌握并不能代表技能的获得。有时,对技法的过度讲究甚至会妨碍技能的提高。真正的语言能力应该综合语言基础、文化



知识、语言素养、语感自觉等各个方面。因此,教材内容和训练风格在编写过程中受到了特别重视,突出了学习者素质能力的全面提高,即用问答、选择、讨论、判断等手段来理解语言材料的内容,在此基础上加强精听的能力,用听写、文稿完型和知识点讲析来细化听力效果。同时,让学习者养成语言能力自我习得的自觉意识和学习习惯。

本书还具有以下几个特点:

(1)取材生活,语料真实。全书二十个单元选用的 100 余篇音频、视频听力材料均取自现实生活各个领域,话语者也代表着不同行业的人士,可以充分展示各类人群的语言风格和特点。

(2)人文开路,专业拓展。每个单元以不同学科设计出主题,编写练习重点,从而构成全书的人文知识框架。为便于特定专业的研究生在英语学习中对自己的专业领域有更切实的了解,我们特意在每个单元中对某些专业性话题做了必要的拓展,并辅以专业背景知识的介绍及热点讨论,以期为学习者提供深入的知识体验。

(3)循序渐进,深入浅出。我们在全书教学内容的设置上,尽量做到循序渐进,由易到难,逐步推进,层层提高,并将练习的材料及形式按照深入浅出,重点突出的原则进行编写,用不同的语言材料烘托出某一(几)个主题,这样便于教学效果的持续提高,也有利于教学双方形成学习评价,消化主旨内容,并及时调整教学计划。

(4)教学适用,师生互动。每个单元内容分为课内、课外两个部分,且均设有讨论、问答和口语交际几个交互式练习内容。因此,本教材既可以作为课堂内听力教学训练的课程教本,也可以给学习者做课外练习。习题部分,尤其是口语训练环节重点突出了语言交际方法,既有策略式的指导,又有体验式的语言实践。

(5)听说并重,表达相辅。本教材注重听说技能培养的相辅相成,希望学习者在练习英语听力的辨认、听记和理解的过程中,也能加强口语能力的实践训练。我们认为,听力的提高有赖于思想转换的及时性、畅通性和有效性,而实现这一点,自我表达和接受别人的表达非常关键,这就需要将说的能力在语言学习中不断加强,最终使学习者在语言输入技能和语音输出技能上做到共同提高。

(6)策略指导,务求实用。我们在全套教材中并不强调听力技法上的讲授和讨论,因为语言能力更多地是由内而生,向外而发的。没有意识上的指导,语感的养成,知识的储备和领悟力的修炼,无论如何是难以把语言运用好的。因此,在教材的使用上,我们侧重学习者对听力和口语应用综合能力的感悟和领受。



(7) 精泛结合,繁简相适。听力训练不外乎精听和泛听两个基本类型,二者侧重训练的听力技能并不一样,前者强调语言细节和语感的培养,后者侧重理解能力的提高,整体的语言认知效果。不同于一般教材的编写体例,本书在每个单元中同时设计了精听和泛听的内容,难易配合,繁简共存,希望学习者能从两种形式的学习中一并受益。

(8) 习得为主,训导为辅。语言学习效果的最终决定力取决于学习者本人,而如果一味灌输和教授,知识总量始终有限,而且不利于引导学生开发自我的学习潜力,增长语言应用技能。本书的许多学习材料可作为学生自学加餐使用,更多地只是提供一种学习指导,以此培养学生的学习自觉。

本书的完成,得力于所有编者的精心付出和他们所在各教育单位的大力支持,在此特别感谢云南民族大学、昆明理工大学、云南大学、云南师范大学、云南财经大学、云南艺术学院、昆明医学院、西南林业大学、大理学院和云南农业大学。各院校为本教材的编写输送了优秀的作者,提出了宝贵的编写建议和意见。我们衷心希望能用此书良好的教学效果和积极的社会影响来回报各方有志之士对本成果的精心呵护与栽培!

由于本书编写工程较大,涉及人员和单位较多,相互交流不足,书中失当之处在所难免,所有编者恳请专家学者,教学同仁和语言学习者批评指正! 我们相信,“器利则道行”,只有得到优良的学习资源,才能有更加卓越的教学表现和更好的社会效益。为此,我们将不断完善本书,为所有使用者和外语学习者提供帮助,使学习之“器”更利,发挥更大的作用!

编 者

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Unit 1

Physical Education

→ Objectives for Learning

1. To master a number of words, expressions and grammatical structures frequently used in physical education;
2. To discuss some important topics on physical education;
3. To learn some communicative strategies.

Preview

Keeping everybody fit should be the basic goal for physical education. Indeed, physical education means much more than that. Education is the actual essence of physical training. Through the exercise in this unit, you are going to find the contents of physical education vary a lot.

Section A

Watching, Listening and Speaking

— Skate Like a Girl (Video)

Part One Warm-up Activity /

In ancient times, sports and games were men's privileges. Women were not allowed to participate or to watch Olympic Games. Now men and women have equal opportunity to receive physical education, which can serve many purposes, for example, to make people fit, to entertain or to increase people's self-confidence. What is the real purpose of teaching young girls to ride on skateboards in the video? Keep the question in mind when you watch it.

Part Two Vocabulary and Expressions

Words & Phrases	Phonetic Symbols	Basic Meanings	Examples
proclamation	[prəkla'meʃn (ə)n]	n. 通知, 公告	Restrictions governing building in London were first issued by royal proclamation .
call on	[kɔ:l ɒn]	号召	We are going to call on youngsters to devote themselves to the country's development.
spotlight	['spɒtlait]	v. 关注; 以…为焦点	The program spotlights financial problems in the health service.
foundation	[faʊn'deɪʃn]	n. 基金会	The money will go to the San Francisco AIDS Foundation .
have fun	[hæv fʌn]	开心; 享受好时光	I'm sorry; I can't go with you this afternoon. You guys have fun out there!
self-esteem	[,self'sti:m]	n. 自我价值, 自我形象	You need to build your self-esteem .
scare	[skeə]	v. 吓; 恐吓	It scared me to think I was alone in the building.
believe in	[bɪ'lɪz'vn]	相信; 信仰	Do you believe in God?
non-profit	[nɒn'prɒfɪt]	adj. 非盈利的	The centre is to run on a non-profit basis.
instructional	[ɪn'strʌkʃənl]	adj. 教学性质的	Most students aren't interested in the teacher's instructional remarks.
positive	[pə'zɪtɪv]	adj. 积极的; 有用的	His family has been a very positive influence on him.
outlet	['aʊtlət, -lit]	n. 发泄…的机会	She needed to find an outlet for her many talents and interests.
supportive	[sə'pɔ:tɪv]	adj. 积极支持的	She was very supportive during my father's illness.
stereotype	[,sterɪə'taɪp]	adj. 偏见; 成见	He doesn't conform to the usual stereotype of the businessman with a dark suit and briefcase.



Continued

Words & Phrases	Phonetic Symbols	Basic Meanings	Examples
susceptible	[sə'spektəbl]	adj. 易受…影响的	Some of these plants are more susceptible to frost damage than others.
kinda (= kind of)	[k'aində]	adv. 有一点, 有几分	Hat made me feel kinda (kind of) stupid.
empower	[im'paʊə]	v. 授权	Negative thoughts have no power unless you empower them.

Part Three Watch for Gist**Watch the video once and try to answer the following questions.**

1. Are the girls interested in skateboard at first?

2. Do the trainees benefit from the seemingly dangerous sport?

Part Four Watch for Specific Information**Watch the video for the second time and try to fill in the blanks with the information you get from it by choosing the best answers.**

1. In his Women's History Month proclamation, President Obama called on all Americans to "honor the history, accomplishments and contributions of American women". The word "proclamation" here means _____.

- | | |
|----------------|-----------------|
| A. claim | B. exclaim |
| C. exclamation | D. announcement |

2. We're spotlighting a foundation that aims to help young women grow into confident leaders by teaching them how to skateboard. The word "spotlighting" here means _____.

- | | |
|----------------|----------------|
| A. spotting | B. lighting |
| C. focusing on | D. discovering |