

■21世纪研究生英语系列教程

王建平 主编

研究生英语

听说教程(下)

ENGLISH FOR

GRADUATE STUDENTS



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研究生英语听说教程

(下)

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☆ 编者寄语

你我互动 共同耕耘 打造精品

提高研究生英语教学质量,教材建设是极重要的一环。适应教材建设和教学改革的需要,由多所高校教师共同编写、中南大学出版社出版的这套研究生英语系列教材得以顺利面世,是一件值得庆幸的事。

“21 世纪研究生英语系列教材”,第一批包括《研究生英语精读教程》(上、下册),《研究生英语听说教程》(上、下册),《研究生英语写译教程》五种。参编人员来自中南大学、湖南师范大学、湘潭大学、湖南农业大学等高等院校,作者全部是从事研究生英语教学多年且经验丰富、治学严谨的教师。

该套教材的主要特点在于:

其一,实用性、时代感很强。

该套教材所有选材均力求贴近学生、贴近生活、贴近实际,使学生能对所学内容进行深入思考和灵活多样的讨论,以确保学生能将所学语言运用自如,切实有助于提高其用英语交际的能力。除个别经典作品外,绝大部分选材都来自于最新的英语报刊杂志及出版物,语言地道,时代感特别鲜明。

其二,自然衔接,好教、好学。

这套教材在内容上特别注意做到与本科生英语教学自然衔接、有效延续,难易适中,并力求使研究生阶段英语学习者的实际水平适合新形势下现代社会对该层次人才的要求。在体例、结构安排上,力求新颖、合理,适当配以插图。《研究生英语听说教程》则根据师生的需求,聘请高水平的外籍教师录制了语音磁带,以便好教、好学。

其三,凝聚群智,配套成龙。

本套教材,凝聚了多所高校英语教师的集体智慧。在教学上各有所长、来自不同高校的教师以高度的社会责任感,协同配合,相互启发,相互砥砺,一起讨论写作提纲、体例和书稿,并在部分高校试用,发现不足,及时弥补。中南大学出版社选派有多年英语图书编辑工作经验、工作认真负责的编辑参与编写工作的讨论,并全程跟踪,试用教材的学生提出了很好的修改意见。因此可以说,这套教材也凝聚了编辑和学生的智慧。联合多所高校,从整体上考虑研究生英语教材的编写,使之配套成龙,形成系列,弥补了过去太多以一校一院为

单位，作者来源单一，不能形成配套系列教材的不足。

其四，领导重视，多方支持。

这套教材从选题策划到编写出版，得到了湖南省教育厅学位办、湖南省学位与研究生教育学会以及中南大学、湖南师范大学、湘潭大学、湖南农业大学等高校的校领导和各校外国语学院或外语系的领导与专家的高度重视与大力支持。他们对这套教材寄予厚望，希望能把她打磨成代表湖南省研究生英语教学水平、在全国有一定影响的高质量的研究生英语教材，为我国研究生英语的教材建设和学科建设做出贡献。我社和作者虽然尽了最大努力，但由于种种条件的限制，这套教材肯定还有不足之处。但我们相信，使用该套教材的全国各高校的教师和学生及时地把信息反馈给我们，各位作者和责任编辑像关注自己的孩子的成长一样，继续关心这套教材的修订与完善，多方共同努力，辛勤耕耘，一定能把她打磨成一套深受师生欢迎的高质量、高水平的研究生英语教材。

前 言

《研究生英语听说教程》(下),系 21 世纪研究生英语系列教材之一,根据研究生英语教学大纲的听说要求编写。本书旨在通过听说训练,培养研究生对所听材料的分析归纳、判断推理、信息处理和口头表达的能力,全面提高研究生英语语言交际能力。

全书共十二个单元,每个单元由三个部分组成。第一部分为热身练习,配有十个对话。第二部分为以话题为中心的听力练习,由三篇同一主题的短文或对话组成,每篇短文后配有二个练习。第三部分为以话题为依据的口语练习,含一篇听力材料,二项口语练习。全书含两套综合测试题,书后附有各单元的录音文字材料及所有听力练习答案。本书供非英语专业研究生一年级下学期使用。

本书编写特点:

1. 以语篇训练为主线,培养学生在听的过程中先抓中心思想,后抓要点,提高学生在语篇水平上的理解能力。

2. 选材注重广泛性、实用性、时代性。题材涉及语言学习、社会文化、文体体育、日常生活及名人轶事等。

3. 听力练习形式多样,着重综合技能训练,包括选择题、是非题、填空题、回答问题、填写表格等。

4. 以听为主,听说结合,相互促进。围绕听力话题材料,开展讨论、评述、辩论、演说等形式多样的口语练习,并提供口语表达的素材。

在编写过程中,本书参考选取了国内外书刊杂志的有关材料,并邀请了 Ms Jean 审阅全书,在此表示诚挚的谢意。

本书如有疏漏、不妥之处,祈望使用者不吝赐教。

编者

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Unit 1

Outlook on Life and Death



Objectives

1. Learn to look at life and death from the right perspective.
2. Know the importance of communicating with hopeless patients sincerely and tenderly.
3. Approach the controversial issue of euthanasia and different viewpoints about it.
4. Have speaking practice concerning outlook on life and death.

Part I Warming-up Practice: Short Conversations

Directions: Listen to the short conversations and choose the best answers to the questions you hear.

1. A. In a hospital.
C. In a travel agency.
B. In a library.
D. At the airport.
2. A. Husband and wife.
C. Boss and secretary.
B. Client and lawyer.
D. Teacher and student.
3. A. The admission of a patient.
C. The old man's serious condition.
B. Diagnosis of an illness.
D. Sending for a doctor.
4. A. \$ 19.50.
C. \$ 15.50.
B. \$ 18.50.
D. \$ 14.50.
5. A. He has too many dreams.
B. He likes to sleep.
C. He doesn't put his dreams into practice.
D. He doesn't have very many ideas.
6. A. Riding a horse.
B. Taking a photo.
C. Shooting a movie.
D. Playing a game.
7. A. Selecting the best candidate.
B. Choosing a campaign manager.
C. Trying to persuade the woman to vote for him.
D. Running for chairman of the student union.
8. A. To do whatever the committee asks him to.
B. To make decision in agreement with the committee.
C. To run the committee in his own way.
D. To make himself the committee chairman.

9. A. She could help him with the problems.
 B. He should go out for a while.
 C. She could go out together with him.
 D. He should do the problems himself.
10. A. An invented story.
 B. A real life experience.
 C. An imaginary situation.
 D. A terrible nightmare.

Part II Topic-centered Listening Practice

Section A Three Attitudes Towards Life

Relevant Lexical Items

approach	探讨; 对待; 处理
philosophy	哲学; 人生观
consist in	在于; 基于; 存在于……之中
mating	配偶
aging	变老
artistic	艺术的
be consistent with	与……一致; 符合……

Exercise 1

Directions: Listen to the passage and note down the three different attitudes towards life.

- _____
- _____
- _____

Exercise 2

Directions: Listen to the passage again and complete the following statements.

- If one takes the first basic attitude, he approaches life _____
 _____ . His life will consist in _____
 _____ .
- If one takes the second basic attitude, he looks at life _____
 _____ and he lives his life with the basic philosophy of _____
 _____ . His first question of life is _____ and _____

- his first reaction to any new experience is _____.
_____. To him, happiness in life becomes a matter of _____.
3. If one takes the third basic attitude, he approaches life with the basic philosophy of an artist. He would question himself, _____. The basic relation of him to his fellow-men is one of _____.
4. The artistic attitude is the only one _____.

Section B Life Is a Test

Relevant Lexical Items

poster	广告;招贴
harass	困扰
insurmountable	无法克服的;不能超越的
be in for sth.	卷入……;陷于……
rocky	障碍重重的;困难的
demanding	过分要求的;要求苛刻的
redefine	重新定义

Exercise 1

Directions: Listen to the passage about how to look on life and decide whether the statements are true (T) or false (F).

- _____ 1. One of the speaker's best friends says, "Life is a test."
- _____ 2. There is some truth in the saying that affects the speaker positively.
- _____ 3. If you take each new issue you face in life very seriously you will always have a chance to succeed.
- _____ 4. Seldom is everything working out just right in our lifetime, as is known to us all.
- _____ 5. The speaker encourages his listeners to do experiment to prove the truth in the idea, "Life is a test."
- _____ 6. Once you try looking at life as a test, you will face everything in life more naturally.

Exercise 2

Directions: Listen to the passage again and complete the chart below with the

information you get from the tape.

Circumstances		Results
If you could look at life as a test,	1	
When you look at life and its many challenges as a test or a series of tests,	2	
So long as you look at them (problems, responsibilities, or even insurmountable difficulties) as a test,	3	
If you see each new issue you face as a serious battle that must be won in order to survive,	4	
If you give this strategy a try,	5	

Section C Help Terminally Ill Patients to Face Death Calmly

Relevant Lexical Items

transfer	转移
terminally	(致命疾病) 晚期地, 末期地
fantasy	幻想; 怪念头
tremendous	巨大的
prior to	在……之前
outcome	结果; 结局

Exercise 1

Directions: Listen to the passage about how to care for the terminally ill patients and choose the best answers to complete the following statements.

- According to the passage, the old generations of contemporary Americans _____.
 A. were often absent when a family member was born or dying
 B. had the opportunity to directly face birth and death

- C. never witnessed the birth or death of a family member
D. had often experienced the fear of death as part of life
2. Children in America today are denied an important opportunity _____.
A. to learn how to face death
B. to visit sick patients in the hospital
C. to attend to their parents in hospital
D. to have access to a hospital
3. The purpose of investigating five hundred terminally ill patients was _____.
A. to observe how they reacted to the impending death
B. to help them and their families overcome the fear of death
C. to find out their attitude toward the approach of death
D. to learn how to best help them and their families
4. The need of a dying patient for company shows _____.
A. his desire for communication with other people
B. his fear of the approaching death
C. his pessimistic attitude towards his medical condition
D. his reluctance to part with his family
5. The purpose of the passage is _____.
A. to show that terminally ill patients are in need of their family members
B. to persuade the families of terminally ill patients to care for them for the last few days
C. to help people realize the importance of caring for the terminally ill in a proper way
D. to offer better ways to help terminally ill patients to face death calmly

Exercise 2

Directions: Listen to the psychology counselor again and fill in each blank in the following statements with a right word.

1. Nowadays when people grow old, we often send them to _____ homes. When they get sick, we _____ them to a hospital, where children are forbidden to visit _____ ill patients even when those patients are their parents.
2. This _____ the dying patient of _____ family members during the last few days of his life and it deprives the children of an experience of death which is an important learning experience.