

**NEW AGE
ENGLISH FOR**

新时代 POSTGRADUATES

研究生综合英语

◆ 罗卫华 徐 瑾 主编

大连海事大学出版社

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编写原则与指导思想

《新时代研究生综合英语》是为适应研究生英语教学改革,以教育部颁发的《研究生外语学习与考试的规定》、《非英语专业研究生英语教学大纲》等文件为依据,同时参考教育部 2007 年颁发的《大学英语课程要求》进行编写的。

《新时代研究生综合英语》总的指导原则是突出应用能力和综合能力的培养。教材的编写不仅立足于现实,也着眼于未来,既考虑师资力量有限、教学班过大等不利因素,也考虑到近几年来大学英语教学的进步和广大师生对教学改革的迫切愿望。为了使新编教材能适应 21 世纪经济和社会发展的新形势,编者在教学内容和编排结构等方面努力体现现代语言教学理论的新成果,并注重实用性、交际性、科学性、系统性、趣味性,有利于培养学生良好的听、说、读、写、译(“五会”)能力以及自学能力。同时继承和发扬传统的行之有效的教学经验,使教材符合教学实际和学生的认知规律,有利于提高教学质量,促进研究生英语教学的改革。

在编写设计上遵循以下指导原则:

1. 实用性原则

教材内容的编排,紧密结合学生的实际需要,设置真实或接近真实的情景,符合研究生阶段的学习特点,以便最大限度地激发学生的学习动机和积极性。教材紧密联系学生的生活实际,提供鲜活的、真实的语言材料。不单纯为学语言而教语言,强调学以致用。

2. 交际性原则

在交际活动中有意义地运用语言应当与掌握语言的形式同样受到重视。本教材的编写首先充分考虑语言的交际目的,使学生能学以致用。交际能力体现了语言的价值,它包括了听、说、读、写等几个方面。针对研究生听说能力下降的特点,本教材重视口语和听力的培养,练习设计和活动安排以学习者为中心;课文题材、体裁多样,紧跟时代。

3. 科学性原则

教材的编写首先要符合学生的特点,循序渐进地安排教学内容。教材尽量采用现代英语,力求语言地道,合乎英语表达的习惯。教材的容量和要求必须适中,有利不同类型学生有效地掌握运用所学知识。力求做到“三结合”,即:知识和技能相结合,以技能为主;专业内容和语言知识相结合,语言知识和专业内容适度均衡,既提高相关专业学生的英语学习兴趣,又提高非相关专业学生在有关领域的英语交际能力和阅读能力;语言和文化相结合,以语言为载体,培养学生的跨文化交际能力和批判性思维能力。

教材特色

《新时代研究生综合英语》是根据最新的研究生英语教学发展趋势,研究生英语学习的规律及特点,以“新颖”、“实用”等为原则进行设计编写的一本全新的研究生英语综合教材。本书将社会经济全球化与学术话题相结合,听说读写融为一体。在巩固大学英语教学成果的同时,根据学生各自的发展方向,使学生通过使用本教材,能根据自身的特点达到不同的目标。教材的应用类内容比例较高,尤其是听、说、写的量高于同类教材。教材的题材比现行的所有教材更广泛、贴近生活,每个单元表现一个主题。每单元练习形式不固定,以减少机械性。

教材单元组织结构

本书共 15 个主题单元。每单元由 Section A(听力)、Section B(口语)、Section C(阅读)、Section D(写作)组成。

听力分为三部分。Warm-up Listening、Focus Listening 适合课堂练习,而 Home Listening 则为自主学习而设计。听力材料的长度及难度适中,语言规范。每单元听力训练可视教学情况,安排学生自学。每一个单元就一个主题对学生进行听说方面的训练。正文包括了听力材料中的生词与背景知识,各种形式的听、说、写的方面练习,以及为学生的口头表达提供的有关词汇、词组与句型等。听力练习多样化,采用了记录、问答、判断正误等形式,以期培养学生在读懂、听懂的基础上进行分析、归纳,提高使用语言的真实能力。

口语方面,每单元提供对话、热身问题、课堂活动、角色扮演、游戏等练习,旨在针对每单元的教学要点培养学生在真实语境中独立运用所学语言的能力,尽可能利用所学自然、流畅地表达。所配的图片向读者展现了一个特别设定的场景,要求根据背景进行自由的对话等交际活动。

阅读方面,每个单元仅含一篇课文,供精读或泛读使用。课文前面配有“导入名言”和“阅读技巧”。课后练习以口头讨论和翻译理解为主,旨在训练实用能力。另外,每课还有 For Your Information 栏目提供一些轻松有趣的背景知识。选择与各单元话题相关的真实的阅读材料,旨在提高学生的阅读能力。学生能独立或者在老师的指导下掌握阅读篇章的大意即可。

写作与口语一样属于创造型任务,供读者模仿。在写作方面侧重对学术写作(如写论文、写摘要、写申请等)基本能力的训练和对应用文写作(如写留言、写 e-mail、填写表格等)的指导。本教程将此环节分成了两部分——模仿和创造。提供大量文章范例供模仿参考,然后通过各种方式帮助学生完成创造自己的写作任务。

课时安排建议

本教材可供硕士和博士研究生使用。15 个单元供两个学期使用。课时安排为 60 到 90 小时。如果可用课时较少,可以选择一些单元进行教学,也可以根据实际教学情况适当减少学生活动、小组讨论、阅读、写作方面的时间安排。每个单元一般需要 3~6 个课时,教师可以根据实际教学情况灵活安排教学课时。教材每个单元的板块设计上,教师精讲内容建议以听、说、写材料为主,应约占教材内容的 1/3,学生自主学习和合作学习占 2/3。

教材编写分工

全书由罗卫华、徐瑾任主编,负责确定系列教材编写的指导思想、基本原则、总体框架、体例、结构,审定编写大纲、结构、样课和稿件等。王艳秋、鹿学军、胡智林任副主编。李红、李沿围、倪锡英参加了编写的全过程。尚晓华、赵宏宇、邓耀臣参与了部分编校工作。

感谢大连海事大学孙玉清副校长、研究生院于洪亮院长、孟丽艳副院长对本书编写给予的指导性意见。感谢大连海事大学外国语学院参与本教材试用的全体教师所提出的宝贵的修改建议。同时,大连海事大学出版社的徐华东等同志对此书精心设计编排,谨此一并致谢。

由于编者水平所限,不足之处在所难免,敬请批评指正。

编者

2009 年 8 月

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Unit 1

Life of Aspiration

Section A Listening

Part One Warm-up Listening

Choose Optimism

Words & Notes

prophecy *n.* a statement made by someone with religious or magic powers

carp about to keep complaining about something in an annoying way

Task One Compound Dictation

Directions: Listen to the short passage about two kinds of attitudes toward life. Please listen to it twice and then fill in the missing information.

If you expect something to turn out badly, it probably will. Pessimism is seldom disappointed. But the same principle also _____.
If you expect good things to happen, they usually do! There seems to be a _____ between optimism and success.

Optimism and pessimism are both powerful forces, and each of us must choose which we want to _____. There is enough good and bad in everyone's life—ample sorrow and happiness, _____—
to find a rational basis for either optimism or pessimism. We can choose to laugh or cry, bless or curse, and it's our decision.

I choose to highlight the positive and slip right over the negative. I am an optimist by choice as much as by nature. Sure, _____. I am in my 70s now, and I've lived through more than one crisis. But when all is said and done, I find that _____.

An optimistic attitude is not a luxury; it's a necessity. The way you look at life will

determine how you feel, how you perform, and _____.
 Conversely, negative thoughts, attitudes, and expectations feed on themselves; they become a self-fulfilling prophecy. Pessimism creates _____.

Optimism doesn't need to be naive. We can be an optimist and still recognize that problems exist and that some of them are not dealt with easily. But what a difference optimism makes is _____! When you're an optimist, you're more concerned with problem-solving than with useless carping about issues. It's your choice.

Task Two Working in Pairs

Directions: Listen to the passage one more time, revise your answers in Task One, and share them with your peers. Then, discuss the following question with your partner: Are you an extrovert or introvert person? Please give at least two examples to explain.

Part Two Focus Listening

A Great Communicator in All Circumstances

Words & Notes

incumbent *adj.* currently holding the office or position

uncanny *adj.* very strange and difficult to explain

John Wayne (1907—1979) A US film actor who was famous especially for appearing in Westerns. The characters he played were usually brave, strong, honest men who loved their country, and people think of him as representing typical American values.

the Republican Party one of the two main political parties in the US, the other is Democratic Party

Task One Listening for the Main Idea

Directions: Listen to the passage and try to get a general idea of what you hear. It is clear that you cannot understand everything. Just try to answer the following questions.

1. Generally speaking, what are many American presidents skilled at?

2. Who is the Great Communicator?

3. Give a brief introduction to Reagan's early career and his talent for communication.

4. Why do people consider Reagan as a good executive?

Task Two Listening for Specific Information

Directions: Listen to the passage carefully one more time and summarize the story of Ronald Reagan by completing the following table.

In his early twenties	Reagan became _____.
In 1980	While _____, Reagan said the main message should be _____, _____, _____, _____, _____.
During Presidential Campaign	Reagan appeared as a _____, _____, _____ _____.
Being in hospital	Reagan said to the surgeons: "Please _____."
Becoming president	Reagan was supported by people for they knew _____, _____, and _____.

Part Three Home Listening

Dream vs. Goal

Words & Notes

mediocre *adj.* not very good; second rate

splashy *adj.* big, bright, or very easy to notice

incremental *adj.* increasing in amount or value gradually

pitch in to start working energetically

fuzzy *adj.* unclear; blurred

tangible *adj.* clear enough or definite enough to be easily seen or noticed

Task Focusing on Summarizing Practice

Directions: Listen to the passage about Dream vs. Goal twice and then give a summary of

what you hear. Please make sure your summary is based on the outline given below.

Why we need dreams: _____

Interpretation of goals: _____

Example of climbing the corporate ladder: _____

Section B Interactive Speaking

Part One Dialogues

Directions: Make up dialogues referring to the following expressions and words. Use at least four words from the bank to make your dialogues more meaningful.

1. I don't think we've met before. Let me introduce myself. Hope we can be friends.

2. I'm ... from ... Department / School. I major in ...

3. I'm an overseas student from ... Department. Which department are you with?

4. I like to ... in my spare time.

5. ... is my favorite pastime.

6. You were in my ... (Chinese; English; maths; physics) class, weren't you?

7. I think we were in Prof. Smith's ... (chemistry; fashion design; globalization) class.

8. Mr Johnson, may I introduce my friend/colleague ... to you?

9. This is my ... (colleague; classmate; teacher; friend) ... He is a ... at ...

10. Excuse me, I'd like to get round and say hello to Mr/Mrs/Ms /Miss ...

automation

department

engineering

economics

electronics

environmental

hobby

master

mechanics

navigation

occupation

overseas

Ph. D.

postgraduate

undergraduate

transportation

further education

marine engineering

study abroad


Part Two Warm-up Questions

1. What does a self-introduction include?
2. What is the best way to start talking to a stranger on a social occasion?
3. How can one end a conversation?
4. What is the polite way to cut in?
5. How do you keep the ball rolling once you start a conversation?
6. What are the taboos in a conversation, especially with a foreigner?
7. Is it necessary to be an eloquent person? And why or why not?
8. In a business setting, how can one stand out among a group of people?

Part Three Classroom Activity

Task One Getting to know each other

1. Students stand up and neighboring students face each other, and then introduce themselves to the neighbors.

 Dalian Maritime University School of Foreign Languages	
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Name of your organization	
Your name	Your title
Address:	P. C:
Telephone number:	Mobile:
E-mail:	

2. Teacher distributes business cards to students. Each student makes his or her own card and put the cards in front of them. Then Students walk around and look at the cards, trying to talk to each other.

Task Two Introducing a friend to your classmates

- Students form groups of 4 or 5. One introduces one of his best friend to his or her classmates.

Task Three Role play: Start talking with a stranger

Situation: On an airplane, Susan Li happens to sit beside Mrs Smith and her daughter Laura. Susan is returning from an international conference in Sweden. Mrs Smith and her family are accompanying their daughter to Beijing. Laura is a member of a musical band and is going to give a performance in Beijing. They start to talk.

Part Four Games

Guessing Names of Famous People

Step 1: The class is divided into groups.

Step 2: Each group works out detailed information about famous people such as film stars, industrial tycoons, politicians, etc. A representative of the group stands in front of the class and tells the details about the person to the class. Other groups try to guess who the person in question is.

Step 3: The group that offers the most information about the famous people wins the game.

Part Five Assignment

In a person's life, he meets numerous people and different people may leave different impressions on him. Tell your classmates your most unforgettable experience of meeting someone and explain why it is so special.

Section C Enhancement Through Reading

Lead-in Quotes

While one person hesitates because he feels inferior, the other is busy making mistakes and becoming superior.

—Henry C. Link

Failure is the great opportunity I have to know who I really am.

—John Killinger

Failure isn't so bad if it doesn't attack the heart. Success is all right if it doesn't go to head.

—Grantland Rice

Learning Tips—Reading Skills

- Guessing new words from context
- Completing a summary
- Anticipating the reading: making predictions
- Scanning for specific information
- Skimming for main ideas

Text

Avoid the Top Ten Reasons People Fail (abridged)

—Dr. William Mayo

Everybody has weaknesses, but more often people fail to see them. If you are dedicated to overcoming failure and achieving lasting success, then work on the weaknesses that weaken you, and there's no telling how far you will go.

I DON'T put much stock in the idea of luck. I think that usually things go well or not so well for people based on their actions. I believe that for the most part you create your own luck by working hard, practicing self-discipline, remaining persistent, and making personal growth a daily priority. Add to that the blessings of a loving God, and you don't need to think about luck.

However, a few years ago, I came across an article printed in the *Los Angeles Times* that almost made me change my mind about luck. Here's what it said:

NEW YORK—Jolted, jilted, hammered in a car crash and robbed, Lawrence Hanratty was named Friday as the unluckiest man in New York.

Nearly electrocuted in a construction site accident in 1984 that put him in a coma for weeks, Hanratty lost the lawyers fighting for his disability claim—one was disbarred, two died—and his wife ran off with her lawyer.

Hanratty, who has spent years fighting heart and liver disease, had his car wrecked in a crash last year. When police left the scene of the accident, he was held up and robbed.

"I say to myself, 'How much more am I going to be tested in life to see how much I can endure?' " Hanratty told the New York Daily News in a description of more than 10 years of agony that runs under the Page One headline: "Think You Got it Bad? Meet ... Luckless Larry."

As if he hasn't tolerated enough hardship, 38-year-old Hanratty of Mt. Vernon, N. Y., said an insurance company now wants to cut off his workers' compensation benefits and his landlord has threatened to kick him out of his apartment.

Depressed and suffering from agoraphobia, a fear of open spaces, Hanratty uses a canister of oxygen and takes 42 pills a day for his heart and liver ailments. But with help from neighbors and a New York state assemblyman, he is not giving up yet.

"There's always hope," he said.

Reading that story makes you want to try to find poor Lawrence to see if you can help him out in some way, doesn't it?

I think the experiences of Lawrence Hanratty are not typical of most people who continually fail or experience continual ongoing adversity. Why? Because most of the time the trouble we face is the result of our negative actions. It's our own fault.

The Top Ten Ways People Get in Their Own Way

Many people possess blind spots when it comes to knowing about themselves. Sometimes the blind spots apply to strengths, but more often people fail to see their weaknesses. And that causes trouble. If you don't know you have a problem, then you can't work to fix it.

In the next several pages, I'd like to acquaint you with what I have observed to be the top ten reasons people fail. As you read, please be open-minded, and try to see yourself and your shortcomings in the following descriptions. Become aware of recurring issues in your life. As you read, you may find your Achilles' heel. By the way, the Achilles of ancient Greek myth was a warrior who was totally indestructible—except in one tiny spot on his heel. And that one flaw allowed his complete destruction. That's the way flaws work. So don't mentally minimize the amount of damage that a weakness may create.

1. Poor People Skills

By far the greatest single obstacle to success that I see in others is a poor understanding of people. A while back the *Wall Street Journal* printed an article on the reasons that executives fail. At the top of the list was a person's inability to effectively relate to others.

I was talking to some people a couple of days ago, and they were complaining about not winning a business contract that they had bid on. "It wasn't fair," one person told me. "All the people involved knew each other, and we didn't have a chance. It's all politics." But what he went on to describe wasn't politics. It was relationships.

Authors Carole Hyatt and Linda Gottlieb indicate that people who fail on the job commonly cite "office politics" as the reason for their failures, but the reality is that what they call politics is often nothing more than regular interaction with other people. Hyatt and Gottlieb assert, most careers involve other people. You can have great academic intelligence and still lack social intelligence—the ability to be a good listener, to be sensitive toward others, to give and take criticism well.

If people don't like you, they may help you fail. On the other hand, you can get away with serious mistakes if you are socially intelligent. A mistake may actually further your career if the boss thinks you handled the situation in a mature and responsible way.

How are you when it comes to working with people? Are you genuine and authentic,