

21世纪大学ESP行业英语系列

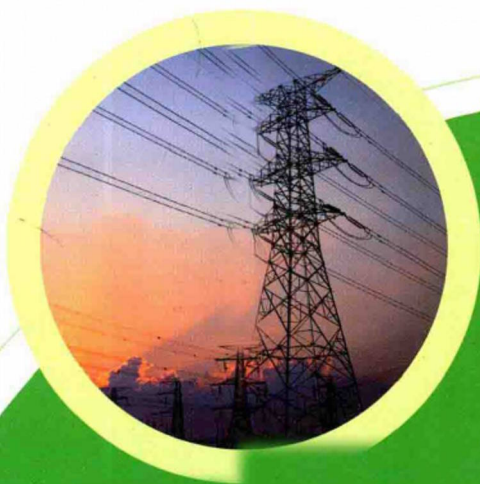
复旦大学出版社规划教材



电力英语口语教程

English for Electric Power:
A Speaking Course

李丽君 主编



 复旦大学出版社

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电力英语口语教程

English for Electric Power: A Speaking Course

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 复旦大学出版社

图书在版编目(CIP)数据

电力英语口语教程/李丽君主编. —上海:复旦大学出版社,2017. 1
ISBN 978-7-309-12781-2

I. 电… II. 李… III. 电力工业-英语-口语-教材 IV. TM

中国版本图书馆 CIP 数据核字(2017)第 012162 号

电力英语口语教程

李丽君 主编

责任编辑/朱莉芝

复旦大学出版社有限公司出版发行

上海市国权路 579 号 邮编:200433

网址:fupnet@fudanpress.com <http://www.fudanpress.com>

门市零售:86-21-65642857 团体订购:86-21-65118853

外埠邮购:86-21-65109143

大丰市科星印刷有限责任公司

开本 787×1092 1/16 印张 21.25 字数 466 千

2017 年 1 月第 1 版第 1 次印刷

ISBN 978-7-309-12781-2/T·594

定价:38.00 元

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。

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为了全面贯彻党的教育方针,进一步深化大学英语教学改革,根据《国家中长期教育改革和规划纲要(2010—2020)》和教育部《关于全面提高高等教育质量的若干意见》等文件的精神,教育部高等学校大学外语教学指导委员会要求大学英语课程兼具工具性和人文性的双重性质,大学英语课程的工具性也体现在专门用途英语上,学生通过学习与专业或未来工作有关的学术英语或职业英语,获得在学术领域或职业领域进行交流的相关能力。因此,专门用途英语(English for Specific Purposes)的教学与发展将成为未来相当长一段时间内我国大学英语教学改革深化的主要方向。

本教程为电力英语系列教材的口语分册,内容涵盖面较广,口语活动以学术英语口语各环节和分项技能的训练为纲,帮助学生培养良好的学术英语口语习惯。口语情景的设置灵活多样,多方面训练学生对所听信息的获取、分析、整合、判断能力,训练学生对电力类相关对话、讲座、采访、操作说明、主题文章等核心信息的抓取和理解能力,帮助学生基本听懂并能用英语复述电力类相关情景,能够就未来电力相关的工作岗位、工作任务、产品等进行口头介绍,从而实现学生英语听说能力与专业职业能力同步提高的目的。

本教程涵盖与电力话题直接相关的8章内容,每章又分为4—5个单元,围绕电力市场调查、电力合同签订、电力建设、供电、发电、输配电、供电服务以及电与生活等各个环节中的基础知识开展口语对话训练,同时还针对各个情景中的话题,设计相关的问答训练。每个单元最后都有相关的辅助阅读训练材料。口语情景的内容选择体现了“基础性”“真实性”“实用性”相结合的原则,适合所有已经完成了大学英语基础学习的学习者,并体现了典型的电力英语特色。在口语情景的设计中,编者注重将电力学科基础知识与学生的英语口语水平提高相结合,帮助学生打破学科界线、克服语言障碍,加深学生对电力类职业的认知度。本教程每个单元还有专门的口语学习目标和评价点,为学习者系统、全面地介绍本单元的口语训练基本知识,从而实现从理论和实践两个层面帮助学习者提高英语口语水平和能力。总之,本教程旨在帮助学生提高英语会话交际能力,使他们能够听懂语



速适中的电力题材的英语对话、题材熟悉的讲座,掌握中心大意,抓住要点;能复述并编写相关对话,掌握口语会话的技巧和策略。

本教程的编写从内容到形式都有不少新的尝试,由于编者水平有限,书中难免有不妥之处,敬请读者批评指正。

编 者

2016 年 7 月

一、本书使用说明

《电力英语口语教程》为高等学校电力英语系列教材之一,内容涉及电力及相关行业各个方面的口语对话,适合修完大学英语基础课程、达到一般英语口语会话水平的学生。本教程以与电力类学科和电力类职业密切相关的 8 章内容为主线,每章包括 4—5 个单元,涵盖了多个相关话题,为学习者呈现丰富多彩,形式多样的口语对话情景和相关词汇、表达以及口语训练材料。学生完成本书的口语训练任务后,其英语口语表达能力以及在未来电力类相关行业的英语交流能力能够得到全面的提高。

二、本书结构框架

本教程分为 8 章(Chapter),每章包括 4—5 个单元(Unit),其中,每个单元有 2—3 个情景对话,每个情景有各自小的主题,所有小的主题围绕大的主题来进行。每单元结构如下:

第一部分:口语训练前准备活动(Pre-speaking)

I. 本单元目标和评价点(Aims & Assessment Points in This Unit): 主要介绍本单元要达到的口语训练目标和要掌握的电力知识和口语训练的要点。

II. 语言储备(Language Base)。

1. 单词(Vocabulary): 主要列出了出现在情景中的大学英语四级纲外词汇,包括普通词汇和电力类词汇。

2. 有用的表达方式(Useful expressions & structures): 主要列举了本单元情景中用到的短语和句型。

第二部分:口语训练活动(Speaking Activities)

I. 情景对话(Dialogue): 主要提供了 2—3 个相关主题的情景对话,供学生模仿训练使用。

II. 实用口语训练(Practical Talking): 主要目的是让学生生活学活用, 针对情景对话中的内容回答问题。

第三部分: 辅助材料阅读(Additional Reading): 供学生拓展学习使用, 让学生通过阅读与本单元相关的材料, 加深对本单元主题的理解, 通过回答问题, 巩固电力知识, 丰富自己编写会话的单词量, 提高口语表达能力。

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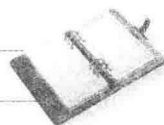


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Chapter One Electricity Market Research

Unit 1 Basics of Market Research

Part One Pre-speaking



I. Aims & Assessment Points in This Unit

By the end of this unit, students will be able to show a good grasp of and to speak with confidence and authority in the following aspects:

- To know the concept, methods and procedure of market research;
- To talk about market research;
- To exchange ideas.

1. Knowledge for market research

- To understand the usefulness and content of market research;
- To understand the methods of doing market research and designing a questionnaire;
- To understand the typical procedure in doing a market research;
- To understand how to ask different types of questions to clarify and probe.

2. Language points

- To understand some useful phrases about market research;
- To understand some useful phrases for clarifying, summarizing and responding;
- To understand how to categorize or classify and how to describe procedures.

II. Language Base

1. Vocabulary

general /'dʒenərəl/ *adj.* 普遍的, 一般的

concern /kən'sɜ:n/ *v.* 有关于, 涉及

demand /dɪ'ma:nd/ *n.* 要求; 需求

supply /sə'plai/ *n.* 供应, 供给

procedure /prə'si:dʒə(r)/ *n.* 程序, 过程

preference /'prefərəns/ *n.* 偏好, 喜好

expectation /ˌekspek'teɪʃən/ *n.* 期望;
期待
response /rɪ'spɒns/ *n.* 反应; 回答
trend /trend/ *n.* 潮流, 趋势
reveal /rɪ'veɪl/ *v.* 揭示, 揭露
prediction /prɪ'dɪkʃən/ *n.* 预计
objective /əb'dʒektɪv/ *n.* 目的, 目标
define /dɪ'faɪn/ *v.* 定义, 界定
sampling /'sæmplɪŋ/ *n.* 取样, 抽样
address /ə'dres/ *v.* 解决; 对……作(正
式)讲话
subject /'sʌbdʒɪkt/ *n.* (事物的) 经受
者; (动作的) 对象
statistical /stə'tɪstɪkəl/ *adj.* 统计的; 统
计学的
inference /'ɪnfərəns/ *n.* 推理, 推断
generalize /'dʒenərəlaɪz/ *v.* 概括出;
推广
complicated /'kɒmplɪkətɪd/ *adj.* 复
杂的
source /sɔ:s/ *n.* 来源; 源头
distinction /dɪ'stɪŋkʃən/ *n.* 区别, 区分
primary /'praɪməri/ *adj.* 首要的; 第
一手
secondary /'sekəndəri/ *adj.* 次要的;
第二手的
be subject to 受……支配的; 由……
决定的
energy- and time-consuming /taɪm
kən'sju:mɪŋ/ 耗时费力的
in a sense /sens/ 从某种意义上来说

available /ə'veɪləbl/ *adj.* 可以得到的;
现成可使用的
association /ə'səʊʃi'eɪʃən/ *n.* 协会; 联盟
professional /prəʊ'feʃənəl/ *adj.* 专
业的
publication /ˌpʌblɪ'keɪʃən/ *n.* 出版; 出
版物
academic /ˌækə'demɪk/ *adj.* 学术的;
学院的
institution /ˌɪnstɪ'tju:ʃən/ *n.* 机构
charge /tʃɑ:dʒ/ *v.* 收费; 提出控告
limitation /ˌlɪmɪ'teɪʃən/ *n.* 限制; 局限
superior /sɜ:ju'piəriə(r)/ *to* 优于, 胜过
combination /ˌkɒmbɪ'neɪʃən/ *n.* 结合
qualitative /'kwɒlɪtətɪv/ *adj.* 质的
quantitative /'kwɒntɪtətɪv/ *adj.* 量的
survey /'sɜ:veɪ/ *n.* 调查, 勘查
attitude /'ætɪtju:d/ *n.* 态度; 看法
adapt /ə'dæpt/ ... *to* ... 使适应
horrify /'hɒrɪfaɪ/ *v.* 使恐惧, 使感惊悚
limit /'lɪmɪt/ *v.* 限制; 限定
respondent /rɪ'spɒndənt/ *n.* 受试者,
调查对象
casually /'kæʒjuəli/ *adv.* 随意地, 漫不
经心地
be aware /ə'weə(r)/ *of* 注意到, 意识到
appliance /ə'plaɪəns/ *n.* (用于特定目
的的) 器具
option /'ɒpʃən/ *n.* 选择, 选项
format /'fɔ:mæt/ *n.* 格式; 版式
boost /bu:st/ *v.* 提高, 促进

2. Useful expressions & structures

Basic level:

Firstly/First of all/To begin with
Thirdly/Lastly/Finally

Secondly/Next/Then



In the first place
For one thing

In the second place
For another thing

I couldn't agree more.
I think you're absolutely right.
You've got a very good point there.
OK. / All right.

I (quite) agree.
That's a very good point.
I totally agree.
Can we move on to the next point now?

Having looked at ..., I'd now like to consider ...
I now want to turn to ...
The next point is ...
Another interesting point is ...
The next aspect I'd like to consider is ...
I'd now like to turn to ...
The first/second/next/last point I'd like to make is ...

There are three main steps in this process ...
The first/second/third step is ...
To put it simply ...
Most of the time we do both.
It depends.

What do you think?
What do you think about ...?
What are your views on ...?
What do you feel about ...?
What's your opinion of ...?
What are your feelings about ...?
Have you got any comments on ...?
Would you like to give us your suggestions?
Would you please give me (us) some suggestions?
What do you suggest?

I'm of the opinion that ...
I think ...

As I see it, ...
I consider ...



I feel ...

In my opinion/view ...

From my point of view ...

Personally I believe/think ...

It seems to me ...

That will be nice.

You're really very helpful.

I might have a try.

Advanced level:

I would like to give a general introduction to market research.

The procedure of market research is as follows.

Will you please be more specific?

With all the data you need close at hand, what to do?

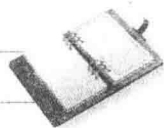
Primary research is energy- and time-consuming.

There are some general rules to follow.

Limit the number of ...

Your confidence in your research will be boosted.

Part Two Speaking Activities



I. Dialogue

Situation 1: Talking about market research

Professor Smith and his students are discussing market research in the classroom. Play the following roles:

Role 1: Smith is a professor in a university.

Role 2: Jane, Chris and Linda are all students in Professor Smith's class.

Sample Dialogue

Smith: Morning, everyone. Today I would like to give a general introduction to market research. To begin with, I'd like to know if you have any idea of what market research is.

Jane: To put it simply, market research is to do research on the market, to gather



data and analyze data.

Chris: Market research is done to see what products are needed in the market or whether a new product will be profitable.

Linda: To me, market research is concerned with the analysis of the relationship between demand and supply.

Smith: All of you have got a very good point. Market research is to gather and analyze information about the market to see what consumers want and will buy. One purpose of market research is to get a picture of consumers' needs, preferences and expectations. Another aspect is to explore customers' response to new products or services. Based on the information, market trends can be revealed and prediction of demands can be made.

Jane: Research tends to be systematic. There seems to be some basic steps to follow.

Smith: A good point. The procedure of market research goes in basically 5 steps. Step 1 is to set research objectives by defining the problem; step 2 is to develop the research plan; identify the data needed and determine how to collect data; step 3 is to collect information; step 4 is to make and interpret findings after analyzing the data, and the final step is to make recommendations for future decisions.

Chris: Will you please be more specific?

Smith: Certainly. A good beginning is half done. Asking good questions is important to setting research objectives, that is to settle on a research question.

Chris: What about the second step?

Smith: In developing the research plan, questions of sampling and data are addressed.

Jane: What is sampling?

Smith: Sampling is to select some people from a group as research subjects and treat their responses and behaviors as typical of the whole group. Statistical inference may be used to generalize the results from the sample to larger groups.

Jane: It sounds complicated.

Smith: It certainly is. Now I will turn to the question of data.

Chris: Where are the research data from?

Smith: Good question. The sources of research data lead us to a distinction. That is, basically there are two major types of market research: primary and secondary research.

Chris: Do the differences between them have anything to do with data?

Smith: Primary research is to collect first-hand data on one's own. Generally speaking, there are three methods: making observation, questioning and experimentation.



- Jane:** Edison did thousands of experiments to find the right material for the light bulb. Newton observed the fall of an apple and pondered the law of free fall.
- Smith:** Ha, very good. But the meaning of observation and experimentation is a little different in market research. Here the objects being subject to observation and experimentation are people and people's behavior.
- Jane:** It's a little confusing.
- Smith:** That's OK. Questioning can either take the form of interviews or questionnaires. Interviews can be done by telephone or face to face. There are paper and electronic questionnaires now. They are sent to people by person or by mail, or they are answered online.
- Chris:** Sounds interesting.
- Smith:** Overall, primary research is energy- and time-consuming.
- Linda:** Then is it relatively easier to carry out secondary research?
- Smith:** In a sense it is. It is done with data available. There are a variety of sources to get data. For example, data from the government, trade associations, trade and professional publications, academic institutions, etc.
- Jane:** In that case, great efforts can be saved.
- Smith:** Not exactly and it depends. Some data are offered to use for free while others charge certain amount of fees. Besides, secondary data may be outdated or do not fit the purpose of the current research. That means secondary research also has limitations.
- Chris:** Is primary research superior to secondary research?
- Smith:** We can't firmly say that.
- Jane:** Maybe the combination of primary research and secondary research is a better choice?
- Smith:** A very good point. Most of the time we do both.
- Linda:** With all the data we need close at hand, what to do?
- Smith:** We follow step 4: analyze the data, whether they are qualitative or quantitative, and then make and explain findings. What follows is step 5: conclusions are drawn and suggestions can be made.
- Chris:** That ends the market research?
- Smith:** Oh, no. It is made complete with the writing of the research report.

Situation 2: How to design a questionnaire?

After class Linda inquires Professor Smith about questionnaire design.

Role 1: Smith is a professor in a university.

Role 2: Linda is a student in Professor Smith's class.



Sample Dialogue

- Linda:** Professor, you've told us the means of getting data. I'm particularly interested in questionnaires.
- Smith:** Questionnaire survey is a more commonly used and effective way to collect data from a large population. It helps researchers know the thoughts and attitudes of people.
- Linda:** Yes. My question is where all these questionnaires can be found.
- Smith:** Well, there are some questionnaires published for public use. If the questionnaire one needs is available or ready to use, things would be easy. We can adapt them to our own purposes. Otherwise, one has to design one's own questionnaire.
- Linda:** What's it like to design a questionnaire?
- Smith:** It is not so easy, but it won't be so horrifying.
- Linda:** Really?
- Smith:** Yeah. There are some general rules to follow. One is to limit the number of questions, so that the respondents can finish them in several minutes.
- Linda:** I see. People may not have much time and patience.
- Smith:** Next, the questions should be clear and simple. When people have great difficulty in understanding what is being asked, they are more likely to make a response casually.
- Linda:** That won't be what we want.
- Smith:** In addition, be aware of the distinction between closed questions and open questions.
- Linda:** For example?
- Smith:** All right. Suppose you'd like to know people's opinion on smart electric appliances, how would you ask the question?
- Linda:** Maybe "what do you think of smart electric appliances".
- Smith:** This is a typical open question. The respondent must pause and think at the sight of this question. Open questions often lead to various different responses.
- Linda:** Right.
- Smith:** Here is my way of asking the questions: Do you think smart electric appliances are (a) energy-efficient, (b) expensive, (c) convenient? Do you notice any differences between your question and mine?
- Linda:** Your question offers options. People do not need to think hard, and making a choice is OK.



Smith: You've got a point. My question is closed. Closed questions are easier to answer and analyze than open questions.

Linda: I see what you mean.

Smith: In a word, the wording of the questions and the format of the questionnaire should be respondent-friendly.

Linda: Exactly.

Smith: The designing of the questionnaire determines the kind of data you will get. It is kind of challenging, but you'll have surprising findings, and your confidence in your research will be boosted.

Linda: Thanks a lot, Professor Smith. You're really very helpful.

Smith: Not at all.

II. Practical Talking

1. Describe the procedure of market research.

Question: What is the basic procedure of market research?

Answer: _____.

Question: What are primary research and secondary research?

Answer: _____.

2. Describe the process of designing a questionnaire.

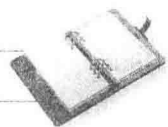
Question: What are some of the rules for designing a questionnaire?

Answer: _____.

Question: What are the differences between open questions and closed questions?

Answer: _____.

Part Three Additional Reading



It is extremely difficult to develop and provide a high-quality product or service without conducting at least some basic market research. Some people have a strong aversion to the word "research" because they believe that the word implies a highly sophisticated set of techniques that only highly trained people can use. Some people also believe that, too often, research generates lots of useless data that is in lots of written reports that rarely are ever read, much less used in the real world. This is a major misunderstanding.

Odds are that you have already conducted at least some basic forms of market research. For example, you have listened (a research technique) to others complain about not having enough of something — that should suggest providing what they need