

研究生英语系列教材

**Postgraduate
English
Listening and
Speaking**
(The Third Edition)

**研究生英语
听说教程 (第三版)**

北京市高等教育学会研究生英语教学研究分会
主 编 任林静 罗立胜

 中国人民大学出版社

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出版说明

《研究生英语听说教程（第三版）》是在原有的《研究生英语听说教程（修订版）》的基础上并在较大范围征求了使用单位意见后编写而成的。其指导思想是根据《研究生英语教学大纲》及《考试大纲》所确定的听力以及加大口语教学的要求，进一步加强该教程的实用性、趣味性及时效性，尽可能满足当前研究生英语听说教学的实际需要。本教材适用于高等院校文、理、工、医、农、林等学科的非英语专业的硕士研究生。

《研究生英语听说教程（第三版）》在保留原修订版的优点和特色的基础上，做了以下改进。

1. 明确单元主题、更新单元内容。全书共 30 个单元，每个单元围绕同一个主题展开。更换了大部分听力素材，使内容更具时效性、知识性、实用性、趣味性，同时注重素材内容与学生目前或未来的生活、学习、就业等相关。
2. 在每个单元前增加了预览（Preview），介绍本单元主题思想和预期达到的学习目标，使每一个单元的课堂听说教学任务更加明确。
3. 每个单元的听力训练（Listening Practice）均含三篇内容不同的听力材料（对话、短文、访谈、讲座等形式），长度及难度适中，使教师能更好地掌握和分配课堂听力练习的时间。
4. 加强了课堂口语活动（Oral Practice）。增加每单元的口语练习题，且每个单元的口语活动都围绕本单元主题展开，使听力素材可直接用于口语实践，使学生在课堂上就能巩固所学的知识。口语练习的内容更为丰富，形式更加活泼。
5. 每个单元的听力理解测试（Listening Comprehension Test）在题型和题材上与目前的研究生英语学位统考听力题型保持一致，或对话、或短文、或小讲座。
6. 按研究生英语学位统考听力要求重新编写了四套模拟听力题。
7. 除了配备《研究生英语听说教程（教师用书 / 第三版）》以外，为方便教师课堂教学，编写人员还特别制作了 PPT 课件（包括每单元听力练习的关键词解释、听力练习答案及部分口语练习题及图表）。

8. 随书免费赠送 CD 光盘，提供听力材料。

《研究生英语听说教程（第三版）》的框架与原先的修订版基本相同，每个单元的主体由三个部分组成，即听力训练（Listening Practice）、口语实践（Oral Practice）和听力理解测试（Listening Comprehension Test），可供两个学期使用。前 15 个单元的内容是初次见面、建立友谊、婚姻大事、节日、休假、旅行、在外投宿、天气、闲暇活动、体育、奥林匹克、购物、促销策略、健康、饮食就餐。后 15 个单元的内容是性格特征、家庭生活、人物、动物、音乐、理财、大学教育、研究生教育、语言与文学、政府、求职、职场、科技、人与环境、探索太空。听力素材由易到难，循序渐进。练习形式多样化，有多项选择、简答、正误判断、填空、填图、记笔记等形式，以期培养学生在听懂的基础上进行分析、总结、归纳，从而提高使用英语语言的实际能力。

《研究生英语听说教程（第三版）》由中国人民大学、清华大学、中国农业科学院、北京科技大学、军事医学科学院的教师编写。本书在编写过程中得到了北京市高等教育学会研究生英语教学研究分会及部分兄弟院校有关教师的大力支持和帮助。特别是中国人民大学出版社的同志为本书的尽早出版做了大量的工作，在此我们一并表示衷心的感谢。

由于时间仓促，难免有不足之处，恳请使用本教材的老师和同学们批评指正。

编 者

2008年3月



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UNIT 1

First Meetings

Preview

Everyone wants to meet people and make friends, but many of us have some difficulty knowing what to say when we meet new people or talk with people we don't know well. This unit will help you meet, greet, and get to know new people in your classes and in your daily life. It will also help you to use the right language for the right situation as you use English for your study, work, and life in the future.

Upon completion of this unit, you will be able to

- introduce yourself and others in both formal and informal ways;
- find good ice breakers to start a conversation;
- use elaboration technique to keep a conversation going;
- use signals to end a conversation;
- identify speakers by listening for content words.

Part I Listening Practice

Section Formal and Informal Introductions

Exercise 1

Directions: Listen to the introductions. Is the introduction formal or informal? Put check marks in the table below.

	Formal	Informal
1		
2		
3		
4		
5		

Exercise 2

Directions: Listen to the introductions again. Write down the expressions the speakers use when they make and reply to introductions and put a check mark under (F) for formal and (I) for informal. The first one has been done for you.

	Making Introduction	F	I	Responding to Introduction	F	I
1	This is...		√	Hi...		√
2						
3						
4						
5						

Section B Small Talk

Exercise 1

Directions: After the introduction, people usually talk about topics of general interest. This is called small talk. These topics can be discussed easily without knowing the other person well. Listen to the examples of small talk. Write down the topic of each conversation in the table below.

	Small Talk Topics
Conversation 1	
Conversation 2	
Conversation 3	
Conversation 4	

Exercise 2

Directions: Listen again to the conversations. Write down the expressions the first speaker uses to start the conversation.

Conversation 1: _____

Conversation 2: _____

Conversation 3: _____

Conversation 4: _____

Section B Conversational Skills

Exercise 1

Directions: Listen to a lecture on how to be a good conversationalist. Make notes to complete the outline below.

1. Becoming a good conversationalist requires knowing three things:

(1) _____

(2) _____

(3) _____

2. Examples of good ice breakers:

(1) _____

(2) _____

3. Use elaboration technique to ask questions about:

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

4. Use signals to end a conversation:

(1) _____

(2) _____

(3) _____

Exercise 2

Directions: Listen to the lecture again. Add supporting details to your notes. Then use your notes to decide if the statements below are true or false. Tick (√) for true and (×) for false in the box before each statement.

- ☐ 1. A good conversationalist makes you feel you're just as important as others in the room.
- ☐ 2. If you don't know how to start a conversation, you can make up a story to break the ice.
- ☐ 3. A good way to keep a conversation going is to ask the other person Yes/No questions.
- ☐ 4. When you hit on something both of you are interested in, you should develop the topic as much as you can.
- ☐ 5. You should not elaborate on past experiences, because too many details

will bore and confuse your audience.

- ☐ 6. Summarizing can also be used as a signal telling the other person that you want to end the conversation.
- ☐ 7. Even if you do not want to meet the person again, you should tell him that you look forward to seeing him again just to be polite.
- ☐ 8. The final impression you make is as important as the first impression you make.

Part II Oral Practice

Exercise 1

Directions: *Imagine that your classroom is the scene of a party and that you need to make small talk with people whom you don't know well.*

- First, use an ice breaker to start a conversation with a person standing or sitting next to you.
- Then use the elaboration technique to try to keep the conversation going.
- When your teacher claps his or her hands or rings a bell, use one of the signals recommended by the teacher to end the conversation. Then walk over to another student and use an ice breaker to start another conversation. Continue this procedure for as long as your class wishes.

Exercise 2

Directions: *Discuss the following questions with your partner.*

1. To you, is the hardest part of a conversation in English (1) starting it, (2) keeping it going, or (3) ending it? What is the hardest part of a conversation in your native language? Be sure to explain your answers.
2. Do you think you are a good conversationalist in English? In your native language? Why or why not?
3. What are some other ice breakers besides giving a compliment or talking about the news?

4. In your native culture, would asking questions be considered acceptable or impolite when you meet people for the first time?
5. It is recommended that people do not interrupt each other in conversations. In your native culture, is interrupting during a conversation considered acceptable, or is it impolite? Explain.
6. To end a conversation, you can break eye contact or say a few transitional words to hint that the conversation is over. Can you suggest any other ways to politely end a conversation?
7. What body language do you use when you have a conversation with others? Why? What body language is considered appropriate during a conversation in your culture?

Exercise 3

Directions: Following the lecture on how to be a good conversationalist, prepare to give your own how-to speech. You may want to explain how to do something or demonstrate how to do something using objects. If you can provide visual aids, that will be helpful. You can choose from the following possible topics.

1. How to learn a foreign language
2. How to prepare a particular kind of food
3. How to use and program a cellular phone
4. How to use a computer program
5. How to prepare for English listening test
6. How to prepare and deliver a good presentation

Part



Listening Comprehension Test

Directions: In this section, you will hear ten short conversations about occupations, locations and relationships between two speakers. After you have heard each conversation, try to choose the best answer.

1. A. A professor.
C. A travel agent.
2. A. A TV maker.
C. A TV figure.
3. A. Cab driver.
C. Repairman.
4. A. A butcher.
C. A carpenter.
5. A. In a bar.
C. In a grocer's.
6. A. At a hotel.
C. In a house.
7. A. A boss and an employee.
C. A landlady and a tenant.
8. A. Professor and student.
C. Manager and candidate.
9. A. Lawyer and client.
C. Dentist and patient.
10. A. An investment consultant and her client.
B. A bank teller and her customer.
C. An insurance agent and her client.
D. A stock-holder and his trustee.

- B. An astronaut.
D. An economist.
- B. A TV reporter.
D. A TV host.
- B. Traffic warden.
D. Car dealer.
- B. A plumber.
D. An electrician.
- B. In a restaurant.
D. In a hotel.
- B. In a tent.
D. On a boat.
- B. A hotel manager and a customer.
D. A plumber and an apartment owner.
- B. Boss and secretary.
D. Father and daughter.
- B. Doctor and patient.
D. Bank teller and customer.

UNIT 2

Building Friendships

Preview ●

Friends are people with whom we share both good and bad times. We share happiness, excitement, anxiety, and sadness with them. Like other aspects of culture, friendship is perceived differently in various parts of the world. To know how to communicate with people on particular situations is essential to building friendships.

Upon completion of this unit, you will be able to

- learn to use idioms and expressions to convey and share emotions;
- understand invitations and respond appropriately to different social events;
- explore similarities and differences between making invitations in your first language and in English;
- discuss different levels of friendship in the U.S. and compare it with friendship as it is experienced in your country;
- understand conversations concerning offer and request.

Part I Listening Practice

Section Sharing Good and Bad Times

Exercise 1

Directions: Listen to five conversations and decide whether each speaker is happy or not. Write down the reasons. Pay attention to the speakers' tone of voice.

	Happy	Not Happy	Why?
1			
2			
3			
4			
5			

Exercise 2

Directions: Listen to the conversations again. Write down the first response of the second speaker after he or she hears the news.

1. _____
2. _____
3. _____
4. _____
5. _____