



ENGLISH

实用英语

听说教程

(第一册)

主 审 刘 恺

主 编 熊云芳 毛亮清

副主编 方 芳 李 林

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前 言

《实用英语听说教程》是针对高职院校的学生或具有相应英语水平的英语爱好者编写的听说教材。本教程突破了传统的教材模式，综合考虑了高职学生的特点，力求把英语知识的传授与英语听说技能的培养结合起来。

本教程从学生的实际水平出发，始终遵循“学用结合，重在运用”的原则。本教程循序渐进，通过内容丰富、知识面广、程度适宜、趣味性强的听力材料，促使学生积极参与，在提高其口语表达能力的同时，使学生了解从入校到毕业的主要环节，拓宽视野，获取新知识。

为适应英语听说教学紧扣时代脉搏、满足社会需求的发展趋势，本教程编写人员在听取教学一线的广大师生等多方面意见及建议的基础上，结合相关教学领域的新成果，在内容的编排、材料的选择、题型的设计和结构的完善等方面进行了大量的创新性探索。本教程精选了18个与学生学习、生活、娱乐、就业等活动密切相关的主题，采用全新的结构，分两册编排，使其更具系统性和可操作性。本教程在单元主题的选择和确立上兼顾了社会需求、人才培养目标、学生的认知程度和语言技能，设计了 Useful Sentences, Short Conversations, Long Conversations, Practical Listening, Work in Pairs, Interpretation 和 Role Play 等七个教学模块，力求突出教材的专业性、实用性、趣味性和练习的多样性。

《实用英语听说教程》分两册，每册10个单元，按主题编排各单元的内容。在每册最后一个单元安排了巩固与复习，旨在便于教师、学生能对本册所学主要知识点有完整的归纳和总结。同时本教程在第一册配有专门针对高等学校应用能力考试的听力试题，以期让学生第一学年在熟悉巩固所学内容的同时能够适应英语应用能力考试。第二册逐步过渡到大学四级听力内容，以帮助通过英语应用能力考试的学生复习四级听力考试。

在本教程的编写过程中，由于时间仓促，编写水平有限，书中疏漏和错误之处在所难免，敬请广大师生不吝批评指正。同时我们在编写过程中参阅了部分相关资料，借鉴了一些有价值的内容，在此我们向有关机构和作者一并致以诚挚的谢意。

编者

2011年3月



Unit 1	Greeting and Introduction	1
Unit 2	College Life	11
Unit 3	Friendship	21
Unit 4	Hobby	31
Unit 5	Travelling	41
Unit 6	Holiday	51
Unit 7	Family Album	61
Unit 8	Purchasing	71
Unit 9	Social Focus	81
Unit 10	Revision and Consolidation	91

Unit **1**

Greeting and Introduction





I. Useful Sentences



Directions: You are going to hear ten sentences. Listen to them carefully.

There will be a pause at the end of each sentence. You are required to fill in the corresponding blank according to what you hear.

1. How are you getting ____ these days?
2. Haven't ____ into you for a long time.
3. Mr. David Smith asked me to come here in his ____ to pick you up.
4. We've been anticipating your ____.
5. Here is my new card. Keep in ____.
6. This is Mr. Smith, a ____ customer of ours.
7. Thank you very much. It's very ____ of you.
8. If I'm not ____, you must be Miss Chen from France.
9. My name is Wu Ming, a manager in the ____ Department.
10. Excuse me, are you Mr. Wilson from the ____ Trading Corporation?

Words and Expressions

1. anticipate *v.* 预期(料), 期望
2. regular customer 老客户
3. Marketing Department 市场营销部
4. Trading Corporation 贸易公司



II. Short Conversations



Directions: You are going to hear ten short conversations. A question will follow each conversation. Listen and choose the best answer from the four possible choices.

- | | |
|-----------------------|----------------------|
| 1. A. In the morning. | B. In the afternoon. |
| C. In the evening. | D. Not mentioned. |

Words and Expressions

1. administration *n.* 管理, 经营
2. fancy *adj.* 棒的, 非常好的
3. alive and kicking 活蹦乱跳的, 过得好好的

**III. Long Conversations**

Directions: You are going to hear two long conversations. Listen carefully and fill in the blanks.

Task 1

A: Hello! Miss Wang. It is 1 to see you again. How are you?

B: I'm 2 , thank you. And you?

A: Not too bad. Miss Wang, I'd like to 3 Anna Winters. Anna, this is Miss Wang. She works in Shanghai office.

C: Hello! 4 to meet you.

B: Nice to meet you, 5 .

C: Is this your first visit to Washington?

B: No, it 6 . I was here three years ago.

Words and Expressions

1. Washington *n.* 美国华盛顿州; 美国首都华盛顿

Notes

1. Is this your first visit to Washington?

这是您第一次访问华盛顿吗?

2. I was here three years ago.

三年前我来过这儿。



Task 2

A: Good morning, Tina. Nice to see you. 1 are things?

B: Just fine. What 2 you?

A: Very well. Tina, do you 3 Alice Turner, our new personnel manager?

Alice, this is Tina. She is 4 Germany.

C: Nice to meet you, Tina.

B: Nice to meet you, too.

A: Have a 5, Tina.

B: Thank you.

A: How about some coffee, Tina?

B: Yes, 6. Cream and sugar, please.

Words and Expressions

1. personnel *n.* 人事部门; 人事科 (或室等)

Notes

1. Cream and sugar, please.

请加奶精和糖。



IV. Practical Listening



Section A

Directions: This section is to test your ability to give proper answers to questions. There are 5 recorded questions in it. After each question, there is a pause. The questions will be spoken twice. When you hear a question you should decide on the correct answer from the 4 choices marked A, B, C and D given in your book.

1. A. Monday.

B. It's 9:00.

C. September 5.

D. It's October 1, 2003.

2. A. No, I don't think so.
C. Yes, he was there yesterday.
3. A. It's cheap.
C. That's 200 Yuan.
4. A. It's comfortable.
C. No, it's expensive.
5. A. I have no idea.
C. It's wonderful.
- B. Yes, he's very well.
D. No, I was ill yesterday.
- B. It's useless.
D. It's too expensive.
- B. Yes, I like it very much.
D. No, I don't think I need it.
- B. I'm a receptionist.
D. I earn 100 dollars a week.

Section B

Directions: This section is to test your ability to understand short dialogues. There are 5 recorded dialogues in it. After each dialogue, there is a recorded question. Both the dialogues and the questions will be spoken twice. When you hear a question, you should decide on the correct answer from the 4 choices marked A, B, C and D given in your book.

6. A. She was unable to read the story again.
B. She thought the story would be difficult.
C. The story wasn't like what she had expected.
D. The story was the same as usual.
7. A. She is a nurse.
C. She is a teacher.
- B. She is a singer.
D. She is a doctor.
8. A. Bring some food to the table.
B. Help herself to some food.
C. Use the phone on the table.
D. Help herself to the table.
9. A. Study English.
C. Start working.
- B. Go abroad.
D. Stay at the school.
10. A. Give money first.
B. He is going to repair her TV in a short while.
C. Her TV isn't worth repairing.
D. He's not ready to fix the woman's TV.

**Section C**

Directions: In this section you will hear a recorded short passage. The passage will be read three times. During the second reading, you're required to write the missing words or phrases in order of the numbered blanks according to what you hear. The third reading is for you to check your writing.

All over the world children learn to understand and speak their own language before they go to school. They 11 this wonderful skill by constant practice, by listening and talking all the time to themselves, to their family and friends. At first the child only 12 words and expressions that he has heard and learned. But he finds that he has to put new 13 together to get what he wants. He 14 the new sentences out on people. They accept some of his sentences but reject others because they are funny or because they don't 15. The child keeps on trying until he works out a system for producing sentences that can be accepted and understood. He assembles in his mind a simple mode of the language, his own grammar of his language.

**V. Work in Pairs**

Directions: Complete the following short conversations orally.

Conversation 1

A: Have a 1 weekend!

B: 2. You too!

A: Do you have 3 plans?

B: Well, my family's away and I can't afford to do much. What 4 you?

A: Oh, I haven't decided 5 I'm going to do yet.

Conversation 2

A: Jack, let me 1 you to my sister Mary. Mary, 2 is Jack, a close friend

of mine.

B: Hello, Jack. I've heard so 3 about you from my brother.

C: How do you do, Mary? I've been wanting to 4 you.

B: How do you do, Jack? 5 to meet you!

VI. Interpretation



Directions: Interpret the following sentences when your partner speaks it out respectively.

1. 很高兴再次见到你。
2. 近来可好?
3. 时光飞逝。
4. 我最近一直都很想念你。
5. 祝你周末愉快!
6. 我来这儿是面试工作的。
7. 我是给你倒杯水还是咖啡?
8. 你打算去哪儿?

VII. Role Play



Directions: Make a conversation with your partner according to the given information.

Role Play 1

Student A: You are Claire. You run into Susan, one of your friends, on the street. You haven't seen each other for a long time. Greet her and try to find out how she is going.

Student B: You are Susan. Talk to Claire whom you occasionally meet on the street. You are friends and haven't seen each other for a long time.



Role Play 2

Student A: You are Peter. You and Johnson, one of your roommates, are going to the school library. On your way there, you meet Thomas, one of your classmates. Introduce Thomas to Johnson.

Student B: You are Thomas. You meet Peter, one of your classmates, on campus. He is with a boy whom you don't know. Get to know him.

Student C: You are Johnson, Peter's roommate. Peter and you are going to the school library. You meet Thomas on your way there. Invite him to go there with you.

Unit **2**

College Life

