

高职高专“十二五”规划职业英语系列教材



新起点职业英语系列

吴云◎总主编

COLLEGE ENGLISH FOR CAREERS  
LISTENING AND SPEAKING COURSE

新  
起  
点

# 职业英语 听说教程 1



主 编◎何丽婵 詹桂辉  
副主编◎何崇明 闫经娟  
李 政 卓萍萍  
梁春琳



(含MP3光盘)



上海交通大学出版社  
SHANGHAI JIAO TONG UNIVERSITY PRESS

高职高专“十二五”规划职业英语系列教材



新起点职业英语系列

吴云◎总主编

COLLEGE ENGLISH  
FOR CAREERS  
LISTENING AND SPEAKING  
COURSE

新  
起  
点

职业英语  
听说教程

1

主 编 何丽婵 詹桂辉  
副主编 何崇明 闫经娟 李政 卓萍萍 梁春琳



(含MP3光盘)



上海交通大学出版社  
SHANGHAI JIAO TONG UNIVERSITY PRESS

## 内 容 提 要

本书是“新起点职业英语系列”,针对高职高专英语听说教学要求编写。本书尊重语言教学的基本规律,选用最新语言材料,围绕学生的学习兴趣,贴合学生的学习认知新特点,运用现代媒体技术,打破听说隔离平面培养模式,将听与说巧妙融合,相互促进。

### 图书在版编目(CIP)数据

新起点职业英语听说教程1(含MP3光盘)/吴云总主编. —上海:  
上海交通大学出版社,2013  
(新起点职业英语系列)  
ISBN 978-7-313-09758-3

I. ①新… II. ①吴… III. ①英语-听说教学-高等职业教育-  
教材 IV. ①H319.9

中国版本图书馆CIP数据核字(2013)第105618号

高职高专“十二五”规划职业英语系列教材



新起点职业英语系列

吴 云 总主编

### 新起点职业英语听说教程1(含MP3光盘)

主编 何丽婵 詹桂辉

副主编 何崇明 闫经娟 李政 卓萍萍 梁春琳

上海交通大学出版社出版发行

上海市番禺路951号 邮政编码200030

电话:64071208 出版人:韩建民

上海锦佳印刷有限公司印刷 全国新华书店经销

开本:787mm×1092mm 1/16 印张:8 字数:195千字

2013年7月第1版 2013年7月第1次印刷

ISBN 978-7-313-09758-3/H 定价:29.80元

ISBN 978-7-88844-764-6 (含MP3光盘)

---

版权所有 侵权必究

告读者:如发现本书有印装质量问题请与印刷厂质量科联系

联系电话:021-56401314



## 本书编委会名单

主 编 何丽婵 詹桂辉

副主编 何崇明 闫经娟 李 政

卓萍萍 梁春琳

参 编 (按姓氏笔画排序)

韦 燕 白 欢 朱启芸 陈小敏

吴 丹 吴丽江 苏琬婷 林惠卿

杨 霞 黄伟玲 梁丽君



# 前言

现阶段大学英语教学面临一个挑战,即:学生学什么和教师怎么教的问题。一本真正符合现代大学生外语学习认知特点的教材,其编写理念必定要遵循以下几个规律:

从教材的载体来看,内容是根基。一是内容的真实性,二是内容的实用性。

从教材的主体来看,语言是关键。作为一本语言教材,要着实打造好语言范例,要体现现代英语的语言特征。

从教材的传播方式来看,文化和思想是促使语言和内容最大吸收的催化剂。按照 Sapir Woolf 所提出的语言文化观,语言知识的传播和技能的形成离不开文化和思想的渗透。在真实的被赋予了文化和思想的语言环境下,语言变成一种欣赏而不是学习,是主动式吸入而不是外力强迫下的输入,离开这个语境后使用吸输的语言,就是情不自禁的言语的自由运用,而不是矫揉造作的语言输出。因此,我们得出两个道理:一是教学的目标寓于创设融文化和思想于一体的多模态语言生态环境之中;二是以语言使用促进语言吸入,在使用中熟悉语言、文化和思想。不提输入,提吸入,不提输出,提使用,这才能学到鲜活的语言。

本套“新起点职业英语系列”体现了以上这些学生需求,突显了以下几个特征:

- 一、力求创设工作文化,在文化享受中自然习得得体的语言表达;
- 二、力求创新教学方法,提高学生的学习成就感,练就学生的英语语言基本使用能力,更主要的是帮助学生树立信心,激发进一步学习的热情;
- 三、力求建设柔性教材,张弛有度,使得知识技能的吸入与使用同时进行,使用带动吸入,反复循环。

## 本教材特色:

首先,本套教程提供了一种柔性的教学素材和适应性强的教学手段,比如体现降低难度的词图联想法、看图辨义法等。

其次,本教程改变了传统的长信道、定向式、疲劳型互动模式,建立短信

道、漫游式、轻松型的交互模式。选取的素材均短小精悍,练习形式活泼多样。

第三,本教材的设计突破传统,采用 compartmentalism 理论,把要学习的知识和技能放进一个个的小盒子(即模块),逐个完成,提高学习者的成就感,是一种推进式的教学模式。

本套教程包括《听说教程》、《读写教程》、《拓展教程》,各有三册。每册有10个单元,供一个学期使用。每种教程涵盖个人发展、商务工作流程和管理理念中典型的30个主题或场景。听说、读写和拓展教程主题一致、内容紧密相扣、语言难度随着学习的深入逐渐加深,同一册的三种教程可同时供一个学期使用。在使用本套教程时,欢迎广大读者提出改进建议。

编者

2013年3月



# 编写说明

本套教材根据相关高职高专英语教学指导委员会“高级职业英语能力认证检测指南”编写。在巩固英语语言知识的基础上,强化交际技巧,凸显英语应用能力的培养。

本套教材尊重语言教学的基本规律,选用最新的语言材料,围绕学生的学习兴趣,贴合学生的学习认知新特点,运用现代媒体技术,打破听说读写隔离式平面培养模式,将听与写、读与听、说与读的技能训练巧妙融合,相互促进。

本套教程包括《听说教程》、《读写教程》、《拓展教程》,各有三册。每册有10个单元,供一个学期使用。每种教程涵盖个人发展、商务工作和管理中典型的30个主题或场景。具体如下:

## 模块一

New environments, New Starts

Self-introduction

Career Planning

Invitations

Entertaining Visitors

Office Management

Business Trips

Company Presentation

Sales Promotion

Business Negotiations

## 模块二

Be Your Own Boss

Trade Shows and Fairs

Under Contract

Workflow Improvement

Professional Ethics

Modern Project Management

Oral Presentations

Quality Matters

Buying Strategies

Problem Resolutions

## 模块三

Market Research

Finance Channels

Foreign Investment

Human Resources Management

Logistics Management

Accounting Management

Customer Satisfaction

Information Management

Awareness of Branding

Self-development





# 目 录

## **Unit 1 New Environments, New Starts / 1**

- I . Starter—Linking Sounds / 1
- II . Working with Words—Academic Studies / 1
- III . Getting to Talk—The New Environment / 3
- IV . Short Conversations / 4
- V . Long Conversations / 5
- VI . Break Time—Come into My Dream / 6
- VII . Revealing Yourself / 7
- VIII . Checking Out / 11

## **Unit 2 Self-introduction / 13**

- I . Starter—Explosives / 13
- II . Working with Words—Personal Information / 13
- III . Getting to Talk—Giving Personal Information / 15
- IV . Short Conversations / 16
- V . Long Conversations / 16
- VI . Break Time—All for Myself / 17
- VII . Revealing Yourself / 18
- VIII . Checking Out / 22

## **Unit 3 Career Planning / 24**

- I . Starter—Sentence Stress / 24
- II . Working with Words—Self-evaluation / 24
- III . Getting to Talk—Job Interview Questions / 26
- IV . Short Conversations / 27
- V . Long Conversations / 27
- VI . Break Time—Born to Try / 28
- VII . Revealing Yourself / 30
- VIII . Checking Out / 33

## **Unit 4 Invitations / 35**

- I . Starter—Long Vowel vs. Short Vowel / 35
- II . Working with Words—Attending a Party / 35
- III . Getting to Talk—Giving and Responding to Invitations / 37
- IV . Short Conversations / 38
- V . Long Conversations / 38
- VI . Break Time—Party People...Friday Night / 39
- VII . Revealing Yourself / 42
- VIII . Checking Out / 45

## **Unit 5 Entertaining Visitors / 47**

- I . Starter—Weakened Vowel / 47
- II . Working with Words—Meeting Visitors / 47
- III . Getting to Talk—Polite Manners of a Receptionist / 49
- IV . Short Conversations / 50
- V . Long Conversations / 51
- VI . Break Time—No Matter What / 52
- VII . Revealing Yourself / 53
- VIII . Checking Out / 57

## **Unit 6 Office Management / 58**

- I . Starter—Sentence Stress / 58
- II . Working with Words—Office Duties / 58
- III . Getting to Talk—Office Work Skills / 60
- IV . Short Conversations / 61
- V . Long Conversations / 62
- VI . Break Time—Beautiful / 63
- VII . Revealing Yourself / 64
- VIII . Checking Out / 68

## **Unit 7 Business Trips / 70**

- I . Starter—Stressed Function Word / 70
- II . Working with Words—Transportation Tools / 70
- III . Getting to Talk—On Route of a Business Trip / 72
- IV . Short Conversations / 73
- V . Long Conversations / 74
- VI . Break Time—Better Man / 75

VII. Revealing Yourself / 76

VIII. Checking Out / 80

## **Unit 8 Company Presentation / 81**

I . Starter—Semantic Syllables / 81

II . Working with Words—Company Description / 81

III . Getting to Talk—Introducing a Company / 83

IV . Short Conversations / 84

V . Long Conversations / 84

VI . Break Time—Vertigo / 85

VII . Revealing Yourself / 87

VIII . Checking Out / 90

## **Unit 9 Sales Promotion / 92**

I . Starter—Sound Assimilation / 92

II . Working with Words—Online Promotion / 92

III . Getting to Talk—Knowing about Promotion / 94

IV . Short Conversations / 95

V . Long Conversations / 95

VI . Break Time—Scarborough Fair / 96

VII . Revealing Yourself / 97

VIII . Checking Out / 101

## **Unit 10 Business Negotiations / 103**

I . Starter—Strong and Weak Sound Forms / 103

II . Working with Words—Inquiry Before the Negotiation / 103

III . Getting to Talk—Offer and Counter Offer / 105

IV . Short Conversations / 106

V . Long Conversations / 107

VI . Break Time—Negotiate with Love / 108

VII . Revealing Yourself / 110

VIII . Checking Out / 114

# Unit 1 | New Environments, New Starts

## I . Starter—Linking Sounds

Listen to a dialogue and fill in the blanks with what you hear. Then retell the dialogue to your partner.

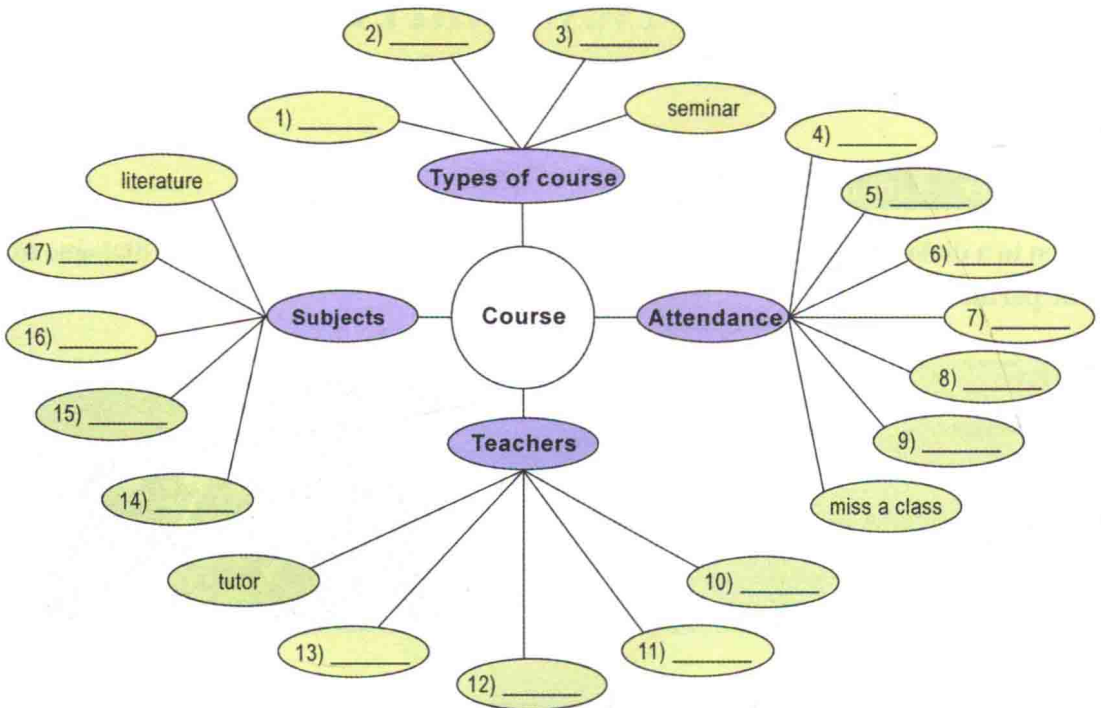
FA: Do you want a /'kænsə/?  
Passenger: A what?  
FA: Do you want a /'kænsə/?  
Passenger: A cancer?  
FA: \_\_\_\_\_  
Passenger: Oh, no. I'm fine. Thank you.



## II . Working with Words—Academic Studies

1. Read aloud the following expressions after the recording. Then complete the word spider with the expressions.

attend a lecture	brush up on	concentrate on
schedule/school time table	seminar	political science
teaching assistant	specialized course	punctual
revise the note	doze off	computer programming
literature	optional course	attendance
take lecture notes	be through with	professor
miss a class	associate professor	administration
skip a class	presentation	absent-minded
course arrangement	biology	tutor
compulsory course	basic course	lecturer
deliver a lecture		



**2. Write down the words in the following sentences that are different from what you hear.**

- 1) My name is Helen Ware, W-A-R-E. Can I get a class permit for biography? \_\_\_\_\_
- 2) You're taking a cause with Professor Johnson. What's your impression so far? \_\_\_\_\_
- 3) Do you want to go to the lecture this weekend? I heard that the guy who is going to delete the lecture spent a year living in the rainforest. \_\_\_\_\_
- 4) M: How are you getting on with your essay, Mary? I'm having a real hard time with mine.  
W: After two sleepless nights, I'm finally throw with it. \_\_\_\_\_
- 5) W: I'm having a lot of trouble with logic and it seems my professor can't explain it in a way that makes sense to me.  
M: You know, there is a touring service on campus. I was about to drop statistics before they helped me out. \_\_\_\_\_

**3. Fill in the blanks with one of the words in the list in Exercise 2. Then read aloud the sentences after the recording.**

- 1) I found the book for your reading \_\_\_\_\_ in the library.
- 2) Professor Frost's \_\_\_\_\_ class has opened a new world for me. I'm exposed to the thoughts of some of the world's best writers.
- 3) Believe it or not, the \_\_\_\_\_ is as hard as everybody says.
- 4) It's necessary to \_\_\_\_\_ the knowledge before attending lectures in the college.
- 5) Just \_\_\_\_\_ the important ideas the professor's talked about in the class and ignore the details, and you can pass the exam.

**4. Listen and fill in the blanks from the words you hear.**

1) \_\_\_\_\_ is a major part of studying and it is important that your notes are thorough and accurate. Before the lecture, you need to prepare for it. Doing so will ensure that you will be more likely to predict the organization of the lecture. Check the course 2) \_\_\_\_\_ to see if the lecturer has listed the 3) \_\_\_\_\_ or key ideas in the upcoming lecture. If no outline is given, try to structure the 4) \_\_\_\_\_ yourself when you revisit the notes later. Ideally, you will come to class having read the 5) \_\_\_\_\_ material. Sit as near to the front of the room as possible to better 6) \_\_\_\_\_ what the teacher / 7) \_\_\_\_\_ talks. If you 8) \_\_\_\_\_, make sure to write it down in your notes as well, so that you will not forget. Listen carefully to the introduction. Copy what's written on the whiteboard, or 9) \_\_\_\_\_, especially the outline. Obviously, the teacher/professor will not write down everything he/she says. Listen for key points and important details that are not written down. 10) \_\_\_\_\_ your notes as quickly as possible, preferably immediately after the lecture, since at that time you will still remember a good deal of the lecture.

**III. Getting to Talk—The New Environment**

**Listen and complete the answers to the questions orally.**

- 1) What do you say to introduce yourself and the campus?

Hello, I'm Julia. Glad \_\_\_\_\_. Our campus is \_\_\_\_\_. New students are likely to get lost. So let me \_\_\_\_\_ on the campus map.

2) What are the main function areas of the campus?

The campus has several main function areas like \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_.

3) Where are these areas located?

Academic Complex is \_\_\_\_\_. Athletics Fields lies \_\_\_\_\_. College Park Apartments stand \_\_\_\_\_. Student Center is \_\_\_\_\_.

4) How are the surroundings of the campus?

Seen from the map, our campus has \_\_\_\_\_, with \_\_\_\_\_.

5) When do all new students pick up their student ID card?

All new students must go to \_\_\_\_\_ to have their photos taken and to pick up their student ID cards.

#### IV. Short Conversations

Listen to the conversations and decide whether the corresponding statements are true or False. Tick T for true and F for false.

##### Glossary

blush [blʌʃ] *v.* 脸涨红

travel agency 旅行社

computer center 计算机中心

behavior [bi'heɪvjə(r)] *n.* 行为

revise [rɪ'vaɪz] *v.* 修改

presentation [ˌprezn'teɪʃn] *n.* 演讲, 陈述

##### Conversation 1

T  F 1) The Main Hall is near the Administration Building.

##### Conversation 2

T  F 2) The woman will not follow the man's advice.

##### Conversation 3

T  F 3) The man forgot to hand in his term paper to the professor.

##### Conversation 4

T  F 4) A hotel management major is answering the questions at an interview.

## Conversation 5

- T F 5) There were not enough computers to go around at the computer center last night.

## V. Long Conversations

Listen to two long conversations and choose the best answer to each question you hear.

### Glossary

deadline ['dedlaɪn] *n.* 最后日期

pressure ['preʃə(r)] *n.* 压力

graduate ['grædʒueɪt] *v.* 毕业

inspire [ɪn'spaɪə(r)] *v.* 激励

stress [stres] *v.* 感到有压力

### Conversation 1—Working on Assignments

- 1) [A] A physics test. [B] A sneak preview.  
[C] An oral presentation. [D] A poet.
- 2) [A] Skills of giving speech. [B] More about William.  
[C] How fast she speaks. [D] Knowledge of physics.

### Conversation 2—Making Both Ends Meet

- 1) [A] Cramp the night before exams. [B] Pick and choose areas of focus.  
[C] Gamble for money for his board. [D] Hit the books when he has energy.
- 2) [A] He has recently suffered from a serious sleeping disorder.  
[B] He needs money but the job doesn't pay enough.  
[C] He finds it hard to balance between work and study.  
[D] The manager doesn't allow him to take time off.
- 3) [A] He should take some rest from sleepless nights.  
[B] He should quit his job to study for the exam.  
[C] He should wait for 20 years to learn to enjoy working.  
[D] He should bite the bullet to balance work and study.



## VI. Break Time—Come into My Dream

Listen to a song and fill in the blanks with the words you hear.

### Come into My Dream

No matter what did you say  
 No matter how can I 1) \_\_\_\_\_  
 it's like a dream we've had  
 I will remember everything about you and me  
 dreaming my dream  
 All the people in town  
 All sorrow you've 2) \_\_\_\_\_  
 painting a picture for me  
 it's just like a 3) \_\_\_\_\_ no more lying we will be together always  
 you will stay  
 the places we lived before  
 stay in my heart  
 stay in my mind  
 come into my dream  
 you will be  
 the best one I've ever met  
 to be my heart  
 to be my love  
 come into my 4) \_\_\_\_\_  
 No matter what did you say  
 No matter how can I cried  
 it's like dream we've had  
 I will remember everything about you and me  
 no matter other people always say yeah  
 he is 5) \_\_\_\_\_ he is leaving  
 but I think they are not saying the truth  
 I don't care what they're 6) \_\_\_\_\_  
 follow my step  
 you will stay  
 the places we lived before  
 stay in my heart  
 stay in my mind