



实用英语听说教材系列



本书配磁带 2 盘

技术英语

Materials for developing listening
and speaking skills for the
students of technical English



Nick Brieger
Jeremy Comfort

著

梁 燕 译



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内 容 提 要

本书侧重培养学生技术英语方面的听说能力(配磁带 2 盘),通过听力训练、语言重点分析、针对性练习等方式为学生提供相关背景下的实用性训练,书中还包括练习参考答案,生词表,听力文字材料及其参考译文。

本书适用于具有初级或初级以上英语水平,需要学习技术英语并提高在实际工作环境中英语运用能力的学习者。

Technical Contacts

Nick Brieger & Jeremy Comfort

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前 言

Nick Brieger 是美国著名的语言教学专家,著作颇丰,涉及领域甚广。他与 Jeremy Comfort 合著的《Business Contacts》很受读者欢迎。

这次清华大学出版社与 Prentice Hall 国际出版公司合作,在中国出版 Nick Brieger 与 Jeremy Comfort 或与 Anthony Cornish 合著的英语系列教材共 4 本一套,包括:

社交英语
商务英语
办公室英语
技术英语

这套书内容详实,切合实际,语言生动,情景逼真,主题多样,适应性广。作者将语言基础溶合到各种交际活动之中,使学生在 学习实用技能的同时,能掌握必要的词汇、语法知识及常用的功能意念的表达方法。这对学生的语言运用能力,尤其是目前许多中国学生普遍感到困难的听、说、写能力的提高大有裨益。

4 本书的共同特点是侧重培养学生的听说能力。每册书都精心设计了:

- 听力短文或对话,作为语言输入的主要内容;
- 听力练习之后安排有语言重点的解释和针对性的练习;
- 在此基础上组织学生进行口语实践,参与结对活动和小组讨论,激励学生将各单元所输入的语言材料更自如地运用于各种语言环境之中,如参加晚会、出席会议、接受采访、发表意见、引导参观、电话交流、安排日程、介绍产品、描述过程、介绍公司组织和业务、填写表格、处理信件、摘录资料等等,使学生在完成书中指定的各项任务之时,学会运用目的语。

通过这套书的学习,学生可较为充分自如地与操英语者进行交流,较为准确有效地获取所需信息,减轻口头表达思想的障碍,更加恰当得体地表达自己的看法,并可学习公文写作的基本技巧。

每册书都配有质量很好的音带,语言清晰,语调生动,语速适中,音带中兼有英国英语和美国英语两种口音。

需要特别说明的是,作为多年来在世界范围内长盛不衰的畅销书,本套教材的部分具体内容并不反映当前最新信息,但就语言教学而言,本套教材的语言材料和教学

方法并未过时,仍不失为一套经典的英语听说教材。

这套书的使用面很广。可作为大学、中学或研究生的听说教材或辅助教材,也可作为外资、合资企业中有关人员或出国人员的强化学习材料;既可用于课堂教学,也可作为自学提高之用。4本书可成套采用,也可有针对性地任选一两本加以学习。

刘平梅

1998年6月

使用说明

目的与对象

本教材适用于对技术或工业英语有特殊兴趣的学生；也适用于工程师和技术人员。涉及的领域有：信息处理，电子学，电信和机械工程（详见目录）。不过为适应语言教学，所述内容并非专业知识。

本教材尤其适合于初级或初级以上英语水平，需要复习或进一步提高听说技能的学习者，目的是使他们通过学习，能够：

1. 获取有用信息；
2. 将信息进行归纳整理；
3. 从上下文中推断词义；
4. 熟悉不同语体和不同环境下的英语表达。

本教材还使学生通过参与：

1. 一系列解决问题的活动；
2. 扮演各种角色；
3. 结对或小组讨论；

以提高在实际工作环境中的口语表达能力。

教材结构

全书由 24 个单元组成（参见目录），每单元包括：

单元简介：简述本单元的基本内容和关键词。

1. 听力训练

听录音并回答相关问题；

2. 语言重点

侧重解释听力材料中的语言重点；

3. 针对性练习

针对“语言重点”一节中列出的项目进行练习；

4. 口语实践

通过结对或小组活动鼓励学生更自如地运用所学语言；

5. 分课词表

包括各单元听力材料中出现的技术词汇。

各单元的参考答案编排在本书后半部分,其中包括:

听力训练(1)

听力训练的文字材料及答案;

针对性练习(3)

针对性练习的答案;

口语实践(根据需要编排)(4)

在口语实践活动中所需用到的信息;

参考译文提供全部录音文字材料的参考译文;

词汇索引列于书后,收录有分课词表中的全部词汇,按字母表顺序进行编排,并标有这些词汇的所在单元。

课堂中师生的角色

本书可使教师在课堂控制者与课堂督促者两种角色之间取得平衡;同时,本书也便于学生自学。

第1、2、3、5节(即听力训练、语言重点、针对性练习及分课词表部分)可供学生自学或在教师指导下学习。第4节(即口语实践部分)可在没有教师的情况下由学生进行个人练习、结对活动或小组讨论,但最好教师能给予某种形式的指导。

Teacher's Notes

USES OF MATERIAL

1. As supplementary material to a General English course for students with an interest in or a need for technical English.
2. As extensive course material for the English component in a Technical Training Course.
3. As a self-study/homework component for a Technical English course.
4. As follow-up material on completion of a Technical English course.

SELECTION OF MATERIAL

The units are *not* graded. Therefore, teachers should select according to:

1. Topic (see Contents page)
2. Language Area (see Contents page)

USING A UNIT

Introduction

You can use the text as a basis for presenting the unit orally or for asking students to read it through themselves. The words in *italic type* are key vocabulary items to which they will be exposed in the listening passage. Therefore, it is important that they understand the meaning and recognize the pronunciation.

1 Listening

- i Prepare the students for the listening task. Make sure they are absolutely sure of what they have to do.
- ii Play the tape right through, without stopping.
- iii For many students it will be necessary to play the tape again, stopping it at appropriate places.
- iv Let the students check their answers with the Key.
- v Play the tape a third time if there are major differences between the Key and student answers.
- vi Refer the students to the Word Check (Section 5) if there are vocabulary problems.

2 Presentation

- i Ask the students to read through the presentation and explanation of the language area.
- ii Get them to give you additional examples of the language presented.
- iii If necessary, look at the tapescript in the Key to identify exponents of the language presented.

3 Controlled Practice

- i Ask students to complete the exercises and then check their answers with the Key.
- ii Advise on alternative answers or give more practice where necessary.

4 Transfer

Most of these exercises involve pairwork.

- I Divide the class into pairs.
- Assign roles (Student A and Student B). Make sure they only look at their role/information (Student B's information is always in the Key Section).
- III Monitor the pairs while they carry out the transfer activity, prompting the use of practised language if necessary.

5 Word Check

This can be used during the listening activity, if necessary.

The glossary only provides definitions, since examples would necessarily be too subject specific. Students should be encouraged to provide their own examples from their own fields.

NOTE

The following symbols have been used to indicate what is missing in the exercises:

- one or more words;
- _____ only one word.

Notes to the Student

WHO IS IT FOR?

This material is for students who have some previous knowledge of English and wish to practise it in a technical context. It can be used by students working alone; as self-study or homework material during a Technical English course; or as follow-up material after a Technical English course.

SELECTION OF MATERIAL

You can work through the material starting at Unit 1. Alternatively, you can choose units on the basis of the topic or language area (see Contents page). There are two main language areas:

- 1 *Functional*: Units 1 to 14. These give practice in the *use* of the language to describe, explain, demonstrate, etc.
- 2 *Grammatical*: Units 15 to 24. These give practice in important areas such as the use of tenses, prepositions, formation of questions, etc.

USING A UNIT

All of the units except the Transfer Section can be done without a teacher.

Introduction

This tells you something about the subject of the unit. If necessary, it introduces some important vocabulary which you will find in *italics*.

1 Listening

All the listening activities have an exercise with them. These exercises will help you to listen more actively. Follow this procedure:

- i Read through the introduction to the listening. Make sure you understand what you must do as you listen.
- ii Listen to the tape without stopping it.
- iii As you listen, try to do the exercise.
- iv If necessary, listen again. This time stop the tape and replay sections if you need to.
- v Check your answers with the Key at the back of the book.
- vi If your answers are wrong, listen again or check the tapescript in the Key. Use the Word Check if you cannot understand some of the words.

2 Presentation

- i Read carefully the presentation and explanation of the language areas.
- ii Try to remember how this language was used on the tape. If you wish, play the tape again.

3 Controlled Practice

- i Complete the exercises.
- ii Check your answers with the Key.

- iii If your answers are wrong, look again at the Presentation and try to see why you have made mistakes.

4 Transfer

This is best done with the teacher. But you can do the pairwork with a colleague. Follow this procedure:

- i Decide who is Student A and who is Student B.
- ii Student A should *only* look at the Student A copy.
- iii Student B should *only* look at the Student B copy in the Key Section.
- iv Carry out the Transfer activity. Try to use the language you have learnt.

5 Word Check

The words are taken from the listening passage. Definitions are given. Try to think of examples of how you could use these words in your own field.

NOTE

We have used the following symbols. They show you what is missing in the exercises:

- one or more words;
_____ only one word.

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UNIT 1 A Bridge or a Tunnel?

(dimensions and specifications)

Introduction

This unit gives details of 5 plans to build a cross-channel link either by a bridge, a tunnel or a bridge/tunnel. The presenter outlines the *specifications* for each *proposed structure* and, in particular for a bridge, considers the number of *spans* needed.

1 Listening

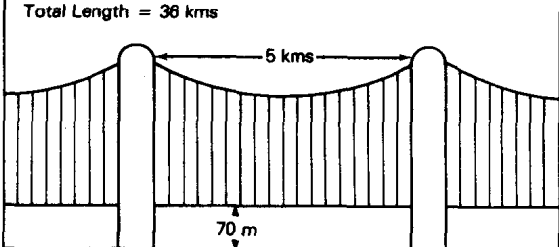
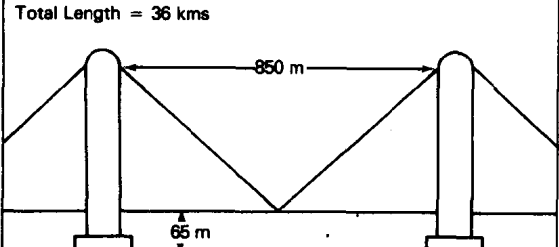
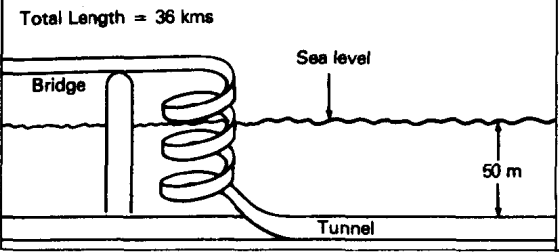


Listen to the tape which gives part of a presentation on the 'Brunnel Project'. The project is to build a road link across 30 kilometres of sea. As you listen, number the plans below according to the number given by the presenter.

Plan number _____

Plan number _____

Plan number _____

	Capacity per hour in one direction	Number of lanes/ width
<div>Total Length = 36 kms</div> 	6000	6 lanes (24 m)
<div>Total Length = 36 kms</div> 	3000	4 lanes (16 m)
<div>Total Length = 36 kms</div> 	4000	6 lanes (26 m)

Plan number _____

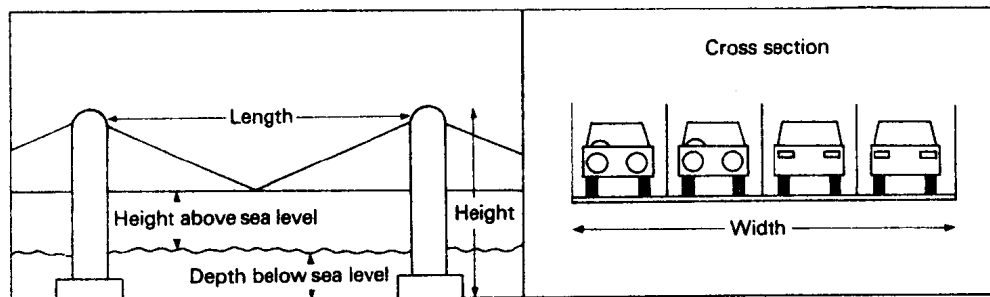
Plan number _____

		Capacity per hour in one direction	Number of lanes/ width
	Total Length = 36 kms 8 kms Bridge Sea level 50 m Tunnel	3000	4 lanes (18 m)
	Total Length = 49 kms Sea level Sea bed 40 m Tunnel 6 kms	7000	6 lanes (30 m)



2 Presentation

Now look at the diagram below. Notice how the expressions are used to describe the specifications and capacity of the structure.



Specifications

850 metres long	850 metres in length	the length of each span is 850 metres
18 metres wide	18 metres in width	the width of the motorway is 18 metres
200 metres high	200 metres in height	the height of each pillar is 200 metres

Location

The motorway is at a height of 65 metres above sea level
 The bottom of each pillar is at a depth of 150 metres below sea level
 30 metres below the sea bed

Capacity

it *can/will carry* 300 cars per hour
carries

Notice the question forms:

How long is each span?

How wide is the motorway?

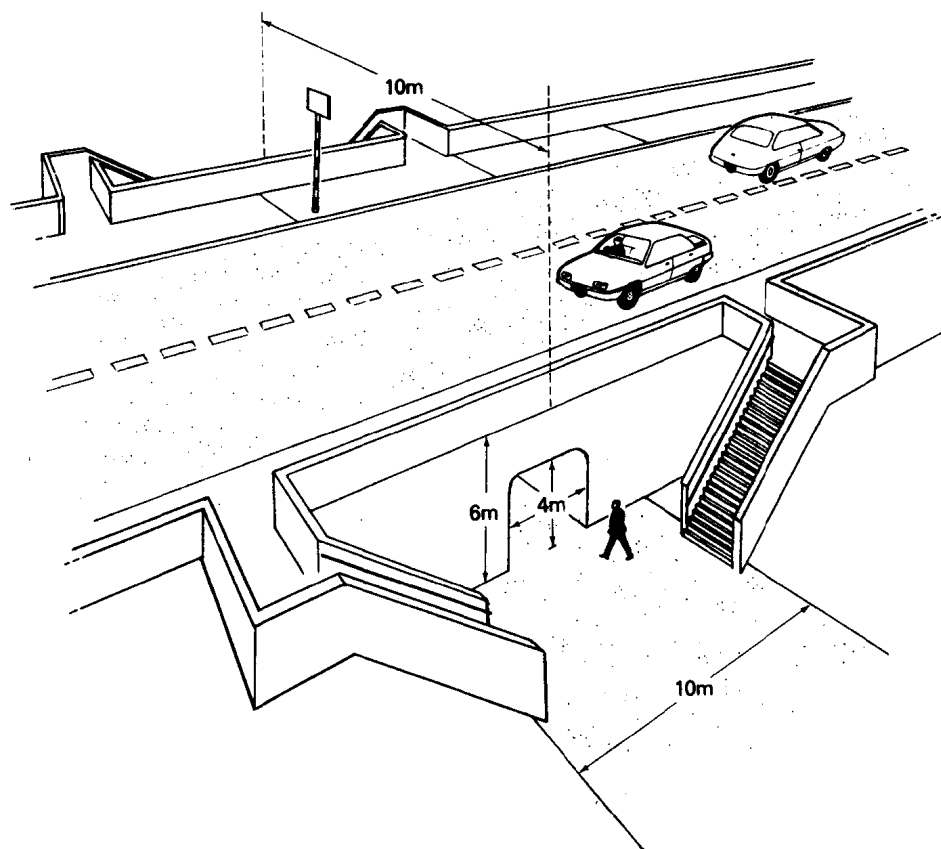
How high is each pillar?

How many cars can/will the motorway carry?

How much traffic does the motorway carry?

3 Controlled Practice

Look at the plans below. One is for a pedestrian subway (or underpass), and the other is for a pedestrian bridge (or overpass). Complete the sentences using the specifications and appropriate expressions from the Presentation section.



Plan 1 Pedestrian underpass