



硕士博士研究生英语系列教程

中科院研究生英语教学改革与学科建设系列教材

轻松听 轻松说

——中国科学院研究生英语听说教程

主审 彭 工

主编 张文芝 刘 彬 胡江波

(上册)

学生用书



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前言

中国科学院研究生院是全国最大的研究生院，是中科院上万名硕士生和博士生集中学习基础课程的地方，在此，他们自然也要完成学位英语的学习，为日后的科研活动和学术交流打下牢固的外语基础。为此，编写一系列适合培养高层次人才的外语教材就成为一项重要而迫切的任务。早在1996年中科院就启动了当时称为普通高等教育“九五”国家级重点教材中国科学院研究生教学丛书的项目。从2001年开始，研究生院连续出版了研究生英语系列教材《博士研究生英语精读》、《博士研究生英语续读》、《英语速读》第一册和第二册等，在一定程度上满足了研究生英语教学的需要。但仍然存在一些空白尚未填补，例如听说教材、写作教材、速读教材第三册，这几种教材也是当前研究生英语教学所迫切需要的。

2005年编者申请了一个中科院研究生院的院长基金项目，项目的核心任务是中科院研究生院的英语教学改革，因此启动了上述三套教材的编写工作，其中适用于博士学位英语教学的《英语速读》第三册已由科学出版社于2005年8月出版。另一套教材《中国科学院研究生英语写作教程》将和本书同期由北京理工大学出版社出版。

本套听说教材《轻松听 轻松说——中国科学院研究生英语听说教程》分为上下两册，其构思早在数年前已开始酝酿，目的是要提高学生实际运用英语的能力。在编写中贯彻了以学习者为中心的教学理念和交际法教学，听说结合。上册着重培养学生的会话功能，下册着重培养学生表达话题的能力。上册以语言功能为线索，将丰富的语言材料组成15个单元，配以多种练习形式，以锻炼学生用口语来陈述事实的能力。下册以话题为主线，提供了15个日常生活中常见的话题，着重培养学生表达自己观点和态度的能力，同样提供了多种练习形式。全套书突出听与说的结合，语言与文化的结合，并在教参中提供了大量的背景知识和用来讨论的问题，以便师生开阔思路，展开讨论。最值得一提的是教材中设计了帮助学生学习相关话题的词汇表达的练习形式，通过意念法或联想法来增加学生的词汇量。每一课在结构安排上，由浅入深，脉络清晰，避免只是简单地罗列材料。从对话到篇章，遵循循序渐进的学习规律，形成一个完整的整体，结构性强。书中还针对学生的薄弱环节设计了相应的口语练习，如提问技巧和讨论、辩论技巧等。本套书既是一套高品质的听力教材，又是一套良好的口语教材，在整体设计、实用性、生动性等方面独具特色，是一个精心打造的作品，适合非英语专业硕士、博士研究生学位英语教学，也可作为高等院校各专业学生提高英语听说技能的参考用书。

本册为全书的上册，为了保证编写质量，本书初稿已在中国科学院研究生院连续几届硕士学位英语教学中试用，在广泛征集师生意见的基础上，我们对试用稿进行了认真的修订，使之满足更多学生的需求。

本套教材在编写的过程中得到了中国科学院研究生院外语系领导、同事及北京理工大学出版社的大力支持，彭工教授在百忙之中审订了书稿，在此一并表示感谢。对书中的疏漏和不足之处，敬请专家和读者批评指正。

编者

Contents

Unit One	It's Nice to Know You!.....	1
Unit Two	What's She Like?.....	11
Unit Three	Tell Me.....	18
Unit Four	How about a Movie?	29
Unit Five	How Should I Go?	37
Unit Six	Is Kelly There?	46
Unit Seven	Why Don't You...?	57
Unit Eight	That's a Good Idea!	65
Unit Nine	Please Do Me a Favour.....	73
Unit Ten	May I Do That?.....	83
Unit Eleven	You Look Great	93
Unit Twelve	I'm Sorry	102
Unit Thirteen	Could You Tell Me How?	110
Unit Fourteen	Where Do You Prefer to Live?	119
Unit Fifteen	What's the Good of TV?.....	127

Unit One

It's Nice to Know You!

Introductions and Conversation Starters



Nice to meet you!

Introduction

Directions: Listen to an introduction of this unit and answer the following questions.

1. In a formal introduction in English, what's the best way to address a person who is higher in status or older in age? Give some examples.

2. In English, how is status difference reduced in informal introductions? Give some examples.

Part One Listening In

Directions: Listen to the following conversation which represents a typical situation in which two people meet, start a conversation, and introduce themselves, then answer the following questions.

Vocabulary

laundromat: a store equipped with washing machines and dryers, usually coin-operated and self-service.

laundry: a room or an area, as in a house, for doing the wash.

1. How does the conversation between David and Annie begin?
2. How do David and Annie introduce themselves?
3. What does Annie do?
4. Where does David work?

Part Two Better Listening

Section A

Directions: Listen to two common situations that require introductions.

Vocabulary

jeez: used to express surprise or annoyance.

shoot: used to express surprise, mild annoyance, or disappointment.

nope: no.

stewardess: a woman flight attendant.

Conversation One

1. How does the woman start the conversation with the man?
2. What are the names of the man and the woman?
3. What does the woman do? And where was she from?

Conversation Two

1. What are the names of the two speakers?
2. What do they do?

Section B

Directions: Listen to the following conversations. While you are listening, fill in the blanks with the words or sentences you hear from each conversation.

Conversation One

M: _____?

W: Er... yes... er, it's five to eight. The opera will start in five minutes.

M: Thank you. Er... excuse me, _____?

W: Wait, y-e-s, I remember now. Last year, we travelled to France together... er... Mr...
er...

M: Robert Berkens. _____.

W: Yes, Mr. Berkens. Well, _____. How are you?

M: Very well, thank you. _____?

Conversation Two

Betty: _____?

Jim: Sure is. Jane and Ted always have great parties.

Betty: This is my first. _____. She and I _____.

Jim: Oh, so you're a teacher?

Betty: _____?

Jim: I work for GM.

Betty: General Motors?

Jim: Right.

Betty: _____?

Jim: I'm an accountant.

Betty: Oh, I see. _____.

Jim: Glad to meet you. I'm Jim Taylor.

Part Three Speaking Out

Functional Expressions

Self-introduction:

First, let me introduce myself. I'm David Emory, director of the English Department.

Allow me to introduce myself. I'm Jenny Heywood, an engineer from Cambex.

May I introduce myself? I'm Donald Ervin.

Excuse me, I don't believe we've met. I'm...

Excuse me, my name's...

How do you do? I'm...

Responding to someone's self-introduction:

Happy to know you.

Pleased to meet you!

Introducing somebody to another:

Mr. (Ms. Miss) Smith, may I introduce Mr. Thorn? He is my English teacher.

Mr. (Ms. Miss) Smith, I'd like you to meet Denise. She's at school with me.

Hi, John. I don't think you've met Tom, have you? Tom, this is John.

Responding to this kind of introduction:

(I'm) (very) glad to know you, Mr. Johnson.

Hello, Denise. Pleased to meet you.

It was nice meeting you.

It's nice to meet you.

Hello, John. Actually, we've already met.

I'm glad to have met you.

Hello, Mr. Johnson (with a nod)?

How d'ye do?

Starting a conversation:***(Weather)***

How's the weather today?

Do you like the weather in this part of the country?

I wonder what the weather is going to be like tomorrow.

It's raining very hard. Does it rain very much in this area?

It seems fairly mild for this time of year.

It's cold and damp today.

Nice and bright this morning.

It's freezing today.

It seems to be clearing up.

What a downpour!

The wind is going down.

Hot/cold enough for you?

Nice day, isn't it?

Horrible weather we're having.

(Asking for Help)

Excuse me, have you got a light?

Uh, could you help me, I'm looking for...

Excuse me, is anybody sitting here?

(Connection of Some Sort)

Say, haven't I seen you with Betty?

Say, don't I know you from somewhere?

(Interruption)

Sorry, I couldn't help overhearing — did you mention something about...?

Ending a conversation and parting:

Well, it's been nice talking to you, but I really have to go now.

Well, I've really enjoyed talking to you, but I'd better get going.

I hope we can see each other sometime.

I hope we'll meet again sometime.

See you later.

Section A

Directions: *Complete the following conversations with appropriate expressions, and then practice each conversation with your partner or your teacher.*

Conversation One

Sue: Hi, Jane. _____?

Jane: Good. Hey, Sue, _____?

Sue: No, I'm afraid not.

Jane: All right. _____. (To Sue) _____.

Mike: Hi, Sue.

Sue: Hi, Mike.

Conversation Two

Betty: _____?

Tammy: Um, no. Woops! Sorry, I'll just move my book.

Betty: It's all right, thanks.

Tammy: There we are!

Betty: Thank you ...er... I'm Betty. _____.

Tammy: Tammy. I'm a new student.

Section B

Directions: *For each situation described, choose a partner and create a short conversation in which you make an introduction or introductions and respond to them appropriately. When you finish, switch roles and create a different role-play.*

1. How do you greet your former classmate when you unexpectedly meet again?
2. How do you greet your manager when you meet at a business meeting?
3. How do you greet your teacher when you meet him/her unexpectedly in a cinema?
4. What do you say if there is a seat next to you and no one has taken it, but you are not sure if the person on the other side has saved it for someone else?
5. Jim is with Mary, his sister, in a café. Mike, Jim's classmate, comes in. Mary and Mike don't know each other.
6. At an evening party, Bill introduces his father, Mr. Robert, to Professor Williams, his

English teacher.

7. John Brown, a professor, greets a businessman, Mr. Allan Trump, whom he has never met before.

Part Four Comprehensive Practice

Section A

Directions: First listen to a conversation. Then write the words you hear in the blank.

Vocabulary

on the tip of one's tongue: to be at the point of remembering something.

e.g. Oh, what is her name again? It's on the tip of my tongue, but I just can't remember it.

memorable: worth remembering.

e.g. College graduation was a real memorable experience for me.

mull over: think over.

e.g. My brother wants to mull over different job offers before he makes a decision.

Man: Hi. Uh, haven't we met before? You look so ⁽¹⁾ _____.

Woman: Yeah. We met on campus last week, and you asked me the same question.

Man: Oh, really? I'm sorry, but I'm ⁽²⁾ _____ with names. But, but, but... Let me guess. It's Sherry, right?

Woman: No, but you got the first letter right.

Man: I know, I know. It's on the tip of my tongue. Wait. Uh, Sandy, Susan.

Woman: Nope. So, was I that ⁽³⁾ _____?

Man: Wait, wait. It's Sharon.

Woman: You got it... and only on the fourth try.

Man: So, well, Sh..., I mean Sharon. How are you?

Woman: Not bad. And what was your name?

Man: It's Ben, but everyone calls me B.J. And, uh, what do you do, Sh... Sharon?

Woman: I'm a graduate student ⁽⁴⁾ _____ in TESL.

Man: Uh, TESL... What's that?

Woman: It stands for teaching English as a second language. I want to teach English to non-native speakers ⁽⁵⁾ _____.

Man: Oh, yeah. I'm pretty good at English grammar. You know, verbs and adjectives, and uh... Hey, that sounds really exciting. And do you need some type of specific ⁽⁶⁾ _____ or experience to do that? I mean could I do something like that?

Woman: Well, most employers overseas are looking for someone who has at least a Bachelor's degree and one or two years of experience. And what do you do? Are you a student on campus?

Man: Yeah, but, uh... I guess I'm mulling over the idea of going into ⁽⁷⁾ _____ or international business, but I guess I'm now ⁽⁸⁾ _____ towards a degree in marketing.

Woman: Oh, uh... Well, I have to run. I have a ⁽⁹⁾ _____ in ten minutes.

Man: Oh, okay. And, uh, by the way, there's a dance on campus at the student center tonight, and I was ⁽¹⁰⁾ _____ if you'd... you know... like to come along.

Woman: Oh really? Well, perhaps...

Man: Okay, well, bye.

Section B

Directions: First listen to a short self-introduction. Then, you will be asked some questions. After you hear a question, read the possible answers in your book and decide which one is the best answer to the question you heard.

1. A. England.
B. Canada.
C. A new country.



- D. The passage doesn't mention it.
2. A. Yes, he was.
B. No, he feels lonely.
3. A. He got lost on his way to the airport.
B. He had no money.
C. He did not know the language of the new country.
D. People regarded him as a child.
4. A. The different rules of culture.
B. The language of the new country.
C. No friends or relatives.
D. Money.

Unit Two

What's She Like?

Describing the Appearance and Character of People



Am I lovely?

Introduction

Directions: Listen to an introduction of this unit and answer the following questions.

Vocabulary

tactful: possessing or exhibiting tact; considerate and discreet.
e.g. a tactful person; a tactful remark.

1. In describing people, what are the two questions that we usually use? Do they have the same meaning?
2. Mention at least 5 clues in describing a person's appearance.

Part One Listening In

Directions: *Listen to a conversation between Ken and Mary which represents a typical situation of describing people and answer the following questions.*

Vocabulary

dress up: put on special clothes to appear particularly appealing and attractive.
e.g. We are supposed to dress up as movie characters for the party, what a novel idea!

1. According to Ken, what's Jim Wilson like?
2. What does Jim Wilson look like?
3. Why does Mary keep asking about Jim?

Part Two Better Listening

Section A

Directions: *James Pond, Agent 006, the famous British spy, is in Rome, where he has to make contact with certain people. He is listening to the descriptions of the people he has to meet.*

1. When will James Pond meet the Boss, and where?