

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** (教师用书/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

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研究生英语系列教材

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研究生英语精读教程（第三版·下）

研究生英语听说教程（第三版）

➔ 研究生英语听说教程（教师用书/第三版）

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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、林等各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. 为方便教师课堂教学而特别制作了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）。

《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（教师用书/第三版）》为配合学生用书而编写。书中提供了全部的录音书面材料以及练习答案，供教师和学生参考。

《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

Part I Listening Practice

Section A Formal and Informal Introductions

Exercise 1

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

1. Kenji: This is my friend Susan.

Sam: Hi, Susan. I'm Sam.

Susan: Hi, Sam.

2. Young: I'd like you to meet my teacher, Mr. Page.

Adele: It's nice to meet you.

Mr. Page: It's nice to meet you, too.

3. John Walker: Hello, I'm John Walker.

Anuschka Neuwald: It's good to meet you, Mr. Walker. I'm Anuschka Neuwald.

4. Guy: Hi, I'm Guy. Are you a new student too?

Paula: Yeah, I'm Paula.

5. Jorge: I don't think we've met. I'm Jorge Silva.

Mr. McCabe: It's a pleasure to meet you, Jorge. I'm Mr. McCabe. I'll be your counselor.

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.

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.

Conversation 1

(At a bus stop)

A: It looks like rain.

B: I know! And it's so cold today, too.

A: Do you think it might snow?

B: I hope so! That would be fun.

A: Yeah.

Conversation 2

(At a party)

A: So what do you do?

B: I'm a technical writer. What about you?

A: I'm a physical therapist.

B: Oh really? Do you work in a hospital?

A: Actually, I work for a private practice here in town. What about you? Where do you work?

B: I work at Apple Computer. I write technical manuals.

A: How interesting.

Conversation 3

(In a café)

A: Are you a student?

B: Yes, I'm working on a paper for my class.

A: What's your paper about?

B: It's an essay about my grandparents. What about you? Are you a student, too?

A: No, I'm a teacher. I teach English at the high school.

B: Really? Maybe you could help me. I have a question.

Conversation 4

(In line at a movie theater)

A: Are you going to see *City of Angels*?

B: No, actually I already saw it. I'm going to see *Saving Private Ryan*.

A: Oh, that's a great movie. What did you think about *City of Angels*?

B: I loved it. It's very romantic.

A: Great. Thanks for the advice.

B: No problem. Enjoy the movie.

A: I will. You too.

Exercise 2

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

Section C Conversational Skills

Exercise 1

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

Have you wished you were better at making a conversation? A great conversationalist is someone who connects with people and makes them feel important. When they talk to you, they make you feel like you're the only person in the room.

Becoming a good conversationalist requires knowing three things: first, how to start a conversation; second, how to keep it going; and third, how to end it.

Starting a conversation usually means coming up with an opening line or ice breaker. The best kind of ice breaker is one that's positive. A compliment is always a good ice breaker and will usually be appreciated. Any news event is a good ice breaker. The fact is, any opening line will do, as long as it's not negative, and as long as it's not a lie. The best way to entice a person to have a conversation with you is by being sincere and respectful, and letting them know that you are interested in talking to **them**.

Once you've got a conversation going, the best way to keep it going is by asking the other person questions that don't require just a yes or no answer. Ask questions similar to those a reporter might ask to draw a person out: who, what, when, where, why and how questions. You keep asking questions based on the last thing a person says. This is called the "elaboration technique". Once you hit on something you find interesting, keep asking questions in order

to get the person to elaborate about the topic as much as possible. A good conversationalist elaborates on the experiences they've had. Instead of saying the party was fun, tell why it was fun. Describe why you had a good time—who was there, what happened, where it was, and how people arranged the party. Go into detail. Description is the best form of communication because it keeps people's interest up and stimulates **them**.

If you started a conversation with another person, and you're having difficulty ending it, there are several signals you can send to the other person that will bring the conversation to its close without hurting anyone's feelings. Breaking eye contact is a discreet signal that the conversation is about to end. Another way to signal is to use transition words like well, or at any rate. You may want to recap all that was said. Whatever you do, don't lie to the other person. If you're not interested in talking to them again, don't mention the possibility of a future meeting just to be polite. That's hypocritical. Instead, you may want to say, "Nice meeting you." And then, leave.

Finally, be sure to give the other person a good, firm handshake. The final impression you make can be just as important as the initial one you made.

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.*

Part III — 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. W: Did you go to the lecture given by Alan Shepherd from NASA yesterday?

M: Yes. And I was very interested in it. I hope that someday I can travel to the outer space myself.

Q: Who is Alan Shepherd according to the conversation?

2. M: I keep hearing the name Lucky Bumper. He sounds like a terrible person. Who is he?

W: He isn't a real person. There is a TV show called "All in the Family". Lucky Bumper is the father.

Q: Who is Lucky Bumper?

3. M: Don't worry about the meter ma'am. It's broken. I'll charge you a flat two dollars for the ride.

W: If the traffic is this every day, it's worth twice as much.

Q: What is the man's profession?

4. W: I'm glad you could come today. The drain became stopped up yesterday afternoon.

M: Don't worry. I'll have it open for you in no time.

W: What is the man?

5. W: Would you mind sending champagne and strawberries to my room at 1 a.m., please?

M: I'll try, Mam, but on Wednesday the kitchen staff leave at midnight.

Q: Where does the conversation probably take place?

6. M: Before Sam built his house, he was living on a boat; and then in a tent.

W: Don't forget that just before he moved in, he stayed at the hotel.

Q: Where did Sam live first?

7. M: Mrs. Smith, the heating in our apartment is broken again. It's freezing up here.

W: I'm sorry to hear that, Mr. Reed. I'll get someone to fix it right away.

M: We pay our rent on time every month, but there is always something wrong with the apartment.

W: I'm sorry you've been disturbed. I'll try to change new heaters for you this time.

Q: What is the probable relationship between the two speakers?

8. M: Well, we need some temporary labor in our packing department. Just for a short time; but the job will be rather monotonous.

W: I only want something for two or three weeks anyway. I don't mind the monotony.

Q: What is the probable relationship between the two speakers?

9. W: Do you think I have a chance of proving my case?

M: Definitely, and we're going to sue for injuries as well.

Q: What is the probable relationship between the man and the woman?

10. W: What can I do for you?

M: I would like to get my money work for me.

W: There are two kinds. One is relatively safe but offers a low return on your money, the other promises high profits but that involves considerable speculation. Which one do you prefer?

Q: What is the probable relationship between the two speakers?

UNIT 2

Building Friendships

Part I Listening Practice

Section A 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.*

Conversation 1

Man 1: I can't believe it! I got an A on my science test!

Man 2: Congratulations! That's great!

Man 1: Thanks. I'm so happy! I really worked hard for that A.

Man 2: I know you did. You deserve it.

Conversation 2

Woman 1: I have the most wonderful news!

Woman 2: What happened?

Woman 1: My sister finally had a baby girl. It's great, because she has three boys!

Woman 2: How wonderful!

Conversation 3

Man 1: You'll never believe this!

Man 2: What happened?

Man 1: I won ten dollars in the school raffle! How about that!

Man 2: Boy, are you lucky!

Conversation 4

Woman 1: I'm so upset.

Woman 2: What's wrong? You really look worried.

Woman 1: My dog was hit by a car.

Woman 2: That's terrible! Is he okay?

Woman 1: I don't know. He's at the vet's.

Woman 2: I hope he'll be all right.

Woman 1: Thank you. So do I.

Conversation 5

Man 1: I'm so worried. I haven't heard from my family in three months.

Man 2: How often do they usually write?

Man 1: Oh, at least once a month. Either my mother or my father writes.

Man 2: The mail is really slow sometimes. I'm sure you'll hear from them soon.

Man 1: I hope so.

Man 2: You know the saying, "No news is good news." If something were wrong, they'd have contacted you.

Man 1: Maybe you're right. Thanks, Adam.

Exercise 2

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