

HIT English Series for Postgraduates
哈尔滨工业大学研究生英语系列教材

ENGLISH FOR MBA/MPA

工商管理 / 公共管理硕士研究生英语

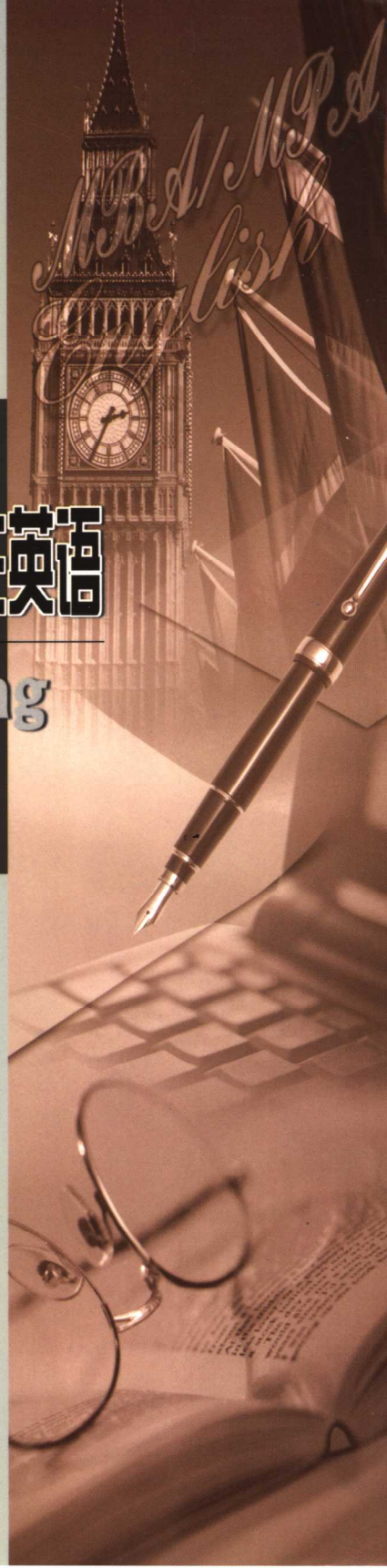
Listening and Speaking

听说教程

主编 徐万林 王松

主审 Ellen Greenwood[美] 王景惠

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·哈尔滨·

《哈尔滨工业大学研究生英语系列教材》

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前 言

我国从 1991 年开始设置并试办工商管理硕士 (Master of Business Administration) 学位教育, MBA 学位教育历时 13 年, 招生规模与教育水平都有了较快的发展和提高。2000 年全国工商管理硕士教育指导委员会颁布了新的《MBA 英语教学大纲》, 对 MBA 的英语教学提出了更高的要求。2002 年我国开始设置并试办公共管理硕士 (Master of Public Administration) 学位教育。与 MBA 学位教育相比, MPA 学位教育是一个新设置的管理专业。MPA 学位教育的设置适应了市场经济中我国政府部门的经济和社会职能转型的需求, 其发展前景非常广阔。英语语言能力, 是 MBA 和 MPA 学生必备素质之一, 是他们参与国际事务和国际竞争的重要工具。适时编写一套适合 MBA 和 MPA 学生使用的英语教材十分必要。因此, 我们编写了《工商管理/公共管理硕士研究生英语》(English for MBA/MPA)。

MBA 学位教育和 MPA 学位教育虽然属于不同范畴, 但从英语学习的角度来看, 两者又有其共同之处。首先, 两者同属管理专业, 有些专业课相互交叉, 这便于选择两者共用的英语文章; 其次, 两者的培养对象都是在职攻读学位的成年学生, 他们在学习英语的方法、手段和时间投入等方面有许多相同之处, 这又便于设计和编写适合其英语学习特点的练习题。

《工商管理/公共管理硕士研究生英语》(English for MBA/MPA) 以全国工商管理硕士教育指导委员会颁布的《MBA 英语教学大纲》和国务院学位办发布的《公共管理硕士专业学位培养方案》为依据, 根据 MBA 和 MPA 英语学习和教学的特点, 旨在培养 MBA 和 MPA 学生在进行对外经济合作以及商务、政务交流时所应具备的基本语言交际能力。《工商管理/公共管理硕士研究生英语》包括《读写教程》和《听说教程》。

《听说教程》主要目的是培养工商管理/公共管理硕士研究生具有面向国际交流的基本的英语听说能力,使他们能以英语为工具进行简单交流,为其日后参与国际事务和国际竞争奠定良好基础。

一、《听说教程》的主要特点

1. 实用性强:本教程每一单元的选题都紧扣现实生活的一个方面,教学安排也围绕学生在该方面的语言实践中将要面对并应该了解和掌握的问题。

2. 适用面广:本教程适用于 MBA、MPA 以及其他非英语专业研究生使用。

3. 内容丰富:本教程涉及语言、文化、教育、经济、科技等诸多方面,内容丰富,趣味性强。

4. 灵活性好:这表现为学习时间、学习内容、学习顺序以及学习方法都可灵活安排;教材附有听力原文和练习答案,有利于学生自主学习。

5. 针对性强:参与编写教材的编者都是具有多年教学经验的教师,针对中国学生的特点和需要,选择相关的内容并设计了相应的练习。

二、《听说教程》的结构安排

本教程共十六个单元,每个单元由三部分组成:热身练习(Warming-up Exercises)、听力活动(Listening Activities)和口语训练(Oral Practice)。

热身练习(Warming-up Exercises)围绕本单元特定话题提出问题,启发学生思考、开口,并顺利进入下一步的听说活动。

听力活动(Listening Activities)提供内容新颖、语言真实的听力材料,配有多种形式的练习,如多项选择、正误辨别、听写、简答等,兼顾语篇理解和细节把握,融合听力技能培养与听力技巧训练。

口语训练(Oral Practice)提供常用口语表达形式,给出相应练习情景或交际任务,培养学生口头交际能力。

三、《听说教程》的使用建议

1. 由于每一单元都聚焦特定话题,在上课前可以首先明确本单元的目标,然后按照顺序来安排课堂活动。

2. Listening Activities 之前,每单元都列出一些问题供学生预习。可以就这些问题让学生进行课前讨论,为下面的听力练习做好准备。

3. 在进行听力训练时,引导学生对听到的对话或文章先进行整体理解,然后再考虑细节问题。

4. 在口语练习过程中,要明确该练习的主要目的,即要明确该练习是针对哪一种技巧的应用。

本教程是哈尔滨工业大学资助的“十五”重点教材。哈尔滨工业大学管理学院齐中英教授、米加宁教授和外语系秦明利教授在本教程策划、编写及书稿审校过程中给予了大力支持并提出了许多宝贵意见;同时,承蒙外籍教师 Ellen Greenwood[美]审校全部书稿并与外籍教师 Dennis Taylor[美]共同为本教程录音,在此一并对他们的辛勤工作表示真诚的谢意。此外,本教程选用了国外书刊上的有关内容,特此说明,并向所有有关人士谨表谢忱。

由于编选时间仓促,加之编者水平及经验有限,书中疏漏之处在所难免,敬请广大读者批评指正。

本教程录音带尚未正式出版,如有需要,可与哈尔滨工业大学出版社尹继荣先生联系。

编 者

2003年1月于哈尔滨工业大学

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Learning English

Warming-up Exercises _____



1. How important is English in your future career?
2. Rank the following language skills in order of importance. Exchange your ideas with your classmates. And then discuss how to develop these skills.
 - ★ Speaking
 - ★ Listening
 - ★ Reading
 - ★ Writing
 - ★ Translating
3. Are there any difficulties in your process of learning English? If so, what are they? Can you list them in order of importance? Compare your answer with your partner's and discuss the differences.

Listening Activities _____



1. Fill in blanks:

Directions: Listen to the following passage twice and then fill in the missing words in the blanks.

READING and WRITING a foreign language are _____ skills. You may be good at these if you are a logical person who attends to detail. Train yourself through practice to notice and remember details such as _____ and _____.

| Reading skills tips | Writing skills tips |
|----------------------------|---------------------------|
| First, _____ . | Pay attention to detail: |
| Next, _____ . | _____, _____ etc. |
| Then, _____ . | Master _____ . |
| Avoid _____ . | Write (_____) a |
| DON'T write _____ ! | story you have just read. |
| Write the pattern on _____ | |
| and _____ it. | |

II. Answer questions:

Directions: Listen to the passage carefully and answer the following questions.

1. What type of skills are LISTENING and SPEAKING?

2. What kind of personality is suitable to learn them?

3. Why do students in foreign language classes often have difficulty hearing and speaking?

4. What are the five tips for listening skills?

5. What are the three tips for speaking skills?

III. Summary writing:

Directions: Listen to the passage carefully and sum up the main idea of the talk.

This talk mainly discusses
_____.

Note-taking:

Directions: Listen to the passage again. Write down eight tips the speaker mentioned for note-taking.

Tip 1
_____.

Tip 2

Tip 3

Tip 4

Tip 5

Tip 6

Tip 7

Tip 8

IV. Multiple choice:

Directions: Listen to the interview and check if the following reasons are mentioned as difficulties in listening: write Y for yes, N for no.

- A. reading skills _____
- B. slang _____
- C. cultural differences _____
- D. grammar _____
- E. vocabulary _____
- F. accent _____
- G. joining words together too fast _____

Oral Practice _____



Language point: Saying "Yes" and "No"

Useful expressions

| STRONGER YES | WEAKER YES |
|---------------------------------|--|
| Absolutely! | I think so. |
| Definitely! | I'm considering it. |
| For sure! | I'll think about it. |
| Great! | Most likely I will. |
| I'll say! | Okay. (with unenthusiastic intonation) |
| Okay! (with excited intonation) | Okay, if you really want me to. |
| Sure thing! | Probably. |
| You bet! | That might be a good idea. |

Topic review:

I. Role-play:

Directions: According to the situation listed below, start a conversation with your partner.

- A:** You are a student who has some difficulties learning English. Please turn to an English teacher for help.
- B:** You are an English teacher. One day, one of your students asks you for help. Give some suggestions to improve his/her English.

II. Group discussion:

Directions: There are several topics listed below. Choose one or two of them and then fully discuss them with your partners. Finally, one of your group members should summarize your ideas to the whole class.

- List all the difficulties you have in learning English, and then discuss the ways to deal with them in a group of four people.
- Which is more important among the four skills — listening, speaking, reading or writing?



Holidays

Warming-up Exercises _____



1. How do you spend your holidays?

2. How often do you get a holiday?

3. Which place do you like best in China? Why?

4. Which place do you like best abroad? Why?

5. What's your favorite outdoor activity?

Listening Activities _____



I. True or false:

Directions: Listen to the passage once and then do the true or false exercise.

- _____ 1. Millions of British people could not afford holidays abroad in the past.
- _____ 2. British people can only tour the Continent by air.
- _____ 3. People with above-average incomes prefer the West Indies to the Mediterranean for their holidays.
- _____ 4. British people like to visit national parks in Africa.

- _____ 5. After graduation, many young people like to go on longer, more adventurous trips abroad.

II. Answer questions:

Directions: You are going to hear a short dialogue twice. Listen to the dialogue carefully and then answer the following questions.

1. What does Tom want to do?

2. Does Jackie want to do this? Why or why not?

3. What food does Tom suggest to bring?

4. Do you think Jackie has ever done this? How do you know?

III. Fill in blanks:

Directions: You are going to hear a dialogue twice. Listen carefully and fill in the following blanks with the information you get from the dialogue.

- Mary:** Do you know the 1 of Thanksgiving?
- Tom:** Let me think. The first Thanksgiving was in 2 . Thanksgiving was about the pilgrims, the first 3 in America, they 4 the first harvest with the 5 and gave thanks.
- Mary:** What do people do 6 Thanksgiving Day?
- Tom:** People in the USA get together with 7 and friends to 8 Thanksgiving.
- Mary:** And can you tell me something more about the traditions?
- Tom:** OK. On this day people 9 traditional food like turkey and turkey 10 , apple pie or 11 pie. Families enjoy 12 traditions too, like watching the Thanksgiving Parade on television and afternoon football 13 .
- Mary:** Ah, turkey dressing is my favorite part of a 14 and apple pie is my favorite 15 . But Tom, you have forgotten an important thing!
- Tom:** Oh, yes. Thanksgiving is a day for giving 16 . People have a lot to be thankful for, for the food on the table, for being here 17 .

their families, for a 18 year, a good job... It's a 19 holiday.
A day to be with people you 20.

IV. Summary writing:

Directions: You are going to hear a passage three times. After that you are supposed to make a summary of the passage, using the following words and phrases. The first time, just listen carefully in order to get the general idea; the second time, take notes if necessary; the third time, check your summary.

Christmas — inside and outside — fireplace — wreaths, ribbons
— door — and — windows — lights — tree — Rockefeller —
Center — the White House — admire — decorated — avenues

Oral Practice _____



Language point: Extending congratulations and condolences

For something new, for example, a baby, a job, a car, an award, a raise,
an engagement:

| |
|--|
| I'm so happy for you! |
| I'm so pleased for you! |
| I'm thrilled for you! |
| I'm tickled for you! |
| That's wonderful (terrific, great)! |
| That's great news! |
| It couldn't have happened to a nicer person! |

For birthdays:

| |
|--|
| May you have many more. |
| May you have a hundred more. |
| Many happy returns (of the day). |
| I wish you all that you wish for yourself. |

For weddings:

| |
|---|
| (I wish you) All the best in the years to come. |
|---|

| |
|---------------------------|
| All the best to you both. |
|---------------------------|

| |
|---|
| May you have a long and prosperous life together. |
|---|

For graduation:

| |
|---|
| I'm sure you'll have much success in the years to come. |
|---|

| |
|--|
| I know you've got a great future ahead of you. |
|--|

Expressions for extending condolences**One of these expressions:**

| |
|-------------------------------------|
| I'm so (terribly, extremely) sorry. |
|-------------------------------------|

| |
|----------------------------------|
| I can't tell you how sorry I am. |
|----------------------------------|

| |
|---|
| My thoughts are with you (and your family). |
|---|

| |
|--|
| My condolences to you (and your family). |
|--|

| |
|---|
| All my sympathy to you in this trying time. |
|---|

Followed by one of these (optional):

| |
|-----------------------------|
| Is there anything I can do? |
|-----------------------------|

| |
|---|
| Let me know if there's anything you need. |
|---|

| |
|----------------------------|
| Can I help out in any way? |
|----------------------------|

| |
|---|
| If there's anything I can do to help, please don't hesitate to ask. |
|---|

Topic review:**I. Group discussions:**

Directions: Choose one or two from the following topics and then fully discuss them with your partners. Finally one of your group members should summarize your ideas to the whole class.

1. Do you decorate your sitting room during the Spring Festival? How do you usually decorate it?
2. Do people celebrate Christmas Eve in China? If so, what do they do on Christmas Eve?

3. Name a few important festivals in China and describe how people celebrate them.
4. Imagine you could spend a week on an island. What would you bring with you if you could bring only one thing? Why?
5. Why do people like to go to the sea for a holiday? Where would you like to spend your holiday? Why?

II. Role-play:

Directions: *Work in pairs and try to make a dialogue according to the situation with the help of the key words and expressions given below.*

Situation: It's the first day of April. Many students play silly but harmless jokes on each other or on friends. Think of those funny jokes you have made or heard and make a dialogue according to the situation. Then put your dialogues on show before the class and choose the best as the "April Fool".

Key words and expressions: April Fool, silly, funny, astonished, succeed in, trick...