

# 当代 研究生英语

**ACTIVE  
ENGLISH FOR  
POSTGRADUATES**

主编：刘润清 汤德馨 王贵明  
审校：黄兰林

**FACE TO FACE**

An English Listening  
& Speaking Course

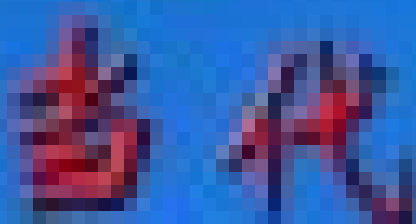
**听说教程**

编者：何福胜  
张敬源



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



ACTIVE

ENGLISH

FROM

PROFESSIONAL STUDENTS

当代学生英语

当代学生英语

当代学生英语

Contemporary English  
for Professional Students

听说教程

主编：李 颖  
副主编：李 颖



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(京)新登字 155 号

图书在版编目(CIP)数据

听说教程/刘润清等主编;何福胜,张敬源编著. —北京:外语教学与研究出版社,2000  
(当代研究生英语系列教程)

ISBN 7-5600-1964-1

I. 听… II. ①刘… ②何… ③张… III. 英语—教学—研究生—教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2000)第 67482 号

听说教程

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责任编辑:吴 静

出版发行:外语教学与研究出版社

社 址:北京市西三环北路 19 号(100089)

网 址: <http://www.fltrp.com>

印 刷:北京泰山兴业印务有限公司

开 本:787×1092 1/16

印 张:14.75

字 数:264 千字

版 次:2000 年 8 月第 1 版 2003 年 8 月第 4 次印刷

印 数:42001—63000 册

书 号:ISBN 7-5600-1964-1/G·861

定 价:18.90 元

\* \* \*

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版权保护办公室举报电话:(010)68917519

# 前言

Face to Face 是一本中高级英语听说教程,是《当代研究生英语系列教程》的重要组成部分。本教程以多种日常话题为主线安排设计,以培养学生在听力及口语方面的实际运用能力为宗旨。全书共分为 18 个单元。每个单元包含至少 4 个听力练习和 6 个口语练习,一般需要 2 个课时以上。教师可以根据学生的具体情况对课时量进行适当的调整,也可以有选择地使用本教程内容。在编排上将录音书面材料和听力练习答案附在书中,目的是有助于学生的自学以及掌握常用英语口语表达法。

本教程的主要特点有以下几个方面:

1. 听力材料选材新颖,内容丰富。每单元都包括 4 篇以上对话或短文以及若干个语音或听力微机能训练的材料;大部分内容是近年来人们熟悉和关心的话题;大部分录音材料都是现场录制,语速自然,涉及多种英语口语,实用性强;听力练习尽可能地突出其实用性,同时训练学生对某一功能和话题的常用表达法的掌握。

2. 口语练习结合实际,易于上口。每单元的口语突出其实用性,让学生有自我表达自己思想的机会。口语练习还提供学生就某项语言功能和话题进行听说训练时所需的常用词汇和表达法。此外,口语练习设计丰富多彩,包括从控制型(controlled)到自由型(free)多种形式。对每项口语活动均提供相应的示范性表达法。

3. 听力训练与口语训练相互结合、相互促进。口语练习多种多样,趣味性强,能有效地引导学生理解听力训练内容,而听力材料又给随后的口语活动提供语言表达方式,能极大地提高学生的学习效率。

4. 教学目的明确,教学方法多样。本教材采取交际英语教学法原则,给教师提供了较多的教学法指导。各项练习设计都以使用方便、趣味性强、激励学生参与活动为出发点,从而使学生在每一次课上都能有大量的英语练习机会,以提高自己的英语交际能力。

5. 文化内容丰富,涵盖面广。本教程内容包括多种不同场合的英语交际活动,涉及英、美等国的日常生活、风俗习惯、文化背景等知识,有利于学生正确运用英语与外国人士交往。

6. 练习设计从易到难,适应性强。考虑到国内大专院校英语水平不同层次的实际情况,本教程提供了大量从易到难的练习,适用于各类高等院校的多层次英语教学。教师可以根据学生的具体情况和课时量,有选择地使用本教程内容。

Face to Face 每一个单元可以通过 3 个阶段进行教学:引导活动→听力活动→口语活动。引导活动形式多样,有听力练

习、口头练习、简单问答等,其目的是将学生引导到某一单元的主题上来。1) 引导活动,包括处理所列出的听力材料词汇,这些词汇可能影响到学生对听力材料的理解,因而应在放录音前启发学生理解其词义。2) 听力活动,包括放录音、学生讨论答案、重复放录音、检查答案等过程。3) 口语活动,是听力活动的自然延伸和发展,因而要求学生积极参与,教师做必要的指导。该活动结束前,可安排几名学生进行示范表演,以增加活动的趣味性。

Face to Face 在编写过程中曾得到过多位人士的大力支持和协助,在此一并致谢。本书除选用了一些自行录制的真实语言情景片段外,还参考、选用了一些国外引进教材以及其他英语有声资料中的有关内容。由于选材涉及面较广,未能在此一一注明,特此说明,并向所有有关人士谨表谢忱。

不足或错讹之处敬请读者批评指正。

编者

2000年4月于清华园

## To the Teacher

**Face to Face** is a book of listening and speaking activities for intermediate and upper-intermediate students of English. There are 18 main units, each of which is based on a different topic or theme and within each of them there are four or more listening comprehension exercises and six or more speaking activities, designed to stimulate students to share their ideas, opinions and experiences with each other. The topics selected are the ones which are generally useful and realistic, and which students at this stage need and want to talk about in English. The activities and tasks designed in this book are also interesting, challenging, and more importantly, relevant to the students themselves.

English is a language that is spoken not just in Britain or America, but all over the world — often as a means of communication between people who have no other language in common. The activities in this book do not attempt to prepare learners for “life in Britain or America” but for using English as an international language. During the course, however, some background knowledge of these two chief English-speaking countries is also presented and practised at many points. This is intended to prepare students in some way to live or work in an English-speaking situation in the future.

**Face to Face** is designed to be used as the oral/aural component of the English course for postgraduate students or post-CET4 and CET6 English learners. Of course, it can also be used on its own as an intensive “refresher course” or optional course for graduates as well as undergraduates who need to develop their fluency in English after they have completed their English studies at the intermediate level. This book is ideal for those pre-departure students to prepare them to study or work in an English-speaking country.

### Listening Exercises

Each unit in **Face to Face** has four or more listening exercises, the recording for which is on the cassettes. Each listening exercise trains students' listening skills. At the same time, it provides students with a topic, a range of opinions or some information which students can use to develop their language competence at a later stage. The language and the lexical items introduced in the listening material also help students to participate more effectively in the activities that follow.

There is generally a “before”, “during” and “after” phase to each listening exercise. In brief, the phases are as follows:

### 1. Pre-listening

Learners are introduced to the situation in which each conversation takes place. They find out their purpose in listening to the recording and any background information they may need.

This is generally fulfilled through some of the pre-listening exercises that are specially designed for this purpose or through questions and answers that are included in the directions of the listening exercise. It is noted that the lexical items printed after each listening exercise should also be introduced at this stage.

This is intended to enhance students' understanding of the recording in which these lexical items might prove problematic and therefore hamper their comprehension in the first place.

### 2. Listening

Usually learners need to hear the recording twice: once to get used to the voices on the tape and try to get the gist of the text; and the second to find out and note down the specific points of information required by the task. These tasks may involve drawing a diagram, filling in a chart or making notes, for example. Sometimes, two listening tasks are designed on the same listening text, one to check the gist and the other the detailed information. Often, only one listening task is designed to check both the gist and detailed information.

### 3. Post-listening

Learners compare notes or answers with their partners. They help each other in their understanding of the listening text. Then, the teacher elicits the required information from the students and makes sure they have the right answers. Usually, a third listening follows here, which gives students a chance to find out where they went wrong and what they missed in the previous listening.

### Speaking Activities

In the speaking activities in *Face to Face*, students work together in pairs or in groups. Sometimes they can even move around the classroom, talking to anyone they like. The aim is to encourage students to exchange ideas and opinions with each other. In each activity students are given a purpose or task — and this makes the activities much more motivating and realistic than just “answering questions”. Most of the time, since



students are directed to talk about themselves or things they are familiar with, the activities tend to become more meaningful. Of course, this also makes the speaking tasks easier to do so that weak students can have a go at them. Besides, the useful expressions and the lexical items introduced in the listening text and elicited through the pre-listening activities also help students in this way. The tasks are designed on the assumption that Chinese learners of English are generally weak in this type of productive skill — speaking. Some speaking activities also incorporate some language functions such as making introductions, giving explanations, etc.

It is noted that some sort of checking or demonstration should be an indispensable phase which follows a speaking activity. For instance, when students are supposed to make some choices, the teacher could later elicit each of the students' choices and make some comments if they have made mistakes.

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Information about his or her family	
1 <sup>st</sup> Person	Sister twin brother three half br well
2 <sup>nd</sup> Person	adopted sister 6 years younger
3 <sup>rd</sup> Person	twin brother
4 <sup>th</sup> Person	Only child cousins four generations

3. Pair-work: Look at these different types of families. What's your family like? Discuss with your partner the questionnaire below the pictures.



an extended family



a nuclear family

核心



a single-parent family



a bicultural family

父母来自  
不同文化背景

## A Questionnaire about Each of Your Families

Name: \_\_\_\_\_

- 1) What type of family do you come from?  
\_\_\_\_\_
- 2) What's something unusual or special about your family?  
\_\_\_\_\_
- 3) What are some rules that people have to follow in your family?  
\_\_\_\_\_
- 4) How do you celebrate your birthday?  
\_\_\_\_\_
- 5) Is there a holiday your family always celebrate together?  
\_\_\_\_\_
- 6) Who do you talk to in your family if you have a problem?  
\_\_\_\_\_
- 7) What do you like and dislike most when you stay with your family?  
\_\_\_\_\_
- 8) How do you get along with your family?  
\_\_\_\_\_
- 9) What are generally the advantages of being close to one's family?  
\_\_\_\_\_
- 10) Who does most of the housework in your family?  
\_\_\_\_\_

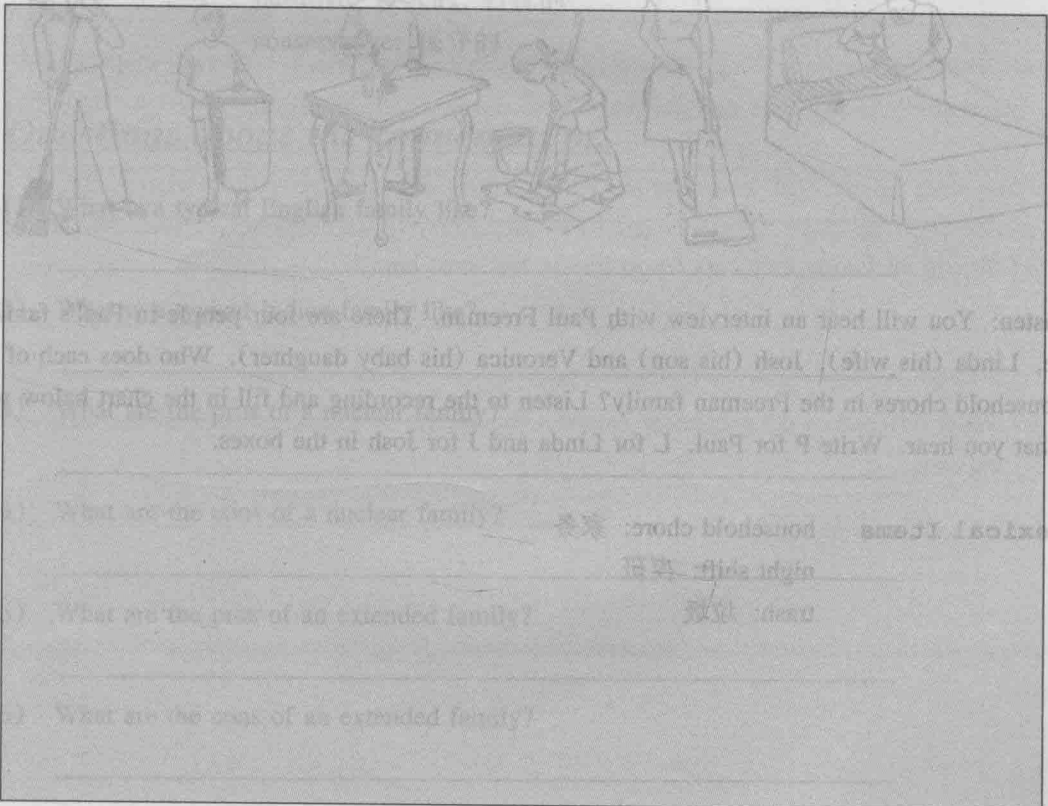
4. Listen: You will hear two people talking about their families. What is each of their families like? In which way are their families different? Listen to the recording and complete the chart below with what you hear.

**Lexical Items** close-knit family: 和睦的家庭  
 spread out: 相距遥远  
 leftovers: 剩余食物

	1 <sup>st</sup> Person	2 <sup>nd</sup> Person
<b>Information about his/ her family</b>	3 brothers Spread out gather up	big 6 children really close too many to separate to eat one

5. Pair-work: First, make a family tree for your own family with at least four generations. Then talk with your partner about your family members and relations. Give some major information about each of them.

**My family tree:**

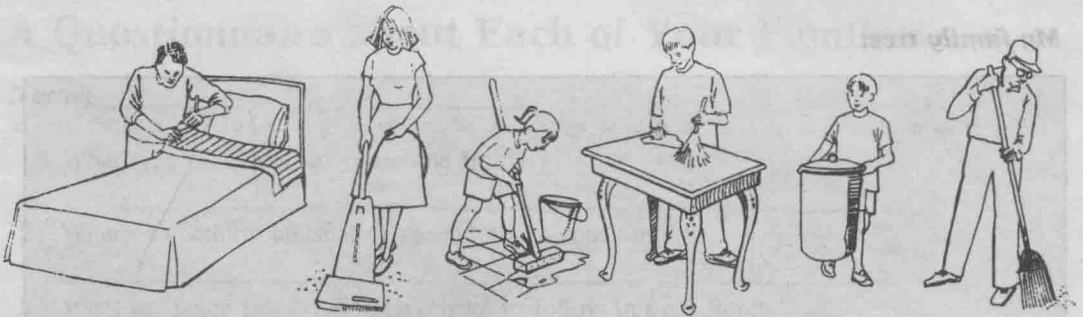


**Set 2**

1. Pair-work: Look at the list of household chores and the pictures. Discuss with your partner and match the pictures with the phrases. Fill in the space with the information about who does each of the things in your family.

Household chores:	Who does it in my family?
1) clean the house	
2) dust the furniture	
3) make the beds	
4) do the shopping	
5) vacuum, sweep, mop the floors	
6) make, fix, prepare, cook meals	
7) do, or wash the dishes	
8) do the laundry	
9) fix things	
10) take care of little ones	

fix dinner  
lunch  
P L J



2. Listen: You will hear an interview with Paul Freeman. There are four people in Paul's family, he, Linda (his wife), Josh (his son) and Veronica (his baby daughter). Who does each of the household chores in the Freeman family? Listen to the recording and fill in the chart below with what you hear. Write P for Paul, L for Linda and J for Josh in the boxes.

**Lexical Items** household chore: 家务  
 night shift: 夜班  
 trash: 垃圾

1) <input checked="" type="checkbox"/>	takes care of Veronica
2) <input checked="" type="checkbox"/>	fixes breakfast
3) <input checked="" type="checkbox"/>	takes Josh to school
4) <input type="checkbox"/>	washes the dishes
5) <input type="checkbox"/>	makes the beds
6) <input type="checkbox"/>	cooks dinner
7) <input type="checkbox"/>	sets the table
8) <input type="checkbox"/>	takes out the trash
9) <input type="checkbox"/>	does the laundry
10) <input type="checkbox"/>	cleans the house
11) <input checked="" type="checkbox"/>	does the shopping

3. Listen: You will hear an Indian woman and another person describing how an Indian family differs from an English family. Before you listen to the recording, discuss with your partner what answers you might give to the questions below. Then, listen to the recording and write down the answers the speakers give to the questions.

#### Lexical Items

gear: 适应

fragile: 脆弱的

pros and cons: 正反两方面

intrusive: 侵入的, 打扰的

conservative: 保守的

#### Questions about the conversation:

1) What is a typical English family like?

2) What is a typical Indian family like?

3) What are the pros of a nuclear family?

4) What are the cons of a nuclear family?

5) What are the pros of an extended family?

6) What are the cons of an extended family?

4. Group-work: Below is a list of questions about family. Form groups of four or five and discuss these questions. Give your opinions about each of the questions. Find out if others share your opinions.

## Questionnaire

1) Why do we need families? Is family ever likely to disappear as an institution?

---



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2) Should the mother or the father be the head of the family? What roles do the mother and the father play in China? And what about sons and daughters? Who is the boss in your family?

---



---

3) What influence have your parents had on your life? Who has a stronger influence on you, your father or your mother? Will you instill the values you get from your parents into your children?

---



---

4) What do you think of the Chinese tradition that all children should take their father's surname? Should sons and daughters have equal inheritance rights?

---



---

5) Should all family members try to live in the same area?

---



---

6) What differences do you know between family life in China and that in the western countries?

---



---



5. Pair-work: Read the following short passage about love and marriage. Discuss with your partner the answers to the questions that follow the passage. Briefly note down your answers to each question.

## Love and Marriage

About 25% of the world's people live in societies where a husband can have more than one wife. Before the age of industrialization, this meant that a man could amass great wealth in acquiring several wives, although the wives themselves often maintained some kind of economic independence. The husband also played a relatively minor role in the family life. However, in an age of compulsory education and increasingly equal rights for men and women, having extra wives and children has turned into an economic burden.

In many cases, when a man already has one or more wives, a potential "new" wife is introduced into the family unit. Before she officially becomes a wife, she has to learn her future husband's ways, the food he likes etc., and she also has to prove that she can fit in with the rest of the family. When the trial is over, the marriage ceremony takes place.

### Questions for discussion:

- 1) What are the pros and cons of one husband and one wife? What are the pros and cons of one husband and several wives?
  - 2) Should parents decide their children's marriage? What are the advantages of an arranged marriage? What are the dangers of a marriage based on personal compatibility?
  - 3) Should marriages be restricted to people outside the immediate circle of relatives or immediate community, or restricted to one's own social group? Is it better to marry someone from one's own social class and nationality?
  - 4) What do you think should be the right age to get married?
  - 5) Should people be allowed to get divorced? If not, how should they resolve their problems?
- Why are divorce rates constantly increasing in China, and what could be done to stop this increase?

Lexical items: *strabismic*: 斜视, 斜视  
*contact lenses*: 隐形眼镜  
*amustache*: 胡须

Notes about their appearances:

The girlfriend: hair - Curly → straighter hair  
 nose - on glasses →

Bill: body type - Much fatter  
 face - no glasses no mustache no beard