



全国工程硕士专业学位教育指导委员会推荐教材

何福胜 赵伟礼 庾鲜海 编著

工程硕士研究生实用英语 听说教程



<http://www.tup.com.cn>

清华大学出版社

全国工程硕士专业学位教育指导委员会推荐教材

工程硕士研究生实用英语

听说教程

A Practical English Course for Master Students in Engineering

Listening and Speaking

何福胜 赵伟礼 庾鲜海 编著

清华大学出版社
北京

内 容 提 要

本书根据最新颁布的《全国工程硕士专业学位研究生英语教学要求》编写,突出有针对性地培养学生实用英语听说能力的原则。该教程以各类常用语言功能和话题为主线安排设计,以培养学生在英语听力及口语方面的实际运用能力为宗旨。选材新颖,录音材料自然真实,练习设计也突出实用性原则,特别注重与在职工程硕士研究生的实际生活和工作情况相结合。全书共分为18个单元,每个单元包含至少5个听力练习设计和6个口头交际任务设计,一般需要2个课时以上。该教材也适合有一定英语基础的各类在职研究生和培训人员使用,以提高其英语听说交际能力。

版权所有,翻印必究。举报电话:010-62782989 13501256678 13801310933

图书在版编目(CIP)数据

工程硕士研究生实用英语听说教程/何福胜,赵伟礼,庾鲜海编著. —北京:清华大学出版社,2006.7
ISBN 7-302-13102-3

I. 工… II. ①何…②赵…③庾… III. 英语—听说教学—研究生—教材 IV. H319.9

中国版本图书馆CIP数据核字(2006)第055357号

出版者:清华大学出版社 地 址:北京清华大学学研大厦
<http://www.tup.com.cn> 邮 编:100084
社总机:010-62770175 客户服务:010-62776969

责任编辑:蔡心奕

印装者:三河市春园印刷有限公司

发行者:新华书店总店北京发行所

开 本:185×230 印张:21.25 字数:365千字

版 次:2006年7月第1版 2006年7月第1次印刷

书 号:ISBN 7-302-13102-3/H·771

印 数:1~5000

定 价:48.00元(含1MP3)



MASTER OF ENGINEERING

工程硕士研究生实用英语听说教程

Preface 前言

作为根据最新颁布的《全国工程硕士专业学位研究生英语教学要求》所编著的《工程硕士研究生英语系列教程》的重要组成部分,《工程硕士研究生实用英语听说教程》是一本中级英语听说教程。该教程以各类常用语言功能和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 5 个听力练习设计和 6 个口头交际任务设计,一般需要 2 个以上课内学时和相当的课外学时。教师也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。本教程在编排上将录音书面材料和听力练习答案附在书中,目的是帮助学生进行自学以及掌握常用英语口语表达法。

本套教材的主要特点有以下几个方面:

1. 听力材料内容丰富,每单元都包括 5 篇以上的对话或短文听力材料;选材新颖,大部分内容都是上世纪九十年代以后的话题;大部分录音材料都是现场录制,语速自然,实用性强,涉及多种英语口语;听力练习设计尽可能地突出其实用性,同时也训练学生对某一功能和话题的常用语言表达法的掌握。
2. 每单元的口语练习亦突出其实用性,与中国学生的实际情况相结合,让学生有表达自己真实思想的机会。口语练习还解决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问题。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。每项活动一般提供本项活动所需的示范性语言表达法。
3. 坚持听力训练与口头训练相互结合、相互促进的原则。口语练习多种多样,趣味性强,用以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,能够极大地提高学生的学习效率。
4. 采取交际英语教学法的原则,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操练机会,以提高自己的英语交际能力。

5. 本教材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国外人员交往。

6. 考虑到国内不同院校学生英语水平不同层次的实际情况,本书提供了大量的从易到难的练习设计,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安排有选择地使用本教程内容。

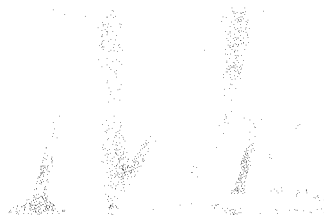
本教程每一个单元可以通过3个阶段进行教学:引导活动——听力活动——口语活动。引导活动的形式多样,有词汇练习、表达法练习、口语练习、简单问答等。其目的是将学生引导到某一单元的功能和主题上来。引导活动也包括处理所列出的听力材料中的新词汇和短语,这些词汇有可能影响学生对听力材料的理解,因而应在放录音前启发学生理解其词义。听力活动包括放音、学生讨论答案、重复放音、检查答案等过程。口语活动是听力活动的自然延伸和发展。要求学生积极参与,教师作必要的指导。该活动结束后可安排几名学生进行示范表演,以增加活动的趣味性。

《工程硕士研究生实用英语听说教程》由清华大学何福胜、华南理工大学赵伟礼和西北工业大学庾鲜海合作编写。在编写过程中曾得到过有关院校和单位以及多位人士的大力支持和协助,在此一并致谢。本书除选用部分真实语言片段外,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

2006年3月于清华园



MASTER'S ENGINEERING
工程硕士研究生实用英语听说教程

To the Teacher

A Practical English Course for Master Students in Engineering: Listening and Speaking 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 function or theme and within each of them there are five 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 functions 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 generally also interesting, challenging, and more importantly, relevant to the students themselves.

English is a language that is spoken not just in Britain, 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 don't 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.

A Practical English Course for Master Students in Engineering: Listening and Speaking is designed to be used as the oral/aural component of the English course for postgraduate students or post-CET4 and CET6 English learners. And 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

elementary level. This book is also ideal for those pre-departure students who are on an intensive English course which prepares them to study or work in an English speaking country.

Listening Exercises

Each unit in *A Practical English Course for Master Students in Engineering: Listening and Speaking* has five or more listening exercises, the recording for which is on the MP3. Each listening exercise trains students' listening skills. At the same time, it provides students with a function, a range of opinions or some information based on which students can 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 checking both the gist and detailed information.

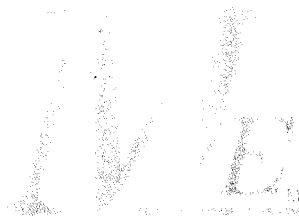
3. Post-listening

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 *A Practical English Course for Master Students in Engineering: Listening and Speaking*, 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.



MASTER OF ENGINEERING

工程硕士研究生实用英语听说教程

Contents 目录

Unit 1	Greetings	1
Unit 2	Personal Information	11
Unit 3	Talking About One's Family	23
Unit 4	Talking About One's Hobbies	32
Unit 5	Describing Personalities	40
Unit 6	Talking About the Weather	48
Unit 7	Making Appointments	54
Unit 8	Shopping	62
Unit 9	Requesting	71
Unit 10	Asking the Way	81
Unit 11	Traveling	89
Unit 12	Looking for Accommodation	96
Unit 13	Talking About Jobs	104
Unit 14	Eating	113
Unit 15	Seeing a Doctor	125
Unit 16	Making Telephone Calls	136
Unit 17	Giving Opinions	147
Unit 18	Listening to the News	157
Tapescript	167
Key and Reference Notes	258



MASTER OF ENGINEERING

工程硕士研究生实用英语听说教程

Unit 1

Greetings

Section One

1. *Speaking*: (Pair-work) When you meet someone you know, you usually have to greet him or her. When you depart, you often say good-bye. What are some of the ways to greet and say good-bye to people? Join a partner and work out a list of such expressions. Copy the expressions in the chart below.

Greetings	Saying good-bye
Hello, how are you?	Good-bye!

2. Speaking and Listening: You will hear six short greetings taken from different movies. Before you listen to the recording, look at the following greetings, questions and responses. Discuss each of the expressions with your partner and try to match each of the greetings with the questions and responses. Then listen to the recording, complete the responses, and write the number of the conversation next to the greeting, question and response you hear. The first one has been done for you as an example.

Movie Characters: Watson Mickey
 R2D2 Minnie
 Rhett Juliet
 Scarlett Superman

Greetings	Questions	Responses
1) Hello.	__ How are you?	__ Great. _____?
__ Hi.	1) How are things?	__ Oh, pretty good. _____?
__ Howdy!	__ How's everything?	__ Fine, thank you.
__ Hey there!	__ How have you been?	1) Not bad. <u>How are things</u> with you?
__ Good morning.	__ How is it going?	__ Just fine. _____?
__ Good evening.	__ What's up?	__ Not much. _____ with you?

3. Speaking: (Pair-work) A conversation can be formal or informal. Here are some common greetings. Work with a partner and discuss if they are formal or informal. Write these greetings in the correct box.

Hey, what's new (with you)?	Hi, how are you?
Good morning.	Hi! How are you doing?
Hello, how are you today?	Hey, how's it going?
Hi, it's nice to see you.	Hello. How have you been?
What's up?	How are things with you?
How's everything?	

Informal	Formal

4. **Speaking and Listening**: Below are two conversations of introduction. The sentences are not in the right order. Before you listen, join a partner and number the sentences from 1 to 5. Then, listen to the recording and check your answers.

Conversation 1	Conversation 2
<ul style="list-style-type: none"> <input type="checkbox"/> Natalie: Hi, Ted. My name's Natalie. <input type="checkbox"/> Alex: It's nice to meet you, too. <input type="checkbox"/> Natalie: Nice to meet you, Alex. <input type="checkbox"/> Ted: Hello. My name is Ted <input type="checkbox"/> Ted: Natalie, this is my friend Alex. 	<ul style="list-style-type: none"> <input type="checkbox"/> Kate: Hi, I'm Katherine, but everyone calls me Kate. <input type="checkbox"/> Mark: Nice to meet you, Kate. <input type="checkbox"/> Mark: Hi, Lisa. How are you? <input type="checkbox"/> Mark: No, we don't. My name's Mark. <input type="checkbox"/> Lisa: Not bad. Do you two know each other?

5. **Listening and Speaking**: You will hear some people greeting some other people they may or may not know. The following is the script of their conversations. Listen to the recording and complete the missing words in the conversations. Then role play these conversations with a partner.

<p>1) A: Hey, _____.</p> <p>B: No, I don't think so.</p> <p>A: My name's John Wolf.</p> <p>B: Oh, yes. We met skiing.</p>	<p>2) A: Pete! _____?</p> <p>B: Mary. Mary Lamb. Oh, yes. I remember you.</p> <p>A: Yeah, we met at Bill's party.</p>
<p>3) A: Oh, hi. _____?</p> <p>B: Yes, Michael Crow.</p> <p>A: Michael, I'm Emma's sister.</p>	<p>4) A: Hi! _____?</p> <p>B: Yes, we are. My name's Sue Deer.</p> <p>A: Nice to meet you, Sue. I'm George.</p>
<p>5) A: Hi, I'm Ann. Ann Fish.</p> <p>B: _____, Ann.</p> <p>A: _____ too.</p>	<p>6) A: Hello. I'm Chris Lion.</p> <p>B: Lyon? L-Y-O-N?</p> <p>A: _____.</p>

6. Listening: You will hear two conversations in which two people are introduced to new friends. The first person is called Kemal and the second person is named Renee. Listen to the recording and check the information you hear about these two people.

New Words: partner
divorce

Information			
Kemal	<input type="checkbox"/> Thailand	<input type="checkbox"/> 16 years old	<input type="checkbox"/> businesswoman
	<input type="checkbox"/> Japan	<input type="checkbox"/> 60 years old	<input type="checkbox"/> secretary
	<input type="checkbox"/> Turkey	<input type="checkbox"/> 61 years old	<input type="checkbox"/> student
Renee	<input type="checkbox"/> Canadian	<input type="checkbox"/> English	<input type="checkbox"/> divorced
	<input type="checkbox"/> Korean	<input type="checkbox"/> French	<input type="checkbox"/> married
	<input type="checkbox"/> Columbian	<input type="checkbox"/> Korean	<input type="checkbox"/> single
		<input type="checkbox"/> Spanish	

7. Speaking: Getting to know people: put yourself in the following situations. Try to use the expressions you have learned to make introductions and respond to them.

Situation 1: (Groups of three) A and C meet B on their way to class. A knows both B and C, while B and C don't know each other.

Step	A	B	C
1	greet B	greet A	
2	introduce C	greet C	reply to B
3		ask C about his or her class	tell what classes you are taking
4	say something more about C	tell C you'd like to meet him or her again soon	accept the invitation
5		say something to close the conversation	respond

Situation 2: You are having a coffee break at an international conference. But you don't know many people present. Get to know some of the people by introducing yourself and the people you know. You may ask for some personal information about the people you meet and tell them about yourself.

Model 1	A: Lou, I'd like you to meet my new colleague, Kemal.	B: Hello, Kemal. It's nice to meet you.	C: It's nice to meet you, too.
Model 2	A: Sam, this is Renee, my business partner.	B: Hello, Renee.	C: Hello.
Model 3	A: Louis, this is my boss Max. Max, this is Louis.	B: I'm (really) glad to meet you. / It's nice to meet you.	C: I'm glad to meet you, too. / It's good to meet you, too.

8. Speaking: (Pair-work) Sometimes, you need to introduce your friend to another friend. What expressions can you use to do this? How can your friend greet this new friend? How can this new friend respond to the greeting? Join a partner and work out a list of these expressions and write them down in the table below.

A introduces B to C	B's greetings to C	C's responses
e. g. Lou, I'd like you to meet my new neighbor, Mary.	How do you do?	How do you do?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Speaking

1. **Speaking:** (Pair-work) You see someone you think you know. You don't remember the person's name, but you think you remember something about him or her. Follow the model conversation and check if you know each other. Use the cues below as your reference.

Student A

- ◆ Excuse me.
Don't I know you from somewhere? /
Haven't we met before?

- ◆ I think we were in the same English class. /
You were in my English class, weren't you?

- ◆ My name's John. John Smith. / Oh, sorry.

Student B

- I'm not sure. Do you? / Have we?

- Oh, yes. I remember you now. /
Yes, that's right. /
No, I don't think so. /
No, I think you have the wrong person.

- Oh, I remember you now. I'm Ben Taylor.

Cues: went to the same primary school
met at Li Yang's party

belonged to the same club/society
took the same class

used to be neighbors
took the same train

were from the same town/province

2. Listening: You will hear four short conversations. Do the speakers know each other well? What do you hear that makes you think that? Listen to the recording and fill in the chart with what you hear.

New Words: schedule
semester
subway
hug
amazing

Language Notes: accounting department = 财务部
in person = 当面, 亲自
have a full schedule = 安排满日程
get together = 聚会

	Have they met before?	Important expressions
1)		
2)		
3)		
4)		

3. Speaking: (Pair-work) Join a partner and role play the following situation.

Student A: You are attending a friend's party. Suddenly you see a familiar face. You think that he/she is one of your childhood friends. You have not seen each other for many years. Try to start a conversation with him/her, and ask for personal information about his or her family, primary school, other friends and so on... You should also end your conversation properly.

Student B: You are attending a friend's party when someone speaks to you. Respond accordingly.

Student A

Excuse me. Haven't we met before?
 I think we were in the same primary school.
 My name's John. John Smith.
 How have you been in all these years?
 Where are you studying now?
 What do you specialize in?
 Can you tell me your telephone number?

...

Closing the conversation :

I'm afraid I have to go now.
 I'd better be going now.
 I must be off now.
 It's about time I have to leave.
 It's getting late. I have to go now.

Student B

I'm not sure.
 Oh, yes. I remember you now.
 I'm Ben Taylor.
 Fine. How have you been?
 I'm studying in Peking University.
 Biology.
 Sure, it's 62730948.

...

I'm sorry you have to leave.
 Can't you stay a little longer?
 I won't keep you then.
 It was great seeing you.
 I look forward to seeing you again soon.
 Bye!

4. Speaking and Listening : You will hear four short conversations between people who do not know each other. The situations of the conversations are given below in the table. What do you think one of the people will say to start a conversation or break the ice? Join a partner and first suggest possible ice-breakers. Then listen to the recording and write down the ice-breakers that are used in the conversations under yours.

New Words: tough coworker
 elevator document
 emergency fax
 button dial

Situation	Ice-breaker
1) It's the first week of class, you are in the classroom with other students.	Suggested: _____ Recording: _____
2) You are stuck in an elevator with a stranger.	Suggested: _____ Recording: _____
3) You see a tourist who needs help finding the way to a place.	Suggested: _____ Recording: _____
4) A coworker needs help sending a fax.	Suggested: _____ Recording: _____