



Graduate (ME) English for the 21st Century

总主编 王同顺 副总主编 徐万林 郭继荣

21世纪

工程硕士研究生英语

听说教程

LISTENING AND SPEAKING

本册主编 郭继荣

本册副主编 郑四方

王 非



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS



Graduate (ME) English for the 21st Century

总 主 编 王同顺

副总主编 徐万林 郭继荣

21世纪
工程硕士研究生英语
听说教程

LISTENING AND SPEAKING

本 册 主 编 郭继荣

本册副主编 郑四方 王 非

编 者 (按姓氏笔划排序)

冯广宜 李颖玉 李蓓岚



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

· 西 安 ·

图书在版编目(CIP)数据

听说教程/郭继荣主编. —西安:西安交通大学出版社, 2006.2

(21 世纪工程硕士研究生英语)

ISBN 7-5605-2143-6

I. 听... II. 郭... 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 004345 号

- | | |
|------|--|
| 书 名 | 听说教程 |
| 主 编 | 郭继荣 |
| 出版发行 | 西安交通大学出版社 |
| 地 址 | 西安市兴庆南路 25 号 (邮编:710049) |
| 电 话 | (029) 82668315 82669096(总编办) (029) 82668357 82667874(发行部) |
| 印 刷 | 陕西江源印刷科技有限公司 |
| 字 数 | 212 千字 |
| 开 本 | 787mm×1092mm 1/16 |
| 印 张 | 9 |
| 版 次 | 2006 年 2 月第 1 版 2006 年 2 月第 1 次印刷 |
| 书 号 | ISBN 7-5605-2143-6 /H·550 |
| 定 价 | 18.50 元 (另配光盘一张) |

版权所有 侵权必究

21世纪

工程硕士研究生英语

编委会

项目策划

谭小艺 陈 丽

总主编

王同顺

副总主编

徐万林 郭继荣

编 委

(按姓氏笔画排列)

| | | | | | |
|-----|-----|-----|-----|-----|-----|
| 丁雅萍 | 马玉蕾 | 王 非 | 王 松 | 冯广宜 | 齐秀坤 |
| 刘秀杰 | 李 雪 | 李颖玉 | 李蓓岚 | 吴春蕾 | 沈 炎 |
| 何淼波 | 陈多佳 | 周 洁 | 周瑾序 | 郑四方 | 赵晓红 |
| 顾晓乐 | 常 青 | 常 梅 | 夏莲莲 | 潘之欣 | 暴丽颖 |

总序

在“科教兴国”的基本方针指引下,我国的研究生教育有了蓬勃的发展,同时,我国的研究生专业学位教育也在迅猛发展,为了更好地满足专业学位英语课程教学的需要,提高专业学位研究生的英语运用能力,我们编写了“21世纪工程硕士研究生英语”[Graduate (ME) English for the 21st Century]系列教材。

“21世纪工程硕士研究生英语”系列教材是以《全国工程硕士专业学位研究生英语教学大纲》为依据,根据我国工程硕士研究生英语教学的实际情况,以及国家对21世纪高级工程技术人才的外语要求而编写的。

“21世纪工程硕士研究生英语”系列教材是一套系统的、全面体现21世纪对高层次工程技术人才培养需求的教材。它从工程硕士研究生的实际英语水平出发,注重培养学生的扎实语言技能,全面提高学生的英语综合能力。

“21世纪工程硕士研究生英语”系列教材包括:《综合教程》(上、下册)、《〈综合教程〉教师参考》、《泛读教程》、《听说教程》、《〈综合教程〉练习册》及《词汇强化训练》。

《综合教程》每册8个单元,每个单元由课文、词汇练习、翻译、写作和口语活动、定时阅读和泛读多种练习和活动组成,围绕课文题材和内容,综合培养听、说、读、写、译技能。

《泛读教程》旨在使学生通过大量阅读英语文章来扩充词汇量,提高阅读技能,以及熟练获取信息的能力和独立阅读原著的能力。

《听说教程》旨在通过听说能力的强化训练,着重提高学生的听力和口头表达能力,以适应在各种场合用英语进行交际的需要。

《〈综合教程〉练习册》主要用于学生自学,帮助学生消化、使用和掌握《综合教程》的教学内容。

《词汇强化训练》主要通过各种练习手段,帮助学生掌握和扩充《工程硕士专业学位英语教学大纲》规定的词汇。

总序

“21 世纪工程硕士研究生英语”系列教材既可用于课堂教学,也可供工程硕士研究生自学使用,还可以供非英语专业研究生课程班和其它专业学位硕士研究生使用,以及具有或接近于大学英语四级水平的读者自学使用。

“21 世纪工程硕士研究生英语”由上海交通大学、西安交通大学和哈尔滨工业大学的具有长期研究生教学经验的骨干教师分工编写而成。西安交通大学出版社对本系列教材的编写和出版给予了鼎力支持。在本系列教材的编写过程中也得到了上述三所大学研究生院和外语学院(系)的大力支持。我们全体编写人员在此谨表示衷心的感谢。

本系列教材的编者怀着为中国的工程硕士研究生英语教学改革及课程建设略尽微薄之力的心情,编写了这一套系列教材。由于编者经验不足,水平有限,缺点在所难免。我们诚挚地希望广大师生和读者提出批评和建议,以便使该教材在今后的修订中不断得到改进和完善。有什么想法、建议和要求请与我们联系。

联系方法;Email:chenli66@mail.xjtu.edu.cn;

txy@mail.xjtu.edu.cn;

Tel:029—82664981, 029—82664953。

王同顺

2005 年1 月于上海

前言

随着改革开放的深入和工程硕士专业学位教育的迅猛发展,社会对企业中的工程技术人才的素质,包括英语素质提出了更新更高的要求,期望他们的英语能力能适应国际竞争的需要。《听说教程》就是为了适应和满足这样的需求编写的。

《听说教程》内容包括:课文、练习、参考答案、听力原文。全书共16个单元,每单元分为三部分:第一部分为 Warm-up, 围绕课文主题设计的问题可以帮助学生做好热身准备,进入情景;第二部分为 Focus Listening, 是听力部分的主体,有单项选择、填空、判断正误、简答题等几种主要题型。这一部分首先出现的是 Basic Skills, 从听辨基本的语音、语调、数字、地址等开始,训练内容由浅入深。后面的练习围绕主题展开,形式以对话和短文为主,内容涉及科技、教育、职业、文化、环境、网络、全球化、人际关系等热门话题;第三部分为 Oral Practice, 把听和说有效地结合在一起,是口语部分的主体。在此,编者采用了循序渐进的原则,第一题围绕课文主题和预设目的提出一系列较为简单的问题,学生回答完这些问题后,再把每个答案有条理地联接起来就可以成为一篇简短的讲话,顺利完成第二题。这样无疑会增强学生进行英语听说的信心,有助于学习兴趣的提高。

本教程由西安交通大学外语部研究生英语教学中心组织编写,在编写过程中受到了西安交通大学和西安交通大学外语部的大力支持。外籍教师 William Liu 等参加了录音工作。在此,我们特向以上单位和个人表示衷心的感谢和崇高的敬意。

本教程虽经反复讨论和精心编写,但因我们水平有限、经验不足,缺点在所难免,衷心希望使用本教材的广大师生不吝指教。

编者

2006年1月

Student's Book

| | | |
|---------|--|----|
| Unit 1 | Education | 1 |
| Unit 2 | People and Family | 5 |
| Unit 3 | Importance of Work-Life Balance | 8 |
| Unit 4 | Friendship | 12 |
| Unit 5 | Modern Technology | 15 |
| Unit 6 | Culture — Holidays and Festivals | 19 |
| Unit 7 | Ambition and Jobs | 23 |
| Unit 8 | Talking About the Difference | 26 |
| Unit 9 | Success | 30 |
| Unit 10 | Intelligence Quotient | 34 |
| Unit 11 | Globalization | 38 |
| Unit 12 | Employment | 42 |
| Unit 13 | Technology and Our Life | 46 |
| Unit 14 | Environment | 50 |
| Unit 15 | Internet | 54 |
| Unit 16 | Breakthrough Ideas | 58 |

Teacher's Book

| | |
|------------------------|----|
| Key to Exercises | 62 |
| Tapescripts | 87 |

Listening and Speaking

Student's Book

Unit 1 Education

Part I Warm-up



Directions: *In pairs or small groups, discuss and answer the following questions.*

1. What stages does a person usually take for completing his/her education?
2. If a student wants to go to college, he/she has to take a certain kind of examination. Do you know the names of this examination in Britain, America and China?
3. What is an academic year? How to organize it?
4. How many credits are required for you to graduate from your university?
5. What is the way to register for a course in your university?
6. What do you know about the history of the university that you are now studying at? Where have you got that information?
7. What are you majoring in? Besides, what are your interests?
8. What are your favorite subjects? Why do you like them?

Part II Focus Listening



Section A Basic Skills — Distinguishing Between Similar Sounds (I)

Directions: *Listen carefully and underline the letter beside the word you have heard in the sentence.*

- | | | | |
|--------------|-----------|-------------|----------|
| 1. A. litter | B. little | 2. A. sweat | B. sweet |
| 3. A. leave | B. live | 4. A. ship | B. sheep |
| 5. A. team | B. term | 6. A. sits | B. seats |

Section B Conversations

Vocabulary

| | | | |
|-----------------|-----|-------------------|------|
| graduate | 研究生 | enrollment | 入学 |
| undergraduate | 本科生 | faculty | 全体教员 |
| credit | 学分 | compulsory course | 必修课 |
| elective course | 选修课 | minor | 副修科目 |

Conversation 1 Exhibition of the university's history

Exercise 1

Directions: Listen to the conversation and decide whether the following statements are true (T) or false (F).

1. The students are having a history class. ()
2. The student is asking questions about the number of professors. ()
3. The school's student body doesn't include graduate students. ()
4. It has a bigger staff after a reform. ()

Exercise 2

Directions: Match the words with proper numbers as you listen to the conversation for a second time.

| | |
|-------------------------------------|--------|
| Yearly enrollment of undergraduates | 800 |
| Yearly enrollment of graduates | 3,000 |
| Full professors | 700 |
| Associate professors | 18,000 |
| Lecturers | 2,000 |
| Student body | 400 |

Conversation 2 Taking courses

Exercise 1

Directions: Listen to the conversation and decide whether the following statements are true (T) or false (F).

1. Frank finds the credit system very easy to understand. ()
2. John thinks 16 class hours a week is most suitable to a freshman. ()
3. Frank prefers to take computer science as his minor. ()
4. Frank decides to take two elective courses this semester. ()

Exercise 2

Directions: Now listen to the conversation again and answer some detailed questions.

1. _____
2. _____
3. _____

Section C Passage

Vocabulary

vocational 职业的 freshman 大学一年级 sophomore 大学二年级

Exercise 1

Directions: Now listen to the passage for the first time and try to get the general idea of what they are talking about.

Main idea: _____

Exercise 2

Directions: Now listen to the passage once again and answer some detailed questions.

- 1. _____
- 2. _____
- 3. _____

Exercise 3

Directions: Now listen to the passage one more time and focus on the missing points in the table. Supply the missing information in the table.

| Country | Primary school entering age | Secondary school entering age | Permissible age to leave school |
|-------------------|-----------------------------|-------------------------------|---------------------------------|
| Britain | | | |
| The United States | | Junior high: | |
| | | Senior high: | |

Part III Oral Practice

Section A Role-play

Directions: Read the tape-script of the two conversations in the listening part, and imitate what you have heard from the tape, then find a partner and role-play the conversation with him/her. Pay particular attention to your pronunciation and intonation.

Section B Presentation

Directions: Give a short presentation about your education background. Do it as the following steps.

Step 1 Information Gathering

Answer the following questions with key words.

- 1. What was your major in undergraduate study?
- 2. What made you choose this major?
- 3. What was your major about?

4. What were your main courses at college?
5. Which subject did you like best? Why?
6. What is your current major? What is it about?
7. Is your current major different from your previous one? Why?
8. In what way does your postgraduate study benefit your work?
9. Imagine that time can be reversed and you are 18 years old. If you can have another choice in your undergraduate study, which major would you take? Why?

Step 2 Presentation

Now join the key words in complete sentences and put them together to make a complete oral presentation about your education.

Unit 2 People and Family

Part I Warm-up

Directions: In pairs or small groups, discuss and answer the following questions.

1. How do you think of the aged people's life condition in China?
2. Do you believe that aged people should live with their children?
3. How would you evaluate family structure in modern China?
4. Do you have any idea of the life of the aged people in the U.S.?
5. How big is an American family?
6. How will the family pattern change in future as China is implementing one-child policy?
7. In what way do you think that different family structures will affect life quality?

Part II Focus Listening

Section A Basic Skills—Distinguishing between Similar Sounds (II)

Directions: Listen carefully and underline the letter beside the word you will hear in the sentence.

- | | | | |
|---------------|-----------|--------------|-----------|
| 1. A. reach | B. rich | 2. A. ladder | B. letter |
| 3. A. next | B. nest | 4. A. effect | B. affect |
| 5. A. thinner | B. singer | 6. A. advice | B. advise |

Section B Conversations

Vocabulary

washing-up 餐馆的清洗工

odd jobs 打零工

Conversation 1 Family life in different countries

Exercise 1

Directions: Listen to the conversation and decide whether the following statements are true (T) or false (F).

1. Dianne is interested in knowing about Chinese family. ()
2. Dianne's relatives don't live with Dianne's parents. ()
3. In American most elderly people live in Home for the Aged. ()
4. Most Chinese aged people live with their children. ()

Exercise 2

Directions : Now listen to the conversation again and answer some detailed questions.

1. _____
2. _____
3. _____
4. _____

Conversation 2 Talking about jobs**Exercise 1**

Directions : Listen to the conversation and decide whether the following statements are true (T) or false (F).

1. Li and Mary are talking about how to find a job. ()
2. Li's father likes his job very much. ()
3. Mary's father is an electronic engineer. ()
4. Li's parents encourage their son to do odd jobs. ()

Exercise 2

Directions : Now listen to the conversation again and answer some more detailed questions.

1. _____
2. _____
3. _____
4. _____

Section C Passage**Vocabulary**

irritating 恼人的

signpost 指示牌

matter-of-fact 就事论事的, 不带感情的

Exercise 1

Directions : Listen to the passage for the first time and try to get the general idea of what it is talking about.

Main idea: _____

Exercise 2

Directions : Now listen to the passage once again and answer these questions.

1. _____
2. _____
3. _____
4. _____

Exercise 3

Directions : Now listen one more time and answer some detailed questions .

1. _____
2. _____
3. _____

Part III Oral Practice**Section A Role-play**

Directions : Read the tape-script of the two conversations in the listening part , and imitate what you have heard from the tape , then find a partner and role-play the conversation with him / her . Pay particular attention to your pronunciation and intonation .

Section B Presentation

Directions : Give a short presentation about elderly people . Do it as the following steps .

Step 1 Information Gathering

Answer the following questions with key words .

1. At what age do you think a person is “elderly”?
2. When you get old, at what age do you want to retire?
3. What will you choose to do after your retirement?
4. What kind of job do you think elderly people should try to do?
5. Do you believe elderly people are not as creative as young people?
6. What are the advantages and disadvantages for an elderly person?
7. What life attitude do you believe is appropriate for an elderly person?
8. Do you believe that elderly people are becoming a large potential consuming group in China?

Step 2 Presentation

Now join the key words in complete sentences and put them together to make a complete oral presentation about elderly people .

Unit 3 Importance of Work-Life Balance

Part I Warm-up



Directions: In pairs or small groups, discuss and answer the following questions.

1. Which one do you think is more important, work or life?
2. What is work-life balance?
3. Is it easy to keep one's work and life balanced?
4. List at least three benefits of work-life balance and three problems that poor work-life balance might bring about.
5. How many hours do you work or study every week? Is it too much for you?
6. If your spouse often has to work until midnight, what would you do?
7. Can we do something to improve our work-life balance? Give some examples in your life.
8. Which of the following do you want most in your life? Why?

| | |
|---|---------------------------------|
| ◇ Good quality of life | ◇ More money |
| ◇ An enjoyable work-life balance and career progression | ◇ Time to travel |
| ◇ Training and development | ◇ Time with friends and family |
| ◇ Good health | ◇ Time to do sports and hobbies |
| ◇ Affordable care | ◇ Time to do voluntary work |
| ◇ Further education | ◇ Others |

Part II Focus Listening



Section A Basic Skills—Distinguishing Between Similar Sounds (III)

Directions: Listen carefully and underline the letter beside the word you will hear in the sentence.

- | | |
|------------------------|--------------------------|
| 1. A. here B. hair | 2. A. duck B. dark |
| 3. A. feel B. fear | 4. A. rear B. real |
| 5. A. beer B. bear | 6. A. daughter B. doctor |

Section B Conversations

Vocabulary

lazybones

懒汉

absenteeism 旷工

flexible work 柔性工作 retention 保留

Conversation 1 Lazybones alarm clock

Exercise 1

Directions: Listen to the conversation and decide whether the following statements are true (T) or false (F).

1. Rocky is late for school for the first time. ()
2. Lazybones Alarm Clock cannot be switched off with a simple push of a button. ()
3. The alarm clock failed to wake up Rocky. ()
4. Rocky threw out the clock and went back to sleep finally. ()

Exercise 2

Directions: Now listen to the conversation again and answer some detailed questions.

1. _____
2. _____
3. _____

Conversation 2 Questions in realizing flexible working hours

Exercise 1

Directions: Listen to the conversation and decide whether the following statements are true (T) or false (F).

1. One person's being allowed flexible working hours does not mean all the others should have the same flexibility. ()
2. Work-life balance research shows that the majority of employees become less responsible. ()
3. It may be better to keep an experienced person working less time than to lose them. ()
4. It is not a good idea to spend a lot of time on planning and scheduling. ()

Exercise 2

Directions: Now listen to the conversation again and finish the following table.

| Problems | Solutions |
|--|--|
| If I let one person change their working hours, _____? | Be very clear about _____ |
| Why do we have to spend a lot of time on planning and scheduling at the beginning? | To ensure that employees' hours and leave arrangements _____ |