

Progressive Listening and Speaking
(For Intermediate and upper-Intermediate
Students of English)

听说进阶

(教师用书)

何福胜 编 朱泰祺 审校

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Listening and
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清华大学出版社

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内 容 简 介

《听说进阶》是参考大学英语教学大纲和研究生英语教学大纲所编写的一套中、高级英语听说教程。教程的设计着力于提高学生听力技能和口语表达能力。全套教程包括学生用书、教师用书和 5 盘录音带,共需 50 课时,由 24 个单元和一个听力测验组成。

本册教师用书包括教程使用说明,听力练习答案及全部听力材料原文,供广大教师在教学中使用,也可供广大学生自学时参考。

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INTRODUCTION

Progressive Listening and Speaking is a book of listening and speaking activities for intermediate and upper-intermediate students of English. There are 24 main units and a listening test. Each main unit is based on a different topic or theme and within each of them there are two or more listening comprehension exercises and some 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 generally also interesting, challenging, and more importantly, relevant to students them-selves.

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 in an English speaking situation in the future.

Progressive Listening and Speaking is designed to be used as the oral/aural component of any course which concentrates mainly on reading and writing skills, e. g. for post-CET4 and CET6 English courses. 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 in an English speaking country.

Listening Exercises

Each unit in Progressive Listening and Speaking has two 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 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 phrases 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 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 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 Progressive 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 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, making explanations, etc.

It is noted that some sort of check work 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.

How to Use Progressive Listening and Speaking

Teachers and students are expected to select the units and activities that seem most relevant and interesting to them. For instance, Unit One is only suitable for the first class for a group of new students who do not know each other at this point. This would not be meaningful for a class in which everybody knows everybody else very well. Again, Unit Eight might not be suitable for a group of adult students who are already married.

This Teacher's Manual only consists of the reference keys to the listening exercises and tapescripts of the listening materials. A rough guide is provided in this introduction. Hopefully, each teacher will use Progressive Listening and Speaking in his or her own way, adapting the materials to the needs of each different group of learners. The book is

designed to stimulate learners and teachers alike, not to control them.

The Teacher's Role

The teacher has three main things to do while Progressive Listening and Speaking is being used:

1. To get things started—making sure everyone knows what they have to do and possess the necessary vocabulary to do so.
2. To monitor the group at work, and sometimes, participate in it, and decide when to stop the activity.
3. To lead a short follow-up discussion after each activity—providing further information or making comments or doing any remedial work necessary.

Key to Listening Exercises

UNIT ONE Personal Information

Listening One: At the employment agency

a.

Full name: Alice Saunders

Sex: Female

Present job: hotel receptionist

Date of birth: 7th Oct. 1963

Marital status: single

Address: 9 Worthington Street, London, NW10

Telephone: 2744011

b.

name: What's your name?

present job: What do you do at the moment?

date of birth: May I have your date of birth?

marital status: Are you married or single?

address: May I have your address?

Listening Two: Enrolling at a language school

a.

Registration Form	
Name: <u>Isabel Martinez</u>	Age: <u>22</u>
Occupation: <u>student</u>	Nationality: <u>Spanish</u>
UK address: <u>Youth Hostel,</u> <u>High Street</u>	
Length of course: <u>4 weeks</u>	
Number of hours per day: <u>3</u>	
Course starting date: <u>July 15th</u>	
Price of course plus accommodation: <u>600 pounds</u>	
Accommodation required	
Amount of deposit paid: <u>20 pounds</u>	

b.

- 1) TV and video room, cookery and pottery classes, tennis courts, swimming pool, library
- 2) good, well trained teachers

UNIT TWO You and Me

Listening One: I hope you don't mind my asking?

a.	1st Speaker	2nd Speaker	3rd Speaker
1)	A nice meal	Reading a book in front of a fire	His work
2)	To go to Indonesia	To have enough money	To go on a safari in East Africa
3)	Getting to Oxford	Having her daughter	Raising three daughters
4)	Winston Churchill	Gandhi	His wife
5)	His wife	Her daughter	His wife
6)	Daughter said he was wonderful	Went for a nice walk	Went for a drive in the country

Listening Two: Getting to know someone

b.

- 1) how long they've been there
- 2) where they live/come from
- 3) the boy's trip round the world
- 4) windsurfing
- 5) going to supper at the girl's house

c.

David: 1) professional baseball player; 2) read (the classics); 3) had 1st baby; 4) his wife; 5) be father of five

Suzanne: 1) lawyer; 2) run (jog); 3) ran in Boston Marathon;

4) Martin Luther King, Jr.; 5) win Boston Marathon

Adolfo: 1) dancer; 2) watch musicals (movies); 3) moved to U.S.;

4) Sophia Loren; 5) still dancing

Linda: 1) goes to beauty school; 2) hang out with friends;

3) Bruce Springsteen concert; 4) his father (dad);

5) have her own beauty school

UNIT THREE City and Country

Listening One: There's no place like home

a.

Advantages of living in a village	Advantages of living in a large city
Friendly people Fresh air Healthy life Safe Less crime Less traffic Cheaper accommodation Quiet and peaceful	More entertainment Open-minded people Stores and shops Opportunity to make new friends

Listening Two: The big apple

a.

	The Man	The Woman
... city	negative	positive
... tourist sites	positive	positive
... taxis	positive	negative
... subways	positive	negative
... hotels	negative	positive