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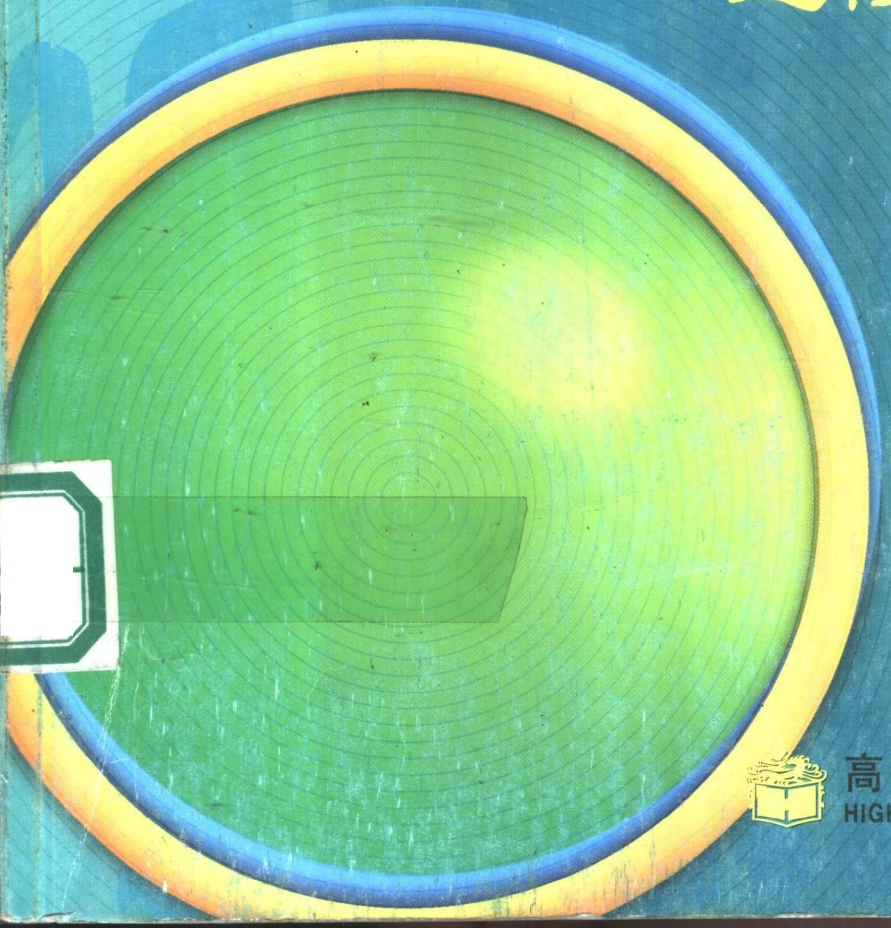
研究生英语系列教程

总主编 刘鸿章

Progress in Listening and Speaking

进阶听说

何福胜 编著



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内容简介

本书是教育部“高等教育面向21世纪教学内容和课程体系改革计划”的研究成果，是面向21世纪课程教材和教育部“九五”规划教材。本书是编者多年在清华大学讲授高级英语交流课程基础上写成的，是《研究生英语系列教程》的重要组成部分。本书通过大量的原声听力材料对学生进行听说能力的强化训练，着力提高学生的听力技能与口语表达能力，以便适应不同场合的语言交际活动。

本书可作为高等学校非英语专业硕士生、研究生课程班及MBA班学生使用的教材，还可供具有相当于或接近于本科英语4级水平的英语自学者使用。

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。随着各层次、各类型研究生教学的开展，英语教学也面临着越来越高的要求。《研究生英语系列教程》就是为了适应这一新的形势而编写的系统教材。

《研究生英语系列教程》是以教育部（原国家教委）颁布的《非英语专业研究生英语教学大纲》为依据，根据我国研究生教学的实际情况和国家对21世纪高级技术与管理人才的要求进行编写的。考虑到目前我国研究生层次多，其入学英语水平参差不齐，需要以不同水平为起点，因此本系列教程的编写原则是：既从当前研究生的实际水平出发，也力求满足新世纪对高层次人才的期望；既重视培养学生扎实的语言技能，更注重提高其全面的应用能力；既注意语言教育，更重视素质教育。

本系列教程具有以下特点：

1. 在编写中注意吸收我国在长期的研究生英语教学和教材编写中积累的丰富经验，同时充分采纳国外的先进教学理论和方法，力求有所继承又有所创新，使本系列教程成为具有中国特色的新一代研究生英语教材。

2. 本系列教程统一设计，分工编写，涵盖了自研究生课程班学生、硕士生至博士生的全部教学过程。各个分册目的明确，相互衔接，系统性强。由于我国研究生入学时的英语起点不一，对英语的教学目的和要求也不尽相同，因此各分册又相对独立，有利于在教学中根据学生的实际情况和水平灵活使用。即可以从第一册开始，也可以从后续教材开始；可以使用全套教材，也可以针对本专业需要有所选择地使用。

3. 研究生阶段培养的是高层次的专业人才，其英语教材应体现先进性和学术性。本系列教程务求内容新颖、知识性强，并且具有学术英语(English for academic purposes) 的特点。同时，语言是交际工具，非英语专业研究生掌握英语的目的是为了进行国际之间的信息交流和从事各种涉外业务活动，研究生英语教学也必须重视学以致用的原则。为此，本系列教程讲求实用，选材广泛，具有鲜明的时代特征。

本系列教程由基础阶段教材和提高阶段教材组成。

基础阶段

《多维教程》：包括3册教材，即：《探索》、《熟谙》、《通达》。本教程以课文为核心，通过语言知识和技能的各种综合训练，提高学生理解和应用英语的能力，从

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而达到熟练掌握和运用英语的目的。《多维教程》配有3册教师用书。

《听说教程》：包括2册教材，即：《进阶听说》、《熟练听说》。本教程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。2册教材各配有3盒原声录音带。

《泛读教程》：包括2册教材，即：《泛读教程》第一册、《泛读教程》第二册。本教程旨在使学生通过大量阅读英语文章，提高阅读技能和熟巧，培养学生独立阅读原著的能力。

《实用写作教程》：1册。本教程以练习写作应用文为重点，通过由段落至文章的循序渐进的强化训练，培养学生的书面表达能力。

提高阶段

《国际交流英语教程》：包括3册教材，即：《国际会议交流英语》、《论文写作与发表》、《文献阅读与翻译》。本教程通过各种语言技能的综合训练和介绍学术交流的有关知识，培养学生以英语为工具进行对外学术交流的实际能力。

《英美文学名篇选读》：1册。本教程通过介绍各种体裁和题材的英美文学作品，培养学生对英美文学的欣赏能力和语感，从而有助于提高学生的文化素养和英语水平。

本系列教程可供非英语专业的硕士生和博士生使用，也可供研究生课程班和MBA班学生使用，还可供具有相当于或接近于本科英语4级水平的英语自学者使用。

《研究生英语系列教程》由上海交通大学、清华大学、哈尔滨工业大学、浙江大学为主的数十位有长期研究生教学经验的骨干教师分工编写。本系列教程已列为教育部面向21世纪课程教材和普通高等教育“九五”规划教材。高等教育出版社对本系列教程的编写和出版给予了鼎力支持，投入了很大力量。本系列教程在编写过程中也得到了各有关院校领导的关怀和广大研究生英语教师的支持。我们全体编写人员在此谨表示衷心的谢忱。

本系列教程的编者怀着为我国的研究生英语教学改革略尽绵力的心情，集思广益，通力合作，编写了这套可供各类研究生使用的大型系列教材。由于这是第一次尝试，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与建议，以便使这套系列教材在今后修订中不断得到改进和完善。

刘鸿章

1999年3月20日于上海

前 言

《进阶听说》(*Progress in Listening and Speaking*)是参照《非英语专业研究生英语教学大纲》所编著的一本中级英语听说教程。本教程内容新颖、题材广泛、语言规范、循序渐进、趣味性强。本教程配有原声录音带3盒，录音材料富有真实感，语速自然，涉及多种不同的英语口音。本教程着力于提高学生的听力技能和口语表达能力，注重介绍英美等国的日常生活、风俗习惯、文化背景等知识，以便适应不同场合的口头语言交际活动。

《进阶听说》由15个单元和1个听力测验组成，每1单元围绕1个日常话题，包含若干个听力练习和实用性口语练习，突出了多种情形下的英语交际活动。在编排上将录音书面材料及答案附在书中，有助于学生自学和掌握语言点。每个单元一般需要2个课时。教师可以根据学生的具体情况对课时进行适当调整，也可以有选择地使用本教程内容。

《进阶听说》每1个单元可以通过3个步骤进行教学："引导——听力活动——口语活动。"引导活动的形式多样，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。引导活动也包括处理所列出的听力材料中的词汇。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。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。该活动结束前可安排几名学生进行示范表演，以增加活动的趣味性。

《进阶听说》由清华大学外语系何福胜编著，萧家琛教授审校。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。编者在选编《进阶听说》时参考并选用了部分国外教材和其他英语有声资料中的一些内容。这些材料涉及面广，在此不一一注明，谨向所有有关人士深表谢意。

由于编者水平有限，编写时间仓促，书中定有疏漏和错误之处，敬请读者不吝批评指正。

编 者

1999年4月于清华园

To the Teachers

Progress in Listening and Speaking is a book of listening and speaking activities for intermediate students of English. There are 15 main units and a listening test. Each main unit is based on a different topic or theme and within each of them there are three 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 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.

Progress in 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 *Progress in Listening and Speaking* has three or more listening exercises, the recording for which is on the tapes. 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 listed 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 *Progress in 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 question." 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 poor 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.

How to Use *Progress in 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 very well. Again, Unit Nine might not be suitable for a group of adult students who are already married.

Only a rough guide is provided in this introduction. Hopefully, each teacher will use *Progress in Listening and Speaking* in his or her own way, adapting the materials to the needs of different groups 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 *Progress in Listening and Speaking* is being used:

1. To get things started – making sure everyone knows what they have to do and possess the necesssary 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.

《研究生英语系列教程》一览表

适用阶段	书　　名	总主编	分册主编
基础阶段	多维教程（探索）	刘鸿章	王同顺
	多维教程（熟谙）		王同顺
	多维教程（通达）		张振中
	进阶听说		何福胜
	熟练听说		何福胜
	泛读教程(一)		秦寿生
	泛读教程（二）		秦寿生
	实用写作教程		秦寿生
	多维教程（探索）教师用书		王同顺
	多维教程（熟谙）教师用书		王同顺
	多维教程（通达）教师用书		张振中
	进阶听说录音磁带(三盒)		何福胜
	熟练听说录音磁带(三盒)		何福胜
提高阶段	国际会议交流英语		胡庚申
	文献阅读与翻译		胡庚申
	论文写作与发表		胡庚申
	英美文学名篇选读		秦寿生

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面向21世纪课程教材

普通高等教育“九五”
国家教委重点教材

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10	My Family	Unit 2
16	Music	Unit 3
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1

UNIT

Hello

1. a. **Pair-work Speaking** Do you know the other students in your class? How can you get to know each other? How do you ask about each other's personal information such as name, address, age, hometown and major? Join a partner and write down some of the useful expressions for asking about the above information. Write down some more polite expressions as well.

e. g. What's your name please?

1. b. **Listening** You will hear a conversation between a school secretary and a student. The secretary asks the student 7 personal questions. Listen to the recording and complete the table below with either the missing questions or the

missing answers.

Questions	Answers
1)	Moreno.
2) How do you spell your first name?	
3) How old are you?	
4)	I'm Mexican.
5)	Spanish.
6) Are you married?	
7)	I'm a businesswoman.

1. c. **Listening** When friends meet, they will first greet each other. You will hear six short greetings taken from different movies. Look at the *greetings*, *questions*, and *responses* below. Listen to the recording and write the number of the conversation in the circle next to the *greeting*, *question* and *response* you hear.

Greetings	Questions	Responses
○ Hello.	○ How are you?	○ Great.
○ Hi.	○ How are things?	○ Oh, pretty good.
○ Howdy!	○ How's everything?	○ Fine, thank you.
○ Hey there!	○ How have you been?	○ Not bad.
○ Good morning.	○ How's it going?	○ Just fine.
○ Good evening.	○ What's up?	○ Not much.

Movie characters:

Watson	R2D2	Rhett	Scarlett
Mickey	Minnie	Juliet	Superman

1. d. **Listening** You will hear some people greeting some other people they may or may not know. The following are the scripts of their conversations. Listen to the recording and complete the missing words in the following boxes.

1. A: Hey, _____.	*2.* A: Pete! _____?
B: No, I don't think so.	B: Mary. Mary Lamb. Oh, yes. I

继续下面练习

A: My name's John Wolf. B: Oh, yes. We met skiing.	remember you. A: Yeah, we met at Bill's party.
3. A: Oh, hi. _____? B: Yes, Michael Crow. A: Michael, I'm Emma's sister.	4. A: Hi! _____? B: Yes, we are. My name's Sue Deer. A: Nice to meet you, Sue. I'm George.
5. A: Hi. I'm Ann. Ann Fish. B: _____, Ann. A: _____, too.	6. A: Hello. I'm Chris Lion. B: Lyon? L-Y-O-N? A: _____.

1. e. **Whole-class-work Speaking** Leave your seats and move around the classroom. If there is anyone you don't know in your class, try to get to know him or her by greeting each other and exchanging personal information. Take notes of your partners' personal information in the table below. Get to know as many people as you like in the class.

	Student 1	*Student 2*	*Student 3*	*Student 4*
Name				
Age				
Address				
Hometown				
Major				
Phone No.				
...				

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

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