

# New Progressive Listening and Speaking

## 新 编 听 说 进 阶

中高级英语听说教程

For Intermediate and  
Upper-Intermediate Students

何福胜 编著

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## 内 容 简 介

《新编听说进阶》是在1997年出版的《听说进阶》基础上,参考全国大学英语新教学要求和研究生英语教学大纲所编著的一本中、高级英语听说教程。教程的设计着力于提高学生的听力技能和口语表达能力。本教材配有四盘录音带,由20个单元和一个听力测验组成。本教程的特点是选材内容新颖、题材广泛、语言规范,练习设计活泼多样、趣味性、挑战性、思想性融为一体。尤其注重与中国学生的具体情况相结合。录音材料讲究真实性,语速自然,循序渐进,包括200多人的不同声音和口音。本书适合已具有大学英语四级水平的学生使用,也可用于听说强化训练和出国人员培训。

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### 图书在版编目(CIP)数据

新编听说进阶/何福胜编著. —北京:清华大学出版社,2004.8

(中高级英语听说教程)

ISBN 7-302-09110-2

I. 新… II. 何… III. 英语—听说教学—教材 IV. H319.9

中国版本图书馆CIP数据核字(2004)第073374号

出 版 者:清华大学出版社

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

社 总 机:010-62770175

地 址:北京清华大学学研大厦

邮 编:100084

客户服务:010-62776969

责任编辑:刘细珍

版式设计:肖 米

印 装 者:北京鑫海金澳胶印有限公司

发 行 者:新华书店总店北京发行所

开 本:185×230 印张:15 字数:298千字

版 次:2004年8月第1版 2004年8月第1次印刷

书 号:ISBN 7-302-09110-2/H·588

印 数:1~5000

定 价:48.00元(含4盘音带)

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本书如存在文字不清、漏印以及缺页、倒页、脱页等印装质量问题,请与清华大学出版社出版部联系调换。联系电话:(010)62770175-3103 或(010)62795704





## PREFACE

《新编听说进阶》(New Progressive Listening and Speaking)是在1997年出版的《听说进阶》基础上,参考全国大学英语新教学要求和研究生英语教学大纲所编著的一本中、高级英语听说教程。该教程内容新颖、题材广泛、语言规范、趣味性强。录音材料语速自然、循序渐进,涉及多种不同的英语口语。教程的设计着力于提高学生的听力技能和口语表达能力,以便适应多种不同场合的语言交际活动。本教程注重介绍英美等国家的日常生活、风俗习惯、文化背景等知识,从而有利于学生与国外人员的交往。

《新编听说进阶》在编排上将录音书面材料和听力练习答案附在书中,目的是帮助学生自学和掌握语言点。其配套的录音带共有4盒,录有200多人的声音和口音。全书共有20个单元和一个听力测验。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量进行适当的调整,也可以有选择地使用本教程内容。

《新编听说进阶》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,教师做出必要的指导。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。在教学过程中我们发现,课堂的教学活动与课外的英语实践活动相结合能产生非常好的效果。在新版教材中,作者特意在每个单元的最后提供了用于课外小组活动的练习设计。建议从一开始上课就将学生分为5~6个人的学习小组,让他们自己组织课外英语实践活动,在课堂上轮流进行小组活动汇报。

《新编听说进阶》的原来版本《听说进阶》已经正式出版十多年,被数十所院校采用,并一直是清华大学等校研究生英语课程的必用教程,很受学生欢迎。《新编听说进阶》在修订阶段加进了很多新的内容和练习设计,使其更赋有时代感,更能与中国的现实情况相结合,更能满足新世纪高校学生对英语听说交际能力的需求。

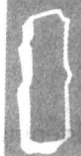
《新编听说进阶》在编写过程中曾得到过多位人士的大力支持和协助,在此一并致

谢。编者在选编《听说进阶》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。这些材料涉及面较广，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，书中定有疏忽和错误之处，敬请广大使用者批评指正。

编 者

2004 年 5 月于清华大学荷清苑



# INSTRUCTION FOR USE

New Progressive Listening and Speaking is a book of listening and speaking activities for intermediate and upper-intermediate students of English. There are 20 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 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.

New 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 New 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 into 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 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 New 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 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.

### **Group Projects**

It is discovered that incorporating in-class teaching with outside-class practice can produce fairly remarkable effects for students to improve their listening and speaking skills for communication. It is suggested that students should be divided into groups of 5 or 6 in the first class. They then should have regular group meetings each week, finishing the group projects as required and making group presentations about their group work in the next class. These group projects are usually quite specific, requiring students to communicate with each other in English for at least two hours. It is also advisable to tell students to take charge of their group work in turns and make classroom presentations in turns as well. The first 15 minutes or so of a class can always be used for students' presentations about their group work. It is necessary for the teacher to make some comments. Don't forget to give encouragement.



## How To Use the Book

Teachers and students are expected to select the units and activities that seem most relevant and interesting to them. For instance, Personal Information 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, Marriage 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 New 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 New 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.



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## UNIT ONE

# Personal Information

### Listening One: At the employment agency

- a Pair-work:** What kind of information is personal information? What are some of the useful expressions for asking about personal information? Join a partner and discuss these two questions. Fill in the chart below with your answers.

Personal information	Expressions for asking about personal information
Name	What's your name please?
Date of birth	May I have your address?



- b** You are going to hear an interview that takes place at an employment agency.

Listen to the cassette and complete the following information about the applicant.

Full name: \_\_\_\_\_

Sex: \_\_\_\_\_

Present job: \_\_\_\_\_

Date of birth: \_\_\_\_\_

Marital status: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

**Lexical items:**

receptionist

surname



**c** In the interview, the clerk asks the applicant some questions. Listen to the cassette again and write down the expressions that are used to find out the applicant's.

name: \_\_\_\_\_?

present job: \_\_\_\_\_?

date of birth: \_\_\_\_\_?

marital status: \_\_\_\_\_?

address: \_\_\_\_\_?

**Listening Two: Enrolling at a language school**

**a** You will hear a conversation between the secretary of a language school and a new student who wants to enroll. Read the registration form below. Then listen to the cassette and complete the form for the student.

<b>Registration Form</b>	
Name: _____	Age: _____
Occupation: _____	Nationality: _____
UK Address: _____ _____	
Length of course: _____	
Number of hours per day: _____	
Course starting date: _____	
Price of course plus accommodation: _____	
Accommodation: required/not required	
Amount of deposit paid: _____	

**Lexical items:**

Youth Hostel	accommodation	a packed lunch	competitive
video	cookery	pottery	entrance test
assess	deposit		



- b** Listen to the cassette another time and note down the answers to the questions below.

1) What facilities does the school offer?

2) What kind of teachers work at the school?

**c Whole-class work: Getting to know people**

Leave your seats and walk around the classroom. If there is anyone in your class (including the teacher) you are not familiar with, try to get to know him or her by exchanging personal information, e. g. name, age, hometown, address, telephone number, department, major .... Try to get to know as many people as possible.

*Note: Do not ask the teacher his or her age unless he or she is very young.*

- d Pair-work:** Work in pairs and discuss the following questionnaire. Record each of your answers in the spaces provided.

**A short questionnaire to discover your own values**

As an individual, you have your own values. These values generally determine what is important to you and what is not. Discuss the following list of 18 values one by one and decide on their relative importance by giving certain points under the 100 points system (0-100).

1. Ambitious (hard-working, aspiring) \_\_\_\_\_
2. Broad-minded (open-minded) \_\_\_\_\_
3. Capable (competent, effective) \_\_\_\_\_
4. Clean (neat, tidy) \_\_\_\_\_
5. Courageous (standing for your beliefs) \_\_\_\_\_
6. Forgiving (willing to pardon others) \_\_\_\_\_
7. Helpful (working for the welfare of others) \_\_\_\_\_
8. Honest (sincere, truthful) \_\_\_\_\_

9. Imaginative (daring, creative) \_\_\_\_\_
10. Independent (self-reliant/sufficient) \_\_\_\_\_
11. Intellectual (intelligent, reflective) \_\_\_\_\_
12. Logical (consistent, rational) \_\_\_\_\_
13. Loving (affectionate, tender) \_\_\_\_\_
14. Obedient (dutiful, respectful) \_\_\_\_\_
15. Self-controlled (restrained, self-disciplined) \_\_\_\_\_
16. Polite (courteous, well-mannered) \_\_\_\_\_
17. Responsible (dependable, reliable) \_\_\_\_\_
18. Cheerful (lighthearted, joyful) \_\_\_\_\_

**e Group project:** Form groups of five or six and make appointment to have a group meeting. Each of you should make a brief introduction (of five or six minutes) about yourself at the meeting. Your introduction can cover the following personal information: name, date of birth, place of birth, address, major, family, hometown, hopes and expectations in taking this course, etc. Choose one of you as the representative of your group. This representative will have about five minutes to report to the whole class about your group project in the next class.





## UNIT TWO

# You and Me

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

- a** You're going to hear part of a market survey in which different people are asked some personal questions. Before you listen to the cassette, work in pairs and discuss what kind of answers each of you would give to the six questions below. Record your partner's answers.

#### A Questionnaire To Discover Your Personal Information

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

1) What do you enjoy most in life?

\_\_\_\_\_

2) What is your greatest ambition?

\_\_\_\_\_

3) What has been your greatest achievement?

\_\_\_\_\_

4) Which person do you admire most?

\_\_\_\_\_

5) Who do you get on with best of all?

\_\_\_\_\_

6) What was the nicest thing that happened to you yesterday?

\_\_\_\_\_



**b** Listen to the cassette and write down the answers each of the three speakers gives to the six questions above. Try to make your notes as brief as possible.

Questions	1st Speaker	2nd Speaker	3rd Speaker
1			
2			
3			
4			
5			
6			

**Lexical items:**

hallowed                  castle                  awful                  super  
frivolous                  safari                  Far be it from me to say



**c** You are going to hear four people answer questions for a market survey. As you listen to the recording, complete the following chart with the answers the speakers give to the questions below.

- 1) *What do you do for a living?*
- 2) *What do you do for fun (like to do in your spare time)?*
- 3) *What is the most exciting thing that has happened to you recently?*
- 4) *Who do you admire most in this world?*
- 5) *What do you want to be doing in five years (five years from now)?*

Questions	David	Suzanne	Adolfo	Linda
1				
2				
3				
4				
5				

**Lexical items:**

survey                  terrific                  classics                  fabulous  
jog                  Boston Marathon                  musical                  Martin Luther King, Jr.  
Sophia Loren                  beauty school                  hang out with                  pizza  
stuff                  beauty salon

- d Pair-work:** Look at the questionnaire below. First, one of you asks all the questions and the other answers them. When this has been done, change roles. Finally, decide whose answer to each question is more interesting.

### A Questionnaire To Discover Your Personal Information

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

- 1) What things do you dislike most in life?  
\_\_\_\_\_
- 2) What is the most exciting thing that's ever happened to you till now?  
\_\_\_\_\_
- 3) What are your top five ambitions in life?  
\_\_\_\_\_
- 4) What are you looking forward to most of all this year?  
\_\_\_\_\_
- 5) What things in life make you happy?  
\_\_\_\_\_
- 6) What things make you sad or angry?  
\_\_\_\_\_
- 7) If you could have one wish come true, what would it be?  
\_\_\_\_\_

### Useful Expressions

Getting someone's attention	Responding to the question	Responding to an answer
1. Excuse me... Could I ask you a few questions?	1. Certainly.	1. Oh, yes, fascinating.
2. Excuse me... Can I interrupt you for a moment?	2. Oh... yes, all right.	2. Thank you (very much).
3. Would you mind answering a few questions?	3. Why not?	3. That's lovely, isn't it?
4. I wonder if you'd mind answering a few questions for our survey?	4. Not at all.	4. Really?
	5. Sure.	5. That's terrific!
	6. No problem.	6. (That's) Fabulous.
		7. That's wonderful!
		8. That's very exciting!