



普通高等教育“十一五”国家级规划教材

New Practical 新编实用英语 English

(第二版)

听力教程 教师参考书 **3**

Listening Course Teacher's Manual

《新编实用英语》教材编写组 编



高等教育出版社
Higher Education Press



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内 容 提 要

《新编实用英语听力教程》是普通高等教育“十一五”国家级规划教材——《新编实用英语》(第二版)系列教材的补充和扩展,是根据国家高职高专英语教学改革的需要和使用《新编实用英语》教材广大师生的要求增编的,旨在加强学生听说技能的培养。

本套教材分为2个层次,每个层次各有2册,共计4册;学完第2册可以参加“高等学校英语应用能力考试”的B级考试,学完第4册可以参加A级考试。

本书为《新编实用英语听力教程教师参考书3》,共12个单元,每个单元对应《新编实用英语听力教程3》的6个部分分别给出了录音原文和参考答案。

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前 言

《新编实用英语听力教程》是《新编实用英语》（第二版）系列教材的补充和扩展，是根据国家高职高专英语教学改革的需要和使用《新编实用英语》广大师生的要求增编的教材，旨在加强学生的听说技能。遵循《新编实用英语》所坚持的“实用为主”的主旨，《新编实用英语听力教程》以实用交际话题为主线，通过实用交际任务带动听说训练；听说训练内容模仿实际工作中可能会遇到的涉外交际活动的各种场景——这是本教材最重要、最核心的特点。

《新编实用英语听力教程》根据《高职高专教育英语课程教学基本要求（试行）》交际范围表列出的一般口头交际话题设计了16个主题，根据业务口头交际话题设计了12个主题，分别编入16个单元和12个单元。考虑到高职高专学生入学水平比较低的实际，将上述话题分为2个层次，每个层次各编写2册，总计4册。第一、二册相对应单元的话题保持一致，第三、四册单元话题也基本保持一致，但所涉及的语言技能要求则有区别。学生学完一、二册能够达到高等学校英语应用能力考试B级要求，学完三、四册能达到A级要求。

《新编实用英语听力教程》的特点主要体现在以下几个方面：

1. 教材内容直接反映日常和涉外交际活动，实用性强。全书第一、二册所选定的16个单元和第三、四册的12个单元涵盖了日常和涉外交际活动中最常用的话题，第一、二册每个话题都列出了15个最典型的基本交际语句，第三、四册每个话题都列出了20个最典型的基本交际语句，并围绕这些交际语句进行真实情景下的涉外交际训练。
2. 把语言听辨技能与实用交际听辨技能结合起来，以实用交际听辨技能训练带动语言听辨技能水平的提高。
3. 每个话题单元都以听辨训练开始，并以听辨训练为主线，但以口头表达结束，也即从听开始，以说收尾，充分体现实用交际的特点。
4. 以单句和小篇幅对话为主，辅以连贯对话和小篇幅短文训练；以听为主，辅以跟读和回应训练。

为了方便广大教师掌握本书各个环节的编写意图，更好地使用本套教材，我们为《新编实用英语听力教程》编写了教师参考书，本书是第三册。下面就《新编实用英语听力教程教师参考书3》的单元编排和教法建议做具体说明。

Section One: Let's Get Ready

Task 1:

编排：中英对照给出单元话题的20个常用语句，并以颜色突出其中的常用英文语句。先让学生听读句子，以熟悉本单元的基本核心内容和所涉及的英语语句，而后跟读这些语句，为全面进入听说训练作语言准备。

教法建议：在引导学生听读这些常用交际语句之前或之中，应简要介绍本单元业务交际话题的涉外交际语境和核心语句，而后引领学生听读常用语句录音，并要求学生在跟读过程中背诵记

忆这些语句。教师可作抽查。也就是说，本环节训练的重点是朗读和背诵，作为后面各项训练活动的基础。

Section Two: Find Out the English

Task 2:

编排：录放10个一问一答的小对话，书中相应地给出这10个小对话的中文译文，由学生听辨英语对话的内容。

教法建议：此项训练是为了培养学生听懂实用业务交际对话的能力，为实际应对交际对话做好准备。训练重点转向训练学生对所听到的英语小篇幅对话内容的理解，用书中所列汉语内容作为理解检查的依据，而不拘泥于对个别词语的理解。

Task 3:

编排：将Task 2的英语对话录音打乱顺序重新播放，学生边听边查找相应中文译文，以建立所听英语内容与中文译文之间的快速联系。

教法建议：与Task 2的区别在于对所听到的英语小对话的内容做出“快速”理解反应。

Section Three: Listen and Respond

Task 4:

编排：用多项选择练习检验学生理解所听问句的能力，并快速选出回应句。

教法建议：这一多项选择练习的训练目的是在前面训练的基础上培养学生做出有针对性的交际反应的能力，亦即开始实际交际中的“问答”反应训练。

以上4个Task侧重听力理解。

Task 5:

编排：此项练习是听与说两项技能的结合，让学生重听上述对话，但播放顺序重新编排，并让学生做出灵活的口头回应。

教法建议：与Task 4的区别在于，这里的重点已不是选取给出的回答，而是在前一训练的基础上训练学生自己做出“快速回应”的能力。

Section Four: Listen and Report

Task 6:

编排：听一段篇幅较长的对话，然后再听一段针对该对话内容的叙述，最后由学生自述。

教法建议：此练习的目的是培养学生对所听信息进行归纳总结及口头表述的能力，也是听与写两项技能的结合，也就是局部听写（Spot Dictation）训练。听录音填空练习的另一重要目的是减轻学生听完整对话的难度。因此在进行本练习训练时，重点不只是听出填空部分的内容，更要引导学生边听边记所听的内容和相关语言，为接下来的内容转述作好准备，然后鼓励学生用自己的语言来讲述所听到的内容。也就是说，训练重点由“听”转向“听后说”。这一转向还可以活跃课堂教学气氛，提高学生“参与”听力训练的积极性。

Section Five: Listen and Interpret

Task 7:

编排：播放20个常用汉语语句，由学生听后立即逐句译成英语。

教法建议：这实际是初级口译训练。此项练习的目的是培养学生的口译能力，最终达到对本单元话题的常用语句“听懂—记住—掌握—使用”的目的。进行快速口译训练不仅能提高学生的听说技能，还能增强学生学习的信心。

Task 8:

编排：播放一段有关本单元话题的概括叙述，并由学生用英语或汉语先以口述的方式进行小结，然后写下来，作为本单元听力训练的结束。

教法建议：此项练习是为了让学生对本单元话题的相关文化背景知识有所了解，同时训练学生的听力理解和表述能力。这一任务实际是对本单元训练内容进行概括归纳。让学生做听后口头归纳性表述能显示学生对所学内容的掌控能力，提高他们的学习信心和积极性。

以上 Tasks 5—8 侧重听后回应能力训练，体现“先听后说”、“先理解后表达”的原则。

Section Six: Real-World Communicative Event

Task 9:

编排：播放一段有关本单元话题的情景短文，要求学生对所听内容进行正确的判断，并对短文的主要内容进行复述。

教法建议：此项练习是以切合实际的内容来训练学生的听力理解和表述能力。

Task 10:

编排：围绕本单元话题，先列出一些常用句型，引申出一个相关对话，这样一个对话就能产生多种表达。帮助学生在实际应用中掌握基本核心句型。

教法建议：以对话形式编排在相同情况下或不同情况下的各种应答方式和表达方式，扩大使用时的可选择性。对话内容包括本单元主题下的常用句型，练习的目的是为了让学生通过对话扩展会话内容，使学生能更灵活地运用相关句型。

*视各校具体情况，每个单元的训练课时可以是1或2学时。不需要再加课外准备和复习课时。

《新编实用英语听力教程教师参考书3》提供了全部听力材料的文字稿和练习答案，并制作了多媒体教学课件，以减轻教师的备课难度。为了方便师生在不同教学环境中使用，本书的录音材料有磁带和MP3两种载体形式供使用者选择。

《新编实用英语听力教程教师参考书3》由浙江水利水电专科学校段红鹰老师担任总主编，大连理工大学孔庆炎教授任总主审，负责全书的总体设计和书稿的审订，并聘请美国Katherine Luce Allen教授协助审阅。

《新编实用英语听力教程教师参考书3》由浙江水利水电专科学校段红鹰老师担任主编，浙江水利水电专科学校的徐亚萍老师和云南师范大学职业技术教育学院刘燕波老师担任副主编，编者有浙江水利水电专科学校的潘宏伟，浙江财经学院的黄远梅、海南大学三亚学院的张宇红和上海大学的冯玉鑫。

由于编者水平与经验有限，书中难免有不足之处，希望广大读者批评指正。

编者
2008年4月

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Unit 1

Meetings

Section One

Let's Get Ready

Task 1: Here is a set of common English sentences with their meanings given in Chinese to the right. You will hear them read aloud twice. While listening, try to understand these sentences by referring to the Chinese versions given. After the second listening, the key parts highlighted are read again and you are required to repeat after the tape so that you can learn them by heart.



1. **I'm calling this meeting in order to discuss the new project.**
2. **Have you all received a copy of the agenda?**
3. I'd like to hear your suggestion first.
4. Now, let's go to the next item on the agenda.
5. There are eight items on the list today.
6. **To begin, let's quickly go over the minutes from our last meeting.**
7. First, Ms. Green will present her views on a new marketing strategy.
8. I'd like to add one more point.
9. Please freely exchange your ideas regarding the problems we now face.
10. **Since there seems to be no questions, let's proceed to the discussion stage of the agenda.**
11. After hearing your first-hand experience, we shall start the discussion to seek a solution.
12. The next question for discussion is about the reorganization.
13. **We are running a bit late. Please shorten your presentation.**
14. **Right, it looks as though we've covered the main items.**
15. Please summarize the findings of your research team.
16. **Does anyone have further information on this point?**

17. Somehow it seems that what has just been said is beside the point.
18. Let's bring this to a close for today.
19. If there are no other comments, I'd like to wrap this meeting up.
20. Can we set the date for the next meeting, please?

Section Two

Find Out the English

Task 2: You will hear 10 short dialogues twice with their Chinese meanings given in your book. Try to link the English sentences with those given in Chinese.



- | | |
|---|---|
| 1. A: Who will serve as the recording secretary?
B: Ms. Smith is doing the job. | 2. A: Please start the discussion with Mr. Stephen.
B: It's my honor to initiate the discussion. |
| 3. A: Does anyone have something to add to what has just been said?
B: I would like to add something. | 4. A: May we hear from some of those who haven't expressed their opinion yet?
B: OK, I would like to make a brief report on behalf of our research team. |
| 5. A: Could you perhaps explain a bit more in detail?
B: Certainly. Let's focus on Page 9 in the report. | 6. A: Do I hear a second for the motion?
B: I second the motion. |
| 7. A: Would you please come up to the rostrum?
B: Thank you, here I come. | 8. A: Hearing no objections, I suggest we continue.
B: Yes, let's move on. |
| 9. A: Which position would you adopt, A or B?
B: I think A is my choice. | 10. A: Since all proposed resolutions have been passed, the meeting will be closed for today.
B: Let's see each other tomorrow. |

Task 3: Now listen to the dialogues rearranged in sequence and find out the equivalent Chinese versions by giving the serial number of the English dialogues you've heard in the small boxes at the end of each Chinese dialogue.



- | | |
|--|--|
| <p>1. A: Does anyone have something to add to what has just been said?
B: I would like to add something.</p> <p>3. A: Could you perhaps explain a bit more in detail?
B: Certainly. Let's focus on Page 9 in the report.</p> <p>5. A: Since all proposed resolutions have been passed, the meeting will be closed for today.
B: Let's see each other tomorrow.</p> <p>7. A: Which position would you adopt, A or B?
B: I think A is my choice.</p> <p>9. A: May we hear from some of those who haven't expressed their opinion yet?
B: OK, I would like to make a brief report on behalf of our research team.</p> | <p>2. A: Would you please come up to the rostrum?
B: Thank you, here I come.</p> <p>4. A: Who will serve as the recording secretary?
B: Ms. Smith is doing the job.</p> <p>6. A: Please start the discussion with Mr. Stephen.
B: It's my honor to initiate the discussion.</p> <p>8. A: Hearing no objections, I suggest we continue.
B: Yes, let's move on.</p> <p>10. A: Do I hear a second for the motion?
B: I second the motion.</p> |
|--|--|

Key 1-4, 2-6, 3-1, 4-9, 5-3, 6-10, 7-2, 8-8, 9-7, 10-5

Section Three

Listen and Respond

Task 4: You will hear 10 incomplete short dialogues. While listening, you are required to complete the dialogues by ticking the appropriate responses out of the four choices provided.



1. What conclusion was reached about this question in last conference?
2. Can you summarize your opinion in three minutes?
3. Mr. Lee, we haven't heard from you yet. What's your idea?
4. This is a broad overview, can anyone offer a detailed explanation?
5. Shall we continue on since there are no different opinions?
6. Is there anyone else who has something to say about this matter?
7. Professor Chen, what do you think of Professor Wang's suggestion?
8. Group one, would you sum up your results?
9. May I have a motion to adjourn?
10. That concludes the formal part of our program. Thank you for coming and hope to see you tomorrow.

Key 1. B 2. D 3. A 4. A 5. B 6. C 7. A 8. D 9. D 10. C

Task 5: You will hear the same 10 sentences again, but in a rearranged order, and you are required to give an oral response in the pauses allowed.



1. Mr. Lee, we haven't heard from you yet. What's your idea?
2. Is there anyone else who has something to say about this matter?
3. This is a broad overview, can anyone offer a detailed explanation?
4. May I have a motion to adjourn?
5. What conclusion was reached about this question in the last conference?
6. Can you summarize your opinion in three minutes?
7. Group one, would you sum up your results?
8. That concludes the formal part of our program. Thank you for coming and hope to see you tomorrow.
9. Professor Chen, what do you think of Professor Wang's suggestion?
10. Shall we continue on since there are no different opinions?

Key

- | | |
|---|------------------------------|
| 1. Well, I'm not sure I have got one. | 2. No, we all agree on that. |
| 3. I'd like to say a few words more about it. | 4. OK, we are adjourned. |
| 5. No conclusion was reached. | 6. Yes, I'll try. |

- 7. OK, I will state it as the group leader.
- 9. I could not agree more.

- 8. Thank you and see you tomorrow.
- 10. Yes, I think we should.

Section Four

Listen and Report

Task 6: Listen to the following conversation twice and fill in the blanks with the missing words or phrases. Then you will hear a summary of the conversation. Listen to it twice and tell us what the conversation is about.

Conversation Script

Brown: OK, it's nine o'clock, everybody, so let's get started. Now, the first item on the agenda is the discussion of the management's proposal on flextime. Miss Garcia, would you like to start, then?

Garcia: OK, well, most of my people are perfectly happy with the present non-flexible systems. They think a change would be dangerous.

Tina: I'm sorry. I'm not quite with you. Dangerous?

Garcia: Well, they feel more flexible hours would make it difficult to cover for each other.

Brown: Ah, Mr. Bergman, what are your views on this?

Bergman: Well, the thing is that ... er ...

Rossini: Could I make a suggestion? Wouldn't it be best to hear what each member has to say about the proposals from the point of view of his or her department?

Brown: Yes, all right. Go ahead, please.

Tina: Look, I'm really sorry to interrupt. I'd just like to say that any department can vote to opt out. They can just vote on it and the majority wins.

Rossini: I think the flexible idea just wouldn't work. People phoning or visiting the company would get terribly confused.

Tina: No, no, that's not true. Mr. Rossini. I mean, cover arrangements would be made with flexible days just as when people take holidays or people are sick.

Bergman: Mr. Brown?

Brown: Yes, Mr. Bergman?

Bergman: If I could make a point here in our case, I think we wouldn't be able to manage with anyone off.

Brown: Well, any other points?

All: No.

Brown: Have you got all this down, Mr. Johnson?

Johnson: Yes.

Brown: Then I think we'll move on to the next item on the agenda ...

Summary Script

The heads of departments, Garcia, Tina, Bergman, Rossini, are discussing a proposal to introduce flexible working hours. Mr. Brown chairs the meeting and Mr. Johnson serves as recording secretary to take down opinions.

Garcia's people are perfectly happy with the present non-flexible systems and think a change would be dangerous because more flexible hours would make it difficult to cover for each other.

Rossini suggests hearing what each member has to say about the proposal from the point of view of his or her department and thinks the flexible idea just wouldn't work and is afraid that it would get terribly confused when people are phoning or visiting the company.

Tina suggests departments can vote to opt out and the majority wins and she thinks that cover arrangements would be made with flexible days just as when people take holidays or people are sick.

Bergman thinks they wouldn't be able to manage with anyone off.

Since there is no other points to add, they move to the next item after Johnson got all the viewpoints down.

Section Five

Listen and Interpret

Task 7: You will hear a set of topic-related Chinese sentences. While listening, you are required to translate them into English during the pauses allowed.



1. 今天我们要讨论一个新的提案。
2. 我们真心希望在座的各位能畅所欲言。
3. 今天我们要讨论上个季度的销售额。
4. 你能进一步说明你的论点吗?
5. 我们现在开始讨论。
6. 针对这一点, 各位代表觉得如何?
7. 你能讲得更具体一些吗?
8. 如果没有意见, 我们将继续议程。
9. 让我们再深入地讨论讨论。
10. 请美方公司第一个发言。

11. 谁能说说Green教授和 Alexander教授的意见有什么不同?
12. 我们必须说主要的焦点集中在技术改进上。
13. 还没有发言的人有任何评论吗?
14. 若干因素导致这些结果。
15. 这是一个有利原因,但不是充分原因。
16. 第一点应该考虑的是策略设计。
17. 到目前为止,所提出的看法可归纳如下。
18. 今天的问题我们将在下一次会议再度讨论。
19. 我宣布会议结束。
20. 本次会议结束,下周见。

Key

1. We are going to discuss a new proposal.
2. We sincerely hope that everybody present here will feel free to speak candidly.
3. We're here today to discuss last quarter's sales figures.
4. Can you amplify your point?
5. We shall now start the discussion.
6. How do you representatives feel about this?
7. Can you make your point a little more specific, please?
8. Since there are no further comments, we shall continue on.
9. Let's discuss it a bit more in detail.
10. I shall now call on the first speaker, the representative from the U.S. company.
11. Could someone suggest how Professor Green and Professor Alexander differ in their opinions?
12. We must say that great interest is focused on technology improvement.
13. Does anyone who hasn't spoken care to comment?
14. There are some factors leading to these results.
15. This is a contributory cause, not a sufficient cause.
16. The first point which should be taken into consideration is the strategy design.
17. The opinions presented so far may be summarized as follows.
18. We shall discuss today's problem once again in our next session.
19. I declare the meeting closed.
20. The meeting is finished, and we'll see each other next week.

Task 8: You will hear a short narration about the unit topic twice and then you are required to give its main idea in English or in Chinese.



Many work teams function by meeting together formally and informally to discuss workplace issues. Organizations use meetings to help co-ordinate activities involving a number of people or work groups. Meetings are used to negotiate sales, investing problems, plan events, set up business arrangements, develop new procedures and so on.

It is very important for the organizer and the participants to master meeting skills. The chairman initiates the discussion, keeps the agenda moving on, summing up the opinions, and so on. Participants express their own ideas or on behalf of their groups, and they could agree or disagree with others' viewpoints and put forward their arguments they think reasonable. People could interrupt others or the chairman, and sometimes they are required to bring forward their ideas. The discussion is usually taken down in the minutes by the recording secretary. Such meetings are opportunities to reach agreements by all parties concerned, share their ideas, help develop team spirit, deal with problems together, and appease conflicts or contradictions.

Section Six

Real-World Communicative Event

Task 9: You will hear a description of a real-world or simulated communicative event and you are asked to check your understanding by deciding whether the following statements are True (T) or False (F). After the third listening, you are required to make your own report about the event.



Simon is chairing a sales meeting, and Peter and two salesmen participate in the meeting. The main topic on today's agenda is the decrease of the sales of the new product. Peter starts the ball rolling with his idea that the key to good sales is advertising. He thinks the cause of their poor sales performance lies in their advertising. Simon asks for more specific opinions in this aspect. According to Peter, the response to the ads was 25% only last year and he proposes more money be spent to make advertising more appealing to the public. Simon understands Peter's point of view and one of the salesmen agrees

with Peter up to this point. In addition, the other salesman points out that they used the same agency for both the Japanese and Chinese advertising campaigns, but the response was 35% lower in China. Simon questions whether the advertising appealed more to a Japanese audience than to a Chinese audience. The salesman gives a positive reply and explains that they used visuals and music to convey an overall image, but did not say much about the product itself. Japanese are accustomed to this type of advertising but Chinese tend to want more information from ads. Both the salesmen think that's a fascinating subject and they are interested to find out about the cultural differences in advertising worldwide. Peter thinks the question is interesting but he wants to get back to the main issue. The salesmen agree that they are getting off the point a little. Simon really wants to hear more ideas about how to increase the sales and advises extending the meeting into lunchtime. But all the others disagree with him even when Simon offers to pay for the lunch.

Key 1. F 2. F 3. F 4. F 5. F

Task 10: You will hear a record of a business meeting first and then rehearse it by playing your role as a chairperson. Afterwards you and your partners can role play the meeting the way you think appropriate.



You: Good morning, Gentlemen. The purpose of this meeting is to resolve a few problems which have been caused by the recent merger of our two companies. Have you all received a copy of the agenda?

All: Yes.

You: So should we call our meeting to order?

All: Agreed.

You: Right. May we move on to the agenda then, please? Peter, could you please start for us?

Peter: Well, on the question of financial control, it seems to us that the Chinese company has lost all its power in financial matters and we now have to get permission from the American company for the smallest expenditure.

Maggie: I can't agree. The position is that we have two different types of financial management systems in the two companies and our objective should be to take the best of both.

John: I agree with Maggie entirely. Could I suggest the formation of a working team for a closer examination of the two systems?

You: This seems a sensible and constructive suggestion. Who agrees with forming a working party?

Peter: Mmm. I have to think about it.

Maggie: So do I.

You: All right. Let's do this. We'll note this in the minutes and move to the next item on the agenda, Production planning. Who would like to start with a comment on this?

Peter: There is no one here from Production.

You: Right. Does anyone object if we leave this for now and move on to Personnel?

All: Fine.

You: So, who would like to start?

Peter: I'd like to explain the viewpoint of the Chinese company to our meeting's attendees. Our Human Resource Manager is unable to be present today but he asked me to explain how so many Chinese employees are worried and upset about the rapid changes ...