



普通高等教育“十五”国家级规划教材

新视野

NEW HORIZON
COLLEGE ENGLISH

大学英语

听说教程

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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新视野

NEW HORIZON COLLEGE ENGLISH

大学英语

听说教程

总主编：郑树棠
 主编：王焱华
 编者：王焱华 单力真 杨庆云 C.Patrick Lynch (美)
 冯宗祥 赵勇 管博 王秀文

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新视野大学英语 听说教程 5

总主编: 郑树棠

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项目负责: 雷 航 常小玲

责任编辑: 刘 晖

外研社高等英语教育事业部:

电话: 010-88817544; 88817848

传真: 010-88816344

E-mail: ced@fltrp.com

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前言

— 大学英语的发展历程,可追溯到20世纪80年代初期。我国的外语教育家们博采古今中外之长,精心研究,推出了《大学英语教学大纲》和大学英语四、六级考试,编写了一套套各具特色的精品教材,创造了大学英语教学蓬勃发展、满园春色的今天!

新旧世纪的交替,不是一个简单的更迭,而是事物不断发展、循序渐进的过程。新世纪带来的是新的起点,新的追求,新的开拓。在教育战线上,我们看到了宏伟壮观的“面向21世纪教育振兴行动计划”、“新世纪高等教育改革工程”、“新世纪网络课程建设工程”等一系列新世纪的大手笔。

“新世纪网络课程建设工程”是经国务院批准的、由教育部实施的“面向21世纪振兴行动计划”的重点工程。“新世纪网络课程建设工程”计划用两年左右的时间,建设200门左右的基础性网络课程。《新视野大学英语》便是其中之一,它像一枝刚刚破土而出的幼苗,沐浴着新世纪的曙光,带着思索与遐想,来到了大学英语教师和学生的身旁。《新视野大学英语》的网络课程已经通过教育部验收,审定级别为优秀。它又是教育部普通高等教育“十五”国家级规划教材,也是教育部大学外语推荐教材。我们作为《新视野大学英语》的作者,怀着无限的诚挚,愿与广大高校英语界的同仁们共同探讨大学英语再上一个新台阶的思路。

一、《新视野大学英语》的探索

《新视野大学英语》的设计、编写和制作过程是一个向同仁学习的过程,一个上下求索的过程。它主要在以下几个方面进行思考开拓,延伸大学英语的发展空间。

1. 传统的课本与光盘、网络课程

《新视野大学英语》这套教材同步提供课本、光盘与网络课程。传统的课本是几千年文化的承袭,为人类培养了一代又一代的社会栋梁。课本有其特有的编写体系,摒弃课本会严重影响长期形成的教学理念。课本仍然是不可取代的、行之有效的根本性教学工具。课本与光盘、网络课程的同步推出,有助于拓宽教学内容,使教学内容可以从课本开始,通过因特网这一媒介,延伸到多元化的信息世界;课本与光盘、网络课程的同步推出,有助于广大教师对教与学的思维转化和手段更新,使传统的“灌注式教学”能逐步演化到自主选择、参与式的教学;课本与光盘、网络课程的同步推出,会引起教学模式的转变,既可以实现由教师现场指导的实时同步学习,也可以实现在教学计划指导下的非实时自学,还可以实现通过使用电子邮件、网上讨论区、网络通话等手段的小组合作型学习等。

2. 课堂教学与网络教学

《新视野大学英语》不仅继承了传统课堂教学的优良传统,还兼有网络课程的许多长处:不仅包括教学内容的传输,还有学生学业管理模块;不仅跟踪学生的学与练的过程,还自动记录学习的情况,提供平时学习成绩的查询。此外,网络课程还为教师提供了试题库及实施考试的工具和环境。《新视野大学英语》充分利用了网络实时和异时交互的工具,在网络课件内量身定做了自己的网上讨论区和电子邮件及邮件列表系统,使学生在《新视野大学英语》网站上方快捷地实现互动交流,开展小组合作型学习。然而这一切只是对课堂教学的延伸、补充和加强,绝对不是取代课堂教学。面对面的课堂教学仍然是师生交互的重要手段。在网络课程内容日益丰富的情况下,教师应适量减少内容的重复讲解,同时要加强面授形式的课堂教学与辅导。

3. 基本教学内容与教学内容的拓宽

《新视野大学英语》的网络课程提供了极为详尽的教学内容,其中包含了传统教学模式中最基本的东西。同时,网络课程还提供了网上工具,便于教师自行制作教案或修改网络已提供的教案,以便丰富和完善教学内容。此外,网络课程还利用互联网的便捷,提供了与课文内容相关的网址,为学生提供了个性化学习的空间。但有一点不可忽视,即面对基本教学内容与拓宽的教学内容之间的选择,教师应以基本教学内容作为教学的主战场。

4. 语言学理论与教学实践

从20世纪80年代开始,许多语言学、应用语言学的著作开始被陆续引进我国,广大高校英语教师在教学实践的同时,潜心研读理论,主动将理论应用于教学实践和教学科研。《新视野大学英语》的编委在设计、编写和制作的过程中,就十分注意理论对实践的指导作用。

著名的语言学家 Widdowson 指出:“以交际为目的的语言教学要求一种教学方法,即把语言技能和交际能力结合在一起。”他又指出:“从课堂教学的角度来说,尽管在课堂中有些练习或活动可能会侧重于某一种技能的训练,可是其成功往往需要学习者使用到其他的交际技能。”《新视野大学英语》就体现了这样一种以应用为本,听、说、读、写多位一体的教材设计理念,把提高学生综合应用能力放在首位。其配套的《读写教程》与《听说教程》在内容上联系紧密,听、说、读、写练习互为补充,浑然一体。

根据第二语言或外语习得理论,阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题:课文过长,会造成课堂教学操作上的困难;课文过短,会使生词相对集中,生词量过多,造成学习者理解上的困难,而频繁的查阅生词会挫伤学习者的阅读积极性。《新视野大学英语》对阅读课文的长度有适当的控制,如《读写教程》一级的课文一般在700词左右,《读写教程》二级的课文在800词左右,《读写教程》三、四级的课文在900词左右,快速阅读则每篇控制在300词左右。在整套教材中,课文的生词量控制在课文总词量的3%至7%左右。

A University Grammar of English 的作者之一 Quirk 曾经指出:“我们的眼光……应该重点放在词汇的共核上,该共核构成了任何英语语体——无论多么专业的语体——的主要部分。不掌握词汇的共核,对于任何语体来说,都无法达到比学舌水平稍好一点的流利程度。”著名的语言学家、Cobuild 系列词典的主编 John Sinclair 也提出:“在没有特定指导方针的前提下,我们可以建议任何英语学习者把学习的重点放在:(a)语言中的最常见词形;(b)词汇的核心用法;(c)它们构成的典型组合搭配。”《新视野大学英语》教材的编写也体现了对核心词汇的关注和重视,《新视野大学英语》第一级的起点为1,800单词,在1~4级教材中覆盖全部的核心词汇即四级词汇,在5~6级教材中覆盖全部的六级词汇。

语言学家 Harmer 指出:“如果我们希望学生学到的语言是在真实生活中能够使用的语言,那么在教材编写中接受性技能和产出性技能的培养也应该像在生活中那样有机结合在一起,注重各分项能力训练之间的衔接和互补及篇章层次上的一体化技能培训,孤立地发展某项技能显然是荒谬的。”《新视野大学英语》所有栏目和练习的编写,均紧扣课文进行,彼此衔接和补充。语篇分析、写作、阅读技能、内容概要等全部取材于课文。我们认为课文是最佳的语篇分析素材和写作范本,也是阅读技能分析和操练的素材。

5. 教学与测试

测试是教学的重要检测和评估手段。测试理论与实践的发展,为我们提供了各种不同性质、不同目的的测试。在教学过程中,我们选择以学业测试为主线,引导学生在教材学习上

多下功夫。《新视野大学英语》同步提供了每级教材的试题库。教师可以根据教学进度和学生的学习情况,选择某一个或几个单元,选择某一个或几个题型作为测试内容。测试的时间也可以根据需要,进行五分钟的小测验,或两个小时的综合测试。教师既可以从题库中选择试题,也可以删改或增加试题。试题库提供的试题可以在学校局域网上进行测试,组织几个甚至更多的教室同步测试,也可以在不联网的情况下组织测试,或在计算机上实现无纸化测试。当然也允许教师从试题库获取试卷、录音,在打印之后,用传统的方式组织小测验或测试。

6. 教学与科研

《新视野大学英语》的设计、编写和制作过程是一个教学与科研相结合的探索过程,反过来它又为高校外语教学科研提供了交流和探讨的园地。在编写过程中,我们同时设计和制作了配套专用的语料库。根据目前情况,估计语料库的最终规模可达到150万词左右,相当于国外著名的Brown和LOB语料库的最初规模,也相当于最近国外学术界推出的Cobuild TEFL的规模,可以适用于各种不同用途的研究。语料库的建立既为本套教材的编写提供了素材,也为对本套教材作评估的有识之士提供了依据。

7. 《读写教程》、《听说教程》与《综合训练》的关系

根据最新《大学英语课程教学要求》(试行)的精神(即“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力”),《新视野大学英语》编委会把《读写教程》和《听说教程》同列为主教材。

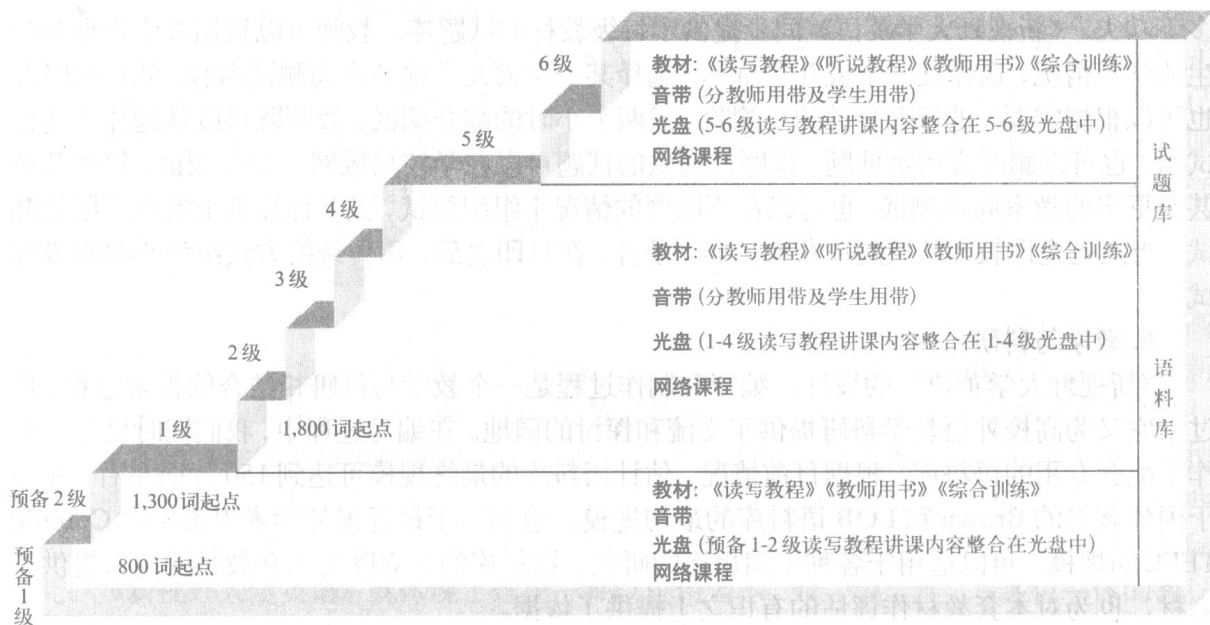
《新视野大学英语》的《听说教程》每单元授课时间可以是2课时,《听说教程》的课堂组织可以小班、小组活动为主,尽量使每个学生都能得到开口机会。由于课时有限,教师可以安排课内以说为主,课外以听为主,课内进行检查。

《新视野大学英语》的《读写教程》以题材为中心组织单元,但每个单元的三篇课文的体裁形式不一定完全相同。《读写教程》对词汇、语法、结构、翻译、阅读等多方面提供进一步操练的内容。

《新视野大学英语》通过《听说教程》和《读写教程》为一主线,同时配合《综合训练》以培养学生英语综合应用能力,特别是听说能力。

二、《新视野大学英语》的框架结构

《新视野大学英语》拥有课本、光盘与网络课程三种不同的载体,既可以选择使用,也可以组合使用。《新视野大学英语》的主教材每一级分别有《读写教程》、《听说教程》、《综合训练》以及《教师用书》。现把《新视野大学英语》全套教材的框架结构图示如下:



注: 题库只以软件包形式向使用院校或单位提供。

三、《新视野大学英语》的编写和制作队伍

《新视野大学英语》项目总负责人、教材总主编为上海交通大学郑树棠教授。

《新视野大学英语》顾问有胡文仲、杨惠中、汪榕培、Frank Borchardt (美国)、Joyce Wilkinson (加拿大)。

参加《新视野大学英语》编写、制作的单位有: 上海交通大学、清华大学、东北大学、哈尔滨工业大学、同济大学、北京师范大学、华东理工大学、北京理工大学、北京交通大学、上海大学、上海师范大学、北京工业大学、天津大学、南开大学、石油大学等。

《新视野大学英语》编委会成员有(以姓氏笔画为序): 王亚平、王基鹏、王焱华、毛忠明、许建平、李思国、乔梦铎、辛丁、陈永捷、吴江、吴树敬、陆伟忠、汪家树、罗立胜、金启军、周国强、周俊英、郑树棠、胡全生、顾大喜、徐玲、徐钟、黄跃华、嵇纬武。

参加《新视野大学英语》编写、制作的有全国十余所大学的几十名资深教授和中青年骨干教师。

新世纪的到来标志着一个新的开端。《新视野大学英语》带给我们的是辛勤的耕耘, 无尽的探索。它像一枝刚刚破土而出的幼苗, 需要我们去灌溉和呵护; 它提供给广大教师的是教学、实践、再创造、再发展的园地。岁月的交替, 不是我们追求的终结, 而是新的追求的开始, 《新视野大学英语》在实践中能否成功, 关键在于我们是否辛勤地付出。我们愿以自己的汗水来浇灌这块园地的鲜花, 使之更加绚丽多彩。

《新视野大学英语》编委会

2003年12月

编写及使用说明

根据最新《大学英语课程教学要求》(试行)改革的精神:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力。”《新视野大学英语:听说教程5》加强了说的能力训练,与前几册相比,内容有较大的调整。

《新视野大学英语:听说教程5》是《新视野大学英语》的主干教材之一,第五级有8个单元,供一个学期使用。

《听说教程》与《读写教程》密切配合,以《读写教程》的主干课文 Passage A 的主题为基础,充分利用课文中已学过的语言素材对学生进行听说训练。通过听说训练进一步消化《读写教程》所学的内容,集中对听说、尤其是说的技能进行由易到难的训练,使学生在提高读写能力的同时,也提高听说能力,从而达到提高学生综合应用能力的目的。

《新视野大学英语:听说教程5》的难度有较大的提高,会话转向以话题为中心。学生在听懂语言材料的基础上进行讨论、辩论、评述和短篇演说,听力和听说材料的难度和长度有明显的提高,提示减少,使学生有更多的发挥余地。

《新视野大学英语:听说教程5》分三个部分:

第一部分为说的能力训练。全面贯彻《大学英语课程教学要求》(试行)的精神,大大加强对学生说的能力训练。围绕读写教程课文A篇的主要内容回答问题,复述主要内容,开展讨论,对课文A篇的内容作出评论,创作2个对话,内容由浅入深。

第二部分为听说训练。听说相结合,有 Note-taking, Retelling, Role-playing 等丰富的练习形式。

第三部分为听力训练。设计有 Understanding Short Conversations 和 Understanding Passages 等内容。

《新视野大学英语:听说教程5》内容丰富,教师可以根据教学实际情况选择使用听说材料。我们建议使用《听说教程》时,课外以听为主,课内以说为主,听与说相结合。《听说教程》配有光盘和音带。

《新视野大学英语》总主编为上海交通大学郑树棠教授。

《新视野大学英语:听说教程5》主编为北京师范大学王焱华教授,参加编写的主要人员有北京师范大学王焱华,单力真,杨庆云, C. Patrick Lynch(美国)和上海交通大学冯宗祥、赵勇、管博、王秀文等。全书由郑树棠教授和美籍专家 Philip Skerritt 等审定全稿。

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Unit 1

A TECHNOLOGICAL REVOLUTION IN EDUCATION

SPEAKING

Discussing the Text

Speaking Task

Discuss the following questions in class, using as many of the given words and expressions as possible. Modify the form if necessary.

- What are the similarities between today's classrooms and those of the past?
 - According to the writer, why should schools change?
 - prevalent lecturing emphasis on drill
 - changes in our world introduce superficial improvements
- To what extent have computers been used in schools?
 - networking capacity deliver lessons convenient and efficient
- How will the role of computers change in schools in the future?
 - degree of individual instruction curriculum tailored to
- What are a) the advantages and b) disadvantages of the application of computer technology to education?
 - print out achieve "cultural literacy"
 - quality control information and misinformation
- What makes education much more complicated than in the past?
 - Why?
 - new and rapidly changing roles

b) change job regularly career paths life situations

6. What are the possible effects of enhanced understanding of the genetic basis of learning on education?

doom moral dilemmas be restricted to

7. Why is the conservative tendency of education not necessarily an evil according to the writer?

with respect to transmission of values conservative approach

Expressing Yourself

Speaking Task 1

Work in pairs and create a dialogue based on your own experience with your partner, then answer the following questions.

1. What kind of activities do you usually have during English classes?

2. What kinds of technology do you use in your classroom? What do you think of them?

3. What do you think of the information on the Internet? Do you know how to spot misinformation?

4. Why do you think many young people today constantly change their jobs? Will you do the same after graduation?

5. If you were a teacher, what would you do if you knew, from genetic information available, that a certain student in your class is doomed to fail?

6. Do you have any worries about the side effects of medical and biological development on education?

Speaking Task 2

Work in pairs and create a long dialogue in which one person persuades the other to abandon the idea that human beings should design their offspring through genetic engineering to make them fit to different jobs.

Think again about Passage A you have just read. Can you tell the class about its main idea? Make your own comments on the impacts of technologies on education.

LISTENING & SPEAKING

Listening and Note-taking



Integrated Task 1

Listen to the following passage twice. During the first time, you'll have a break of 2 seconds to write down the missing words in each blank. During the second time, you can check your answers for any possible mistakes in your writing.

1. A man went to a tailor and _____ a suit, in size thirty-eight.
2. But _____ my experience, you look like a size forty.
3. As a teacher, in order to improve, I need to _____ that says I am still a size thirty-eight after thirty years.
4. I should look critically at my own _____. When I am honest with myself, no one knows me better.
5. If I insist that I can only teach while I am wearing a size thirty-eight suit, then I am _____ teaching.
6. Every school system has limits, but frequently the limits we _____ ourselves are the most restrictive.
7. It may be useful _____ the tailor, and measure ourselves.
8. A tailor doesn't give _____ to sizes.
9. Using this kind of value neutral language may help us be _____ ourselves.

10. And this improvement is the goal of _____.

Integrated Task 2

Listen to the following passage twice. During the first time, you'll have a break of 10 seconds to write down the missing words or sentences in each blank. You may write down the exact words that you hear or you may also write the main idea if you can. During the second time, you can check your answers for any possible mistakes in your writing.

1. Increasingly, students will come from diverse backgrounds and will have _____.
2. Each student will be able to choose from a multitude of knowledge providers the form of instruction and courses _____.
3. How can colleges _____ students with such diverse backgrounds and individualized educational goals?
4. Students study for a defined number of hours, earn credits for each hour of study, and, after _____, earn a degree.
5. With the increasing number of educational providers, the individualization of education, and the growing diversity of the student body, that _____.

Listening and Discussing



Passage 1



Integrated Task

Listen to the following passage twice. During the first time, please just listen and during the second time, answer the following questions based on what you have heard in the passage.

To Help You

buzzword: a word or phrase related to a specialized subject 术语, 口号

1. What are the advantages of Computer Based Training (CBT) mentioned in the passage?

2. What indicates that the students have sufficient command of what has been studied in order to proceed to the next level?

3. How does CBT help students solve their problems in their studies?

4. What's your idea of e-learning (Computer Based Training and Web Based Training)? In what way can they help the students receive education?

5. What's the difference between CBT and real classroom training? What are the advantages of CBT?

6. Is CBT promising in the near future? Will it play a leading role in education?

Passage 2



Integrated Task 1

Try to answer the following questions based on the passage you have just heard.

1. When did the speaker start to listen to advice concerning her future?

2. On what background knowledge did the speaker base her first list of advice?

3. According to the speaker, when is your brain most likely to make you do the wrong things?

4. What kinds of environmental problems are mentioned?

5. The author gives some advice on how to become a successful woman or one of the greatest minds. To what extent do you agree to her point of view?

6. Do you agree that good writing is the most important skill for college graduates?

Integrated Task 2

Listen to the passage again and then retell it in your own words.

Listening and Role-playing



Integrated Task

Listen to the following passage twice and then work in pairs. Create a dialogue based on the passage you have just heard, then practice your dialogue and share it in front of the whole class.

Imagine you are A and your partner B. Tell the main idea of the passage and create a dialogue on how computers can aid students' learning like preparing papers online, exchanging views with teachers and classmates, having papers corrected, getting grades online, taking tests online, etc.

LISTENING

Understanding Short Conversations

Listening Task

Listen to the following 20 short conversations. Each conversation is followed by ONE question. After you hear each question, there'll be a break of 10 seconds. During the break, you'll read the four choices marked (A), (B), (C) and (D), and decide which one is the best answer.

- (A) She was busy with organic chemistry.
 (B) She didn't take the personal computer to class.
 (C) She doesn't like computers.
 (D) Her computer was not working properly.
- (A) Because he was watching football match.

- (B) Because he doesn't like educational television programs.
 (C) Because he thought it was boring and hard to read the board.
 (D) Because he was busy studying other subjects.
3. (A) Their teacher skips class a lot.
 (B) They want to watch more movies.
 (C) They are not learning enough in class.
 (D) The movies in the class are hard to understand.
4. (A) The teacher misses the chalk dust.
 (B) It is easier to read than the blackboard.
 (C) The teacher doesn't have chalk dust on his suit any more.
 (D) PowerPoint makes things clearer.
5. (A) Because the class was better than her classmate expected.
 (B) Because she wants to use the computer.
 (C) She is excited to be taking biology.
 (D) Because the computer is stranger to her than the microscope.
6. (A) Because they think cheating is silly.
 (B) Because someone used his mobile phone to cheat.
 (C) Because the mobile phone rang at the wrong time.
 (D) Because the student who was cheating got caught.
7. (A) No, they expected an easy life with time to think.
 (B) No, they thought life would contain more free time to play.
 (C) Yes, they knew it would be tough this term.
 (D) No, they thought they would have more class time to read.
8. (A) Students miss the classes frequently.
 (B) Students study too much outside of class.
 (C) Students attend too many classes.
 (D) They feel the class size and frequency are not appropriate.
9. (A) It is because there are not enough teachers.
 (B) They are adjusting to growth.
 (C) They have no more classrooms.
 (D) There are some rough years to go through.
10. (A) They are lazy and don't like to think.
 (B) They are part of the modern dilemma.
 (C) They can't just memorize things.
 (D) They need to concentrate on their majors.
11. (A) Using the mouse is critical.
 (B) Learning typing is unexpectedly useful.
 (C) It is really useful to learn how to send e-mails.
 (D) Using the Internet is a good skill to have.