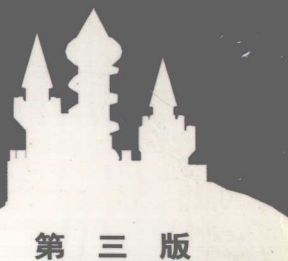


# 新 英 语 教 程

## 听说

教学参考书

第四册



第三版

Teacher's Book

NEW ENGLISH COURSE

Third Edition

LISTENING AND SPEAKING

Book Four

Teacher's Book

主编：刘平梅

副主编：吕中舌 何福胜

何福胜 范红 王春霞 杨芳 编



清华大学出版社

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# 新 英 语 教 程

## 4

### 听 说

第三版

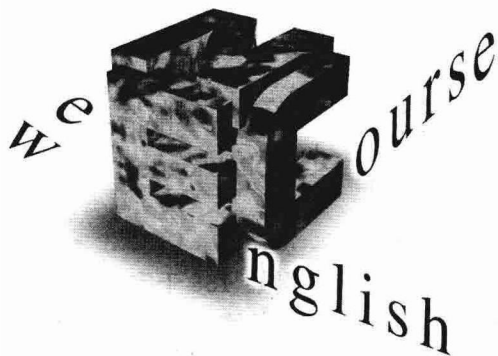
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## 内 容 提 要

本书为《新英语教程》(第三版)主干教材《听说》(第四册)的教学参考书。主要内容包括训练要点提示、文化背景说明、语言功能和话题的参考表达及练习参考答案。

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# **Introduction**

*New English Course — Listening and Speaking Series (3<sup>rd</sup> Edition)*, complying with the requirements of the newly-issued *National College English Syllabus*, are books of listening and speaking activities for college students in bands 1 — 4 English courses. There are four books in this series. Each book consists of 14 main units and two consolidation units with two listening tests. Each main unit is based on a different language function 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 functions and themes 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 the books 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.

## **Listening Exercises**

Each unit in *New English Course — Listening and Speaking* has three 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 language function, a topic, a range of opinions or some information based on which students can develop their language competence at a later stage. The language notes and the lexical items introduced in the listening materials 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 phases 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 more than once: the first time to get used to the voices on the tape and try to get the gist of the text; and the second time to find out and note down the specific points of information required by the listening task. These tasks may involve drawing a diagram, filling in a chart or taking 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 English Course—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 model expressions following the speaking tasks and the lexical items introduced in the listening texts and elicited through the pre-listening activities also help students in this way.

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 or plans, the teacher could later elicit each of the students' choices or plans and make some comments if they have made mistakes.

### **How to Use *New English Course — Listening and Speaking***

Teachers and students are expected to select the materials and activities that seem most relevant and interesting to them. For instance, Unit One in Book 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.

Only a rough guide is provided in this introduction. Hopefully, each teacher will use *New English Course — 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, rather than to control them.

### **The Teacher's Role**

The teacher has three main things to do while *New English Course — 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 1

## Countries

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**Training Focus:** understanding descriptions of certain countries and talking about geography

**Cultural Notes:**

1. Quiz Show is a kind of TV program which enjoys high popularity in the west. Contestants of the game give their answers to the questions which are asked by the presenter. These questions are about a variety of topics. Points will be awarded for each correct answer. Finally, the winner will be chosen and prizes will be offered.

2. The outlines of the ten different countries in the pictures and their geographical locations are:

- 1) —Denmark, northern Europe
- 2) —Norway, a Scandinavian country in northern Europe
- 3) —Korea, East Asia
- 4) —Nigeria, central Africa
- 5) —Spain, western Europe on the Mediterranean
- 6) —India, South Asia
- 7) —England, an island, western Europe
- 8) —Argentina, South America
- 9) —New Zealand, South Pacific
- 10) —Iraq, western Asia

NB The country outlines are not drawn to scale.

3. The Republic of Senegal lies on the north coast of Africa, bordered to the north by Mauritania, to the east by Mali and to the south by Guinea and Guinea-Bissau. In the southern part of the country Gambia forms a narrow enclave extending some 320 km inland. The climate is tropical, with a long dry season followed by a short wet season. Average annual temperature is about 29 degrees C. French is the official language but there are three other principal languages spoken in the country as well.



About 86% of the population are Muslim and about 5% Christian, mostly Roman Catholic. The remainder follow traditional beliefs. The national flag (proportion 3 by 2) has three vertical stripes of green, gold and red, the gold stripe bearing a five-pointed green star. The capital is Dakar.

4. The famine: During late 1970's and early 80's, there was a severe drought in North Africa which led to a serious famine in some countries such as Ethiopia and Sudan. Many people starved to death until the arrival of international aid which greatly relieved the situation.

**Key:**

**Section One**

1. (Omitted.)

2.

**Where in the world is it?**

\*\*\*\*\*

1. The tallest mountain in the world?

The answers given: Europe, Asia

The correct answer: Asia (Mt. Everest.)

2. The smallest continent in the world?

The answers given: Australia

The correct answer: Australia

3. The country with the largest population?

The answers given: India, China

The correct answer: China

4. The country with the largest man-made structure?

The answers given: The United States

The correct answer: China (The Great Wall)

5. The country with the longest river in the world?

The answers given: Egypt

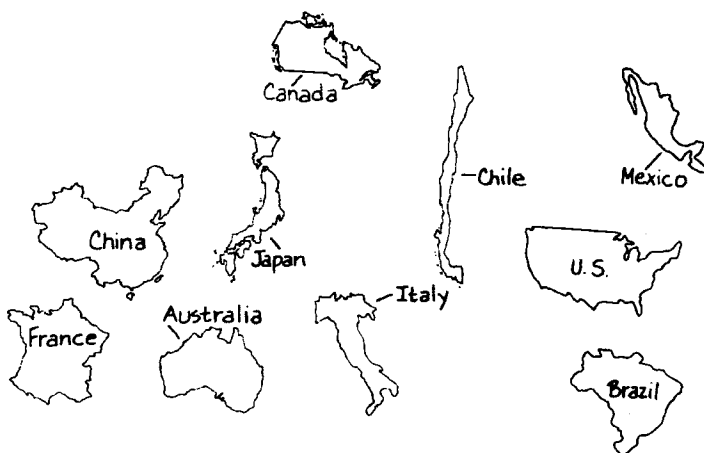
The correct answer: Egypt

3. (Omitted.)

4.

No. of Pictures	The speaker's answers	Correct answers
1	Denmark	Denmark
2	Norway	Norway
3	Portugal	Korea
4	Spain	Nigeria
5	Korea	Spain
6	India	India
7	England	England
8	Argentina	Argentina
9	New Zealand	New Zealand
10	Iraq	Iraq

5.



Country	People	Language(s)
<i>The United Kingdom</i>	British	English
<i>Japan</i>	Japanese	Japanese
<i>Canada</i>	Canadian	English/French
<i>Australia</i>	Australian	English
<i>Brazil</i>	Brazilian	Portuguese

<i>Chile</i>	Chilean	Spanish
<i>France</i>	French	French
<i>Greece</i>	Greek	Greek
<i>Italy</i>	Italian	Italian
<i>Mexico</i>	Mexican	Spanish
<i>The United States</i>	American	English
<i>China</i>	Chinese	Chinese

## Section Two

1. (Omitted.)

2.

### SRI LANKA

**Geographical feature :** island

**Location:** off southeast coast of India

**Capital city:** Colombo

**Size:** just smaller than Scotland

**Climate:** tropical, hot all the year round

**Landscape:** a. Coastal flat and fertile

b. Inland rough and mountainous

**Transportation and communication:**

road and rail, four airports

**Natural resources:** rice, rubber, tea and fish

**Wildlife:** elephants, crocodiles, monkeys, snakes, etc.

3. (Omitted.)

4.

### Information about Senegal

\*\*\*\*\*

**Area or landscape:** semi-desert

**Climate:** very hot and dry apart from two or three months when it rains

**Type of land:** flat, plains in the north

**Natural resources (non-edible):** off-shore oil, some gold and iron ore

**Natural resources (edible):** rice, fish, vegetable, peanuts

**Natural disasters:** drought

- 5. Speaking:** (Pair-work) Join a partner and discuss the geographical information about China. Fill in the form below with the right information.

CHINA	
<p>~~~~~</p> <p><b>Geographical feature:</b> <u>continent and islands</u></p> <p><b>Location:</b> <u>East Asia</u></p> <p><b>Capital city:</b> <u>Beijing</u></p> <p><b>Size:</b> <u>9.6 million square kilometers</u></p> <p><b>Population:</b> <u>about 13 billion</u></p> <p><b>Climate:</b> <u>varied, from tropical weather in the south to cold weather in the north</u></p> <p><b>Landscape:</b> a. <u>East flat, fertile land</u>  b. <u>West rough and mountainous</u></p> <p><b>Transportation and communication:</b>  <u>sophisticated roads, railways and air networks</u></p> <p><b>Natural resources:</b> <u>wheat, rice, corn, varied vegetables, fruits;</u>  <u>varied ores, oil, etc.</u></p> <p><b>Wild life:</b> <u>panda, monkey, bear, tiger, wolf, snakes, etc.</u></p>	

6.

Country	Geographical Location	Capital City
Mexico	Central America	Mexico City
Australia	Southern hemisphere between the Pacific Ocean and the India Ocean	Canberra
India	South Asia	New Delhi
Switzerland	Central Europe	Bern
Norway	Northern Europe	Oslo
Saudi Arabia	West Asia	Riyad
Zimbabwe	South Africa	Harare
Morocco	North Africa	Rabat
Brazil	South America	Brasilia
Cuba	Central America	Havana
Thailand	Southeast Asia	Bangkok

**Section Three***Tapescript***Section A**

1. W: Hello, John. This is Alice. I'm calling from work. How is your mother feeling?  
M: That's thoughtful of you. Mom is out of the hospital, but she has to stay in bed a few more days.  
Q: Where is Alice?
2. M: I have an appointment to see Dr. Gran for a physical exam.  
W: Please have a seat. She will finish the operation in a few minutes.  
Q: Where does this conversation probably take place?
3. M: Are men's suits on the seventh floor?  
W: No, they are here on the sixth. The seventh is women's suits.  
Q: Where does this conversation probably take place?
4. M: Since it's raining so hard, let's go in and see the new exhibition.  
W: That's a good idea. Picasso is one of my favorite painters.  
Q: Where are the speakers standing?
5. W: Your city hall seems quite modern. When was it built?  
M: Only last year, but the old one was superior architecturally. It has been turned into a museum.  
Q: Where is the museum located?
6. W: Do you have any experience in doing this kind of work?  
M: I'm afraid I don't have, but I've always been interested in this type of work.  
Q: Where does the conversation probably take place?
7. W: Where were you on New Year's Eve last year?  
M: I don't remember a lot of the details, because I had quite a bit of drink that night, but I spent most of the time on a beautiful cruiseship sailing from Barbados to New York.

Q: Where was the man on New Year's Eve last year?

8. M: We're going to have a dancing party tonight. Would you join us, Betty?

W: No, I'm afraid not. I'll have to see my mother off. She's leaving for Shanghai to see my grandfather. He is very ill.

Q: Where is the woman going tonight?

**Key:**

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. D) | 2. C) | 3. A) | 4. A) |
| 5. A) | 6. D) | 7. C) | 8. C) |

**Section B**

**Passage A**

Now that I've pulled your tooth, I want to give you some words of advice. Remember that this is surgery. You need to go home and rest for the rest of the day. You shouldn't do your regular work. Since you're an adult, it might take you longer to heal than if you were a child.

The most important thing to remember is to apply ice to your cheek immediately when you get home. You can use an ice bag or put some ice in a towel. Hold it on your cheek for twenty minutes and then take it off for twenty minutes. Keep this up for four or five hours.

Secondly, don't wash your mouth today. Tomorrow you should wash your mouth gently every three or four hours with salt water. Continue this washing for several days.

Don't be alarmed if there is some bleeding this morning. A little bleeding is normal after pulling a tooth.

That's all I want to tell you. Call me anytime if you have a lot of bleeding or pain. And remember to apply ice right away.

1. Who is probably speaking?
2. What does the speaker say is the most important thing to do?
3. What does the speaker say about bleeding?

**Passage B**

Today we talk over long distances without difficulty. The human voice is carried by efficient technical devices, such as radio or telephone. Written

messages can be sent just as fast—by telegraph or teletype. These systems depend on a fairly recent discovery: electricity. People managed without electric current for many centuries. People with a message often had only one choice, namely, to send a messenger. Here and there other means of communication were developed, for example, the smoke signals of the American Indian. The receiver of the signal had to be within eye range—on a clear day. Africans developed another similar device: the talking drums. These carried news from village to village, for instance, warnings of enemy attack. The South Sea islanders used hollowed-out trees sounding like huge gongs. Each such signaling system needs two major elements: a medium and a code. The medium is the physical device for conveying the message. The code is needed to turn words into signals. Each signal must mean the same to the drummer and to the listener—to the transmitter and to the receiver.

4. What does the passage mainly talk about?
5. As a form of communication, which of the following can't be done without electricity?
6. Why did Africans use talking drums?
7. Who used hollowed-out trees sounding like huge gongs to send messages?

**Key:**

1. B)    2. D)    3. C)    4. D)    5. B)    6. A)    7. C)

# Unit 2

## Food

---

**Training Focus:** understanding and talking about food

**Cultural Notes:**

1) Americans have become increasingly aware of the benefits of eating a more nutritious diet, i.e., a low-fat, low-cholesterol, balanced diet consisting of whole grains, fruits, vegetables, dairy products and lean meats and fish, in that order. The Federal Department of Agriculture created a food pyramid to identify and publicize a healthy distribution of these food groups. In addition, there has been enough research to conclusively link heart disease with a high cholesterol count. As a result of this awareness and interest, many restaurants now offer at least a couple of light meals which are low in fat, cholesterol, and calories. In supermarkets, low-fat/low-calorie food alternatives, and even sugar-free, fat-free ice cream alternatives. Most magazines and newspapers have frequent articles on how to eat healthier, and there are magazines which focus on ways to eat better and lose weight. Despite all this apparent interest, a typical American diet still tends to tip the food pyramid upside down, with its emphasis on high-fat, high-cholesterol and high-calorie foods.

2) In America, it is customary to leave a tip for the waiter or waitress after you have finished eating in a restaurant. The amount of the tip usually varies from 10 to 15 percent of the amount you paid for the meal. It is not customary to give the tip directly to the waiter. Just leave it on the table before you go.

3) In the West, people usually have a high intake of animal fat which is high in calories. As a result many of them are overweight. Many of them, especially women, prefer to go on a diet. A western breakfast



usually includes bacon, eggs, milk, toast, cereal, etc. Lunch is usually simple, just a sandwich, hamburger, fish and chips, etc. together with a cup of coffee or tea. Supper is quite big, including rice or bread, dishes and soup or salad. Some people in the West are vegetarians.

**Key:**

### **Section One**

1.

#### ***Word List:***

<b>Food</b>		<b>Drinks</b>	<b>Fruits and Vegetables</b>
noodles	soup	tea	apple
rice noodles	beef	green tea	pear
fried noodles	chips	jasmine tea	plum
rice	mutton	coffee	orange
fried rice	meat	milk	banana
bread	toast	yogurt	peach
steamed bread	cream	mineral water	cherry
steamed rolls	butter	soft drink	watermelon
cold dish	cheese	fruit juice	winter melon
chicken	jam	ice-cream	apricot
egg	dessert	spirits	walnut
pickles	pudding	liquor	peanut
duck	biscuit	wine	grape
turkey	pork	champagne	pineapple
omelet	meat slices	whisky	tomato
ham		brandy	cucumber
salad		beer	cauliflower
steamed/boiled		cocktail	cabbage
dumplings			potato
hotpot			carrot
			leeks
			pumpkin
			onion
			spinach