



普通高等教育“十一五”国家级规划教材

NEW HORIZON
COLLEGE ENGLISH
新视野大学英语

视听说教程

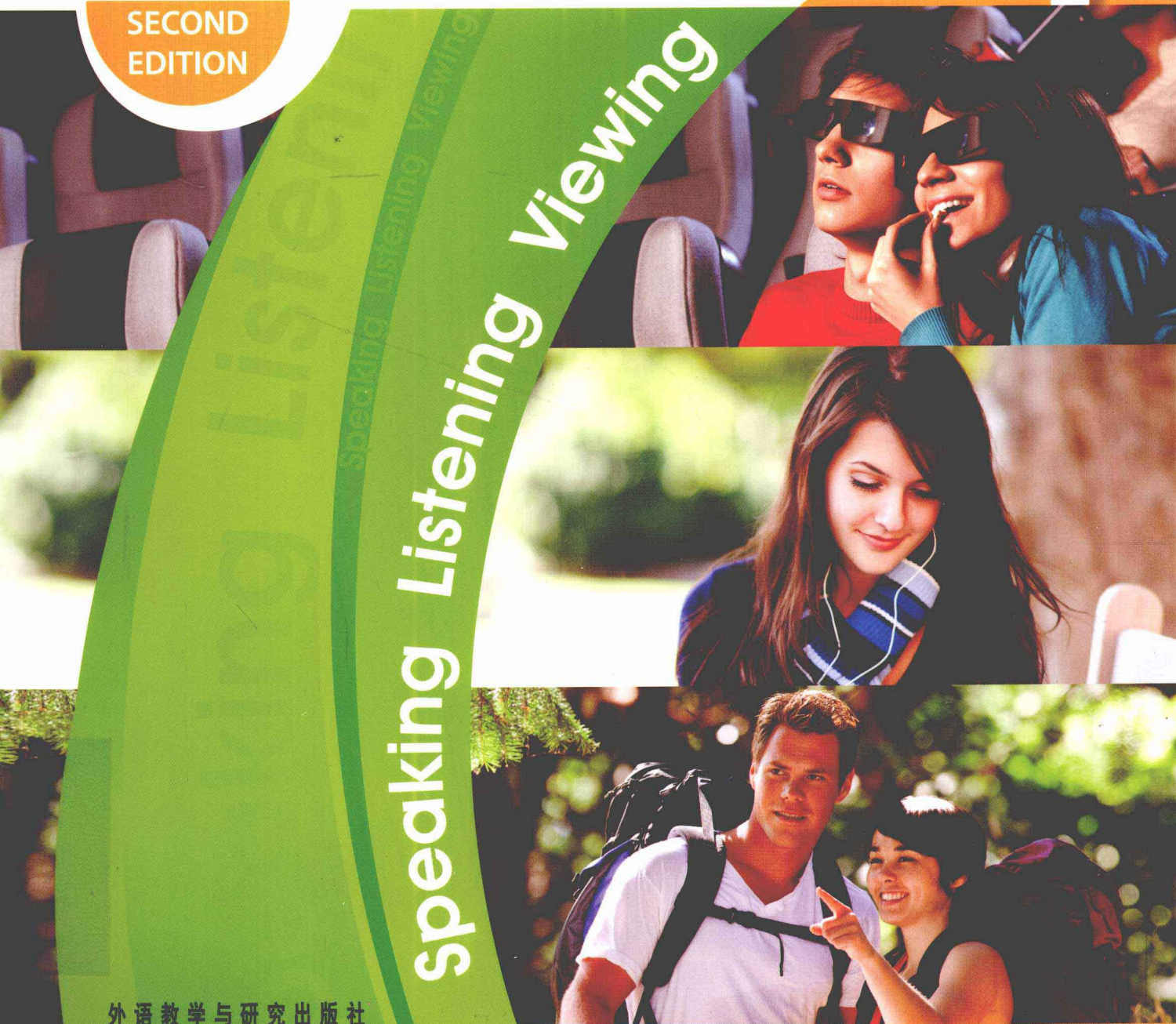
总主编：郑树棠 主编：徐钟

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第二版

SECOND
EDITION

Speaking Listening Viewing



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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总主编：郑树棠

主 编：徐 钟

编 者：徐 钟 肖福寿 乐金马
蔡石兴 李小坤 沈 燕

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前 言

《新视野大学英语 视听说教程》根据教育部颁布的《大学英语课程教学要求》设计和编写，广泛借鉴了国内外优秀英语教材的编写经验，旨在通过真实的场景、地道的语言和多样的练习提高学生的英语听说能力。这套视听说教程既可以独立使用，也可以作为《新视野大学英语》系列教材的一部分，与《新视野大学英语 读写教程》配合使用。

《新视野大学英语 视听说教程》同步提供教材、光盘与网络教学管理平台。不同载体各具优势，互为补充，互相支持，为立体化、个性化、自主化的教学与学习提供条件，充分发挥多媒体声像技术，通过丰富的资源、生动的形式、针对性的训练和有效的管理来提高学生的实际交流能力，从而帮助学生达到《大学英语课程教学要求》对英语听说能力提出的要求。

《新视野大学英语 视听说教程》自出版以来，受到高校师生的广泛好评，对各学校的教学模式改革与教学方法创新起到了推动作用。随着教学改革的发展，高校的大学英语教学环境在发生变化，学生的英语水平不断提高，教师的教学方法不断更新，学校的软硬件设施不断完善。在新形势下，为实现新的人才培养目标，大学英语教学需要持续创新，教材也需要与时俱进。正是基于以上考虑，《新视野大学英语 视听说教程》的编者通过广泛调研与征求建议，在保持第一版教材特色和优势的基础上，对教材进行了修订与改进，主要体现在以下方面：

- 调整部分主题，更新部分视听语料，使内容更富时代感，体现不同视角与文化；
- 每单元增加与主题相关的口语任务，通过场景真实、形式多样的练习引导学生参与讨论，活用语言，训练思维；
- 在第3、4级中增加难度适中的原版视频，便于学生了解多元文化，学习鲜活语言；
- 在教师用书中提供补充活动，教师可根据学生的不同层次选择使用，实现因材施教。

构 成

学生用书

共4级，每级按不同主题分为10个单元，供一个学期使用。每单元各板块内容与形式如下：

Lead-in 导入部分

以图片、问卷、讨论等形式导入单元主题，激发学生兴趣，调动学生进一步深入了解和探讨主题的积极性，为接下来的听说任务做好铺垫。

Listening 听力训练（以音频为主）

- **Listening skills:** 短对话听力练习，帮助学生掌握和运用主要听力技能。
- **Listening in:** 与主题相关的听力材料，内容丰富，练习多样；听力材料涉及诸多热议话题，具有较强的思想性和启发性，为后续口语活动做好语言及观点准备。

Speaking 口语训练 (以视频为主)

- **Speaking out:** 体现交际技能的视频对话, 供学生跟读、模仿。之后编排两种口语任务:
 - (1) 根据拟定场景, 使用视频对话中的功能性表达完成对话练习;
 - (2) 基于视频话题展开开放式口语任务。
- **Let's talk:** 第1、2级提供一段较长的对话、访谈或讲座, 第3、4级提供一段与单元主题相关的原版视频, 为学生口语活动提供鲜活生动的语言输入和多角度的思维启发。

编排与主题相关的合作口语活动, 为学生创造表达观点、锻炼思维、培养团队精神的机会。

Further listening and speaking 拓展部分 (包含录音和视频)

由听力和口语两个板块组成, 可作为学生的自主学习内容。

Pronunciation 语音训练

第1级提供10个单元的语音训练, 可根据学生的语音难点选择使用。

Word file 词汇拓展

根据每单元主题提供补充词汇及句型表达, 增加语言输入, 促进语言输出。

教师用书

教师用书与学生用书对照排版, 包含学生用书全部内容, 并提供教学目标、各板块教学建议、听力原文、练习答案、补充活动以及详尽的口语活动指导。

光盘

提供学生用书10个单元的音频与视频材料, 可自由选择和调整语速。Further listening and speaking 部分的口语活动提供模拟视频, 供学生学习参考。此外, 光盘上还增加了文化知识、学习策略等讲解内容。

网络教学管理平台

作为《新视野大学英语(第二版)》整体网络课程的一部分, 《新视野大学英语(第二版)视听说教程》网络平台主要包含以下几方面内容:

学习平台	提供结合教材的听说训练内容, 以学生自主学习为主, 体现个性化、交互性的特点, 同时注重学习进程的记录与监控。
资源平台	提供教材以外的视听资源, 为学生提供一个拓展知识和提高学习技能的平台。
测试平台	为教师提供可以自由选题、组题的试题库, 可用作不同性质的测试, 既可以在线测试, 也可以进行传统测试。
管理平台	提供学生平台、教师平台与管理员平台, 为学生、教师与教务人员提供各类查询、交流与管理功能。

特色

- 1. 主题** 在主题的确立上由浅入深，从与大学生日常生活紧密相关的话题，逐步过渡到较为抽象、有一定深度的话题。帮助学生实现从听懂某一主题的内容到可以充分表达自己对于相关话题的观点和思想。
- 2. 选材** 各部分视听材料的选择以短小精悍、难度适中为原则，兼顾材料的多样性及语言的真实性。对材料中涉及的语言与文化现象提供详细讲解，在提高学生听说技能的同时注重提高他们的综合文化素养和跨文化交际能力。与其他听说教材相比，本教程包含较多的场景式对话，展现多样的口语表达方式，语言生动鲜活，可模仿性强。
- 3. 任务** 设计形式多样的听力任务，既体现任务的真实性，又兼顾大学英语四、六级考试的听力题型。语言输入与输出巧妙结合。口语任务的设计重在鼓励学生开口、活用语言和启发思维，教师用书中提供了详尽的指导。考虑到各单元听说训练如果全部完成，所需时间较长，建议教师在课堂上根据学生的实际水平选用部分练习，其余内容可由学生自主学习。
- 4. 梯度** 各级、各单元之间以及每单元各部分之间都遵循由易到难、由浅入深的原则，体现出听说技能提高的阶段性和系统性。第1、2级的视听素材以长度适中的对话、短文为主，涵盖大学生日常生活中各种常见话题。第3、4级则以较长的对话、短文、新闻报道、专业访谈为主，体现了丰富的知识性，符合大学生的认知心理。
- 5. 形式** 教材版面生动活泼、图文并茂，注重实用性与趣味性。教师用书包括学生用书的全部内容，与学生用书对照排版，并提供详细的教学建议、听力原文、练习答案、补充活动、口语练习指导等，方便教师教学。
- 6. 多媒体** 充分利用多媒体技术，将平面素材转化为视频教学与网络教学形式，为学生创造个性化、自主化的学习环境。集知识性、趣味性与可操作性于一体，既有丰富的语言输入，也有互动式的听说任务，通过视、听、说三方面的内容切实提高学生的听说能力。
- 7. 管理** 网络教学平台为教师和学生提供开放的学习、查询、指导与交流平台。学生可在网上注册课程、参加测试、查看学习记录、浏览更多资源。教师可在网上发布信息、布置作业、解答问题，并随时了解与检测学生的学习情况。该系统具有较强的兼容性，可根据不同学校的教学条件进行调整，也会依据新的教学要求进行进一步的完善和拓展。

使用建议

《新视野大学英语（第二版）视听说教程》教学体系同步提供教材、光盘与网络平台。这几种媒体紧密联系，互为补充，各学校可根据本校实际教学条件选择不同的组合方式。

1. **教材 + 光盘**：光盘提供教材中所有视听素材，可供学生自主学习。教师在面授课上可根据教材及教师用书中提供的教学建议组织小组或全班口语活动。
 2. **教材 + 网络平台**：网络平台提供更多的学习资源、测试与管理功能。学生可通过网络课程进行学习。在这种自主学习模式中，教师可以通过网络平台了解学生的学习时间、学习进度与测试成绩，并安排相应的小班面授时间。面授时可根据教材及教师用书提供的教学建议组织集体口语活动。
- 课时安排建议：小班授课，每单元安排2课时，面授课以口语活动为主，自主学习以听力训练为主。
 - 测试：提供与教材配套的试题库，可用于三种不同目的的测试：分级测试、期中/期末测试和单元测试。测试可以在网上进行，也可以打印出来，在课上进行。

编写成员

《新视野大学英语（第二版）》总主编为上海交通大学郑树棠。

《新视野大学英语（第二版）视听说教程1》主编为徐钟，编写人员依次为徐钟、肖福寿、乐金马、蔡石兴、李小坤、沈燕。

《新视野大学英语（第二版）视听说教程1》的试题库由王大伟、徐钟负责。

《新视野大学英语（第二版）视听说教程1》由郑树棠审定。

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Unit

1

How's your college life?



I

Lead-in

Discuss the questions, and share your answers with the class.

1. Where are you from?
2. Why did you choose this university?
3. What's your major? Why did you choose it?
4. How do you pay for school?
5. What do you think is the most difficult when learning English?

II Listening skills

Listening for names

Listen to the dialogs and fill in the blanks with what you hear.

- 1 The boy is called _____ by his first name.
- 2 Nancy's last name is _____.
- 3 Nancy should see _____ if she needs a loan.
- 4 Laura's full name is _____.
- 5 _____ will get his parking pass in a minute.



Word tips

Brown /braʊn/ 布朗 [人名]

Lang /læŋ/ 兰 [人名]

Nancy /'nænsi/ 南茜 [人名]

loan /ləʊn/ 借款, 贷款 (something which is lent, especially money)

Scotland /'skɒtlənd/ 苏格兰 (one of the four parts of the United Kingdom forming the northernmost part of it)

Language and culture tips

registration office The registration office is very important in a university. Students can sign up for classes, or make changes to their programs in a registration office. Many universities now provide online registration.

parking pass a card or permit with which someone can park in a parking lot

III Listening in

Task 1 Enrolling

Listen to the passage and choose the best answer to complete each statement.

- Betty Russell is a(n) _____.
A) professor who teaches international students
B) officer from the International Students' Office
C) library director
D) program director
- It is important for new students to _____ first.
A) get the ID card
B) pick up the library card
C) have a medical check-up
D) enroll
- When they use the school sports facilities, the students must _____.
A) pay the fee
B) show their ID card
C) prove they are students
D) like sports
- At the health center, the medical service is free for _____.
A) all international students
B) both students and staff
C) all enrolled students
D) all students who need medical assistance
- The talk was most probably given _____.
A) at the beginning of the semester
B) at the beginning of the year
C) at the end of the vacation
D) in the first week of classes

Now listen again and check your answers.

Word tips

enroll /ɪn'roul/ (使) 注册, 登记 (register or place one's name on a roll)

Betty Russell /,beti 'rʌsel/ 贝蒂·罗素 [人名]

ID /,aɪ'di/ 身份证明 (identification; identity)

facilities /fə'sɪlɪtɪz/ 设施, 设备 (things that can be used for a particular purpose)

Language and culture tip

enrolling In the U.S.A., high school graduates who want to enroll in a university must first submit to that university a score report of the ACT (American College Test) or the SAT (Scholastic Aptitude Test), a high school diploma, and a record of their previous education. They are also usually required to fill out an application form for the university, including a long essay section. In China, however, high school graduates take the National College Entrance Exams in order to be enrolled in a university.

Task 2

Living on campus

Listen to the dialog and check (✓) the speaker of each statement in the table.

	John	Lisa
1. It's easy to make friends on campus.		
2. The atmosphere on campus is different from the outside.		
3. It's easy to go to the shopping center when living in town.		
4. Commuting to classes would take so much time.		
5. The cafeteria food is the same thing every day.		
6. The cafeteria food is OK.		

Now listen again and check your answers.



Word tips

Lisa /'lizə/ 莉莎 [人名]

John /dʒɒn/ 约翰 [人名]

dorm /dɔːrm/ <可> (大学的) 学生宿舍 (楼)
(a room or building in a college or university where students live)

commute /kə'mjuːt/ 通勤 (travel regularly a long distance between your home and your place of work)

cafeteria /,kæfə'tɪrɪə/ 自助餐厅 (a restaurant, where customers are served at a counter and carry their meals on trays to tables)

eat out 下馆子 (eat in a restaurant)

Task 3

Which comes first, day or night?

Listen to the story and answer the questions.

1. Why did the student appear for the personal interview?

2. What did the interviewer decide to do about the smart student?

3. What options did the student have on the interviewer's questions?

4. How did the student react first when he heard the real difficult question?

Word tips

interviewer /'Intər,vjuər/ 面试官 (the person who asks the questions in an interview)

corner /'kɔrnər/ 使 (某人) 陷入困境 (put someone into a position in which they cannot choose to do what they want to do)

jolt /dʒɔult/ 令 (某人) 震惊 (give someone a shock)

secure /sɪ'kjʊr/ (经过努力后) 得到 (get something after a lot of effort)

5. Why didn't the student answer the interviewer's second question?

Now listen again and check your answers.

Task 4

An announcement

Listen to the announcement and fill in the blanks with what you hear.

Word tip

checkout /'tʃek,aʊt/ (图书等的) 出借 (registering books, etc. as having been borrowed)

May I have your (1) _____, please? The library will be (2) _____ in (3) _____ minutes. Please make all final (4) _____ and prepare to (5) _____.
Thank you.

Now listen again and check your answers.

IV Speaking out

Greeting and introducing

Model 1 It's nice to meet you.

1. Watch the video clip. Pay careful attention to the underlined expressions.

David: Hi! My name is David, but you can call me Dave.

Laura: It's nice to meet you, Dave. My name is Laura.

David: Nice to meet you, too, Laura.

Laura: I'm a freshman here. What about you?

David: Me, too. I'll have my first class this afternoon.

Laura: What class is that?

David: English course with Dr. Smith.

Laura: Oh, really? We're going to be in the same class!

David: Oh, that's great!



Laura meets David on campus.

Language and culture tip

You can call me Dave. Dave is a nickname for David. A nickname is usually a short form of the actual name, for example, Ed for Edward, Tom for Thomas. Sometimes it is based on a personal characteristic, like Red for a person with red hair. People use a first name or a nickname without a title to address someone informally.

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner.
3. Complete the dialog with the words or expressions given below, and then role-play it with your partner.

I got here nice to meet you my name is I'm from OK
 we're going to be but you can call me are you an international student

Michael: Hi! (1) _____ Michael. Nice to meet you.

Robert: (2) _____, Michael. I'm Robert. (3) _____
 _____ Bob.

Michael: (4) _____, Bob. (5) _____ here?

Robert: Yes, (6) _____ last week. I'm from Canada.

Michael: So, (7) _____ in the same dorm.

Model 2 How are you doing?

1. Watch the video clip and fill in the blanks by checking (✓) the expressions that you hear in the table.



Nancy meets David and recommends a professor to him.

Nancy: Hi, Dave.

David: (1)_____, Nancy. (2)_____?

Nancy: (3)_____. (4)_____?

David: Good, thanks. You know, I'm planning to take Listening and Speaking this semester. (5)_____ a professor?

Nancy: Sure. (6)_____ Dr. Smith. One of my friends attended his classes last year, and she said that he is one of the best professors for that course.

David: Good! Thanks!

Language and culture tip

How are you doing? Usually in greetings, when someone asks "How are you (doing)?", it just means "Hello." If you know the speaker very well, you may tell how you feel by saying "Bad" or "Not so great." But most of the time we say "Fine" or "Not bad."

(1) <input type="checkbox"/> Hi <input type="checkbox"/> Hello	(2) <input type="checkbox"/> How are you doing <input type="checkbox"/> How are things with you	(3) <input type="checkbox"/> Fine, thanks <input type="checkbox"/> Very well, thank you
(4) <input type="checkbox"/> How about you <input type="checkbox"/> How are you	(5) <input type="checkbox"/> I wonder if you could recommend <input type="checkbox"/> Can you recommend	(6) <input type="checkbox"/> I would recommend <input type="checkbox"/> If I were you, I'd choose

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You can use the optional expressions in the table above.
3. Complete the dialog with the words or expressions given below, and then role-play it with your partner.

hi / hello how about you how are you doing good I'm just fine can you recommend

Joe: (1)_____, Jack.

Jack: (2)_____, Joe. (3)_____?

Joe: (4)_____, thanks. (5)_____?

Jack: (6)_____. Well, you see, I'm planning to take Chemistry this semester. (7)_____ a professor?

Joe: Dr. Smith, of course. They say he's a prominent professor in Chemistry.

Model 3

I'd like you to meet my friend.

1. Watch the video clip and fill in the blanks by checking (✓) the expressions that you hear in the table.

David: Hi, Mr. Smith.
Smith: Hi, Dave.
David: Tony, (1) _____ Professor Smith. Mr. Smith, this is my friend, Tony.
Anthony: (2) _____, Mr. Smith.
Smith: (3) _____, Tony.
Anthony: Dave told me how much he enjoys your class.
Smith: Did you, Dave? (to Anthony) Well, Dave helps to make it a good class.
Anthony: Oh, that's interesting. (looking at his watch) (4) _____, we're going to catch a movie, and it's about that time. (5) _____, Professor Smith.
Smith: (6) _____. Have fun!



David introduces Anthony to Professor Smith.

Word tip

Tony /'touni/ 托尼[人名]

(1) <input type="checkbox"/> I'd like you to meet <input type="checkbox"/> come and meet	(2) <input type="checkbox"/> It's a pleasure to meet you <input type="checkbox"/> I've heard a lot about you	(3) <input type="checkbox"/> Hello <input type="checkbox"/> Nice to meet you
(4) <input type="checkbox"/> Excuse us <input type="checkbox"/> We must be off now	(5) <input type="checkbox"/> It was nice to have met you <input type="checkbox"/> Very nice meeting you	(6) <input type="checkbox"/> I should say so <input type="checkbox"/> Same here

2. Watch the video clip again and repeat the dialog line by line. Then role-play it with your partner. You can use the optional expressions in the table above.

3. Complete the dialog with the expressions given below, and then role-play it with your partner.

I'd like you to meet oh, thank you this is excuse me
 glad to meet you very nice meeting you same here

Jason: Hi, Jane, (1) _____ my friend, Mike. Mike, (2) _____ Jane.
Michael: (3) _____.
Jane: Glad to meet you, too.
Michael: Jason often tells me how much he enjoys you playing the piano.
Jane: (4) _____. I enjoy watching him playing tennis too.
Michael: (5) _____, I have an appointment, so I'm afraid I must go now.
 (6) _____.
Jane: (7) _____. Bye!