



普通高等教育“十五”国家级规划教材

总主编 戴炜栋  
副总主编 蒋秉章

# 新世纪高职高专英语

NEW CENTURY ENGLISH  
LISTENING AND SPEAKING COURSE

听说教程

(修订版)

主编 蒋 剌

教师手册  
TEACHER'S HANDBOOK

4



上海外语教育出版社

外教社



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**电子邮箱:** bookinfo@slep.com.cn

**网 址:** <http://www.slep.com.cn> <http://www.slep.com>

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# 修订版前言

《新世纪高职高专英语·听说教程》于2000年正式出版发行。由于该套教材充分利用国内外英语教学科研成果,全面体现高职高专英语教学规律,突出“五项创新”,深受广大师生欢迎。为了使这套教材更加完善,上海外语教育出版社组织我国四所高职名校(即深圳职业技术学院、上海第二工业大学、北京联合大学和华东师范大学职业技术学院)的英语骨干教师对教材进行了修订。我们利用调查表和座谈会的形式,广泛征求用户和专家的意见和建议,并按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》,结合高职高专英语教学实际,在保留教材原有特色的基础上,在以下几个方面作了改进:

一、每一单元新增了 Listen More 部分。该部分总体上分为两大板块,第一个板块(Section A 和 Section B)将《综合教程》中每单元课文的语言点编成听力练习,旨在提高学生听力的同时巩固其所学过的词汇与短语,强化《听说教程》与《综合教程》的横向联系;第二个板块(Section C)以《高等学校英语应用能力考试大纲》为基准,设计了篇章听力练习,旨在培养学生对听力材料的整体理解及摄取其中特定信息的能力。

二、每一单元新增了 Additional Exercises 部分。该部分是以《高等学校英语应用能力考试大纲》(A级)为基准设计的一套完整的模拟试题,便于学生自测,也便于教师灵活地安排教学活动。

三、重新编写了 Act It Out 部分。该部分总结了目前各种国内英语口语试的特点,以中外文化交流为切入点,设计了信息索取、信息给予、信息综述和转达三个相连环节,旨在培养学生口头获取特定信息的能力的同时提高他们对外进行文化宣传的能力。

四、将原来属于 Listen In 的 Useful Expressions 单独编排为 Focus On,旨在进行听力练习之前加强学生对惯用表达的熟悉程度,以便听力练习的顺利展开。

五、将原来的 Act It Out 改编为 Drama Time,体现外语学习的娱乐性。

六、在学生用书相关的听力练习前增添了 Words & Phrases 部分,对听力材料中出现的较难词汇标注出词性、音标并给出中、英文两种注释,便于学生自学。这样既可帮助学生扩大词汇量,也可提高教学效果。

七、在教师用书的内容和体例上进行了较大的修改。修订后的教师用书除提供录音稿和练习答案外,还编有练习设计的目的、教学步骤介绍(供参考)、语言及文化背景注释。修订后的教师用书包含了学生用书的全部内容(学生用书每个单元标题下的图片除外),便于教师更为灵活地开展教学活动。

八、根据编者的教学实践和其他使用者的反馈意见,就原书中的个别错误进行了纠正。

九、对版面进行了重新设计,体例创新,图文并茂。

本教材总主编为戴炜栋,副总主编为蒋章章。本册主编为蒋剡,参加编写的人员有何永国、张丽莲、杨涌泉。本书的插图由周瑞平制作。

深圳职业技术学院的外籍教师 David Winfield 和 Matthew King 通读了书稿,并提出了一些宝贵意见。

由于编者水平和经验有限,疏漏和不妥之处在所难免,恳请广大师生继续批评指正。

编者

2004年10月

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# UNIT ONE

## JOBS

### Focus On

**Objective:** To review the expressions learned and learn the new ones

**Time:** 10 minutes

**Steps:**

1. Before you go on with the following expressions, ask some students to tell you the expressions of similar meaning that they have learned before.
2. Single out the new expressions in the following.
3. Explain the new expressions.
4. Practice the new expressions until the students have no trouble reading and understanding them.

**Read and familiarize yourself with the following expressions.**

### Useful Expressions

I'd like to make an appointment with someone to see about getting a job.

I'm looking for a job as a secretary.

Yes, quite a lot. I've been working at ...

I do all the paperwork in the office.

I want more challenge.

I want more responsibility.

Twenty thousand, not counting the bonuses<sup>1</sup>.

I don't mind.

Whenever you want me to.

I'd like to know about promotions<sup>2</sup>.

Could you tell me about the training?

Bring your résumé<sup>3</sup> and a passport-size photo.

What type of work are you looking for?

Do you have any experience?

What exactly is your responsibility?

Why do you want to leave your job?

Why do you want to work here?

May I ask how much you are making now?

You occasionally have to work evenings.

When can you start working?

We'll call you if we have any good news.

Fill out this form and I'll get back to you.

I've got to give in my notice<sup>4</sup>.

### Notes:

1. **bonus:** an additional payment beyond what is usual, necessary, or expected 奖金
2. **promotion:** advancement in rank or position 升职, 提拔
3. **résumé:** a list of information about somebody 简历
4. **give in one's notice:** deliver the statement of quitting one's job 提交辞呈



## Listen In

**Objective:** To review the expressions learned and learn the new ones

**Time:** 35 minutes

**Notes:**

1. **Listen In** activities are designed to integrate speaking with listening. Therefore the materials provided are not supposed to be done for the purpose of "pure" listening.
2. It is better to do the exercises several times until the students can fully understand each dialogue.
3. Imitation should be encouraged.

**Before your listening, learn the following words and phrases.**

### Words & Phrases

administrative /əd'mɪnɪstrətɪv/ <i>a.</i>	concerning the management or direction of the affairs of a business, government, etc. 行政的, 管理的
assign /ə'saɪn/ <i>v.</i>	give as a share or duty 分配; 分派
fiancé /fi'ɒnsɛɪ/ <i>n.</i>	a man that a woman is going to marry 未婚夫
impressive /ɪm'presɪv/ <i>a.</i>	making a strong or good impression 令人难忘的
minority /maɪ'nɒrəti/ <i>n.</i>	a small part of a population which is different from the rest in race 少数民族
switch /swɪtʃ/ <i>v.</i>	change or exchange, esp. completely or unexpectedly (尤指完全或突然地) 转换, 改变

## Section A

**Objective:** To complete the following dialogues

**Time:** 10 minutes

**Notes:**

1. This part is designed to integrate listening and writing.
2. The writing can help the students better focus on the theme of each dialogue.
3. Do not move on to the next dialogue before the students can fully understand the present one.

**Steps:**

1. Ask the students to pay attention to the missing information from the dialogues.
2. Play the tape once and check how well the students can understand each dialogue.
3. Play the tape again and ask the students to fill in the blanks with what they hear from the tape.
4. Instead of checking their answers immediately, ask the students to reproduce the dialogues orally.

5. Explain the new words and expressions when necessary.

**Listen to the dialogues and complete them with what you hear. Before your listening, make sure you fully understand the expressions in Focus On.**

### Dialogue

**1**

*(The telephone rings.)*

M: Stone Employment Bureau, Graham Brown. Can I help you?

W: Yes, please. I'd like to make an appointment with someone to see about getting a job.

M: Fine. I'll just get a few details first. Now your name is ...

W: Cimino, Carla Cimino.

M: And your telephone number?

W: 833-9872.

M: Now what type of work are you looking for?

W: I'm looking for a job as a bank teller<sup>1</sup>.

M: Do you have any experience?

W: Oh, yes, quite a lot. I've been working at the Midway Bank in Hammonton for almost six years. And before that I worked at the City Savings Bank of Hammonton.

M: And may I ask why you want to leave your job?

W: Well, I moved to Wildwood a couple of months ago. Hammonton is an hour and a half driving from Wildwood. It's really too much for me.

M: So you're looking for a job closer to home. Can you come at 11:30 this Thursday?

W: That's fine.

M: Oh, please bring a passport-size photo.

### Note:

1. **bank teller:** a person employed to receive and pay out money in a bank 银行出纳员

### Dialogue

**2**

W: Have a seat, Mr. Baldwin. You have a very impressive résumé.

M: Thank you very much.

W: Now I see your present job is as an administrative assistant in the Midland Bank. What exactly is your responsibility?

M: Well, I run the office when my boss, Mrs. Johnson, is out, and when she's in, I assign tasks to the secretaries who work for me. Of course, I also type and take shorthand<sup>1</sup>.

W: How many words a minute can you type?

M: About 75. I studied typing in high school and learned shorthand right after high

school when I got my first job as a secretary.

W: You certainly have had a lot of experience. Why do you want to become an office manager?

M: I want more responsibility. I'm looking for a job that challenges me.

W: Is that the only reason you want to leave the Midland Bank?

M: That's the main reason, but also for the money. I have a lot of expenses with our new house and all.

W: I know what you mean. May I ask how much you are making now?

M: Eighteen thousand, not counting the bonuses.

W: Now you know we don't give bonuses here. And one reason we pay so much is that you occasionally have to work evenings.

M: I don't mind. My wife doesn't work so she can be home with our two kids.

W: Well, we'll try not to keep you from your family too much. When could you start working?

M: In a month.

W: Well, thank you for coming in, Mr. Baldwin. We'll call you next week if we have any good news.

**Note:**

1. **shorthand:** rapid writing in a system using signs or shorter forms for letters, words, phrases, etc. 速记

**Section B**

**Objective:** To understand each dialogue as a whole and focus on important information

**Time:** 10 minutes

**Notes:**

1. Tips should be given to the students as to how to focus on important information.
2. Ask the students to take notes when necessary.

**Steps:**

1. Ask the students to read the four choices for each question and find out their common features, e.g., they may be all about numbers, places or relationships.
2. Show the students how to predict the possible questions that would be asked, e.g., if the four choices are places, the possible question might be "Where does the conversation take place?" and ask the students to catch the key words to answer the possible questions.
3. Play each dialogue twice continuously and the questions once, and then ask the students to decide on the best answers.
4. Instead of checking their answers immediately, ask the students to reproduce the dialogues orally.
5. Explain the new words and expressions when necessary.

**Listen to the tape and choose the best answer to each question.**

**Dialogue 3**

- |   |  |
|---|--|
| 1. A. At the front desk.<br>C. <i>In the kitchen.</i>   | B. At the Customer Service.<br>D. In the Foreign Affairs Department. |
| 2. A. Very good English.<br>C. A special training.      | B. A lot of experience.<br>D. <i>Both A and C.</i>                   |
| 3. A. At the front desk.<br>C. At the Customer Service. | B. <i>In the Personnel Department.</i><br>D. In the kitchen.         |

**Dialogue 4**

- |  |   |
|--|---|
| 1. A. To invite him to her wedding.<br>C. To talk about her fiancé.  | B. To ask for a raise.<br>D. <i>To inform that she's about to quit.</i> |
| 2. A. He is a Canadian.<br>C. He works for Mr. Tigers.   | B. <i>He earns quite a lot of money.</i><br>D. He is an engineer.       |
| 3. A. She is not satisfied with her present job.<br>B. She wants to be a Canadian.<br>C. <i>She won't stop working after marriage.</i><br>D. She is going to get a new job in Germany. |   |

**Tapescript****Dialogue 3**

- W: I'd like to talk to you about promotions. I want to apply for the job at the front desk<sup>1</sup>.
- M: Where do you work now?
- W: In the kitchen. I wash dishes.
- M: People don't usually switch departments. Why don't you look for something else in the kitchen?
- W: I'd like to get out of the kitchen. I'd like to work with the customers.
- M: Your English needs to be very good and you need special training to work at the front desk.
- W: I've studied English for five years. My supervisor says it's excellent. I speak three other languages so I could help foreign guests. Could you tell me about the training?
- M: It takes a long time. We only offer it twice a year.
- W: How do I apply for it?
- M: First, I'd better talk to your supervisor.
- W: I'm very interested in the job. I think it would be good for the hotel to have minorities at the front desk<sup>1</sup>.
- M: Fill out this form and I'll get back to you.
- W: Thank you. I'll check back in a week if I haven't heard from you.

## Questions

1. Where is the woman working now?
2. What is a necessary qualification for the job the woman wants?
3. Where does the man probably work?

## Note:

1. **the front desk:** the desk that receives visitors to a hotel or a restaurant 前台, 接待处

## Dialogue 4

- M: Sit down, Miss Bradley. It's something personal, you say?
- W: Yes. You see, I'm going to get married next month and ...
- M: Get married? I didn't know that. Congratulations!
- W: Thank you, but I'm afraid it means I've got to give in my notice. I'd like to leave at the end of the month.
- M: Really? I'm very sorry to hear that. Do you intend to stop working altogether, then?
- W: Oh, no! My fiancé and I want to save up enough for a house and we wouldn't be able to do that if I stopped working right away. And it isn't that I don't like my job here, either. I'd stay if Terry, that's my fiancé, weren't a Canadian.
- M: A Canadian? I'm sorry, I don't understand. What's that got to do with it?
- W: Well, we're both going to live in Canada as soon as we get married.
- M: Oh, I see. What does he do for a living, by the way?
- W: He's an engineer. He often says he'd earn far more if he were back in Canada. That's why he wants to go back.
- M: But engineers are quite well paid here in England. How much does he earn here, then, if I may ask?
- W: £200 a week.
- M: Is that all? That's very poor for a qualified engineer. You ought to tell him he'd get far more if he came and worked for us.
- W: Well ... er ... you see ... as a matter of fact, he works here in your factory, Mr. Tigers. He's in your motor-design department.

## Questions

1. Why does the woman come to the man?
2. Which of the following is not true about the woman's fiancé?
3. Which of the following is true about the woman?

## Section C

**Objective:** To learn by imitation

**Time:** 5 minutes

### Steps:

1. Ask the students to imitate the speakers while listening.
2. Make sure the students can read the new words and expressions correctly and fluently before you move on to **Section D**.

**Listen to the above four dialogues again and imitate the speakers in intonation and pronunciation.**

## Section D

**Objective:** To practice summary skills

**Time:** 15 minutes

**Note:**

This part combines three skills — listening, writing, and speaking.

**Steps:**

1. Tell the students that they are going to have an integrative practice of listening, writing and speaking.
2. Ask the students to take notes during the first play.
3. Play the tape again and ask the students to complete their notes.
4. Ask some students to report orally their summary.
5. Comment on their reports and ask the students to write down their summary.
6. Play the tape the third time and ask the students to imitate the speakers in intonation and pronunciation.

**Listen to the tape and make a summary of the passage.**

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## Tapescript

A résumé is a list of information about you. It shows your qualifications to prospective employers. Qualifications are skills or talents. A résumé needs to be neat, clean, well-organized and attractive. You need to organize your résumé into categories or groups of information. Categories make a résumé easy to read. Your résumé also needs to be short. It is usually only one or two pages. Résumés might look simple, but you must work hard to create one that will help you to get your ideal job. A résumé includes personal data, i.e. facts about you, your career objective, which means, the kind of job you want, your work experience, special skills or abilities and education.

## Speak Out

**Objective:** To speak with fluency

**Time:** 50 minutes

**Steps:**

1. Explain the tasks and make sure that the students understand them.
2. Ask the students to form pairs or groups when necessary.
3. Circulate and monitor the activity while the students are doing the task.

4. Ask some pairs or groups to present their dialogues to the class.
5. Comment on the students' performance.

## Section A

**Objective:** To develop a vocabulary list for each situation

**Time:** 5 minutes

**Notes:**

1. For classes having difficulty with the task, try the following: divide the class into several groups and ask the students in each group to give words in turn or ask the students to translate their words from Chinese into English with the help of a Chinese-English dictionary.
2. For classes with higher English proficiency, go through this task quickly.

**Steps:**

1. The students list words useful in the situations indicated by the two pictures.
2. Invite some students to write the words on the blackboard.
3. Add the following words to the word list if necessary.

**List the words and phrases useful in the situations indicated by the following pictures and share them with other students.**



**A. Asking for promotion**



**B. Quitting one's job**

### **Suggested words**

**A. Asking for promotion**

do the same work over the years  
ask about promotions  
ask for a raise  
impossible for the time being  
need more training

**B. Quitting one's job**

have to give in one's notice  
like working here  
personal reasons  
need recommendation  
reconsider it

## Section B

**Objective:** To make dialogues with the given words

**Time:** 10 minutes

**Steps:**

1. Ask the students to form pairs and use the words listed in **Section A** to make dialogues.
2. Circulate and monitor the activity while the students are doing the task.
3. Ask some pairs to present their dialogues to the class.
4. Comment on the students' performances.

**Make dialogues with the words and phrases you listed in Section A.****Section C****Objective:** To respond properly in a given context**Time:** 10 minutes**Notes:**

1. This part combines writing, speaking, and listening.
2. In classes with higher English proficiency, ask the students to evaluate their own work.

**Steps:**

1. Ask the students to form pairs and complete the dialogue — they can discuss and write down the responses according to the given context.
2. Play the tape and tell the students that the tapescript is only a suggested answer.
3. Check and comment on the students' versions of the dialogue.

**Complete the following dialogue according to the context.****Tapescript (suggested answer)**

W: Have a seat.

M: Thank you.

W: I see you were a teacher in Brazil.

M: Yes, I taught math for ten years.

W: Have you ever worked in a factory?

M: No, but I enjoy working with my hands.

W: Why do you want to work here?

M: I think I can use my math skills and learn a lot.

W: Do you have any experience in electronics?

M: I did a lot of electrical repair work in the army.

W: Do you have any questions about the job?

M: Could you tell me a little about the training? ...

**Section D****Objective:** To make dialogues with the given words**Time:** 10 minutes**Steps:**

1. Ask the students to form pairs and role-play the two pictures with the words and phrases suggested.
2. Ask some pairs to present their dialogues to the class.



3. Comment on the students' performances.

**Look at the pictures and role-play them with the words and phrases suggested.**



**A. Making an appointment**

Microsoft Limited

ad in "Talent Market Bulletin"

network engineer

make an appointment

personal résumé

**B. Having a job interview**

personal details

accountant

much working experience

present job not paying well

more opportunities for advancement



**Section E**

**Objective:** To make dialogues more freely in a given context

**Time:** 15 minutes

**Notes:**

1. Before the class is over, assign the task as homework.
2. The students can form pairs or groups as they like.
3. To achieve the objective, the students should review all the words and expressions learned previously in this unit.
4. Encourage poor students to write down what they want to say.
5. In classes with higher English proficiency, encourage the students to present their dialogues to the class.
6. Comment on the students' work.

**Make dialogues according to the situations given below.**

1. You saw an ad in the newspaper about a vacancy in a software company. You want to make an appointment with its personnel department for a job interview.
2. You have applied for a position in the financial department of an electrical company. Now you are having a job interview with a manager of the company.
3. You are an interviewer from an export firm. You are looking for an experienced clerk, but your interviewee has just graduated from college.
4. You're not happy with your present job. Tell your boss that you are about to quit and give your reasons.