



“十二五”普通高等教育本科国家级规划教材

教师用书  
TEACHER'S BOOK

NEW HORIZON  
COLLEGE ENGLISH  
新视野大学英语

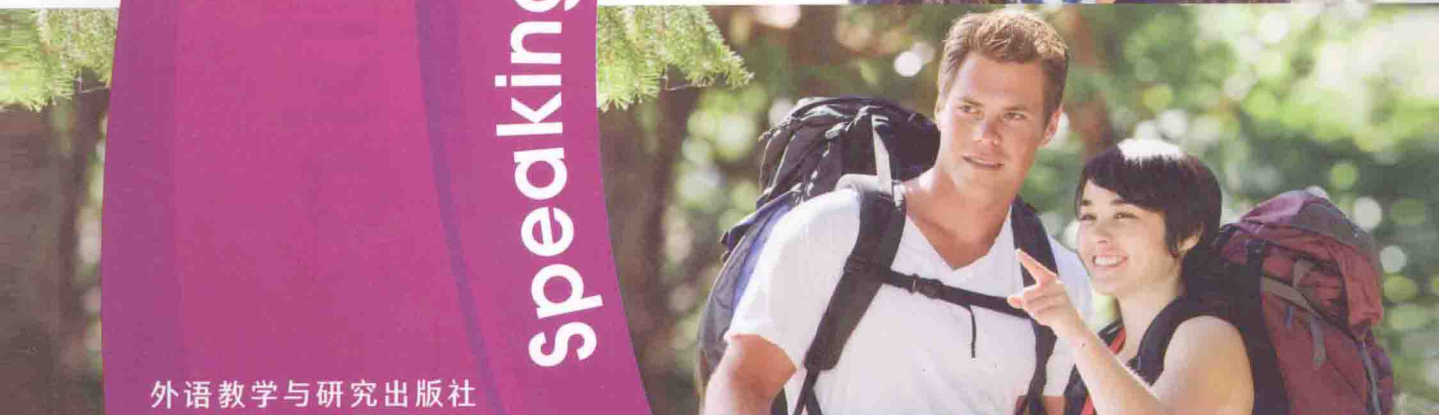
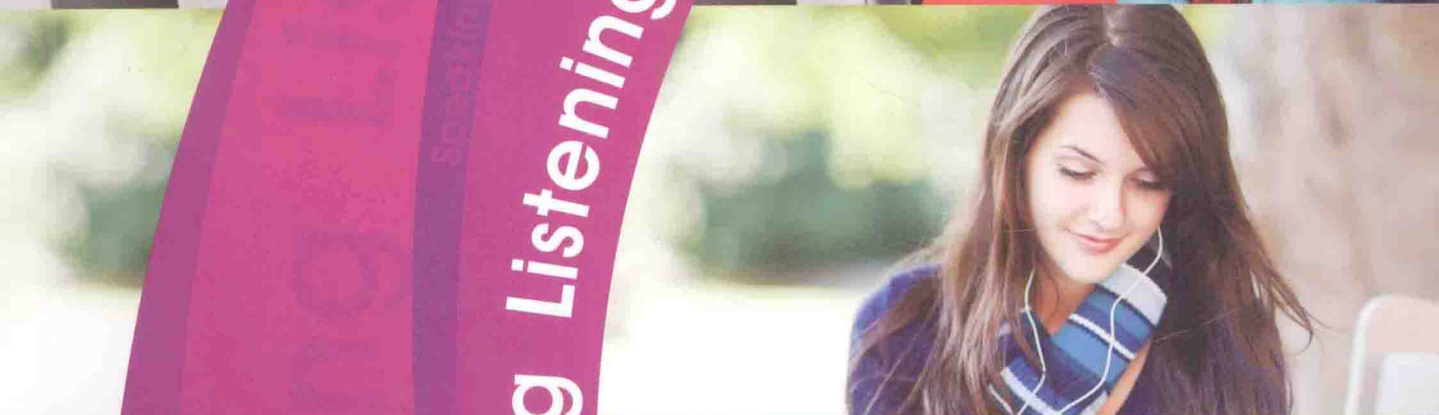
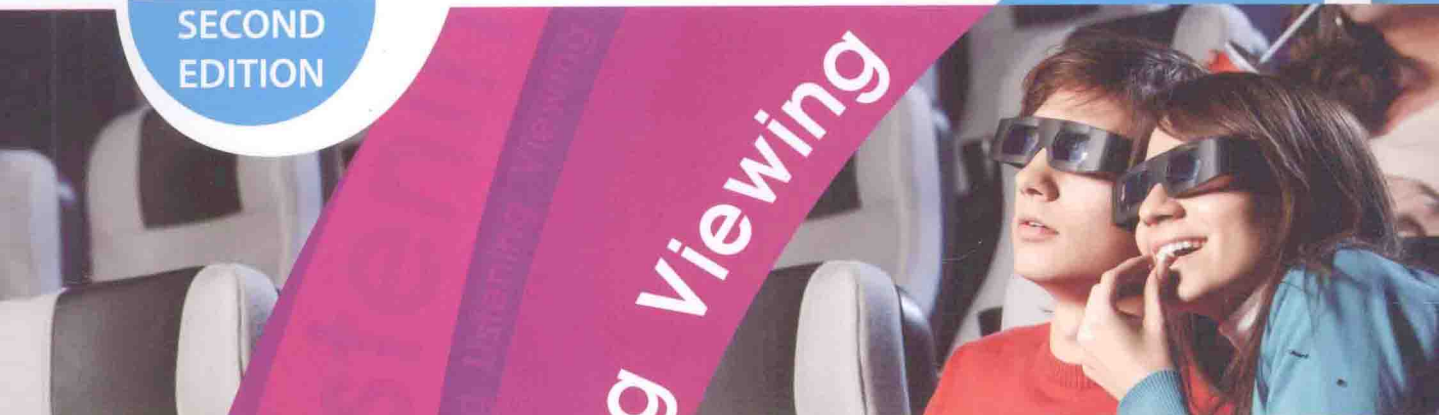
# 视听说教程

总主编：郑树棠 主 编：王大伟

# 4

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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# 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，教材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）

- **Basic listening practice:** 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)

由三段听力材料和一段原版视频构成, 可作为学生的自主学习内容。

### 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

教师版光盘共两张, 每张包含5个单元的内容。教师版光盘提供学生版光盘的全部内容(可自由选择和调整语速的全部音视频材料、文化知识补充、学习策略讲解等), 且其中的视频文件全部是高清版本, 并增加了全屏播放的功能, 方便教师课堂使用。

## 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:

<b>学习平台</b>	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。
<b>资源平台</b>	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。
<b>测试平台</b>	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。
<b>管理平台</b>	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

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《新视野大学英语（第二版）视听说教程4》由郑树棠审定。

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# Unit 1

# Enjoy your feelings!



## I Lead-in

1. Look at the following four groups of words and expressions about emotions. Consult a dictionary if you do not know some of them. In each group there is one misplaced word or expression. Underline it and copy it into the correct group.

• enraged • fuming • furious • irritated  
• livid • outraged • out of sorts • blow up  
• flare up • fly into a fury / rage

1

• horrified • scared • terrified  
• over the moon • scared out of one's wits  
• scared to death • paralyzed with fear

2

• beaming • cheerful • joyful • thrilled  
• as happy as a king • in seventh heaven  
• on top of the world  
• feel a shiver run down one's spine

3

• blue • broken-hearted • cheerless  
• depressed • heartbroken  
• down in the dumps • in low spirits  
• get (a case of) the blues • hit the roof

4

2. Work in pairs and tell each other some personal experiences of anger, fear, happiness and sadness.

# Enjoy your feelings!

## Aims

- Describing emotions
- Promising and refusing to help

## I Lead-in

1.

### Teaching tip

The four groups of words and expressions in turn describe anger, fear, happiness and sadness. Below are some additional words and expressions you can show the students, if necessary.

Anger: annoyed, irritated, fly off the handle, lose one's temper, lose one's control, see red.

Fear: afraid, frightened, scary, dreadful.

Happiness: glad, delighted, thrilled, beside oneself with joy / excitement, smile from ear to ear.

Sadness: miserable, cheerless, with tears streaming down one's cheeks, tearful, feel low, gloomy.

### Key

- ① out of sorts (sadness)
- ② over the moon (happiness)
- ③ feel a shiver run down one's spine (fear)
- ④ hit the roof (anger)

2.

### Teaching tip

Encourage students to use the words and expressions in Activity 1. In case the students do not have much to say on the topic, you can display the following tips on the screen to give them some ideas.

Emotions	Causes
Anger	e.g. being cheated out of one's money, ...
Fear	e.g. seeing someone or something approaching in the dark, ...
Happiness	e.g. getting a good mark in a difficult exam, ...
Sadness	e.g. losing one's boyfriend / girlfriend, ...

## II Basic listening practice

Listen to the dialogs and choose the best answer to each question you hear.



### Word tip

**wreck** /rek/ 毁坏 (damage)

### Language and culture tips

**be beside oneself with joy** be extremely excited or happy

**air your views** say what you think is important

- 1 A) She envies the man.  
B) She congratulates the man.  
C) She thinks money causes trouble.  
D) She wants to borrow money from the man.

- 2 A) He was very angry.  
B) He is still learning to drive.  
C) He is helping Mary obtain a driver's license.  
D) He has a driver's license.

- 3 A) She will regret her decision.  
B) She does not think much of her boyfriend.  
C) She will wait for the right time to get married.  
D) She still wants to marry the guy.

- 4 A) The woman has not overcome her grief.  
B) The woman has returned to normal.  
C) The man's mother died.  
D) The woman is comforting the man.

- 5 A) She needs more fresh air in the room.  
B) She can't make her voice heard in the noisy room.  
C) She has to work too hard.  
D) Nobody is listening to her opinions.

## II Basic listening practice

### 1. Script

**M:** I'm beside myself with joy. I'm so lucky. Guess what? I've won a lot of money in the lottery.

**W:** Really? Well, you do know that money is the root of all evil, right?

**Q:** What does the woman mean?

**C) She thinks money causes trouble.**

### 2. Script

**W:** Mary was furious when her son wrecked up her car.

**M:** He shouldn't have driven a car on his own without a driver's license. He's still taking driving lessons.

**Q:** What do we know about Mary's son?

**B) He is still learning to drive.**

### 3. Script

**M:** Susan, I hear you're going to marry that guy. Maybe you'll regret it.

**W:** Is that so? Only time will tell.

**Q:** What does the woman imply?

**D) She still wants to marry the guy.**

### 4. Script

**M:** Mary, I just want to say how sorry I was to learn of your mother's passing. I know how close you two were.

**W:** Thank you. It was so sudden. I'm still in a state of shock. I don't know what to do.

**Q:** Which of the following is true?

**A) The woman has not overcome her grief.**

### 5. Script

**W:** I get furious at work when my opinions aren't considered just because I'm a woman.

**M:** You should air your views more emphatically and demand that your voice be heard.

**Q:** What is the woman complaining about?

**D) Nobody is listening to her opinions.**

## III Listening in

### Task 1 What a clumsy man!

Listen to the dialog and choose the best answer to each question you hear.



1. A) One of her feet was hit by the box.  
B) One of her hands was hit by the box.  
C) Jack stepped on her foot.  
D) Jack kicked one of her feet.
2. A) He is more careful than Maria.  
B) He has made only a few mistakes.  
C) He makes lots of mistakes.  
D) He never makes stupid mistakes.
3. A) A glass worker.  
B) A colleague of Maria's.  
C) A customer.  
D) The boss.
4. A) To clean up the broken glass.  
B) To tell Mr. Johnson about his mistake.  
C) Both A) and B).  
D) Neither A) nor B).

#### Word tips

**clumsy** /'klʌmzi/ 笨拙的 (doing things in a very awkward way)

**replace** /rɪ'pleɪs/ 更换 (change something that is damaged for a similar new thing)

**explode** /ɪk'splɔʊd/ (感情) 爆发, 迸发 (suddenly express strong feelings such as anger)

#### Language and culture tips

**fly into a rage** suddenly become extremely angry

**hit the roof** be very angry

5. A) He is afraid of his boss.  
B) He has a lot of money.  
C) He wants to keep his job.  
D) He wants to solve the problem.

Now listen again and check your answers.

## III Listening in

### Teaching tip

If students do the listening tasks out of class, teachers may use the Additional activity to check. The Additional activity can also be used as an alternative to the activities in the Student's Book.

### Task 1

## What a clumsy man!

### Additional activity

Ask students to answer the questions.

1. What does Jack offer to do to solve the problem? (**He'll pay for the damage.**)
2. Suppose you are Mr. Johnson, how will you respond to this accident?

### Script

**Maria:** Jack, can you help me move this heavy box?

**Jack:** No problem, Maria. Here let me lift this end... Oops!

**Maria:** Ouch! My foot! Come on, can't you be a little more cautious?

**Jack:** I'm so sorry. It was an accident. No need to be furious!

**Maria:** You're always so clumsy, Jack. I'm really losing my patience with all the stupid mistakes you make around the office.

**Jack:** Calm down, Maria; I'll certainly be more careful next time. This was just an accident.

**Maria:** If you aren't more careful, then next time someone could be badly hurt. Oh, look! The glass in the box is all broken now. Mr. Johnson is going to fly into a rage.

**Jack:** Oh no! What can I do to keep him from hitting the roof?

**Maria:** Well, you can begin by helping me clean up the mess and then honestly tell him about your mistake.

**Jack:** Maybe if I offer to pay for the damage, he won't be so angry. What do you think?

**Maria:** That might help solve the problem, though it could be quite expensive to replace it.

**Jack:** Well, I'm willing to do what it takes to keep Mr. Johnson from exploding. I need to keep my job!

### Questions and key

1. Why did Maria get angry with Jack?  
A) **One of her feet was hit by the box.**
2. What can you infer about Jack from the dialog?  
C) **He makes lots of mistakes.**
3. Judging from the dialog, who is Mr. Johnson most likely to be?  
D) **The boss.**
4. What does Maria advise Jack to do?  
C) **Both A) and B).**
5. Which of the following is NOT mentioned as a reason why Jack wants to pay for the damage?  
B) **He has a lot of money.**

## Task 2 Causes of depression

Listen to the passage and complete the table with what you hear.

Factors	Description
<b>Heredity</b>	The tendency to develop depression is inherited and may run in (1)_____.
<b>Physiology</b>	Depression may be caused by changes or imbalances in (2)_____ called neurotransmitters, which transmit (3)_____ in the brain. Antidepressant medications relieve (4)_____ of depression.
<b>Psychology</b>	Low (5)_____ and self-defeating thinking are connected with depression. Sufferers who make corrections to their (6)_____ can show improved (7)_____ and self-esteem.
<b>Early experiences</b>	Events like the death of a parent, the (8)_____ of the parents, neglect, chronic illness, and severe (9)_____ can increase the likelihood of depression.
<b>Present experiences</b>	Job loss, (10)_____, long periods of unemployment, the loss of a spouse or other family member, or long-term (11)_____ may trigger depression.
<b>Living with someone with depression</b>	This causes increased (12)_____ for those who live with them.

Now listen again and check your answers.



**Word tips**

**heredity** /hə'redəti/ 遗传

**physiology** /ˌfɪzi'ɒlədʒi/ 生理学

**neurotransmitter** /ˌnɒrəʊtrænz'mɪtər/ 神经递素

**antidepressant** /ˌæntɪdɪ'presnt/ 抗抑郁药

**medication** /ˌmedɪ'keɪʃn/ 药物



## Task 2

## Causes of depression

**Additional activity**

**Ask students to discuss the question.**

What ways do you use to deal with the problem of depression?

**Script**

Hello, everyone. Today I invite you to join me in an exploration of the causes of depression. There are many factors involved, but I believe some deserve special attention.

Heredity certainly plays a role. The tendency to develop depression may be inherited; there is evidence that this disorder may run in families.

Physiology is another factor related to depression. There may be changes or imbalances in chemicals which transmit information in the brain, called neurotransmitters. Many modern antidepressant drugs attempt to increase levels of certain neurotransmitters so as to increase brain communication. While the causal relationship is unclear, it is known that antidepressant medications do relieve certain symptoms of depression.

Researchers also study psychological factors. They include the complex development of one's personality and how one has learned to cope with external environmental factors, such as stress. It is frequently observed that low self-esteem and self-defeating thinking are connected with depression. While it is not clear which is the cause and which is the effect, it is known that sufferers who are able to make corrections to their thinking patterns can show improved mood and self-esteem.

Another factor causing depression is one's early experiences. Events such as the death of a parent, the divorce of the parents, neglect, chronic illness, and severe physical abuse can increase the likelihood of depression later in life.

Some present experiences may also lead to depression. Job loss, financial difficulties, long periods of unemployment, the loss of a spouse or other family member, or other painful events may trigger depression. Long-term stress at home, work, or school can also be involved.

It is worth noting that those living with someone suffering from depression experience increased anxiety, which adds to the possibility of their also becoming depressed.

**Key**

- |                           |                                    |                        |                             |
|---------------------------|------------------------------------|------------------------|-----------------------------|
| (1) <u>families</u>       | (2) <u>chemicals</u>               | (3) <u>information</u> | (4) <u>certain symptoms</u> |
| (5) <u>self-esteem</u>    | (6) <u>thinking patterns</u>       | (7) <u>mood</u>        | (8) <u>divorce</u>          |
| (9) <u>physical abuse</u> | (10) <u>financial difficulties</u> | (11) <u>stress</u>     | (12) <u>anxiety</u>         |