



普通高等教育“十一五”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

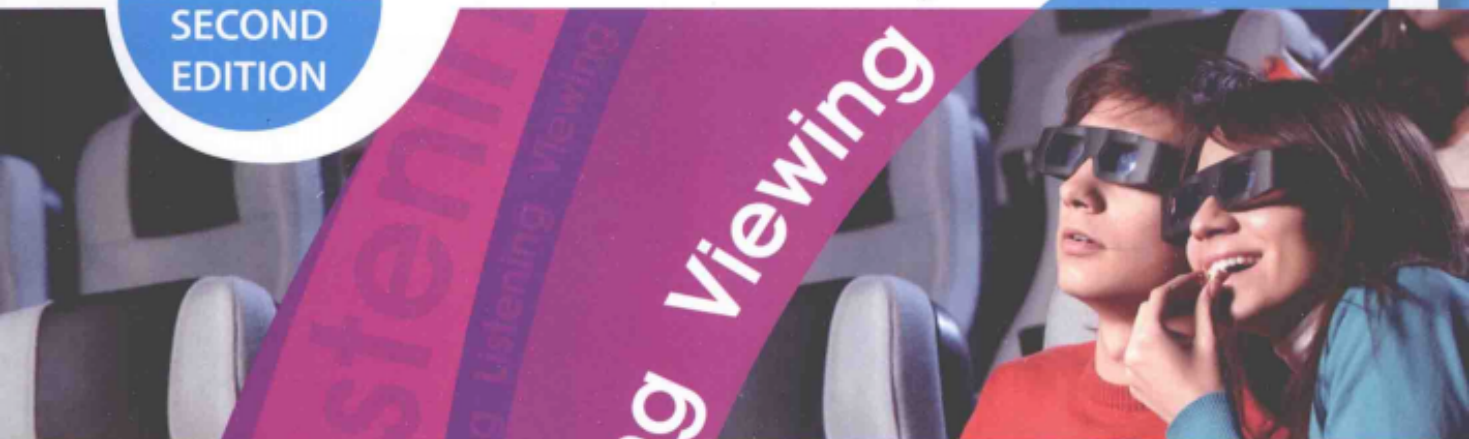
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第二版

SECOND
EDITION

Speaking Listening Viewing



外语教学与研究出版社
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NEW HORIZON
COLLEGE ENGLISH

新视野大学英语 视听说教程 教师用书

SECOND EDITION
第二版

教育部推荐使用

《新视野大学英语（第二版）视听说教程》在保持第一版特色和优势的基础上，依据《大学英语课程教学要求》精神，结合大学英语教学最新发展，对教材结构和内容进行了调整和完善。本教程旨在通过真实的场景、地道的语言和多样的练习全面提高学生的英语听说能力，通过课本、光盘、网络平台等不同载体的有机结合，为新形势下的大学英语教学提供多层次、多渠道、立体化的支持与服务。

教材特点

- 主题丰富，选材多样，兼具思想性和趣味性，全面提高学生的语言能力和文化素养
- 输入与输出紧密结合，融合语言听说策略，体现语言学习的循环性和渐进性
- 任务设计灵活多样，体现“做中学”的语言习得理念，全面提升学生的语言综合应用能力
- 由课本、光盘、网络平台等组成的立体化教学资源，为学生创造个性化、自主化的学习环境
- 提供配套听说试题库，有助于开展形成性评估与终结性评估，支持在线测试和课堂测试

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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理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。

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。这三种媒体紧密联系，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》主编为王大伟，编写人员依次为王大伟、张滢、王云松、张益明、陆仲飞、魏清光、李芳、王怡秋。

《新视野大学英语（第二版）视听说教程4》的试题库由王大伟负责。

《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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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

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

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> |

Task 3

Happiness index

Additional activity

Ask students to discuss the questions.

1. Do you think money can surely make you happy? Why?
2. Do you think older people are happier or less happy than young people? Give examples to illustrate your point of view.

Script

Australians were the happiest people in the world according to a survey undertaken by two market researchers. They conducted door-to-door surveys and interviews with nearly 30,000 people in 30 countries. They asked respondents how satisfied they were with their overall quality of life. Forty-six percent of Australians proclaimed to be “very happy” and expressed optimism about their future. Following them in the “very happy” group was the USA (40 percent), Egypt (36 percent), India (34 percent) and the UK and Canada (32 percent). Hungary got the wooden spoon, finishing bottom of the happiness chart. Thirty-five percent of its citizens said they were either “disappointed” or “very unhappy”, followed by Russians at 30 percent.

The research demonstrated that money and age were key determinants in how happy people are. Although the study did not indicate money could buy happiness, it did reveal a link between a lack of money and unhappiness. Less happy populations were found among lower-income groups or the unemployed.

The study also suggested that on the whole, the older we become, the less happy we are. Globally, teenagers are the happiest people. The age group with the lowest levels of happiness was 50-59. Only 16 percent of those in their 50s said they were very happy.

The factors that make us happy include good health, financial security and a happy marriage. Material comforts such as cars, clothes and gadgets ranked comparatively low.

Questions and key

1. According to the passage, which country ranks the second happiest?
B) The United States.
2. What conclusion can we draw from the passage about money and happiness?
D) People are likely to be unhappy if they have little money.
3. According to the survey, which age group is the least happy?
A) People in their 50s.
4. According to the survey, which of the following is the least important in making people happy?
A) A good car.
5. What is the passage mainly about?
C) An investigation on happiness and the determinants.

IV Speaking out

Promising and refusing to help

Teaching tips

1. The first line in each box of the useful expressions is the original script from the video clip. If students have difficulty understanding the video clips, ask them to refer to the box of useful expressions.
2. If there is enough time, the pair of students can continue the role-play by changing roles.
3. These tips can also be used in the rest units of the book.

Model 1

Don't let it get to you.

Script

Susan: You look so angry. What happened?

Chris: Nothing. I'd rather not talk about it. Just don't ask.

Susan: Come on. Relax. Talk to me.

Chris: All right. This morning I took my car to the garage to check the air conditioner. They only gave it a quick look, refilled it with some Freon, and charged me 300 bucks!

Susan: (1)No wonder you're livid. (2)I'd be mad too if someone ripped me off like that.

Chris: Yeah. And they were rude. They said I didn't know anything about cars, which I don't, but (3)they didn't have to be so blunt!

Susan: Sounds like you got a raw deal!

Chris: What's worse, as I was leaving, I heard them saying, "Don't trust this guy. He looks broke." When I heard that, (4)I almost hit the roof.

Susan: Don't let it get to you. Better ignore them.

Chris: I agree. I did manage (5)to keep my cool.

Susan: Well, the best thing you could do is to (6)file a complaint with the Consumer Protection Agency.

Chris: Sounds like a good idea.

Useful expressions

<p>(1) a. No wonder you're livid b. It's not surprising you're livid with rage c. No wonder you're so furious d. It makes sense for you to be angry</p>	<p>(4) a. I almost hit the roof b. I flew into a rage c. I got furious d. I exploded</p>
<p>(2) a. I'd be mad too if someone ripped me off like that b. I'd be mad too if I were tricked like that c. I would be too if someone stole money from me like that d. I'd be furious if I were cheated like that</p>	<p>(5) a. to keep my cool b. not to lose my cool c. to keep calm d. to stay calm</p>
<p>(3) a. they didn't have to be so blunt b. they needn't have been so rude c. they shouldn't have been so impolite d. they didn't have to be so mean about it</p>	<p>(6) a. file a complaint with the Consumer Protection Agency b. complain to the Consumer Protection Agency c. go to the Consumer Protection Agency with a complaint d. lodge a complaint with the Consumer Protection Agency</p>

Model 2

I'm too depressed.

Script

Susan: Chris, I hear (1)you've been down in the dumps, so (2)I've come to cheer you up

Chris: It's not gonna work. (3)I'm too depressed.

Susan: Come on. (4)Tell me what's on your mind.

Chris: Everything. My girlfriend left me, my dog ran away, my wallet was stolen...

Susan: Don't worry. (5)I'll help you solve the biggest problem: finding you a new girlfriend.

Chris: Forget it. Anyway, I'm getting bad grades, and I was told that I have to repeat a lot of courses next year. When I heard that, I almost lost it.

Susan: Look, relax. I'll help you with those courses.

Chris: Yeah, but I also have three weeks' laundry to do, and my room is a pigsty.

Susan: (6) **Forget it. You're on your own.**

Chris: Come on. What are friends for?

Susan: To keep you in high spirits, not to do your laundry.

Useful expressions

<p>(1) a. you've been down in the dumps b. you look depressed c. you've got a bad case of the blues d. seems you're feeling down</p>	<p>(4) a. Tell me what's on your mind b. Tell me what's bothering you c. Tell me what the problem is d. Let me know your problem</p>
<p>(2) a. I've come to cheer you up b. I'm here to brighten your life c. I'll help bring some sunshine into your life d. I'll make you feel better</p>	<p>(5) a. I'll help you solve the biggest problem b. I'll help you with the main problem c. I can help you sort out the major difficulty d. Let me help you with what's bothering you</p>
<p>(3) a. I'm too depressed b. I'm too sad c. I'm feeling really low d. I'm not feeling up for it</p>	<p>(6) a. Forget it. You're on your own b. Forget about it. There's nobody here but you c. Don't give it a thought. You're the only one who sees it d. Forget all about it. You have to learn to depend on yourself</p>


Model 3

You seem to be on top of the world.

Script

Nora: Oh, hey, John!

John: Hey!

Nora: (1)You seem to be on top of the world tonight. What's up?

John: (2)I'm so happy I'm about to burst. Guess what?

Nora: You've got me.

John: It might be true that misfortunes never come singly, but you can also have a “double blessing”. And that's what I had.

Nora: You mean you've had two happy events in your life?

John: Exactly. You know, I was strong in all subjects except physics. Now I've finally passed the test—the one I needed to (3)qualify for a bachelor's degree

Nora: Congratulations! You'd failed it three times. (4)No wonder you're beaming. What's the other good news?

John: (5)The multinational I was doing my field project at offered me a job at a good starting salary

Nora: Wow, wonderful, simply wonderful!

John: (6)I feel like celebrating. Shall we go to a bar?

Nora: Why not?