



“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

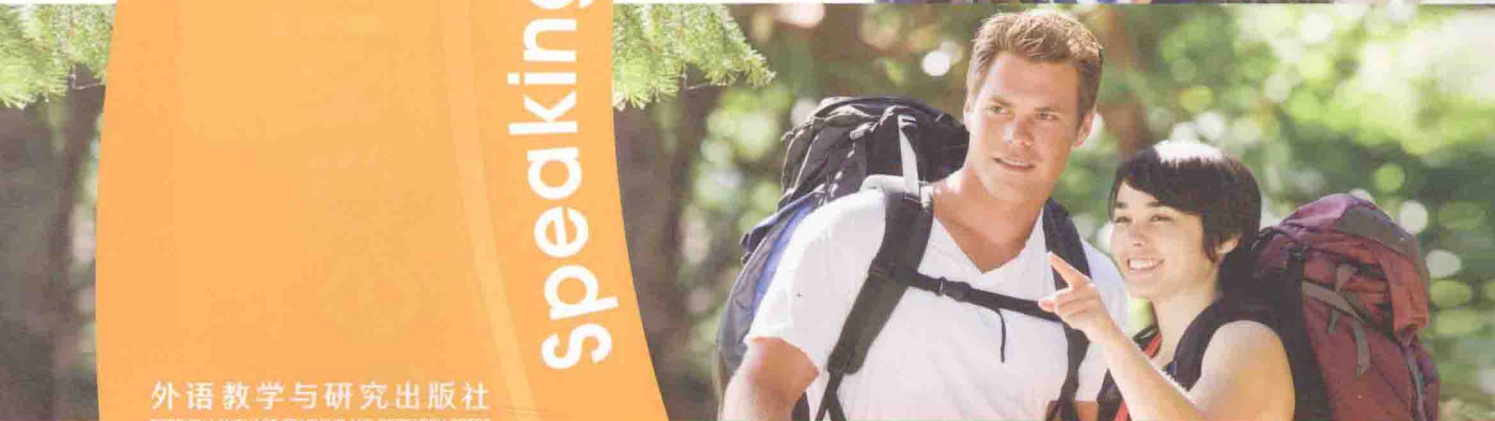
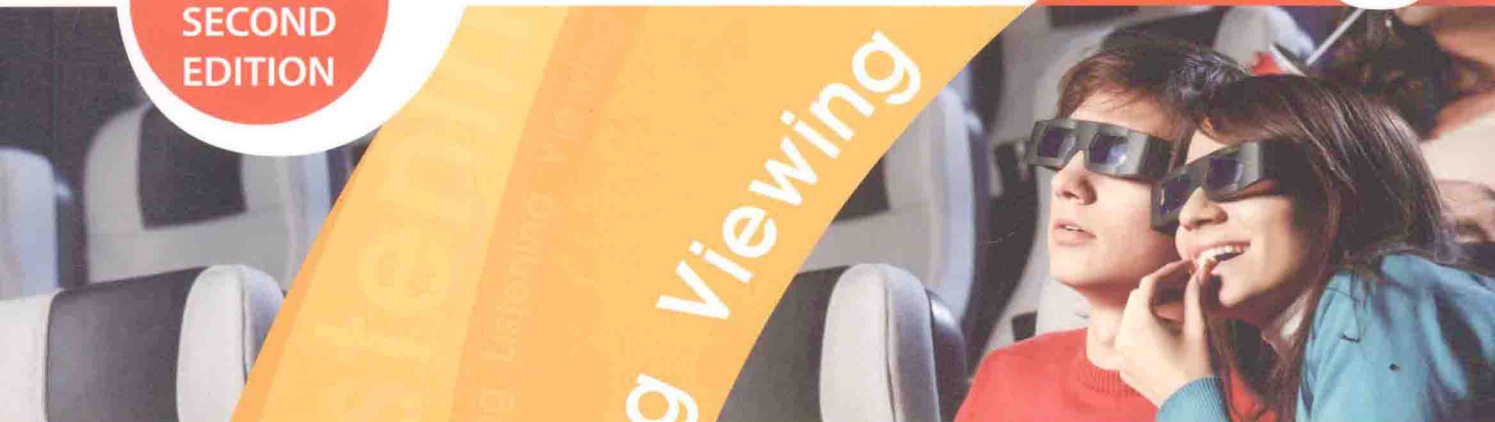
总主编：郑树棠 主编：王大伟

3

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，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:

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

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《新视野大学英语（第二版）视听说教程3》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3》由郑树棠审定。

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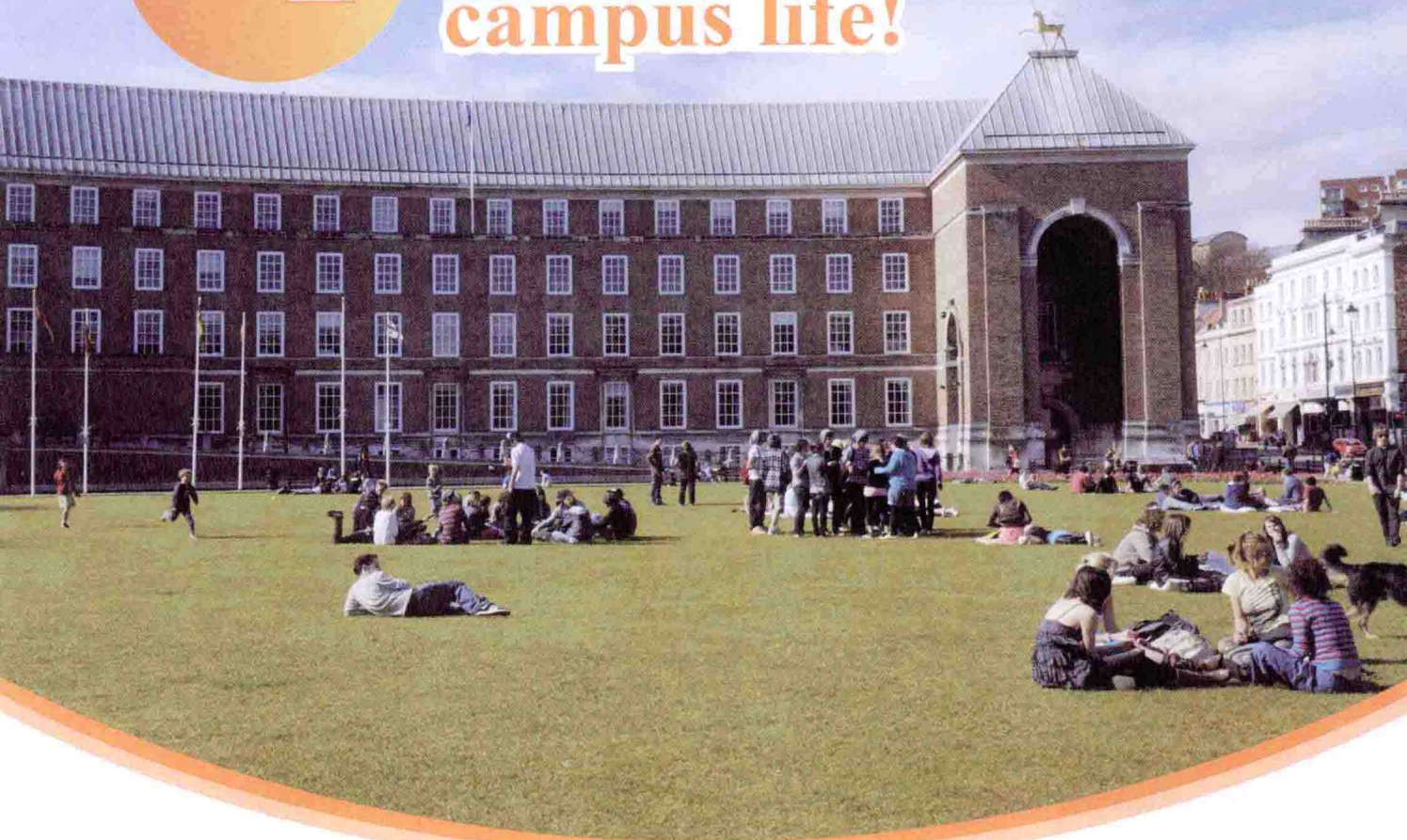
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北京 BEIJING

Unit

1

Enjoy the colorful campus life!



I

Lead-in

Work in groups of four to brainstorm as many study skills as possible and add them to the list. Vote for the three most important skills and give your reasons.

Study skills	Check (✓) your choice
1. Make good use of time.	
2. Find a quiet place to study.	
3. Draw up a study plan and stick to it.	
4.	
5.	

Enjoy the colorful campus life!

Aims

- Talking about college education and campus life
- Asking for and giving advice

I Lead-in

For reference

Study skills

1. Make good use of time.
2. Find a quiet place to study.
3. Draw up a study plan and stick to it.
4. Preview the lesson.
5. Listen attentively and take notes in class.
6. Review what you've learned in class.
7. Read extensively after class.
8. Write summaries after reading.
9. Assign yourself homework if the teacher has not assigned anything.
10. Study together with a good student.
11. Participate in a study group so that you can share ideas with one another.
12. Follow the instructions the teacher has given.

...

Those skills are all good, and I will try to adopt them in my studies. However, three of them seem especially important.

You know, our time is limited and valuable. It is essential to make good use of our time, instead of idling it away.

Even with plenty of time, we may not be able to make a lot of progress. Only by drawing up a detailed plan and sticking to it, can we hope to focus on our aim and advance step by step.

Of the other skills, extensive reading is of primary importance. I believe input is more important than output. Through wide reading, we can be exposed to a wide range of information and subconsciously acquire useful knowledge.

II Basic listening practice

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



- 3 A) To study fashion design.
B) To look at pretty girls.
C) To review lessons for an exam.
D) To prepare for a class presentation.

- 4 A) Steven works hard, but Susan does not.
B) Susan works hard, but Steven does not.
C) Both work hard.
D) Neither works hard.

- 5 A) The teaching is very practical.
B) The teaching is given by famous Harvard professors.
C) The teaching is based on the professors' own experience.
D) The teaching is given by those who run their own business.

- 1 A) English writing.
B) French writing.
C) Marketing.
D) Economics.

- 2 A) Sarah asks him to attend the lecture.
B) He can borrow notes from Sarah.
C) She can lend him her notes right now but he'd better take notes himself next time.
D) She can't lend him her notes right now and he'd better attend the lecture.

Word tips

elective /ɪ'lektɪv/ 选修课 (a course of study that you choose to do, rather than one that you must do)

compulsory /kəm'pʌlsəri/ 必须做的, 强制的 (that must be done because of a rule or law)

Sarah /serə/ 萨拉 [人名]

statistics /stə'tɪstɪks/ 统计学 (the science of using numbers to represent facts and describe situations)

Steven /'stɪvn/ 史蒂文 [人名]

Susan /'suzn/ 苏珊 [人名]

case /keɪs/ 事例, 实例 (an example of a particular situation, problem, etc.)

Language and culture tip

pull one's weight do one's share of work

II Basic listening practice

1. Script

W: Have you chosen your electives for next semester yet? Are you taking French writing again?

M: Yes, I am, but it's compulsory for us next semester. So I think I'm going to take marketing as an elective instead.

Q: Which class will the man choose as his elective?

C) Marketing.

2. Script

M: Did you go to that business strategy lecture on Friday? I missed it and need to copy your notes.

W: I'd say you could borrow my notes, but Sarah has got them. Be careful not to miss Professor Brown's lecture. He takes attendance in that.

Q: What does the woman tell the man?

D) She can't lend him her notes right now and he'd better attend the lecture.

3. Script

W: Wow, Steven! In the library! What brings you here?

M: I'm enjoying the view. All the girls in fashion design are here preparing for an exam on Monday.

Q: Why is the man in the library?

B) To look at pretty girls.

4. Script

W: How's your group doing with this statistics presentation? Mine's doing a terrible job.

M: Yeah, mine too. David and Mike are OK, but Steven doesn't pull his weight and Susan's never around. I don't see how we can pass unless Steven and Susan realize that this is their last chance.

Q: What is true of Steven and Susan?

D) Neither works hard.

5. Script

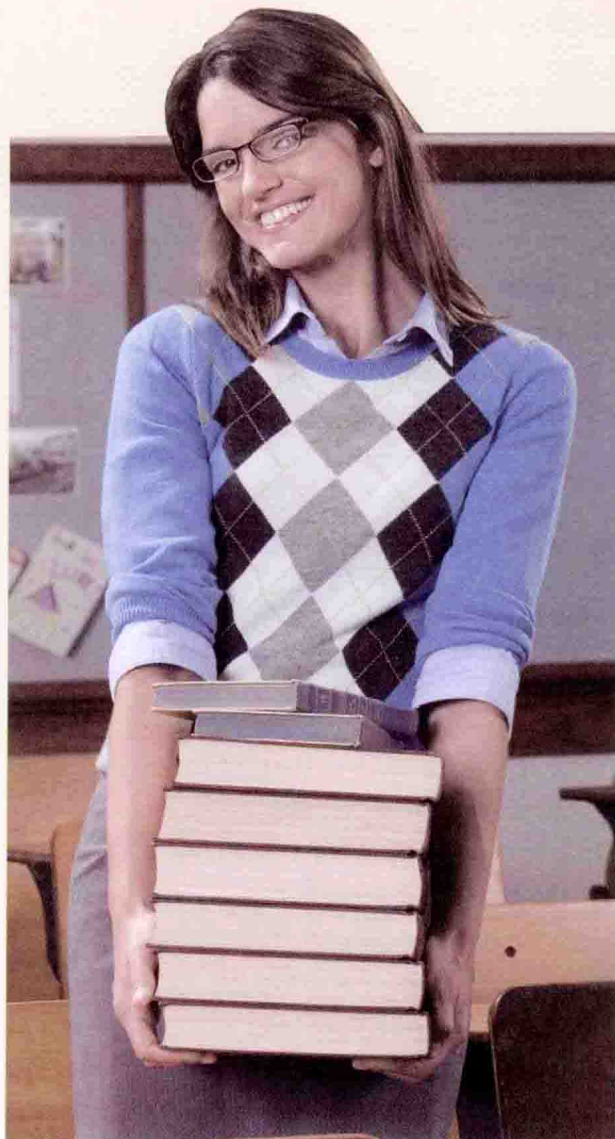
W: You took an MBA at Harvard Business School, didn't you? What's it like?

M: It's expensive, about US\$40,000 a year, plus the cost of food and housing. But the teaching is first-class. The professors have a lot of practical experience. They use the case system of teaching, that is, you study how actual businesses grew or failed.

Q: Why is the MBA teaching in Harvard Business School first-class?

A) The teaching is very practical.

III Listening in



Task 1

On the first day

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

Seeing that Jenny has bought the books for the biology class, Harrison says nobody does much on (1) _____ because it's still add-drop, which means students are (2) _____ from class to class to find out which is best. Jenny hears the professor is (3) _____, but Harrison warns her that the professor is good only if students are (4) _____, for he expects a lot.

After class, Jenny admits that half of what the professor said (5) _____, and Harrison assures her that a lot of what the professor said is (6) _____ in the reading. When Jenny asks to borrow Harrison's (7) _____, he says "no problem", for they don't have class until (8) _____. Finally, Harrison says (9) _____ in the discussion at the seminar is an important part of the (10) _____ there.

Now listen again and check your answers.

Word tips

Harrison /'herɪsn/ 哈里森 [人名]

Jenny /'dʒeni/ 詹妮 [人名]

seminar /'semɪ,nɑːr/ 研讨课 (a class in which a small group of students and a teacher discuss or study a particular subject)

Language and culture tips

catch up with come from behind and reach someone in front of you by going faster

go over one's head be difficult to understand

III Listening in

Teaching tip

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

Task 1 On the first day

Additional activity

If time allows, ask a few pairs of students to role-play the dialog in class.

Script

(Voice-over: *Harrison meets Jenny before the first class.*)

Harrison: I'm Harrison. Good to meet you.

Jenny: Good to meet you. I'm Jenny.

Harrison: So, you've bought the books for this biology class.

Jenny: Yeah. I think everyone had to before class started.

Harrison: No. Usually no one does much on the first day because it's still add-drop.

Jenny: What's that?

Harrison: Changing from class to class to find out which is best.

Jenny: Have you had this teacher before? I've heard he is really good.

Harrison: He's good if you're a hard worker. He expects a lot.

Jenny: Oh, I guess that's good. I hope I can keep up with everyone else in the class. Maybe I need your help after class.

Harrison: You're welcome.

(Voice-over: *Jenny catches up with Harrison after the first class.*)

Jenny: Harrison, wait up!

Harrison: So what do you think of the professor's lecture?

Jenny: I think about half of what he said went over my head.

Harrison: Don't worry. A lot of what he said is explained in the reading.

Jenny: Hey, would you mind if I borrowed your notes tonight to look them over?

Harrison: No problem. We don't have class until Wednesday. Here you go.

Jenny: Thanks. I just want to make sure I'm prepared for the seminar.

Harrison: Yeah. Participation in the discussion is an important part of the education here.

Key

(1) the first day

(3) really good

(5) went over her head

(7) notes

(9) participation

(2) changing

(4) hard workers

(6) explained

(8) Wednesday

(10) education



Task 2

How to select elective courses?

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

Tips	Reasons	Examples
1. Select the courses that fit your profession.	Potential employers will appreciate every bit of (1) _____ and knowledge that they don't have to give you.	① A science major can select electives in (2) _____, biology or even physics. ② A business major can select (3) _____, business administration, and even computing.
2. Select an education that includes (4) _____.	Some employers will believe that you have (5) _____.	If you have courses in science along with your (6) _____, you could possibly win a job over someone who majored purely in business.
3. Select a(n) (7) _____ elective course.	You should learn (8) _____ and get a(n) (9) _____ of the world.	You can consider a philosophy elective if you've been told that you are a little (10) _____.

Now listen again and check your answers.

Word tips

corporate /'kɔ:p(ə)rət/ 公司的 (of a corporation or business)

well-rounded /,wel 'raʊndɪd/ 多方面发展的; 全面的 (good in many aspects)

Language and culture tip

come in handy be useful

Task 2

How to select elective courses?

Additional activity

Ask students to discuss the questions.

What elective courses are offered at your university? What courses have you selected? Why?

Script

Consider these tips on elective courses and you'll choose those that will serve you best.

To begin with, you should select the courses that fit your profession. It is a good idea to choose elective courses closely related to your chosen profession. Potential employers will appreciate every bit of extra training and knowledge that they don't have to give you. For example, you may select elective courses in chemistry, biology or even physics if you are doing a science major. For business majors, select electives in accounting, business administration, and even computing, as you'll never know when these will come in handy in the corporate world.

Moreover, you can choose an education that includes many fields of study. If you are taking a heavy load of career-related courses, you may prefer electives that are not directly related to your major. If you receive a well-rounded education, some employers believe that you have better potential. For example, if you have courses in science along with your business degree, you could possibly win a job over someone who majored purely in business with no outside electives.

Finally, you can also select a challenging elective course. Part of getting an education is learning how to learn, and elective courses should help you achieve this goal. You need not to memorize all the information from each class, but you should get a better understanding of the world. So, pick elective courses that challenge your belief system and make you look at the world in a different way. For instance, you can consider a philosophy elective if you have been told that you are a little narrow-minded.

Key

(1) extra training

(3) accounting

(5) better potential

(7) challenging

(9) better understanding

(2) chemistry

(4) many fields of study

(6) business degree

(8) how to learn

(10) narrow-minded