

Second Edition

# NEW ENGLISH COURSE

LISTENING  
AND  
SPEAKING

③

TEACHER'S  
BOOK

第 二 版

新英语教程

听 说

第 三 册

教师参考书

何福胜 编  
范 红

清华大学出版社



427.9  
152-27

**N**EW 2nd ed  
ENGLISH  
COURSE

# 新英语教程

(第二版)

Listening and Speaking

Book Three

Teacher's Book

第三册教师参考书

何福胜 编  
范红

清华大学出版社

(京)新登字 158 号

## 内 容 提 要

本书为《新英语教程》(第三版)听说第三册教师参考书。内容为训练要点、详细指导、文化背景说明、词汇总结、所有的听力录音文字资料和参考答案。

### 图书在版编目(CIP)数据

新英语教程:听说 第三册 教师参考书/何福胜等编.  
北京:清华大学出版社,1995.8  
ISBN 7-302-01927-4

I. 新… II. 何… III. 英语-高等学校-教学参考资料  
IV. H31

中国版本图书馆 CIP 数据核字(95)第 11471 号

出版者:清华大学出版社(北京清华大学校内,邮编 100084)

印刷者:人民文学印刷厂

发行者:新华书店总店北京科技发行所

开 本:787×1092 1/32 印张:8.125 字数:195 千字

版 次:1995 年 8 月第 1 版 1995 年 8 月第 1 次印刷

书 号:ISBN 7-302-01927-4/H·138

印 数:0001—5000

定 价:6.80 元

## 第 二 版 前 言

《新英语教程》是一套全国通用的大学英语教材,由清华大学外语系主持编写,国家教育委员会大学外语教材编审委员会(现更名为“大学外语教学指导委员会”)审定,清华大学出版社出版。该书自1987年问世以来,经过几十所院校的反复使用,证明这套教材较好地体现了国家教委颁布的《大学英语教学大纲》的指导思想和教学要求,但也存在一些缺点和不足,在改革开放的形势下,迫切需要修订和完善。

《新英语教程》第二版在继承和发扬第一版优点和特色的基础上,力图反映国内外外语教学理论研究的成果,吸取我国80年代末90年代初以来的大学英语教学实践经验,使教程获得新的活力,同时注意解决如下问题:一、处理好语言能力与交际能力的关系,它们分别是基础和目标,相辅相成,不可偏废;二、根据我国学生的实际状况,加强写作基础的训练;三、加强实践环节,围绕各种能力的培养目标,设计出形式多样的练习,并尽可能提供各种课外学习资料,使大学英语课程“寓学于用,学用结合,以用促学”;四、注意学生独立学习能力的培养,为他们今后的提高和知识深化打下潜在的基础。

为了便于任课教师积累教学经验,并能腾出部分精力致力于教学方法的改进,以促进教学质量的提高,第二版课文的选编本着保持相对稳定的原则。

《新英语教程》全套教材的结构及对第一版内容的修订如下:

1. **阅读**:更新了第一版部分课文,保留原课文约70%;重编了大部分练习,使阅读理解从整体到局部,再由局部到整体逐步加深;设置多种形式的词汇练习,确保重点词汇的理解和运用;加强汉译英从句子到段落翻译能力的训练。另外,为1、2级增编两册**补充读物**,为3、4级增编两册**快读教材**(全部采用活页形式),旨在扩大学生的阅读量,培养他们独立阅读的兴趣,增强语感。

2. **写作**:写作是目前英语教学中的薄弱环节,几年来学生写作水平与阅读和听力相比,没有明显的提高,亟需一本针对非英语专业学生实际状况的写作教材。故此,第二版将原来分散在阅读教材中的写作部分独立成册,以练习为主组织教材,重点放在句子的表达、句间衔接及中英文语言表达的差异上。

3. **听说**:第一版《综合英语》原以培养学生的听说能力为目标,但缺点较多,第二版作了根本性的修改,并更名为《听说》。全书重在交际能力的培养,使听说教学融贯于近似真实语境的实际交流中。此教材在试用过程中受到欢迎。

4. **修订听力练习册**,重编**语法练习册**,补编**词汇练习册**,以适应当前的教学要求。

5. 编辑**大学英语通用词汇例句库**(1—4级)及**阅读、听说配套教参**,以方便教师根据实际情况灵活组织教学。

6. **新编文史哲系列读物**,供有余力的学生课外选用。

要特别指出的是,以上各册教材均以1993年12月版《大学英语教学大纲通用词汇表》(1—4级)为依据统计词汇,并提高了纲内词汇的覆盖率。

《新英语教程》自出版以来,有幸被众多院校采用,并得到

广大师生的关心爱护。他们提出的宝贵意见和建议无不是对修订工作的启示和鞭策。为了更好地吸取兄弟院校的教学经验,使第二版更具广泛的适应性,清华大学外语系特邀华中理工大学、河北师范大学、北方交通大学等多所院校共同承担教程的修订工作。从这个意义上说,《新英语教程》第二版又是兄弟院校通力协作的结果。考虑到协调和指导整套教材修编、出版的需要,清华大学外语系特成立了编写委员会。编委会成员为:主任 杨庆午,副主任 侯一麟、刘平梅,委员 蒋毅君、萧家琛、方琰、何福胜。

承蒙清华大学教材委员会、清华大学出版社慷慨资助,清华大学外语系领导、教工积极支持与配合,以及各参编单位和其他兄弟院校热情鼓励和帮助,《新英语教程》第二版方得以尽快付梓并广泛发行。在此,谨向有关单位和人士表示衷心的感谢和诚挚的敬意。

《新英语教程》编写委员会

1994年1月于清华园

# INTRODUCTION

This book includes the training focus, teaching hints, suggested procedures, cultural notes, tapescripts for all the listening materials and reference keys to all the listening exercises.

## Listening 1

1. This part consists of the training focus, teaching hints, and suggested procedures for each exercise. The procedures include ways to conduct the exercises and also solutions to students' possible problems, e. g. If they are in difficulty, what should be done.

2. Besides the training focus and teaching hints, the suggested procedures include ways to deal with the listening task and also lead the students to the topic of the unit.

## Listening 2

First, the cultural notes, if necessary, are introduced. Next, the training focus and the situation of the listening text are also presented. The major part in this section, however, consists of teaching hints and detailed directions for what to do before listening and while listening. These may be steps to deal with each exercise in the Students' Book. They may further include pre-listening exercise design or general comprehension exercise design (if such an exercise is not introduced in the

Students' Book ). They may also provide ways, reference words, explanations, solutions to exploring the listening material and helping the students' comprehension, e. g. If they are in difficulty, what should be done.

### **Listening 3**

To a large extent, this part resembles Listening 2 where cultural notes, training focus, situations and suggested procedures are all necessary. In addition, it is noted that the students should be made to feel they have learned something new in the unit. Therefore some kind of structure or useful expressions are often presented and practised in this part. The purposes are twofold: to strengthen the students' mastery of the new language; to help them use these expressions for productive purposes, i. e. doing the speaking practice that follows.

### **Speaking Practice**

This part covers detailed procedures for exploring the speaking tasks. The activities can be specified as pre-speaking (introduction), while-speaking (monitoring and/or participation), and post-speaking (demonstration) activities, with detailed directions (if necessary) for each of them. Some examples and reference words are also provided to help the teacher to conduct these tasks.

# CONTENTS

UNIT 1	ANIMALS .....	(1)
UNIT 2	TRAVEL .....	(19)
UNIT 3	HOLIDAYS .....	(34)
UNIT 4	HOBBIES .....	(53)
UNIT 5	PERSONALITY AND PERSONAL INTERESTS .....	(68)
UNIT 6	KEEPING FIT .....	(85)
UNIT 7	ENTERTAINMENT .....	(103)
UNIT 8	CONSOLIDATION (1) .....	(117)
UNIT 9	JOB'S .....	(134)
UNIT 10	BIG DECISIONS .....	(147)
UNIT 11	THE PAST .....	(161)
UNIT 12	THE FUTURE .....	(177)
UNIT 13	SCHOOLING .....	(189)
UNIT 14	FESTIVALS .....	(203)
UNIT 15	CITIES .....	(217)
UNIT 16	CONSOLIDATION (2) .....	(230)

# UNIT 1

## ANIMALS

### Listening 1

#### 1. Guessing words from context

*Teaching Hints:* Efficient listening requires the use of various problem-solving skills. For example, sometimes it is difficult to know the exact meaning of a word out of context. But by developing the guessing ability, the students may be able to arrive at the total meaning of a sentence, a paragraph, or a text. These exercises are designed to help the students improve their ability to guess the meaning of unfamiliar words by using context clues (Context refers to the sentence and paragraph in which a word occurs. ). In using the context to decide the meaning of a word, one has to use his knowledge of grammar and his understanding of the speaker's ideas.

Although there is no hand-and-fast rule that may improve the students' ability to guess the meaning of unfamiliar words, the following points which may be of great help should be kept in mind :

1) Use the meaning of the other words in the sentence (or paragraph) and the meaning of the sentence as a whole to

guess the meaning of a word unknown or unfamiliar to you or to select the meaning which best suits the context if the word in question has different meanings.

2) Use grammar, pronunciation and intonation clues that point to the relationships among the various parts of the sentence.

3) Be content with a general idea about the unfamiliar word; the exact definition or synonym is not always necessary.

4) Learn to recognise situations in which it is not necessary to know the meaning of a word.

a. *Training focus*: determining the part of speech of a word by using context clues, esp. the syntactical functions

*Teaching hints*: In English many words function differently in different contexts, a word may be used as a noun, a verb, or an adjective depending on the context in which it is used.

*Suggested procedures*:

Step 1: Tell the students what the training focus is. Ask them if they can give some examples in which the same word is used as different parts of speech. Afterwards, give them some examples.

1) I will buy a book. (n.)

2) You should book your plane ticket one month in advance. (v.)

Step 2: Read the directions and play the cassette for the first time. Ask the students to finish Exercise a.

Step 3: Let the students check their answers with each

other and make sure that all the students have the correct answers.

Step 4: Let the students listen to the recording again. Ask them to repeat the sentences in the space provided.

### **Tapescript**

- 1) (light) The light is shining.
- 2) (light) We should light a fire.
- 3) (light) It is a light package.
- 4) (cover) I want to cover ten miles by Monday.
- 5) (cover) I always put a cover on a chair.
- 6) (laborious) The work may not be too laborious.
- 7) (draft) The draft is very strong.
- 8) (colossal) There are colossal bells in the tower.
- 9) (safe) They have money and jewels in a safe.
- 10) (windshield) The broken windshield made driving dangerous.

### **Key**

- |                    |                          |
|--------------------|--------------------------|
| 1) light <i>n.</i> | 2) light <i>v.</i>       |
| 3) light <i>a.</i> | 4) cover <i>v.</i>       |
| 5) cover <i>n.</i> | 6) laborious <i>a.</i>   |
| 7) draft <i>n.</i> | 8) colossal <i>a.</i>    |
| 9) safe <i>n.</i>  | 10) windshield <i>n.</i> |

b. *Training focus*: guessing the meanings of unfamiliar words by using contextual clues, i. e. , to try to get the meaning of an unfamiliar word based on the context

### *Suggested procedures:*

Step 1: Tell the students the training focus. Ask them to read through the exercise once within one minute.

Step 2: Let the students listen to the tape for the first time. Ask them to determine / guess the meaning of the unfamiliar words while listening. Then ask them to work in pairs to check their answers.

Step 3: Let the students listen to the tape another time. Elicit the answers from the students and check their answers to ensure that every student gets the right answers.

Step 4: Give the students more examples to explain the meanings of the unfamiliar / new words in question.

### **Tapescript**

1) A: In the Ming Dynasty the emperor sent out naval expeditions into all the surrounding seas.

B: Yes. The ships were from 180 feet to 444 feet long, and went to almost every land where people lived around the China Sea and the Indian Ocean.

2) A: The expedition used the compass and sailing charts.

B: Yes, the compass was invented in China as a south-pointing needle.

3) A: He is a versatile man.

B: Do you mean he has many hobbies?

A: He is actually professional at several things; he is a mathematician and linguist at a university, and plays music at night in a club.

- 4) A: The days are getting longer.  
 B: Yes, Spring Equinox will come on March 21st.  
 A: Is this the time at which the day is as long as the night?  
 B: Yes. This will happen again in autumn when the days get shorter.
- 5) A: The appendix to this book is very long.  
 B: We have many difficult problems to explain.  
 A: Why don't you explain them in the main part of the book?  
 B: It would interrupt the reading of the book too much.
- 6) A: It is important not to distort the facts in science.  
 B: How can they be distorted when the facts are true?  
 A: Well, some people might give only one side of the story.  
 B: Oh, you mean they leave out the facts which do not support what they want to say.

### Key

- 1) b    2) b    3) c    4) a    5) b    6) b

2.

*Training focus:* recognising the right words from a text on the cassette

*Teaching hints:* Train the students to recognise words from a text on the cassette which are different from what they

read, drawing their attention to minor differences in the recording.

*Suggested procedures:*

Step 1: Tell the students that the written text in their books is the right description of pet animals, but there are some mistakes in the recording of the text they will hear. They should be reading the text while listening to the recording and locate the words which are different by underlining or marking the corresponding words or place in the text.

Step 2: Play the recording and ask the students to take notes of the differences.

Step 3: Ask the students to work in pairs and check the answers with each other.

Step 4: Let the students listen to the recording another time to confirm their answers.

Step 5: Ask the students to read the text as many times as they can within three minutes. Then ask them to tell the passage without looking at it. If possible, ask one or two students to make presentations.

**Tapescript**

Many British families keep pets at home. Pets are tame animals that are kept in the home for different reasons, but mainly to provide companions and amusement. The two main groups of people who like pets the most are children and elderly people.

From looking at their pets, boys and girls can learn the meaning of responsibility. This is particularly true if they are

responsible for feeding the pets and cleaning (out) their cages or boxes. Probably the most unpopular pets are dogs and cats, but with children smaller animals are often most popular, for example, rabbits, (guinea) pigs, white mice, and sometimes (caged) birds.

Elderly people prefer dogs and cats as pets. They are easy to look after, and return affection. In particular, they provide companionship which can be (very) important for a person living alone.

### Key

companions for 'companionship'

pests for 'pets'

at for 'after'

out left out

unpopular for 'popular'

most for 'more'

guinea left out

caged left out

easy for 'easier'

very left out

### Listening 2

What about a Snake?

### Cultural Notes

In the Western countries, many people like to keep some

kind of animals as pets at home. A dog, for example, is always considered to be a good pet which is not only friendly but also loyal to its masters. People do not eat dog-meat and they are generally disgusted by this idea.

*Training focus:* offering suggestions on a birthday present

*Situation:* a child's mother and grandmother talking about what birthday present to buy for him

*Teaching hints:* In Book One, the students have learnt some expressions used to make suggestions. In this listening activity, help them to review these expressions and try to use them.

*Suggested procedures:*

Step 1: Ask the students to work in pairs and think of as many animal names as possible that can be kept as pets. Summarise the students' answers in the end. The following list of words can be used for reference.

e. g. dog, cat, rabbit, guinea pig, white mouse, caged birds, snake

Step 2: Ask the students to do Exercise 1. They may choose one of these animals as a birthday present for David. Ask the students to explain why they prefer this to any of the others. After three-minute preparation, ask two pairs of students to give their presentations.

Step 3: Let the students listen to the recording for the first time. Ask them to do Exercise 2. Then check the answers.