

Second Edition

**NEW
ENGLISH
COURSE**

**LISTENING
AND
SPEAKING**

②

第二版

新英语教程

听说

第二册

何福胜 张 英 阚丽红 编

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COURSE

新英语教程

(第二版)

Listening and Speaking
Book Two

听 说

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何福胜

张 英

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内 容 提 要

本书为《新英语教程》(第二版)听说第二册学生用书。主要内容为两方面:听力微技能训练和语言交际功能的训练。全书为16单元,每单元由四部分组成:1.听力微技能训练;2.以情景对话体现的某一语言功能训练;3.扩展语言重点训练;4.在近似真实环境中,练习使用在本单元所学的语言功能。所配磁带由口音各异的多位外籍人士朗读。

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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最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

编 写 说 明

《新英语教程——听说》共分四册,供大学英语课一至四级学生使用,也可作为听说提高教材,适用于具有中学英语基础或相当水平的自学者。每册教材包括学生用书、教师参考书,以及与学生用书配套的录音带。

本套教材以国家教委颁布的“大学英语教学大纲”所规定的要求为其编写原则及指导思想。主要特点是:(1)在提高学生语言知识的同时,注重培养学生运用语言进行交际的能力,突出若干主要语言功能的训练,使学习过程融贯于实际的交流中;(2)注重语言领受(Receptive)技能与表达(Productive)技能的结合,通过口语练习的开展,巩固听力活动的内容,使课堂活动成为听与说技能训练的循环过程;(3)精听与泛听密切结合,通过丰富多样、生动有趣的练习形式,展开不同目的的听力技巧训练,以提高某项重点语言技能或满足某项语言交际需要;(4)配套录音带提供了众多不同的声音与口音,尽量做到语速循序渐进,同时体现语音的真实性。

本册内容主要有两个方面:一是听力微技能训练;二是若干语言交际功能的基础训练。全书每单元由四部分组成:(1)Listening 1 是听力微技能训练,重点涉及语音的若干主要方面,例如语调等。另外还对像时间、数字、辨音等听力微技能进行单项练习。通过基础训练为学生进入某一语境或口头练习作好语音上的准备。(2)Listening 2 以情景对话体现某一语言功能,一般取材于较接近真实的对话。练习的目的在于检测学生是否理解主要内容,以抓“意”(Meaning)为主;针对性地提供惯用语言表达方式和文化背景知识。(3)Listening 3 主要巩固 Listening 2 的内容,在原有内容范围内适当扩展每单元语言重点内容。(4)Speaking Practice 提供交际机会,使学生在近似真实的环境中初步使用所学的语言功能,以实现这一功能的表达方式。

参加《新英语教程——听说》第二册编写工作的有:何福胜、张英、阚丽虹。其中第7、15单元由阚丽虹编写;第13、14、16单元由张英编写;其余11个单元及全书各单元的Listening 1 由何福胜编写。

本册书选编了第一版《新英语教程——综合英语》部分内容,谨向原书编者李相崇、刘平梅、杨庆午等老师表示感谢。本书在编写过程中还得到许多使用过第一版教材的兄弟院校教师及清华大学外语系部分教师的大力支持和协助,在此一并向他们致谢。

本册书经国家教委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,参加审阅的有吴银庚(上海交通大学)、郭杰克(华南理工大学)、邢志春(哈尔滨工业大学)、潘能(西安交通大学)、王学铭(昆明工学院)、孔庆炎(大连理工大学)等6位教授,谨此表示衷心感谢。

本书除选用部分真实语言片段外,还参考、选用了一些国外引进教材及其他英语有声资料中的有关内容。由于这些材料涉及面较广,未能在此一一确切注明,特此说明,并向所有有关人士谨表谢忱。

本教材不足或错讹处敬请读者批评指正。

编者

1994 年 11 月于清华园

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UNIT 1

CAN I HELP YOU?

Would you like a cup of coffee?

Yes, that would be nice.

Can I offer you some wine?

Thank you, but I don't drink.

Listening 1

1. Phonetics: Intonation (1)

It is important to know the right intonation patterns in English. This unit will provide you with some practice of the right intonation in questions.

- a. Intonation in Yes/No questions and Wh-questions: The general guidelines are: the rising tone is used for yes/no questions and the falling tone for wh-questions. For example:

1) Oh, is it wise?



2) Why are you so late?



3) What do you suggest?



4) Do you think he's got it?



Now listen to the questions below and draw arrows to show if the voice rises (↗) or falls (↘) at the end of each question. Repeat in the spaces provided.

- 1) Is he English?
- 2) Where's my sister?
- 3) Was it really an enjoyable evening?
- 4) Who's that woman?
- 5) Shall we dance?
- 6) How do you know?
- 7) Do you think she likes swimming?
- 8) What's the time?

- b. Intonation in question tags: There are two kinds of intonation in question tags. The falling tone shows that the speaker is sure that his statement is true and he expects his partner to agree with him, while the rising tone shows that he is not sure that his statement is true and he wants his partner to say if it is true or not. For example:

You don't take sugar, do you?



(It is true that you don't take sugar.)

But Mary's going out with Mike, isn't she?



(I am not sure whether Mary is going out with Mike or not. Do you know it?)

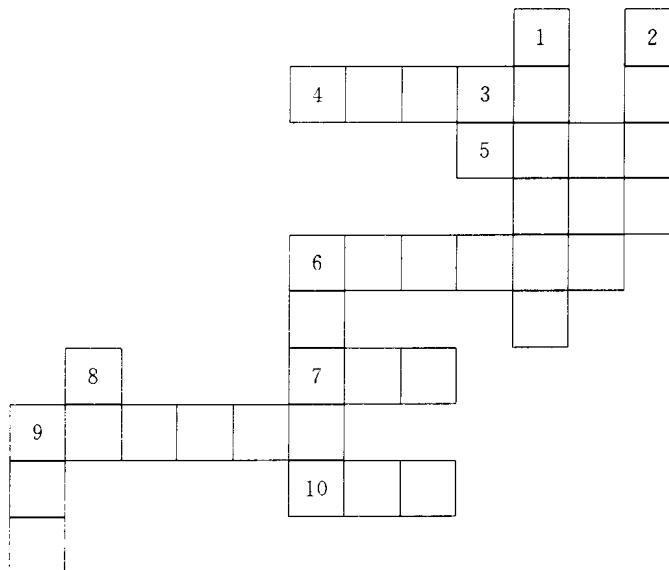
Now listen to the cassette and draw arrows at the end of each question to show if the voice rises or falls.

- 1) You are a student, aren't you?
- 2) It's not your birthday, is it?
- 3) This is an interesting exercise, isn't it?
- 4) Jack's very intelligent, isn't he?

- 5) Jane's getting our tickets, isn't she?
 6) You've got my passport, haven't you?
 7) Sarah doesn't like hamburgers, does she?
 8) These aren't the correct answers, are they?

2. Warming-up Exercise

The following is a crossword puzzle. First work in pairs to guess the missing words in the given sentences by using the clues provided. Then listen to the cassette and fill in the words you hear in the right places in the sentences. Finally do the crossword puzzle.



Clues:

Across 4) — Coffee?

— Yes, please.

— With _____?

— No, thanks, just milk.

5) A glass of _____, please.

6) _____ is too strong for me.

7) English people drink _____ at 4:00 in the afternoon.

9) This _____ is nice and strong.

10) _____ wine or white wine?

Down 1) Tea, orange-juice and coca-cola are _____ .

2) Do you _____ tea with lemon?

3) I _____ English, not American.

6) — Would you like a glass of beer or wine?

— No, thanks. Just _____ please.

8) — _____ you like coca-cola?

— Yes, I _____ .

9) Would you like a _____ of coffee?

Listening 2

Let Me Get You a Cup of Coffee

New Words

cream

carrot

cake

cucumber

delicious

type

bean

illegible

Language Notes

black (of coffee) = without milk or cream

watch one's weight = pay attention to one's weight

set the table = put the table in the right place

Exercise 1

You will hear three dialogues. Each of them takes place in a different situation. Listen to the cassette and match each dialogue with the right situation and the possible relationship between the speakers.

Dialogue	Situation	Speaker's Relationships
1	a. in an office	a. boss and secretary
	b. in a restaurant	b. two colleagues
2	c. at a friend's	c. customer and waiter
	d. at home	d. two close friends
3	e. in a shop	e. son and mother
	f. in a classroom	f. customer and shop-assistant
		g. teacher and student

Exercise 2

The following are some short exchanges of offering help and making responses. Listen to the cassette another time and tick the exchanges which are part of the three dialogues.

Dialogue 1:

1) Shall I get you a cup of coffee?

Thanks.

2) Do you want me to make you some sandwiches?

Yes. I'd love some.

3) Won't you have some cake?

No. thank you all the same.

Dialogue 2:

4) Can I help you?

Yes. that would be nice.

5) Let me cut some bread.

Yes. that would be a help.

6) Would you like me to wash some vegetables?

No. don't bother.

Dialogue 3:

7) Would you like me to type it for you?

Yes. please. That would be a great help.

8) Shall I write it out again first?

It's all right as it is.

Listening 3**Can I Offer You Some Wine?****New Words**

biscuit	chocolate
cheese	peanut
candy	jam

Language Notes

care for = like

Exercise 1

You will hear a conversation about food. Listen to the cassette and write down the answers to the following two questions.

1) Where did this conversation take place?

2) What is the possible relationship between the two speakers?

Exercise 2

The following food and drink are offered in the conversation. Listen to the cassette again and tick the right box to show whether each offer is accepted (That's fine, thank you.) or declined (No, thanks.).

Food and drink offered	That's fine, thank you.	No, thanks.
Wine		
Biscuits with cheese		
Candy		
Chocolate cake		
A glass of milk		

Exercise 3

Listen to the cassette one more time and pay special attention to the expressions used to make offers. Complete the following sentences with what you hear on the tape.

- 1) _____ some wine?
- 2) _____ some biscuits with cheese?
- 3) _____ some candy or some chocolate cake?
- 4) _____? A glass of milk perhaps?

Speaking Practice

Pair-work; Imagine that you are in the following situations. Try to use the expressions you have learned to make offers and accept/refuse them.

1) You and B were classmates many years ago. You haven't seen each other for a long time. Today B has come to visit you at your home. You receive B and B makes suitable responses to your offers.

2) A and B are close friends. A is going downtown today and would like to help B in some way. A should start the conversation and offer to help B do something, e. g. buying a book, getting B's watch repaired. B makes appropriate responses to A's offers.

UNIT 2

CAN YOU HELP?

Could you give me a hand with this suitcase?

Sure.

Would you mind if I smoke?

Well . . . , yes. At the moment I would.


Listening 1

1. Phonetics: Intonation (2)

Special uses of intonation often imply a special meaning. This unit will provide you with some of the intonation features.

- a. Intonation of 'Yes': When we answer 'Yes' to a question, this does not always mean a real 'Yes'. The intonation can more or less contradict the word used. In other words, 'it's not what you say, it's the way you say it!' For example:

A: How d'you do, Mr. Hill. Are you enjoying London?

B:  Yes.

= Perhaps, but . . .

A: Erm ... You'd like to buy some of our new televisions, wouldn't you?

B:  Yes.

= Yes.

Now listen to a conversation between a salesman and a buyer. They say 'Yes', but do they really mean 'Yes'? Tick 'Yes' or 'Perhaps, but' to show what each 'Yes' really means.

- | | |
|-----------|-----------------|
| 1) a. Yes | b. Perhaps, but |
| 2) a. Yes | b. Perhaps, but |
| 3) a. Yes | b. Perhaps, but |
| 4) a. Yes | b. Perhaps, but |
| 5) a. Yes | b. Perhaps, but |
| 6) a. Yes | b. Perhaps, but |
| 7) a. Yes | b. Perhaps, but |
| 8) a. Yes | b. Perhaps, but |

- b. Intonation of doubt: It is easy for us to understand expressions in the normal intonation. For example:

Really?



I see.



Is that all?



But sometimes these expressions can be said in a different way. For example:

Really?



I see.



Is that all?



They all show doubt. That is, the speaker does not believe what he/she has just heard.

Now listen to the following sentences on the tape. Some show doubt; some are normal. Tick the right box for each sentence. Repeat in the spaces provided.