

新 英 语 教 程

听 说

第三册



第 三 版

NEW ENGLISH COURSE

Third Edition

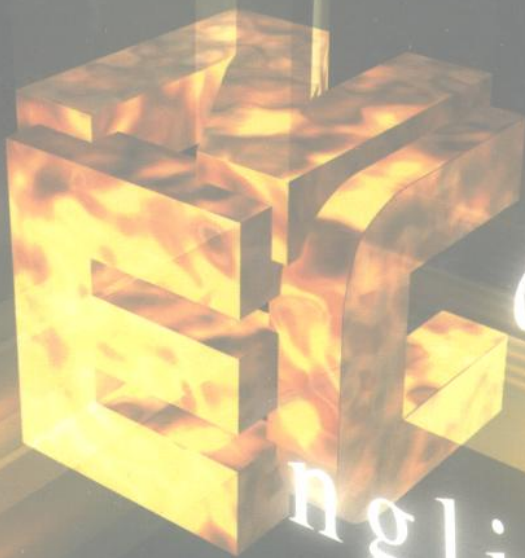
LISTENING AND SPEAKING

Book Three

主编：刘平梅

副主编：吕中舌 何福胜

何福胜 范红 杨芳 编



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清华大学出版社  
<http://www.tup.tsinghua.edu.cn>

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# 新 英 语 教 程

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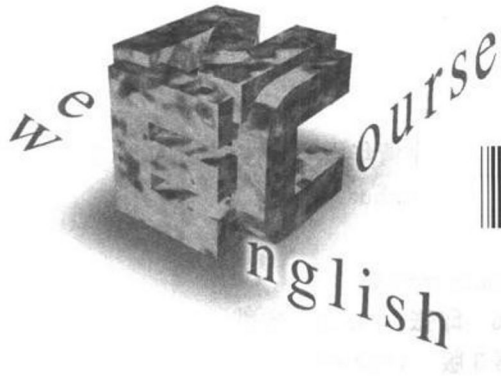
### 听 说

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主编：刘平梅 副主编：吕中舌 何福胜

何福胜 范红 杨芳 编

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### 内 容 提 要

本书为《新英语教程》(第三版)主干教材《听说》第三册。共有 16 个单元、2 个听力测验和附录。每个单元分三个部分:第一部分由引导练习、听力练习和口语练习组成,对某一语言功能或话题进行听说技能的训练;第二部分是第一部分的延伸,为学生提供更多的同一功能和话题的听说技能训练;第三部分是听力微技能训练或听力应试训练。附录中包括录音文字材料和词汇表。

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## 第三版前言

《新英语教程》(NEW ENGLISH COURSE)是一套全国通用的大学英语教材,由清华大学外语系根据国家教委颁发的《大学英语教学大纲》的主旨与教学要求主持编写,1987年由清华大学出版社出版,1992年荣获国家教委优秀教材奖。为反映80年代末、90年代初以来国内外外语教学理论的研究成果及我国大学英语教学的实践经验,《新英语教程》经过认真的修订,于1994年推出了第二版,是培养读、听、说、写、译各项技能的配套系列教材。《新英语教程》的第一、二版均经国家教委大学外语教学指导委员会(原名大学外语教材编审委员会)的审定,并经近百所兄弟院校的反复使用,是我国大学外语界具有广泛影响的教材之一。

随着我国改革开放的深入和社会主义现代化建设的迅速发展,用人单位对大学毕业生外语的读、听、说、写、译的要求逐年提高,有抱负的青年人迫切希望能以外语为工具顺利进行口语交流。在21世纪来临之际,社会对英语的需要正日益增长。

新修订的《大学英语教学大纲》(高等学校本科用)规定:“大学英语教学的目的是,培养学生具有较强的阅读能力,一定的听、说、写、译能力,使他们能以英语为工具交流信息。”与1985年和1986年颁布的两个大纲相比,新大纲所界定的教学目的和教学要求不仅有量的增加,也有质的提高。“以英语为工具交流信息”意味着不仅要求学生能看懂和听懂书面和口语的英语材料,还要能以英语为工具用书面和口语的方式表达思想、传递信息,进行双向交流。

以1985年颁布的《大学英语教学大纲》和1993年颁布的《大学英语教学大纲通用词汇表》为依据,于1994年问世的《新英语教程》第二版已不能完全体现新修订的《大学英语教学大纲》的要求。为全面贯彻新大纲的主旨和精神,规范跨世纪的大学英语学科内容,《新英语教程》在第二版的基础上又进行了认真的修订。修订前在师生中进行了广泛的问卷调查,并在北京和外省市的多次教材教学研讨会上,就教材修订的指导思想、整体设计、选材要求、练习类

型、现代教学手段及销售服务等诸多方面进行了广泛的交流，多方听取了兄弟院校的意见，使修订工作有了明确的方向。

**《新英语教程》第三版编写的指导思想是：**

- 一、充分体现新《大学英语教学大纲》的精神和各项教学要求。
- 二、在使学生打好扎实的语言基础的同时，切实提高他们读、写、听、说、译各项语言应用能力。
- 三、努力反映社会的发展和进步，反映跨世纪的时代气息。
- 四、既要追求教材的高水准，又要便于不同层次的兄弟院校使用。

**具体的修订内容是：**

一、阅读

◇ 课文

各册分别更换 20% ~ 30% 的课文。保留大部分深受师生喜爱的内容积极、语言规范、文字严谨而又生动活泼的课文；替换少部分内容相对陈旧、语言较为枯燥、大纲词汇覆盖率低的课文；增选一批名人名篇和内容新颖、反映时代特色的短文（其中有些进行了谨慎的删节和简化，以适应教学要求）；每单元附以浅显易懂的诗歌或谚语，以增强学生的兴趣。按新大纲要求增加词汇量。

◇ 练习

为打好语言基础和提高综合运用能力，删去大部分选择题，增加问答、造句、复述、口译、小组活动等主观题，使课堂成为开展各项语言活动的场所。

练习设计在总体框架内有一定灵活性，避免千篇一律的呆板模式。

此外，每册编有分单元的同步练习册，题型与大学英语四、六级测试题一致，使学生逐步提高适应测试的能力。

◇ 测试

每册增编了两套测试题，主、客观兼有，以取代第二版学生用书中的两套复习题。

◇ 教参

各单元增加了教学目的、教学重点、教学法建议等内

容，以方便教师使用。

## 二、听说

在训练听力的基础上加大了训练口语的比重和力度，使听说并举，互相促进。

全书框架与第二版一致。一、二册以功能意念为主线，三、四册以常用话题为主线进行编排，每册 16 个单元，并配有 2 套测试题。

### 听说教材第三版的特点是：

- ◇ 听力材料内容详实，选材新颖，极富时代气息。
- ◇ 口语训练形式多样，结合实际，富于趣味性，能激励学生参与各项课堂活动，为学生表达思想创造条件，从而逐步培养日常会话的能力和就某些话题作简短发言的能力。
- ◇ 听力部分录音包括多种英语口语，语速语调贴近自然，以培养学生辨听实际英语交谈的能力。
- ◇ 选择空间大，各校各班级可根据不同情况有选择地使用教材内容。

## 三、写作

增编《写作实践》一书，分单元安排教学内容。这是一本针对目前我国大学生实际情况量身度造的课堂写作实践教材。特点是将写作理论、写作规范及学生的写作需要都融于形式多样的练习之中。练习形式生动活泼，可操作性强，容易调动学生的积极性，克服其畏难情绪。

《写作实践》的内容包括学生实际写作时构思酝酿、段落发展，谋篇成章及润色修改的自然过程，对大纲要求的写提纲、摘要、短文及日常应用文等进行针对性的训练，务求通过 16~20 个课时的训练，使学生的写作水平有明显的提高。

《新英语教程》在修订过程中得到了清华大学外语系、教务处和出版社的大力扶持；也得到了国防科技大学、四川省联合大学、河北师范大学、哈尔滨工业大学、北京林业大学及云南、山东、河北和黑龙江等省大学外语研究会的热情支持；得到了许多兄弟院校同行的鼓励、批评和宝贵建议。河北师范大学的李正栓教授为各册阅读教材提供并翻译了近 40 首诗歌；北京化工大学的戴雅民副教授

应邀为第四册阅读教材编写了英译汉和汉译英基本技巧。在此谨向有关单位和人士表示最诚挚的敬意和衷心的感谢。

在《新英语教程》第三版付梓之际，编委会特向第一版和第二版的编审者们致敬，感谢他们多年来为《新英语教程》付出的辛勤劳动和智慧。

热忱欢迎对本书的缺点和不足提出批评指正。

《新英语教程》第三版编写委员会

1999年3月于清华园

# 使用说明

《新英语教程——听说》(NEC—Listening and Speaking)(第三版)是以教育部最新颁布的“全国大学英语教学大纲”的要求为其编写原则及指导思想所编写的一本中级英语听说教程,主要由清华大学外语系教师编写。全套教材共分四册,供各类高校非英语专业一至四级学生使用,也可作为具有中学英语基础或相当水平的自学者提高听说能力的教材。每册教材包括课本、教学参考书以及配套的录音磁带。

《新英语教程——听说》(第三版)全套教材每册自成体系,既相互联系又相对独立。每册各有16个单元和2个听力测验。第一、二册以常用语言功能为主线编排,第三、四册以常用语言话题为主线编排。其功能和话题选择以及排序原则以其常用程度为主要考虑因素。每单元由三个部分组成:Section One 由引导练习、听力练习和口语练习组成,对某一语言功能或话题进行听说技能的训练;Section Two 是Section One 的内容延伸,为学生提供更多的同一功能和话题的听说技能训练;Section Three 是语音和听力微技能训练或听力应试训练。

与第二版教材相比,本套教材的主要特点有以下几个方面:

1. 听力材料内容丰富,每单元都包括4篇以上的对话或短文以及若干个语音或听力微技能训练材料;选材新颖,大部分内容都是90年代以后的话题;大部分录音材料都是现场录制,语速自然,实用性强,涉及多种英语口语;听力练习设计尽可能地突出其实用性,同时也训练学生对某一功能和话题的常用语言表达法的掌握。

2. 每单元的口语练习亦突出其实用性,与学生的实际情况相结合,让他们有自我表达自己真实思想的机会。口语练习还帮助学生就某项语言功能和话题进行听说训练时掌握所需的常用词汇和表达法。此外,口语练习设计丰富多彩,包括从控制型(controlled)到自由型(free)多种形式。每项活动一般提供有本项活动所需的示范性语言表达法。

3. 坚持听与说相结合、相互促进的原则。口语练习多种多样,



趣味性强，用以引导学生理解听力训练内容，而听力材料又给随后的口语活动提供语言表达方式，极大地提高学生的学习效率。

4. 采取交际英语教学法的原则，给教师提供了较多的教学法指导。各项练习设计都以使用方便、趣味性强、激励学生参与活动为出发点，从而使学生在每堂课上都能有大量的英语操练机会，以提高自己的英语交际能力。

5. 本教材内容包括多种不同场合的英语交际活动，涉及英、美等国的日常生活、风俗习惯、文化背景等知识，有利于学生正确运用英语与国外人员交往。

6. 考虑到国内大专院校学生的英语水平参差不齐的实际情况，本书提供了大量的从易到难的练习设计，适用于各类高等院校的英语教学。教师可以根据学生的具体情况和课时安排有选择地使用本教程内容。

本册书的编写工作主要由何福胜完成，范红、杨芳各提供了部分语言素材和练习设计。美国教师 Jessica Godfrey 对本书进行了审校。在编写本书的过程中，清华大学外语系和一些兄弟院校的教师为编者提供了大力支持和协助，在此一并表示致谢。

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以及其他英语有声资料中的有关内容。由于选材涉及面较广，未能在此一一注明，特此说明，并向所有有关人士谨表谢忱。

不足或错讹之处敬请读者批评指正。

编 者

1999年5月于清华园

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# Unit 1

## Animals

### Section One



**1. Listening:** You will hear a short description entitled *Pet Animals*. Read the text below while listening to the recording. The text is somewhat different from the text on the cassette. When you read any words or numbers that are different from what you hear, underline them. Then write down the words or numbers you hear.

**New Words:** companionship  
pest

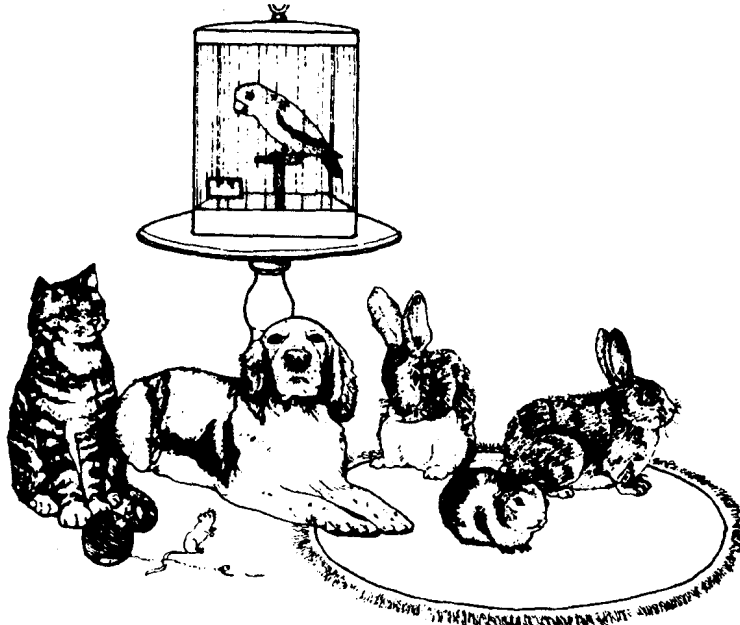
**Language Note:** guinea pig = 珍珠猪

#### Pet Animals

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

From looking after 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 popular pets are dogs and cats, but with children smaller animals are often more popular, for example, rabbits, guinea pigs, white mice, and sometimes caged birds.

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



**2. Speaking:** (Pair-work) David is twelve years old tomorrow. His grandmother wants to buy him a present. David loves animals, so his grandmother wants to buy him a pet as a birthday present. Work with a partner and discuss what kind of animals the grandmother could buy for David. Write down the animals you suggest in the spaces below.

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I think a cat would make a good birthday present.  
I'd like to suggest a rabbit for David's birthday.  
What about a snake?  
I suggest a goldfish.  
I think a caged bird would be a good idea.

**3. Listening:** You will hear David's grandmother telephoning his mother. Listen to the

cassette and gather the following information.

**New Words:** cage  
parrot

<b>Pets David has or pets that are suggested</b>	<b>Detailed Description</b>
1)	
2)	
3)	
4)	
5)	
6)	

 **4. Speaking:** (Pair-work) Work with a partner and think of the names of as many different animals as you can. Make a list of these animals in the spaces below.

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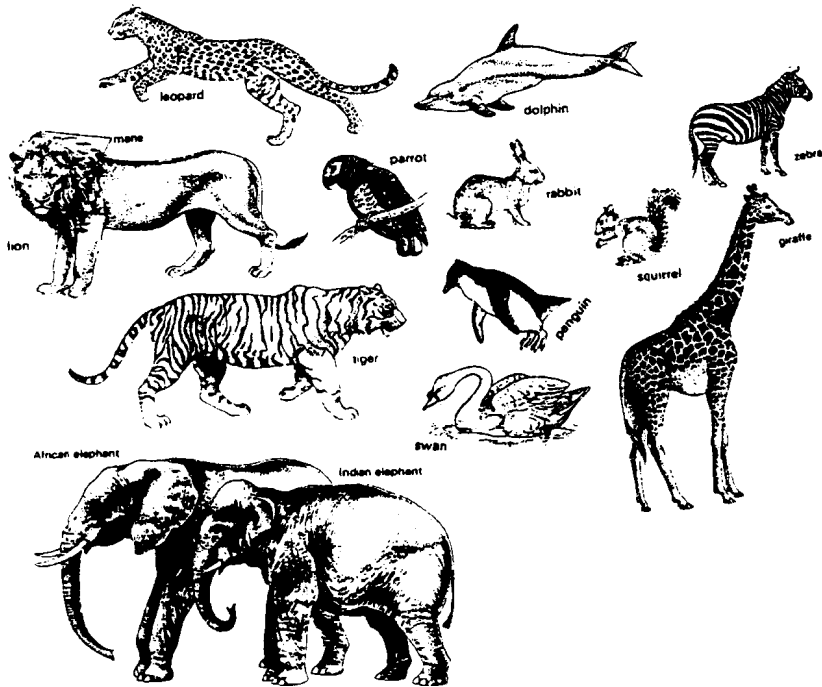
 **5. Speaking:** (Pair-work) Below is a short questionnaire about your preferences of animals. Join a partner and interview each other. Record your partner's answers in the spaces provided.

<b>The five animals you like most</b>	<b>Reasons</b>
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____

The five animals you dislike most	Reasons
1) _____	_____
2) _____	_____
3) _____	_____
4) _____	_____
5) _____	_____

**Section Two**

**1. Speaking:** (Pair-work) Look at the following pictures. Which of these animals are becoming extinct (灭绝)? What should be done to protect them? Join a partner and discuss this issue.



**2. Listening and Speaking:** Below is an article about the African elephant. There are some words missing. First read the article and try to guess the

missing words. Then listen to the recording and check your answers. In the end, join a partner and answer the questions listed below.

**New Words:** ivory  
tusk  
conservationist

**Language Note:** game warden = a person whose job is to protect animals

### The African Elephant

In 1990, over 100 countries signed an international agreement to make it \_\_\_\_\_ to buy or sell ivory, which is mainly used for jewelry. Most ivory is made from the tusks of African \_\_\_\_\_. These tusks are very valuable—one pair is worth more than three times what an African \_\_\_\_\_ or factory worker earns in a year.

Hunting elephants was so profitable that from 1979 to 1989 the number of elephants in \_\_\_\_\_ fell from 1.3 million to 600, 000. It was feared that by the year 2000 there would be none left. However, since 1990 there has been much less illegal \_\_\_\_\_, thanks to the international agreement.

But it costs a lot of money to preserve elephants. Game wardens must be hired to \_\_\_\_\_ them, land must be set aside for them, and when they destroy a farmer's crops, the farmer must be paid compensation.

Zimbabwe and four other African countries say that some of the elephants should be \_\_\_\_\_ legally. This would help keep the population stable, and selling the ivory would help pay for preserving the elephants. But conservationists say that \_\_\_\_\_ ivory legal to sell would lead to even more illegal hunting. Others say that it is wrong to kill elephants because they are sensitive animals who feel emotional \_\_\_\_\_ at the death of other elephants.

#### *What do you think?*

- Should the sale of ivory be made legal again?
- Is it right to kill some elephants to save others?
- Should a group of countries be allowed to tell another country what it should do?



**3. Listening:** You will hear a radio discussion program called *Issues for Today* about experiments on animals. Jeff is in favor of experiments on animals and Dr. Clark is against this idea. Listen to the recording and complete their statements.

**New Words:** appeal  
vegetarian  
transplant

**Language Notes:** What is all the fuss about? = Why are people getting so upset about this?  
some strong stuff there = some strong arguments there

**Jeff:**

- 1) We live in a society which protects \_\_\_\_\_.
- 2) We experiment on animals because they \_\_\_\_\_, and we count their pain as unimportant when measured against \_\_\_\_\_.
- 3) It's dangerous to say that we use animals in experiments because they \_\_\_\_\_.
- 4) Why should one individual animal be made to suffer for the \_\_\_\_\_.

**Dr. Clark:**

- 1) Is Jeff arguing that we must all become vegetarians and \_\_\_\_\_?
- 2) Over the past 100 years medical research has produced many ways \_\_\_\_\_.
- 3) Does Jeff want humans to die to \_\_\_\_\_?
- 4) Is Jeff against animal research to find \_\_\_\_\_?



**4. Speaking:** (Group-work) Form groups of four or five. Those who are in favor of experiments on animals should form groups and those against the idea should form other groups. Try to discuss in your group what points you can make to argue for your view and against the different view. Make a list of arguments and counter-arguments in the spaces provided below. In the end, have a debate in class about this issue.



*Issue for Today: Experiments on Animals*

Our view	Arguments	Counter-arguments

**Section Three**

**Spot Dictation:** Below is the script of a story with some missing words. First, read the story and try to write in the missing words in the blanks below. Then listen to the recording and check your words.

**New Word:** earring

**Language Notes:** cod fish = 鳕鱼  
fishing hook = 鱼钩

Waldemar Andersen went fishing last (1) \_\_\_\_\_ near the Norwegian city of Bergen and found the gold earring his wife had lost in the North Sea a week previously. He (2) \_\_\_\_\_ the earring in the (3) \_\_\_\_\_ of a cod fish.

Mrs. Andersen lost her earring two weeks (4) \_\_\_\_\_ while walking by the sea. Then last Saturday, her husband went fishing in the same place. He caught a fish and took it home. While he was (5) \_\_\_\_\_ it, he discovered his wife's earring inside. "I couldn't (6) \_\_\_\_\_ my eyes," he said.

Andersen's wife, Ragnhild had this to say: "Think of all the fish swimming around there and that the cod that swallowed my earring should (7) \_\_\_\_\_ on my husband's fishing hook a week later. It's (8) \_\_\_\_\_."

Andersen said he had not (9) \_\_\_\_\_ he was fishing from the spot where his wife lost the piece of (10) \_\_\_\_\_.