



普通高等教育“十五”国家级规划教材



总主编：郑树棠

# 新视野 大学英语

# 3

## 视听说教程 教师用书

主 编：王大伟

## New Horizon College English

*Viewing, Listening & Speaking:  
A Multimedia Approach*

外语教学与研究出版社  
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# 前 言

《新视野大学英语：视听说教程》根据教育部最新颁布的《大学英语课程教学要求（试行）》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》系列教程的一部分，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》同步提供课本、录音带、光盘与网络教学管理平台。各种载体各具优势，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（试行）》对英语听说能力提出的要求。

## ■ 构 成

### ● 教 材

包括学生用书与教师用书，共4级，每级按不同主题分为10单元，供一个学期使用。第3级每单元各部分内容与形式如下：

<i>Student's Book</i>		<i>Teacher's Book</i>	
		Aims	介绍本单元的学习重点
<b>Lead-in 导入部分</b> 以动画为主	讨论与单元主题相关的4个问题	<b>Lead-in</b>	与学生用书对照排版，提供各部分的教学建议、听力原文与练习答案
<b>Listening 听力训练</b> 以录音为主	<b>Basic Listening Practice</b> 短对话听力练习，侧重听力技能的训练	<b>Basic Listening Practice</b>	
	<b>Listening In</b> 与主题相关的听力材料，内容生动，形式多样	<b>Listening In</b>	
<b>Speaking 口语训练</b> 以视频为主	<b>Speaking Out</b> 提供体现一种或几种交际技能的视频对话，供学生跟读、模仿、对比	<b>Speaking Out</b>	
	<b>Let's Talk</b> 提供一段与主题相关的视频片段，练习以说为主，听说结合	<b>Let's Talk</b>	
<b>Further Listening and Speaking 拓展部分</b> 包含录音与视频	由听力与口语两部分组成，可作为学生的课外练习	<b>Further Listening and Speaking</b>	

## ● 录音带

提供学生用书 10 个单元所有听力与口语练习的录音。

## ● 光盘

提供学生用书 10 个单元的音频与视频材料，有丰富的语言输入和形式多样的听力训练，并通过重复、录音、角色扮演、自由表达等形式引导学生练习口语。有多种练习方式供学生选择，并为学生提供提示与及时的反馈。

<b>Listening</b>	<ul style="list-style-type: none"><li>● 可任选语段复听</li><li>● 练习完成后可以得到反馈</li></ul>	<ul style="list-style-type: none"><li>● 提供生词与语言点讲解</li><li>● 练习两遍后可以查看答案与脚本</li></ul>
<b>Speaking</b>	<ul style="list-style-type: none"><li>● 提供真实生动的视频录像</li><li>● 可进行角色扮演</li></ul>	<ul style="list-style-type: none"><li>● 可任选语段复听、跟读、模仿</li><li>● 提供语音反馈</li></ul>

此外，光盘上还增加了文化知识、学习策略等讲解内容以及“笔记簿”等辅助工具。学生可以用光盘单机学习，也可以用光盘联网学习，从而将学习记录提交给老师。

## ● 网络教学管理平台

作为《新视野大学英语》整体网络课程的一部分，《新视野大学英语：视听说教程》网络平台主要包含以下几方面内容：

<b>学习平台</b>	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。
<b>资源平台</b>	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。
<b>测试平台</b>	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。
<b>管理平台</b>	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 management 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内容入手, 逐步过渡到较为抽象、有一定深度的话题。训练学生从听懂某一主题的内容到可以表达相关的思想和观点。
- 2. 选 材** 各部分视听材料的选择以短小精悍、难度适中的国外原版材料为主, 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说明, 在提高学生听说能力的同时注重提高他们的综合文化素养和跨文化交际的能力。与其他听说教材相比, 本教程包含较多的对话, 口语句型较多, 口语特征鲜明。
- 3. 内 容** 提供形式多样的练习, 既有常见的选择题、判断题, 也有填空题、简答题, 既有机械模仿练习, 也有让学生自由发挥的题目。这不仅是考虑到交际中的实际需要, 也考虑到任何大规模考试所必然包含的项目。这些听说训练如全部完成, 要花费大量时间, 因此教师在课堂上需根据学生的实际水平选用部分练习, 其余内容留给学生课外操练。
- 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系统性与连续性。第1、2级的视听素材以日常英语谈话以及长度适中的短文为主, 第3、4级则以较长的对话、短文以及新闻报道、访谈或专业性讲话为主。
- 5. 形 式** 教材版面生动、图文并茂, 注重内容的多样性、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, 并提供详细教学建议、听力原文、练习答案等, 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, 既有足够的语言输入, 也有互动式的练习, 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, 并随时了解学生的学习情况。该系统适应性强, 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：视听说教程》教学系统同步提供教材、录音带、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：

### 教材+录音带

录音带提供教材中所有听说练习的声音，可供学生课下练习，也可供教师课堂播放。

### 教材+录音带+光盘

学生可在课下用录音带练习听力，教师在课上播放光盘中的视频场景等组织学生进行口语练习。

### 教材+光盘

光盘提供教材中所有视听及个人口语练习的素材，可供学生课下操练。教师在课上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。

### 教材+光盘+网络平台

网络平台提供更多的学习资源、测试与管理功能。学生可以用光盘单机学习，定时上网参加测试、查看记录与浏览资源；也可以选择用光盘联网或直接通过在线学习系统学习，并将学习记录提交给老师，从老师那里得到反馈。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

小班上课，每单元安排2课时，课内以说为主，课外以听为主。

### 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，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：视听说教程3》主编为王大伟，副主编为毛立群、杨永平，主要编写人员为王大伟、毛立群、杨永平、王云松、乔冉、佟和龙、韦文皓、郭海霞等。在本教材编写过程中，曾得到外籍教师 Glenn Fieber 和 Daryl Fieber 的帮助，在此一并表示感谢。

《新视野大学英语：视听说教程3》的试题库由王大伟负责。

《新视野大学英语：视听说教程3》由郑树棠审定全稿。

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注：由于光盘功能类似，3级光盘使用说明请参见1、2级光盘使用说明或光盘上的帮助文件。

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普通高等教育“十五”国家级规划教材

★ 教育部大学外语推荐教材

总主编：郑树棠

# 新视野

# 大学英语

## 视听说教程 教师用书

# 3

### New Horizon College English

*Viewing, Listening & Speaking:  
A Multimedia Approach*

主 编：王大伟

副主编：毛立群 杨永平

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# UNIT 1

## *With Alzheimer's, you meet a lot of new people.*

### I. Lead-in

Work in pairs, discuss the following questions and then share your answers with the whole class.



1. What factors may weaken one's memory?
2. Can you describe some possible advantages of having a poor memory?
3. What can you do to make sure all your relatives and friends are on the guest list for your birthday party?
4. How do you ensure important phone numbers are always at your fingertips?

## Aims

**Describing Good and Poor Memory; Expressing Sympathy;  
Resuming Interrupted Speech**

### Teaching Tips

1. Ask students to work in pairs or in groups, discuss these questions and then share their answers with the whole class.
2. It is not necessary for every student to discuss all the questions, so the teacher may assign one or two questions to each pair or group.
3. The teacher may walk around the classroom and provide assistance when needed.

## I. Lead-in

### Possible Answers to the Warm-up Questions

**1. What factors may weaken one's memory?**

It is often reported that long-term poor nutrition may affect the functioning of the brain, thus damaging both the long-term and short-term memory. Also harmful to one's memory is lack of water. Elderly people need plenty of water to guarantee their memory works. A third factor is lack of sleep. Without enough sleep, one may feel tired and have difficulty concentrating, not to mention learning things by heart.

**2. Can you describe some possible advantages of having a poor memory?**

A poor memory may have some advantages. With the passage of time, the sad memories will fade. Those with a short memory tend to recover faster than those with a tenacious memory. For the same reason, forgetful people may be more ready to forget their daily worries and forgive others for their offenses. With a less retentive mind, they may enjoy life more.

**3. What can you do to make sure all your relatives and friends are on the guest list for your birthday party?**

First of all, I would check my address book and tick the names of those I intend to invite.

Then, to avoid possible omissions, I would ask some of my close relatives, friends and colleagues to look at my initial list of names. They might suggest one or two additions. In this way, I can reduce the chances of missing those I should invite.

**4. How do you ensure important phone numbers are always at your fingertips?**

I usually remember my close relatives and friends' phone numbers through frequent use.

But my memory cannot always be trusted. In this case, a mobile phone is extremely useful because it can store many phone numbers. But when the batteries run down, the mobile phone can't help either. So I also rely on my address book. To play safe, I prefer to have two address books. I take one with me and leave the other at home. Thus I can always find the number I need.

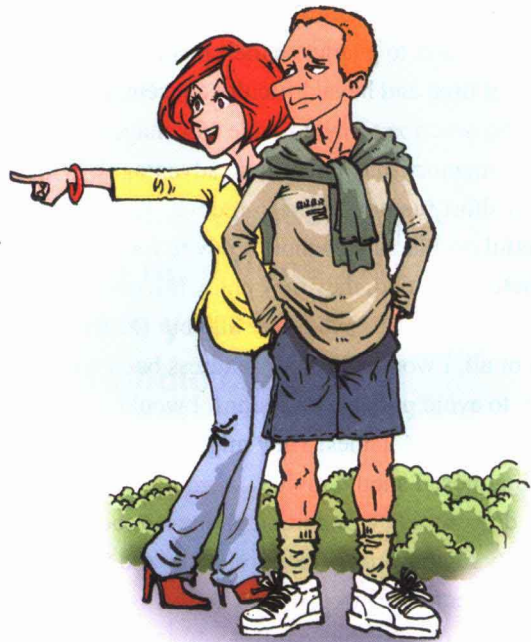


## II. Basic Listening Practice



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

- 1 A) The man is offering to pay.  
B) The woman is offering to pay.  
C) The man paid last time.  
D) The woman paid last time.
- 2 A) Memorizing the words.  
B) Memorizing the texts.  
C) Learning the texts by heart.  
D) Reading the texts time and again.
- 3 A) He can't remember people by sight.  
B) He can't remember people by name.  
C) He has a terrible memory for football.  
D) He has a hard time recognizing names.
- 4 A) To remind the woman to lock the door when going out.  
B) To remind the woman to take her keys when going out.  
C) To remind guests to close the door after them.  
D) To prevent visitors from having an accident.
- 5 A) He set a difficult essay question.  
B) He found the history exam difficult.  
C) He has a good memory.  
D) His memory is declining.





## II. Basic Listening Practice



### 1. Script

**W:** OK, it's your turn to pay the bill. I paid last time.

**M:** What? You have a selective memory. You tried to pay last time, but your credit card failed; so I ended up paying! It's definitely your turn.

**Q:** What is true according to the conversation?

C) The man paid last time.



### 2. Script

**M:** I'm having real trouble reviewing for this French exam. I just can't memorize all the vocabulary.

**W:** Me too, I hate having to learn things by heart. I guess we just have to keep reading the texts over and over.

**Q:** What does the woman prefer?

D) Reading the texts time and again.



### 3. Script

**W:** Oh look! There's that guy we saw last week, playing football in the park! He looked great in his kit, remember?

**M:** Him? I don't remember him. I've got a terrible memory for faces. I have a hard time even recognizing people I've been introduced to.

**Q:** According to the conversation, what is the man's problem?

A) He can't remember people by sight.



### 4. Script

**M:** Why is there a big sign on the back of your door that says "keys"?

**W:** It's to remind me to take my keys when I go out because I'm always locking myself out by accident! It doesn't help though. Now I just forget to read the sign.

**Q:** Why is there a sign on the back of the door?

B) To remind the woman to take her keys when going out.



### 5. Script

**M:** That history exam was really hard. The essay question was terrible!

**W:** I know, I wish I were like David. He has a photographic memory, you know. How useful that would be!

**Q:** What is true of David?

C) He has a good memory.

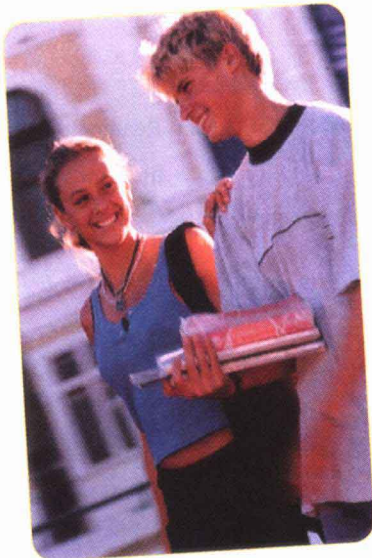


# III. Listening In

## Task 1: Is your memory in good shape?



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



### Word Tips

**mental visualization:** 头脑中形成图像、意象

**association:** 联想 (a feeling or memory that is connected with a particular place, event, word, etc.)

**consolidation:** 巩固, 加强 (the act of making something strong and secure)

**sieve:** 筛子 (a wire tool for separating small objects from large objects)

While the man is wondering why the woman is suddenly \_\_\_\_\_, she says she read \_\_\_\_\_ on studying and remembering. It tells about \_\_\_\_\_ like "Mental Visualization", that is, creating \_\_\_\_\_ in one's mind of \_\_\_\_\_. This reminds the man of the principle of "\_\_\_\_\_", which means connecting what one wants to remember with something one is \_\_\_\_\_. Then the woman adds the principle of "\_\_\_\_\_", or reviewing one's notes after class and absorbing the \_\_\_\_\_ into \_\_\_\_\_. When the man promises to study \_\_\_\_\_ hours a day, the woman recommends the principle of "\_\_\_\_\_", which favors \_\_\_\_\_ study sessions distributed over \_\_\_\_\_. Finally, the woman tells the man that memory is like \_\_\_\_\_ and it needs \_\_\_\_\_.



## III. Listening In

### Task 1: Is your memory in good shape?



#### Script

- M:** Tell me your secret. You're suddenly getting excellent marks in every subject, and you used to be a bottom-of-the-class student just like me.
- W:** Simple enough. I read an article in a scientific journal that linked studying with remembering, based on recent research into the brain.
- M:** Aw, that stuff's old hat: study at the same time every day, be sure your clothes are comfortable, make sure you have enough light, blah-blah-blah.
- W:** Not so fast, wise guy. I'm talking about principles like "Mental Visualization", creating a picture in your mind of what is to be remembered.
- M:** OK, that does sound different. Is "Association" a principle—you know, you connect what you want to remember with something you're familiar with?
- W:** Right on! "Consolidation" is another. I review my notes right after class and consolidate—or absorb—the new material into what I've already learned.
- M:** You're moving ahead fast with those principles. I swear this weekend I'm going to study sixteen hours a day both Saturday and Sunday.
- W:** Whoa, big guy. That's not the way. Follow the principle of "Distributed Practice". Shorter study sessions distributed over several days are better.
- M:** That system is all very well for you; you've got a good memory. But what about me? I've got a memory like a sieve.
- W:** You're too modest. There's nothing wrong with your memory. But memory is like a muscle; it needs exercise. And don't forget it. (242 words)

While the man is wondering why the woman is suddenly getting excellent marks, she says she read an article on studying and remembering. It talks about principles like "Mental Visualization", that is, creating a picture in one's mind of what is to be remembered. This reminds the man of the principle of "Association", which means connecting what one wants to remember with something one is familiar with. Then the woman adds the principle of "Consolidation", or reviewing one's notes after class and absorbing the new material into what one has already learned. When the man promises to study sixteen hours a day, the woman recommends the principle of "Distributed Practice", which favors shorter study sessions distributed over several days. Finally, the woman tells the man that memory is like a muscle, and that it needs exercise.





## Task 2: You forgot my toast!



Listen to the passage and mark the statements T (true) or F (false). If the statement is false, explain why.



### Word Tips

**toast:** 烤面包, 吐司 (bread that has been heated and browned in a toaster or an oven)

**check over:** 检查 (examine; inspect)

**bacon:** 咸肉, 熏肉 (salted or smoked meat from the back or sides of a pig, often served in narrow thin pieces)

- T** **O** **F** **O** 1. The couple went to their doctor to have a complete physical checkup.
- T** **O** **F** **O** 2. At first the wife asked the husband to get her only ice cream.
- T** **O** **F** **O** 3. The husband refused to write a note, for he believed he could remember the toast.
- T** **O** **F** **O** 4. Finally, the husband brought the wife both ice cream and strawberries.
- T** **O** **F** **O** 5. The wife blamed the husband for forgetting to bring her ice cream and strawberries.



Listen to the passage again and answer the questions.

- 1** Why did the husband refuse to write down the wife's instructions?

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- 2** When the husband brought the wife a plate of bacon and eggs, what was her reaction?

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## Task 2: You forgot my toast!



### Script

An 80-year-old couple was having problems remembering things, so they decided to go to their doctor to see what was wrong with them. They explained to the doctor about the problems they were having with their memory. After checking the couple over, the doctor told them that they were physically okay but might need to start writing things down to help them remember. The couple thanked the doctor and left.

Later that night while watching TV, the old woman said to the old man, "Honey, will you please go to the kitchen and get me a dish of ice cream?"

Before the old man left, she added, "Why don't you write that down so you won't forget?"

"Nonsense," said the husband, "I can remember a dish of ice cream!"

"Well," said the wife, "I'd also like some strawberries on it. You'd better write that down because I know your memory is failing."

"Don't be silly," replied the husband. "There're only two things: a dish of ice cream and some strawberries. I can surely remember that!"

With that, he rushed into the kitchen. After about twenty minutes he returned from the kitchen and handed her a plate of bacon and eggs.

The wife took one look at the plate, glanced up at her husband, and said, "Hey, you forgot the toast!"

(220 words)

- F** 1. The couple went to their doctor to have a complete physical checkup.
- T** 2. At first the wife asked the husband to get her only ice cream.
- F** 3. The husband refused to write a note, for he believed he could remember the toast.
- F** 4. Finally, the husband brought the wife both ice cream and strawberries.
- F** 5. The wife blamed the husband for forgetting to bring her ice cream and strawberries.



### For Reference

1. He thought he could remember two things—a dish of ice cream and some strawberries.
2. She took one look at the plate, glanced up at him, and blamed him for forgetting her toast.



## Task 3: Memory-Improving Techniques



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

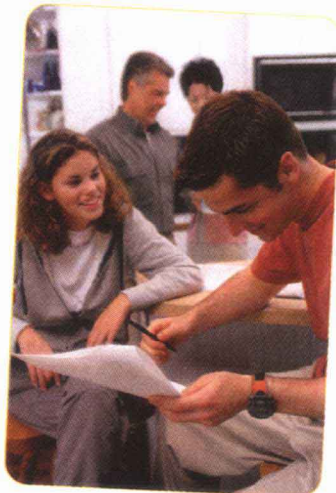
- 1 A) Learning different things.  
B) Learning to dance.  
C) Learning to use a computer.  
D) Learning to play chess.
- 2 A) Noticing even a small object like a pen.  
B) Memorizing anything that catches your attention.  
C) Concentrating only on what is important.  
D) Both A) and B).
- 3 A) You can focus only on its color.  
B) You can focus on one of its characteristics.  
C) You can associate it with other objects.  
D) You can focus on its features.
- 4 A) You can stop breathing in for a minute and then breathe out.  
B) You can stop breathing in for a short time, and then breathe out slowly.  
C) You can breathe hard for ten seconds.  
D) You can hold your breath and count to ten.
- 5 A) The importance of stimulating one's memory.  
B) The relationship between stimulation and association.  
C) The importance of improving one's memory.  
D) Memory-developing skills.

### Word Tips

**stimulate:** 刺激; 促进 (encourage an activity to begin or develop further)

**memorize:** 记住; 熟记 (learn words, music, etc.)

**characteristic:** 特征, 特性 (a quality or feature of something or somebody that is typical of them and easy to recognize)



Listen to the passage again and answer the question.

What are the four memory-developing techniques introduced in the passage?

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