



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

视听说教程 教师用书

# 2

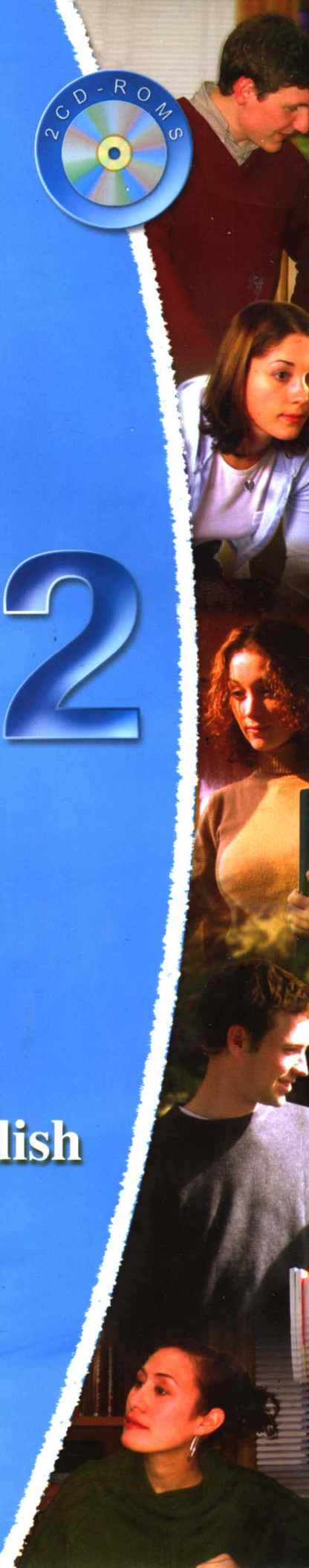
主 编：王大伟



## New Horizon College English

*Viewing, Listening & Speaking:  
A Multimedia Approach*

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



## 图书在版编目(CIP)数据

新视野大学英语:视听说教程教师用书 2 / 郑树棠总主编. — 北京:外语教学与研究出版社, 2005.1

ISBN 7-5600-4651-7

I. 新… II. 郑… III. 英语—听说教学—高等学校—教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字 (2004) 第 140932 号

版权所有。未经版权所有者书面同意,不得以翻印、复录、信息存储、网络传输等任何形式复制、演绎或使用本系列教材(包括音带、光盘与网络课程)的文字、图像、录音、电子文本等内容,违者必究。

出 版 人: 李朋义

项目负责: 常小玲 杨芳莉

责任编辑: 杨芳莉

装帧设计: 牛茜茜

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京画中画印刷有限公司

开 本: 889×1194 1/16

印 张: 18.75

版 次: 2005 年 1 月第 1 版 2006 年 3 月第 3 次印刷

书 号: ISBN 7-5600-4651-7

定 价: 51.90 元 (附赠光盘两张)

\* \* \*

外研社高等英语教育事业部:

宗旨: 推动科研 服务教学

电话: 010-88819595

传真: 010-88819400

E-mail: [ced@fltrp.com](mailto:ced@fltrp.com)

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519



# 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、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2级每单元各部分内容与形式如下：

<b>Student's Book</b>			<b>Teacher's Book</b>	
			Checkup	检查学生上一单元的学习内容
			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>Listening Skills</b>	短对话听力练习，侧重某项听力技能的训练	<b>Listening Skills</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材料，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>	



## ● 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。包含不同的语速与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>● 提供正常和慢速两档语速</li><li>● 可任选语段复听</li><li>● 提供生词与语言点讲解</li><li>● 练习完成后可以得到反馈</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>● 可任选语段复听、跟读、模仿</li><li>● 可进行角色扮演</li><li>● 提供两档语速</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、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 + 音带

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 + 音带 + 光盘

学生可在课下用音带练习听力，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

《新视野大学英语》总主编为上海交通大学郑树棠。

《新视野大学英语：视听说教程2》主编为王大伟，副主编为张益明、丁卫国，主要编写人员为王大伟、张益明、丁卫国、王云松、胡永芳、杨丽芳、刘雅敏等。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2》的试题库由王大伟负责。

《新视野大学英语：视听说教程2》由郑树棠审定全稿。



# Contents

Unit	Title	Listening Skills	Functions	Page
1	Roll over, Beethoven!	Making Inferences	Expressing Likes and Dislikes; Making Suggestions	2
2	What's on at the theater?	Making Inferences	Making Comments; Giving and Accepting Invitations	17
3	Every Jack has his Jill!	Identifying People's Professions	Comforting People; Expressing Worries; Conceding a Point	33
4	Beware of ads!	Identifying the Associative Meaning of Ads	Asking for Clarification and Clarifying	46
5	Does your best friend have four legs?	Identifying Special Quantities	Giving Short Responses; Praising; Making Recommendations	59
6	What's in fashion?	Identifying the Relationship Between the Speakers	Asking for and Giving Opinions	74
7	Does money talk?	Identifying Larger Numbers	Expressing Real and Unreal Conditions	87
8	Crime does pay!	Identifying Signal Words	Bringing up Sensitive Topics; Asking for Details	101
9	Are you safe today?	Listening for Details	Elaborating; Speaking Hypo- thetically	116
10	Want freedom from fear?	Identifying Main Events	Expressing Fear and Despera- tion; Offering Sympathy and Encouragement	130
《新视野大学英语：视听说教程 2》光盘使用说明				144





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

H31/609CD  
:5(2)  
2005

# 新视野 大学英语

视听说教程 教师用书

2

**New Horizon**  
College English

*Viewing, Listening & Speaking:  
A Multimedia Approach*

主 编：王大伟

副主编：张益明

编 者：王大伟  
胡永芳

张益明  
杨丽芳

丁卫国  
刘雅敏

王云松

江苏工业学院图书馆  
藏书章

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING



# UNIT 1

## *Roll over, Beethoven!*

### I. Lead-in

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



- ☒ 1. What kind of music do most people prefer, slow or fast music? Can you guess why?
- ☒ 2. What kind of music do you prefer, classical music or pop music?
- ☒ 3. Do you think music can affect people's lives, for example, to calm people, to cheer them up, or to increase efficiency?
- ☒ 4. Do you like singing karaoke? Why?

# T

eacher's Book

## UNIT 1

# Roll over, Beethoven!

### Aims

- Making Inferences
- Expressing Likes and Dislikes; Making Suggestions

### Teaching Tip

“Roll over, Beethoven!” are words from a Beatles’ song. Music has changed a lot since Beethoven’s days. The singer asks Beethoven to roll over in his grave, listen to these new sounds, and tell classical composer Tchaikovsky about them. The central message of “Roll over, Beethoven!” is that older people need to advance with the times.

## I. Lead-in

For the possible answers to the warm-up questions, see page T.16.

### 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.



## II. Listening Skills

### Making Inferences

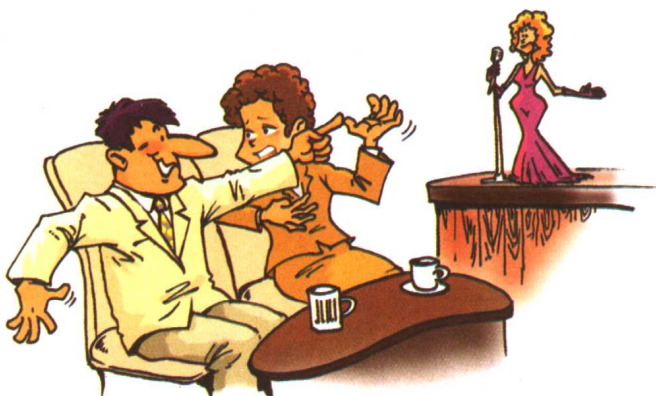


Listen to the short dialogs and choose the best answer to each question you hear.

- 1 A) She's too busy to go to the concert.  
B) She'll go with the man soon.  
C) She prefers to go to the movies instead.  
D) She'll go with the man next time.

- 2 A) The man should check in the car before it is too late.  
B) The purse might be in the car.  
C) The woman might find the purse by the car.  
D) It is too late to look for the purse.

- 3 A) She likes a CD on thieves and robbers.  
B) The man looks like a pirate.  
C) She will probably buy the CD.  
D) She won't buy the CD.



- 4 A) If the singer were in a beauty contest, she might win.  
B) The singer is a very pretty woman.  
C) The singer is unattractive.  
D) No votes were cast for the singer at the beauty contest.
- 5 A) He might be in the dorm right now.  
B) He will return to his dorm in a few hours.  
C) The woman has no idea where he is.  
D) He has left for his vacation.

#### Word Tips

**pirate:** 盗版 (illegally copy and sell another person's work, such as a book, a video or a computer program)

**beauty contest:** 选美比赛 (a competition in which girls are mainly judged by their physical attractiveness and a beauty queen is selected)

## II. Listening Skills



### 1. Script

**M:** Why don't we go to the concert today?

**W:** I'll go get the keys.

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

B) She'll go with  
the man soon.



### 2. Script

**W:** I can't find my purse anywhere. The opera tickets are in it.

**M:** Have you checked in the car?

**Q:** What does the man imply?

B) The purse might  
be in the car.



### 3. Script

**M:** Are you going to buy that pirated CD?

**W:** Do I look like a thief?

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

D) She won't buy  
the CD.



### 4. Script

**M:** Do you think the singer is pretty?

**W:** Let's just say that I wouldn't vote for her in the local beauty contest.

**Q:** What does the woman imply about the singer?

C) The singer is  
unattractive.



### 5. Script

**M:** Have you seen Tom? I can't find him anywhere.

**W:** The light in his dorm was on just a few minutes ago.

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

A) He might be in the  
dorm right now.





## III. Listening In

### Task 1: Encore!



Listen to the passage and mark the statements T (true) or F (false).

- T O F O** 1. As soon as the singer finished the song, the audience screamed for another song.
- T O F O** 2. The singer was very glad to sing the song a second time.
- T O F O** 3. The singer sang the song ten times.
- T O F O** 4. The singer wanted to know why the audience liked the song so much.
- T O F O** 5. The audience greatly enjoyed the song.

#### Word Tip

**encore:** 加演 (a word that the audience shouts at the end of a performance when they want the performer to do more)

### Task 2: The Carpenters



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

- 1** The man never gets tired of the Carpenters' songs because their voices are \_\_\_\_\_.
- 2** The woman likes their songs because their voices \_\_\_\_\_ with each other.
- 3** Richard and Karen are brother and \_\_\_\_\_.
- 4** A widespread problem is that women \_\_\_\_\_ about their appearance.
- 5** The woman thinks eating properly is \_\_\_\_\_ than going to the concert.

#### Word Tips

**anorexia:** 厌食 (a serious illness that makes you want to stop eating and that mainly affects young women)

**starve:** 饥饿; 饿死 (suffer or die because there is not enough food to eat)

#### Language and Culture Tip

**the Carpenters** They were a 1970s light pop duo, consisting of Karen Carpenter and her brother Richard. Both sang, and Richard played the piano. Karen also played the drums. Their musical partnership came to an end with Karen's death from anorexia at 32. Several of their songs have become classics. For instance, "Close to You" is frequently sung in karaoke bars, and "We've Only Just Begun" is sung at weddings or wedding receptions. The Carpenters have won numerous musical awards over the years.

### III. Listening In

#### Task 1: Encore!



#### Script

As soon as the singer completed the song, the audience cried, "Encore! Encore!" The singer was delighted and sang the song again. She couldn't believe it when the audience shouted for her to sing it again. The cycle of shouts and songs was repeated ten more times. The singer was overjoyed with the response from the audience. She thanked them and asked them why they were so much interested in hearing the same song again and again. One of the people in the audience replied, "We wanted you to improve it; now it is much better." (96 words)

1. **F**
2. **T**
3. **F**
4. **T**
5. **F**



#### Task 2: The Carpenters



#### Script

**W:** They play "Yesterday Once More" all the time on the campus radio. Do you like it?  
**M:** I do. I never get tired of it. I like the Carpenters. Their voices are so beautiful and clear. I guess that's why they're so popular.  
**W:** I like the way their voices blend. There were just two of them, brother and sister, right?  
**M:** Yes, Richard and Karen I think they were. She died I think.  
**W:** Yes, anorexia. It is hard to believe that someone so beautiful would starve herself to death.  
**M:** It's a problem everywhere in the world, including China, I'm afraid. Women worry too much about their appearances, and are so crazy about losing weight.  
**W:** Well, let's go for lunch before we go to the concert.

1. beautiful and clear
2. blend well
3. sister
4. worry too much
5. more important



#### Teaching Tip

Although the section "Listening In" is meant exclusively for listening practice, it may be advisable, if the students are enthusiastic about airing their views, to design one or two thought-provoking questions to elicit responses from them. For example, you may ask them, "Do you think singers like Karen Carpenter should have concentrated on singing without giving too much thought to appearance?" Also, you may invite two students to act out the dialog.





Listen to the song and fill in the blanks with the missing words.

Sing, sing a song	Sing, sing a song	Sing, sing a song
Sing out _____	Make it simple to _____	Let the world sing _____
Sing out _____	Your _____ life long	Sing of _____ there could be
Sing of good things not _____	Don't worry that it's not	Sing for you and for _____
Sing of _____ not sad.	Good enough for anyone	
	_____ to hear	Sing, sing a song
	Just sing, sing a song.	...

### Task 3: Mozart



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

- 1 A) Good at both business and finance.  
B) Good at business, though he had financial problems.  
C) A successful musician and businessman.  
D) A successful musician but a bad businessman.
- 2 A) Over 200 years.  
B) Less than 200 years.  
C) Ever since 1756.  
D) Even before 1756.
- 3 A) He was a slow learner.  
B) He displayed a gift for music.  
C) He mastered the harpsichord.  
D) He composed music.
- 4 A) He could write music.  
B) He could perform music.  
C) Both A) and B).  
D) Neither A) nor B).
- 5 A) He was able to play the piano well.  
B) He was able to play the violin well.  
C) He was able to play all parts in a symphony.  
D) He was able to compose an opera.

#### Word Tips

**Mozart:** 莫扎特 (奥地利作曲家, 维也纳古典乐派主要代表) (an Austrian composer considered among the greatest and most prolific composers in history)

**Salzburg:** 萨尔茨堡 (奥地利城市) (a city of west-central Austria)

**harpsichord:** 大键琴 (a large musical instrument with a row of keys that can pull the strings)

**compose:** 作曲 (write music)

**symphony:** 交响乐 (a long piece of music for an orchestra)

**Milan:** 米兰 (意大利北部城市) (a city of northern Italy)

**conductor:** (乐队的) 指挥 (one who directs an orchestra or other such group)

**orchestra:** 管弦乐队 (a large group of musicians who play together on various instruments)

**Vienna:** 维也纳 (奥地利首都) (the capital and largest city of Austria)



## Script

Sing, sing a song

Sing out **loud**

Sing out **strong**

Sing of good things not **bad**

Sing of **happy** not sad.

Sing, sing a song

Make it simple to **last**

Your **whole** life long

Don't worry that it's not

Good enough for anyone

**Else** to hear

Just sing, sing a song.

Sing, sing a song

Let the world sing **along**

Sing of **love** there could be

Sing for you and for **me**.

Sing, sing a song

...



## Task 3: Mozart



## Script

Mozart was a fascinating musician and composer whose fame continues to grow more than two centuries after his death. He was born in Salzburg, Austria, in 1756. Before the age of four, he had shown great musical talent. His father then decided to let him start taking harpsichord lessons. The boy's reputation as a musical talent grew fast. At five, he was composing music. From that time on, Mozart was performing in concerts and writing music. By his early teens, he had mastered the piano, violin and harpsichord, and was writing symphonies and operas. His first major opera was performed in Milan in 1770, when he was only fourteen. At fifteen, Mozart became the conductor for an orchestra in Salzburg. In 1781, he left for Vienna, where he was in great demand as both a performer and a composition teacher. His first opera was a success. But life was not easy because he was a poor businessman, and his finances were always in a bad state. His music from the next decade was not very popular, and he eventually fell back on his teaching jobs for a living. In 1788 he stopped performing in public, preferring only to compose. He died in 1791 at the age of thirty-five. Although he lived only a short life, he composed over 600 works. (220 words)

### Teaching Tip

Ask students to note down words and phrases of time while listening.

- Which of the following is true of Mozart?  
D) A successful musician but a bad businessman.
- How long has Mozart's fame lasted?  
A) Over 200 years.
- Which of the following is true of the four-year-old Mozart?  
B) He displayed a gift for music.
- What could Mozart do at the age of six?  
C) Both A) and B).
- Which of the following is not mentioned as one of Mozart's accomplishments while he was in his early teens?  
C) He was able to play all parts in a symphony.







Listen to the passage again and complete the table with the information you hear.

In the year _____,	Mozart was born.
In _____,	he was composing music.
In _____,	he was only _____ and his first major opera was performed.
In _____,	he left for Vienna.
In _____,	he only composed music, without performing in public any longer.
In _____,	he was _____ and died.
All his life,	he wrote more than _____ works.

## IV. Speaking Out

### Expressing Likes and Dislikes; Making Suggestions

**Listen to it!** Listen to three types of music and write down each music type under the corresponding picture.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Visualize it!** Close your eyes, and listen to the different types of music again. Then tell your partner whatever comes to your mind while you are listening.