



普通高等教育“十五”国家级规划教材

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新世纪高职高专英语

NEW CENTURY ENGLISH
LISTENING AND SPEAKING COURSE

听说教程

(修订版)

主编 龚兵

教师手册

TEACHER'S HANDBOOK



上海外语教育出版社

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修订版前言

《新世纪高职高专英语·听说教程》于2000年正式出版发行。由于该套教材充分利用国内外英语教学科研成果,全面体现高职高专英语教学规律,突出“五项创新”,深受广大师生欢迎。为了使这套教材更加完善,上海外语教育出版社组织我国四所高职名校(即深圳职业技术学院、上海第二工业大学、北京联合大学和华东师范大学职业技术学院)的英语骨干教师对教材进行了修订。我们利用调查表和座谈会的形式,广泛征求用户和专家的意见和建议,并按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》,结合高职高专英语教学实际,在保留教材原有特色的基础上,在以下几个方面作了改进:

一、对原有 Listen More 部分作了较大的调整。修改后该部分总体上分为两大板块: Section A 和 Section B 为第一板块, Section C、Section D 和 Section E 为第二板块。前者将《综合教程》中每单元主课文的语言点编成听力练习,旨在提高学生听力的同时巩固其所学过的词汇与短语,强化《听说教程》与《综合教程》的横向联系;后者以《高等学校英语应用能力考试大纲》为基准,设计了对话和篇章听力练习,旨在培养学生对听力材料的整体理解及摄取其中特定信息能力的同时逐步提高其应试能力。

二、在每一单元后新增了 Additional Exercises 部分。该部分是以《高等学校英语应用能力考试大纲》为基准设计的一套完整的模拟试题,便于学生进行自测,也便于教师灵活地安排教学活动。

三、在学生用书相关的听力练习前增添了 Words & Phrases 部分,对听力材料中出现的较难词汇标注出词性、音标并给出中、英文两种注释,便于学生自学。这样既可帮助学生扩大词汇量,也可提高教学效果。

四、在教师手册的内容和体例上进行了较大的修改。修订后的教师手册除提供录音稿和练习答案外,还编有练习设计的目的、教学步骤介绍(供参考)、语言及文化背景注释。修订后的教师手册包含了学生用书的全部内容,便于教师更为灵活地开展教学活动。

五、更新了部分听力材料,进一步强化了语言的趣味性、实用性;所选材料更具现代感,贴近生活实际,为广大师生提供了丰富的、地道的现代英语听说素材。

六、根据编者的教学实践和其他使用者的反馈意见,对原书中的个别错误进行了纠正。

七、对版面重新进行了设计,体例创新,图文并茂。

本教材总主编为戴炜栋,副总主编为蒋秉章。本册主编为龚兵,参加编写人员为蒋剡、杨文明、杨涌泉。本书的插图由周瑞平制作。深圳职业技术学院的外籍教师 Alan Miller、Ruth Follos、Kathryn O'leary 通读了书稿,并提出了一些宝贵意见。

由于编者水平和经验有限,疏漏和不妥之处在所难免,恳请广大师生继续批评指正。

编者

2003年8月

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UNIT ONE

I REALLY ENJOY...

Get the Right Sound

Objective: To review the phonemes

Time: 15 minutes

Notes:

1. Before you play the tape, ask some students to read the phonemes.
2. Tell the students the differences in the positions of the speech organs for these phonemes.
3. If your class find it an easy job fulfilling the task, play the tape once and check the students' answers.
4. If not, better play the tape two or three times and let the students listen and repeat after the recording.
5. Give general help to the students, especially the weaker ones.

Section A

Circle the word that you hear in each of the following pairs. Then listen and repeat both words in each pair.

(i) [e]	[er]	(ii) [əʊ]	[ɜ:]
selling	sailing	pole	pearl
test	taste	goal	girl
pen	pain	boast	burst
debt	date	bone	burn
edge	age	stone	stern

Section B

Listen and repeat, paying attention to the pronunciation of the words in bold type in each sentence.

- (i) 1) He **made** a name for **selling** pens.
- 2) He **went** to sea in a **sailing** ship.
- 3) **Tell** them I'm in **great** pain.
- 4) His wife **paid** his **debts**.
- 5) She **left** a **plate** of **dates**.
- (ii) 1) The **merchant** bought the **stolen** pearls.
- 2) They **searched** for four new **poles** for the **roses**.
- 3) We **heard** the sound of the **stones** being **thrown**.
- 4) The **girl** **boasted** about her **curls**.
- 5) Put this **coat** **over** your **shoulders** in case you get **cold**.

Section C

Listen carefully and circle the word that you hear in each of the brackets.

- (i) 1) The chemist didn't test (test, taste) the new drug.
 2) I can't tell you the age (edge, age) of the sword.
 3) I don't know anything about the sailing (selling, sailing) boats.
 4) He never wrote down the dates (debts, dates) in his book.
 5) He didn't recognize the pen (pain, pen) when it was described.
- (ii) 1) The pearl (pole, pearl) had a very strange color.
 2) His face seemed stern (stone, stern) and he never smiled.
 3) Did you notice the man's boast (boast, burst)?
 4) The doctor took no notice of the burn (bone, burn).
 5) There was a picture of the winning girl (goal, girl) in the paper.

Listen In

Objective: To review the expressions learned and learn new ones

Time: 30 minutes

Notes:

1. **Listen In** activities are designed to integrate speaking with listening. Therefore the materials provided are not supposed to be done for the purpose of "pure" listening.
2. It is better to do the exercises several times until the students can fully understand each dialogue.
3. When the students are talking about the pictures, don't interrupt by correcting their mistakes.
4. Imitation should be encouraged.

Section A

Objective: To review the expressions learned

Time: 5–10 minutes

Steps:

1. Ask each student to find his / her own partner(s) and then assign each group a different picture to make a dialogue.
2. Three minutes later, ask some groups to present their dialogues to the class. While listening to their presentation, the rest of the class are required to write down the expressions of one's likes and dislikes.
3. Ask some students to put the expressions on the blackboard.

Expressions learned before:

Do you like / enjoy ...?

I don't like ...

I'm really fond of ...

Which do you want, ... or ...?

What do you like doing?

What's your favorite ...?

Look at the pictures. What would you say in the following situations?



Section B

Objective: To understand the dialogues

Time: 10–15 minutes

Steps:

1. Play the tape once to check how well the students can understand each dialogue.
2. Check the students' answers.

Listen to the tape and match what you hear with the pictures given above.

Picture A — Dialogue 2

Picture B — Dialogue 3

Picture C — Dialogue 1

Picture D — Dialogue 4

Section C

Objective: To learn the new expressions

Time: 10–15 minutes

Steps:

1. Each dialogue is played once. After each dialogue, ask the students to fill in the blanks with the expressions they hear from the tape.
2. Instead of checking their answers immediately, ask the students to reproduce the dialogues orally.
3. Learning the new expressions: ask the students to read after you until they can recite them.

I hate going to the theatre. How boring!

I'd prefer an automatic to a stick, to tell you the truth.

If that's what you'd rather have ...

What do you have against him?

Listen to the dialogues again and complete them with what you hear. Before your listening, learn the following words and phrases.

Words & Phrases

detective /dɪ'tektɪv/ *n.*

a person whose job is to find out information about criminals 侦探

detest /dɪ'test/ *v.*

hate someone or something very much 憎恶, 嫌恶, 痛恨

exhibition /ˌeksɪ'bɪʃən/ *n.*

a public show of objects 展览会, 展览

folk /fəʊk/ *a.*

belonging to or typical of the people of a particular country or area or of ordinary people who have no special knowledge 民间的

sailing /'seɪlɪŋ/ *n.*

the sport of traveling in or directing a small boat with sails 帆船运动

test-drive /'testdraɪv/ *vt.*

drive a car to see if it works properly 试(车)

Tapescript

Dialogue

1

M: I'm sorry, Lily. I don't want to go to the folk concert.

W: How about going to the theatre?

M: I hate going to the theatre.

W: Well, what do you like doing?

M: Traveling, swimming, going to the cinema. And you?

W: I like painting, sailing, watching football and talking to you.

M: I like talking to you, too.

W: Do you want to go to an exhibition? There's a new one at the Metropolitan Museum tomorrow.

M: That's a good idea! Let's do that.

Notes:

1. **the Metropolitan Museum:** the Metropolitan Museum of Art in New York City is the largest and most comprehensive art museum in the United States and one of the foremost in the world. The museum was incorporated in 1870 and opened two years later. The complex of buildings at its present location in Central Park opened in 1880. It is funded by donations and by museum membership. Although the museum contains works of art from all over the world and from ancient times, it is most famous for its collection of European art.

Dialogue 2

M: Hello, Jill.
 W: Hi, Sam. How are you?
 M: Fine. What are you reading?
 W: *Small Is Beautiful*. It's a book about modern society.
 M: How boring!
 W: No, it isn't. It's very interesting. What kind of books do you like?
 M: Detective stories.
 W: So do I.

Dialogue 3

M₁: I think you'll love this little car ...
 M₂: Well, it's a nice-looking car. Do you like it, Molly?
 W: Yes ... I do ... but I'd prefer an automatic¹ to a stick², to tell you the truth³ ...
 M₁: Of course, you can have it with an automatic, if that's what you'd rather⁴ have.
 Would you like to test-drive it?
 W: I'd like to have my husband test-drive it first.
 M₁: Sure. Sir, would you like to test-drive it?
 M₂: Yes, I would. C'mon, Molly, let's go for a ride ...

Notes:

1. **an automatic**: an automatic gear-shifting mechanism
2. **a stick**: a movable metal rod with which one can control the gears of a vehicle
3. **to tell you the truth**: used to introduce a personal opinion, to admit something, etc.
4. **would rather + v.:** would prefer to, used to express preference for one thing to another

Dialogue 4

W: Ian, don't you like Mr. Edmonds? You're always fighting with him ...
 M: Quite honestly, I detest the man.
 W: What do you have against him?
 M: I really hate the way he gives orders. He makes you feel so small. I also dislike his bad temper ...
 W: I know what you mean. He isn't very sensitive, is he?

Section D

Objective: To learn by imitation

Time: 5 minutes

Steps:

1. Ask the students to imitate the speakers while listening.
2. Make sure the students can read the new expressions fluently before you move on to the next step.
3. If the students can do it well, please move on to **Focus On**.

Listen to the dialogues again and imitate the speakers in intonation and pronunciation.

Focus On

Objective: To review the expressions learned and learn the new expressions

Time: 5 minutes

Steps:

1. Before you go on with the following expressions, ask some students to tell you the expressions of similar meaning that they have learned before.
2. Single out new expressions in the following.
3. Explain the new expressions.
4. Practice the new expressions until the students have no problems in reading and understanding them.

Read and familiarize yourself with the following expressions.

Asking about One's Likes

Do you like / enjoy ...?

Are you keen on ...?

Don't you love ...?

... is very nice, isn't it?

Expressing One's Dislikes

I don't like ...

I (really) hate ...

I think ... is awful / unpleasant / ...

Oh, no!

... is rubbish.

I especially dislike ...

I'm not really keen on ...

Asking about One's Preference

Do you prefer ... (or ...) ?

Expressing One's Likes

I like / love ...

I (really) enjoy ...

I do like / love ...

... is wonderful / very enjoyable / ...

I (really) go for ...

I'm crazy about ...

I'm really fond of ...

Expressing One's Preference

I'd prefer ... (, if possible).

I'd rather ...

I like / enjoy ... more / better (than ...).

I find ... more interesting / enjoyable
than ...

I love ... more.

Which would you prefer, ... or ... ?

Do you like ... better?

What's your favorite ... ?

Which do you want, ... or ... ?

Speak Out

Objective: To speak with fluency

Time: 30 minutes

Steps:

1. Explain the models and make sure that the students understand the task.
2. Ask the students to form pairs and then make conversations.
3. Circulate and monitor the activity while the students are doing the task.
4. Ask some pairs to present their conversations to the class.
5. Comment on the students' performances.

Study the models and make more conversations.

Language functions: asking about and expressing one's likes / dislikes

How about going

I hate going

I like talking

W: Sorry, Barry. I don't want to go to the zoo.

M: How about going to the movie?

W: I hate going to the movie.

M: Well, what do you like doing then?

W: Swimming, climbing mountains, playing basketball. What about you?

M: I like dancing, painting, fishing and talking to you.

W: I like talking to you, too.

M: Do you like going to fashion shows? There's a new one in the park.

W: Great idea! Let's go then.

Work with your partner and make more conversations with the following.

1. Do you like going

I don't like going

I enjoy talking

2. Do you enjoy going

I'm not really keen on going

I love talking

3. Are you keen on going

I really dislike going

I'm really fond of talking

Notes:

1. **keen on:** (of a person) having a strong and active interest in something

Language functions: asking about and expressing one's preference

do you like better

I'd rather have

M: So, what're you going to have?

W: I really don't know.

M: Which food **do you like better**, western or Chinese?

W: I think I'd prefer Chinese food.

M: And what's your favorite drink?

W: Orange juice. But **I'd rather have** some tea today.

M: O.K.

Work with your partner and make more conversations with the following.

1.

do you prefer

I'd like

2.

would you rather
have

I'd prefer

3.

do you want

I'd love

Listen More

Objective: To familiarize the students with the expressions learned in Unit 1 in *New Century English Integrated Course 2* and to prepare them for the Practical English Test for Colleges

Time: 45 minutes

Notes:

1. If your class find it an easy job fulfilling the task, play the tape once and check the students' answers.
2. If not, better play the tape more than twice so that most of them can understand. Avoid playing the tape to the very end before giving the answers.
3. Encourage the students to work out the meaning of a word or phrase when they can. Tell your class before the task, "I don't care too much whether your answer is correct or not. What is important is to express yourself in English."

4. Section A and Section B are designed to test how well the students have learned the text of Unit 1 in the companion book, *New Century English Integrated Course 2*. You can spend ten minutes doing these two parts before you begin your class.

Before your listening, learn the following words and phrases.

Words & Phrases

awake /ə'weɪk/ *a.*

not asleep 醒着的

vacation /və'keɪʃən/ *n.*

a day or period in which one does not go to work, school, etc. (不用去上班、上学等的) 休假日, 假期

Section A

Listen to the following definitions. After each definition, there will be a pause of ten seconds. During the pause, read the four choices and tick off the best answer.

- a person who loves and is willing to defend his country
A. enemy B. conqueror **C. patriot** D. athlete
- overcome or control by military force
A. defend **B. conquer** C. destroy D. risk
- a dividing line between two countries
A. determination B. obedience C. valley **D. border**
- complete and careful
A. bound **B. thorough** C. ancient D. unselfish
- give or leave something to people who are younger than you or come after you
A. hand down B. give in C. carry out D. at the mercy of

Section B

Listen to the following four statements. After each statement, there will be a pause of fifteen seconds. During the pause, read the two choices and decide which one is closer in meaning to the statement you hear on the tape.

- People are not likely to fight bravely for something they know little about.
A. It's impossible that people can fight bravely for something they know little about.
B. It's possible that people can fight bravely for something they know little about.
- Not only did I forget my train ticket but I forgot my passport.
A. Luckily I brought my train ticket and my passport with me.
B. I forgot my train ticket as well as my passport.

3. She'll have to work over the summer to finish her papers.

A. She'll finish her papers before summer comes.

B. She needs to work on her papers this summer.

4. My father stopped smoking cigarettes last week.

A. Last week my father quit smoking cigarettes.

B. Last week my father smoked too many cigarettes.

Section C

Listen to the following three dialogues. Each dialogue is followed by two questions. After each question, there will be a pause of fifteen seconds. During the pause, you will read the four choices marked A, B, C and D, and decide which one is the best answer.

Dialogue 1

1. A. Because she has already had too much coffee that night.

B. Because tea is more healthful than coffee.

C. Because coffee will make her sleepless at night.

D. Because she has had too much beer.

2. A. In the morning.

B. At noon.

C. In the afternoon.

D. In the evening.

Dialogue 2

1. A. By bus.

B. On foot.

C. By train.

D. By air.

2. A. The man has already given up smoking.

B. The man is going to travel during the vacation.

C. The woman agrees to his smoking.

D. The trains are always so smoky.

Dialogue 3

1. A. In an office.

B. In the woman's house.

C. At a party.

D. On the street.

2. **A. Because he is all by himself at Christmas.**

B. Because he hates Christmas.

C. Because he doesn't like the woman.

D. Because he doesn't know anybody except the woman.

Tapescript

Dialogue 1

M: I think I've had too much beer tonight. I'd like a cup of coffee now. You want one?

W: No, but I'd like some tea. Coffee at this time will keep me awake all night.

Q1: Why does the woman want tea instead of coffee?

Q2: When does the conversation most probably take place?

Dialogue 2

W: You're going to travel during the vacation, aren't you? Are you going by train or by air?

M: Well, I like flying, though it's so expensive. Train tickets are cheaper, but I detest cigarette smoke and the trains are always so smoky.

W: Really? I thought you like smoking.

M: Well, I did, but I've given up smoking completely. Now I can't bear it.

W: Good! I'm glad to hear it.

Q1: How is the man going to travel?

Q2: Which of the following statements is NOT true?

Dialogue 3

W: How's it going, Vic?

M: Oh, O.K. This party is not much fun, is it?

W: I'm enjoying myself. Aren't you?

M: I don't know. I'm a little bored, I guess.

W: C'mon. You're just feeling a little down because it's Christmas and you're all by yourself!
It happens to everyone.

M: Maybe that's it.

W: I'm sure it is. C'mon. Cheer up.² Try and enjoy yourself.

M: Yeah. I will. Thanks.

W: That's O.K.

Q1: Where does the conversation most probably take place?

Q2: Why isn't the man enjoying himself?

Notes:

1. **all by oneself:** alone

2. **Cheer up:** (informal) become happier, more cheerful

Section D

Listen to the following dialogue. After the dialogue, you will hear four statements. After each statement, there will be a pause of ten seconds. During the pause, you are required to circle True or False.