

新

英语
教程

第四版

New English Course

Fourth Edition

Listening & Speaking

Instructor's Manual

Book Two

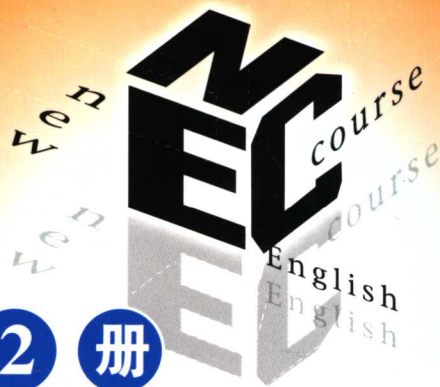
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听说

教 学 参 考 书 第 2 册

编者：何福胜 黄清华 方艳华 刘宁 吴炜



清华大学出版社

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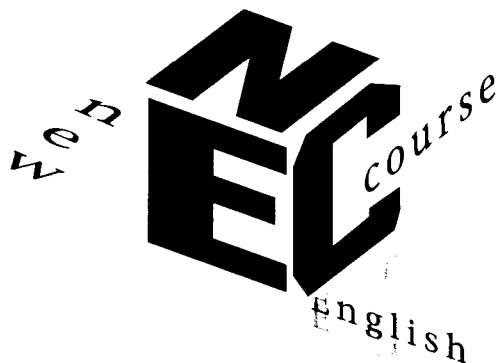
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北京

内 容 简 介

《新英语教程》(第四版)以教育部最新颁布的《大学英语课程教学要求》为编写原则,分为“听说”和“读写译”两大系列。本书为“听说”第二册的教学参考书,主要内容包括训练要点提示、文化背景说明、语音训练重点、语言功能和话题的参考表达及练习参考答案。

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PREFACE

第四版前言

新 英语教程 (第四版)

第四版《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 2004 年教育部颁发的《大学英语课程教学要求》主持编写。它总结了清华大学及一些兄弟院校近二十年的教学实践经验, 经广泛征求学生和教师意见, 对原教材进行了多方面的修改与完善, 是我们对现代语言教学理论、教学方法以及《大学英语课程教学要求》理解的具体体现。希望我们的第四版《新英语教程》对兄弟院校的大学英语教学、语言测试和评估能尽绵薄之力。

《新英语教程》是我国大学外语界具有广泛影响的教材之一。《新英语教程》第一版在 1987 年首次由清华大学出版社出版, 1992 年荣获国家教委优秀教材奖。为体现语言的时代性, 我们先后对此教材做过多次修订。第二版面世于 1994 年。第三版出版于 1999 年。第三版的《新英语教程》荣获两次奖项: 2001 年北京市政府颁布的北京市教育教学成果二等奖; 2002 年教育部颁布的全国普通高等学校优秀教材二等奖。目前, 《新英语教程》系列教材是清华大学大学英语国家级精品课的主干教材。

随着我国改革开放的不断深入, 大学英语教学也经历了无数次的变革。无论是学校或社会用人单位都对大学生的英语水平有很高的期待, 这就促使大学英语教学必须不断改进、不断提高。2004 年教育部颁布的《大学英语课程教学要求》又对大学英语教学提出了新的目标。为全面贯彻《大学英语课程教学要求》的主旨, 我们再次对《新英语教程》进行修订, 编写出版了此套第四版《新英语教程》。

第四版《新英语教程》主要有以下两方面大的变动:

- 新的《大学英语课程教学要求》在教学目标中指出大学英语应注重培养学生的语言综合运用能力, 为贯彻执行这一

精神，我们将培养学生的语言“综合运用能力”作为第四版《新英语教程》的主要突出的特点，我们在指导思想和编写原则方面都将围绕这一特点展开。通过一段时间的调研，我们发现以往教材对说、写、译重视不够，对语言的五种技能（听、说、读、写、译）衔接不够。因此我们对《新英语教程》（第三版）系列教材重新整合：将写作与阅读紧密地结合在一起，扩展了翻译部分，从而形成主干教材为读写译和听说两部分。听说部分也在原有基础上加大了口语交流和表达的比例。这样，我们一方面淡化培养学生被动接受的能力，将重点放在培养学生的产出能力，注重学生口笔头交际能力的培养，从而提高学生语言的各项技能和综合运用语言的能力。

- 在对部分任课教师及学生调研的基础上，保留了第三版比较受欢迎的文章，补充了一些精选的内容，补充新课文数量在 30%—50% 左右，各册不同：第一册新增课文多达 50%，目的是让用户有耳目一新的感觉；其余各册均在 30% 以上。听说教材增加了说的比例，且替换内容也在 30% 以上。教参不但指出各课的重点和难点，并给出比较详尽具体的教学参考步骤。更值得一提的是我们在翻译和写作部分加大了力度。我们不仅提供了范文，而且还提供了相当一部分学生真实的翻译和写作样本，并对这些样本做了大量的分析和评论。目的是让老师在教学过程中有的放矢；学生在学习过程中引以为戒，取长补短。

第四版《新英语教程》有以下几个显著特点：

1. “综合运用能力”是此教材强调和突出的特点。我们不仅强调听说读写译五项技能全面发展，同时还强调五项技能的衔接性和互补性。
2. 英语教学不仅要教授学生语言的技能，同时也要教授学生世界文化方面的知识，以开阔学生的眼界，拓宽学生的知识面。同时，为体现“授人以渔”，我们在传授国际文化的同时，特别注重培养学生的文化意识，以提高学生的文化素养，更好地做好国际交流工作。
3. 在教学方法和教学模式方面我们主要采用传统教学法与交际法，既有知识输入的环节，又有输出操练的环节，同时我们也不摒弃其他模式，如：增加了利用网络查询知识点等网络自主化学习的模式，使学生在语言中获得技能。
4. 该套教材倡导学生自主学习。我们不仅在每册目录中，为学生提供了一份内容框架图，其中包括每一单元文章的主题、体裁、语言难点、语法重点，阅读技能、翻译技能及写作技能的要求。同时，还在每单元开始之前列出本单元具体的教学目标 and 课文导读，学生既可以有目的地去学习，也可在每一单元学习结束后检查自己对所要求内容掌握的情况。

5. 坚持选材的真实性、趣味性和前瞻性。阅读图文并茂，听力材料有真实背景音，使学生置身于更真实的语言环境中。注重将知识性和趣味性相结合，充分调动学生的学习热情和主观能动性。将替换掉的文章用最新的时文来取代，以体现语言的时代感，与时俱进。
6. 在课文选材的长度和词汇要求方面，严格按《大学英语课程教学要求》的尺度来衡量。对积极词汇有标示和演练。
7. 练习在总体设计方面以国内外外语教学理论为指导，形式采用流行的 **task-based approach**，并力求最大限度地培养学生的思维能力，即 **thinking skills**。
8. 学练结合，强调可操作性，让学生在学中练，练中学。练习紧密结合课文内容合理编排设计。课文是范例，是学生模仿的对象，在掌握课文的基础上，学生要举一反三，直至掌握范例中的语言技巧。听、说、读、写、译各项技能既独立操作又互相渗透，以培养学生综合的语言技能和语言运用的能力。
9. 翻译和写作不仅有简明扼要的知识点讲解，还提供了与课文紧密结合的练习和学生真实译作的实例。并且，我们还在教参中提供了范文及比较详尽的评语和解释。
10. 教参具有较强的针对性和操作性，对每一教学步骤我们都提供了具体的参考意见。
11. 在配套 CD-ROM 中，适当扩充趣味性内容，以及学习方法的引导。

教材内容：

本套第四版《新英语教程》包含《读写译》学生用书、教学参考书；《听说》学生用书、教学参考书；《新英语教程》学生必备；语法全一册及光盘版《新英语教程》。

《读写译》学生用书共 4 册，每册 8 个单元。每个单元包括 5 部分内容：

- 1) 课文 A 及综合练习
- 2) 翻译技巧及练习
- 3) 写作技巧及练习
- 4) 2 篇课文 B 及练习
- 5) 阅读技巧

《读写译》教学参考书亦分为 4 册，内容包括：

- 1) 课文背景知识介绍
- 2) 课堂组织建议
- 3) 语言难点解析
- 4) 练习答案
- 5) 写作范文及解析
- 6) 翻译参考答案及解析

7) 精泛读课文参考译文

《听说》学生用书共 4 册，每册 16 个单元，两套测试题。《听说》除更换了 30% 的内容外，还相当程度地增加了说的比重。《听说》教学参考书亦分 4 册，内容包括：

- 1) 课文背景知识介绍
- 2) 课堂组织建议
- 3) 语言难点解析
- 4) 练习答案
- 5) 听力原文资料

第四版《新英语教程》在编写过程中得到了清华大学外语系、清华大学教务处及清华大学出版社的大力支持；也得到了一些兄弟院校的鼓励和非常有建设性的意见和建议。在此我们谨向有关单位和同仁表示最衷心的感谢！在《新英语教程》第四版出版之际，编委会特向《新英语教程》第一版、第二版及第三版的编者们表示最诚挚的谢意，感谢他们近二十年来为《新英语教程》所付出的关爱、劳动和智慧。

最后，我们真诚地欢迎我们的前辈、同行对这套教材的缺点和不足提出宝贵的意见和建议。

《新英语教程》（第四版）编写委员会
2005 年 5 月于清华园

GUIDE

使用说明

新 英语教程 (第四版)

New English Course—Listening and Speaking Series (4th Edition), complying with the requirements of the newly-issued *College English Curriculum Requirements (For Trial Implementation, 2004)*, are books of listening and speaking activities for college students in bands 1—4 English courses. There are four books in this series. Each book consists of 14 main units, two consolidation units and two listening tests. Each main unit is based on a different language function or theme and contains four or more listening comprehension exercises and some speaking activities, designed to stimulate students to share their ideas, opinions and experiences with each other. The functions and themes selected are generally useful and realistic, which students at this stage need and want to talk about in English. The activities and tasks designed in the books are also generally interesting, challenging, and more importantly, relevant to the students themselves.

English is a language that is spoken not just in Britain, but all over the world—often as a means of communication between people who have no other language in common. The activities in this book don't attempt to prepare learners for "life in Britain or America" but for using English as an international language. During the course, however, some background knowledge of these two chief English-speaking countries is also presented and practised at many points. This is intended to prepare students in some way to live or work in an English speaking situation in the future.

Listening Exercises

Each unit in *New English Course—Listening and Speaking* has four or more listening exercises, the recording for which is on the cassettes. Each listening exercise trains students' listening skills. At the same time,

it provides students with a language function, a topic, a range of opinions or some information based on which students can develop their language competence at a later stage. The language notes and the lexical items introduced in the listening materials also help students to participate more effectively in the activities that follow.

There is generally a “before”, “during” and “after” phase to each listening exercise. In brief, the phrases are as follows:

1. Pre-Listening

Learners are introduced to the situation in which each conversation takes place. They find out their purpose in listening to the recording and any background information they may need. This is generally fulfilled through some of the pre-listening exercises that are specially designed for this purpose or through questions and answers that are included in the directions for the listening exercise. It is noted that the lexical items listed after each listening exercise should also be introduced at this stage. This is intended to enhance students’ understanding of the recording in which these lexical items might prove problematic and therefore hamper their comprehension in the first place.

2. Listening

Usually learners need to hear the recording more than once: the first time to get used to the voices on the tape to get the gist of the text; and the second time to find out and note down the specific points of information required by the listening task. These tasks, for example, may involve drawing a diagram, filling in a chart or taking notes. Sometimes, two listening tasks are designed on the same listening text, one to check the gist and the other the detailed information. Often, only one listening task is designed to check both the gist and detailed information.

3. Post-Listening

Learners compare notes or answers with their partners. They help each other in their understanding of the listening text. Then, the teacher elicits the required information from the students and makes sure they have the right answers. Usually, a third listening follows, which gives students a chance to find out where they went wrong and what they missed.

Speaking Activities

In the speaking activities in *New English Course—Listening and Speaking*, students work

together in pairs or in groups. Sometimes they can even move around the classroom, talking to anyone they like. The aim is to encourage students to exchange ideas and opinions with each other. In each activity students are given a purpose or task—and this makes the activities much more motivating and realistic than just “answering questions”. Most of the time, since students are directed to talk about themselves or things they are familiar with, the activities tend to become more meaningful. Of course, this also makes the speaking tasks easier to do so that weak students can have a go at them. Also, the model expressions following the speaking tasks and the lexical items introduced in the listening texts and elicited through the pre-listening activities help students in this way.

It is noted that some sort of checking or demonstration should be an indispensable phase following a speaking activity. For instance, when students are supposed to make some choices or plans, the teacher could later elicit each of the students’ choices or plans and make some comments if they have made mistakes.

How to Use *New English Course—Listening and Speaking (4th Edition)*

Teachers and students are expected to select the materials and activities that seem most relevant and interesting to them. For instance, Unit One is only suitable for the first class for a group of new students who do not know each other at this point. This would not be meaningful for a class in which everybody knows each other very well.

Only a rough guide is provided in this introduction. Hopefully, each teacher will use *New English Course—Listening and Speaking* in his or her own way, adapting the materials to the needs of each different group of learners. The book is designed to stimulate learners and teachers alike, rather than to control them.

The Teacher’s Role

The teacher has three main things to do while *New English Course—Listening and Speaking (4th Edition)* is being used:

1. To get things started—making sure everyone knows what they have to do and possessing the necessary vocabulary.
2. To monitor the group at work, and sometimes, participate in it, and decide when to stop the activity.
3. To lead a short follow-up discussion after each activity—providing further information or making comments or doing any remedial work necessary.

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Unit

1

Can You Help?

Training Focus: understanding and talking about making requests

Cultural Notes: English people use rather elaborate, roundabout ways of asking for things, and some foreigners therefore may appear rude because they are more direct than the English tend to be. The most important thing about asking favors of people is how you ask, what information you use, rather than the actual words you use. When it seems likely that the other person will refuse, the question can be phrased so that the refusal does not cause embarrassment.

Useful Expressions:

Asking someone to do something:

- Do me a favor and do ..., (will you)?
- Can/Will you do ...?
- Could/Would you do ... please?
- Do you think you could do ...?
- I wonder if you could possibly do ...?
- Would you mind doing ...?

Expressing willingness to help:

- Yes, of course.
- Sure!
- No problem.
- Alright.

Expressing unwillingness to help:

- I'm afraid I can't ...
- I really/do wish I could help you, but I'm afraid ...

—I'd like to help, but I'm afraid ...

—I'd love to help, only ...

Teaching Tips:

Section One

1.&2.

- 1) Try to warm up the students by asking for their help, in using different expressions for making requests: such as “Would you mind if I open the window to let the fresh air into the classroom?” “Is it all right if I sit down when I teach today?” “Do you think we could possibly go outside to have lessons everyday?” etc.
- 2) Provide the students with different speaking contexts before asking them to practice how to make requests and responding to requests. These contexts might include: asking for a cup of water, asking for help in solving math problems, inviting someone to join in a group, wanting to interrupt someone's work, etc.

3.&4.&5.

- 1) Ask the students to predict before listening. This activity helps the students understand better than someone who has not made predictions.
- 2) Be sure to help the students learn the new words first before playing the tape. If time permits, allow 2 or 3 minutes for the students to get familiar with the context of the listening materials.

6.&7.

- 1) Introduce the activity: Invite one or two students to have dialogues with you first, using the suggested expressions in the tables.
- 2) Group work: Divide the students into small groups (3—4 people in each). Give them five minutes to practice in groups and then ask several groups to demonstrate their dialogues for the class. Encourage them to talk as much as possible.
- 3) While they're practicing in groups, walk around the classroom. Stop for one or two minutes at each group, giving comments or offering help if necessary.

Section Two

3.&5.

- 1) Introduce the activity: choose one picture and give one hint, present an example

dialogue (as interesting as possible).

- 2) Pair-work
- 3) Demonstration: When the students' pair work is done, ask some students to demonstrate their performance in the class. Use the platform as the reception desk. Ask the students to act as actors, which could hopefully make the class more attentive and interesting.

Reference Key:

Section One

1.

General requests	More polite or indirect requests
1) Will you take a photo of me?	1) Do you mind if I have another piece of cake?
2) Is it all right if I come in?	2) Do you think you could possibly lend me 50p?
3) Could you lend me 50p?	3) Do you think you could turn the radio down a bit?
4) Could I have another piece of cake?	4) Would you mind taking a photo of me?
5) Can I come in?	
6) Would you turn the radio down a bit?	

2.

Expressing agreement	Expressing refusal
Certainly.	No way!
Not at all.	Absolutely not.
No problem.	I'm sorry. I'd rather not.
Absolutely.	I'd rather talk about it now, if you don't mind.
Of course.	Yes, I'd mind.
Go right ahead.	
Sure.	
All right.	
Of course not. ("Do you mind...?")	

3.

Requests	Accepted(✓)	Refused(✓)
1) Borrow the dictionary		✓
2) Smoke here		✓
3) Open the window		✓
4) Have change (for five pounds)		✓
5) Look at the form	✓	
6) Borrow the paper	✓	
7) Move to the table in the shade		✓
8) Stop talking (the conversation)	✓	

4.

No.	Requests	Responses
1.	Where to park?	If you give me the keys, I'll get one of the porters to see to it for you.
2.	Time for breakfast?	At seven in the dining room, but you can get it earlier in your room, if you wish.
3.	Need towels in the room.	Oh, I'm sorry about that. I'll get some sent up straight away.
4.	Where's a restaurant?	Yes, it's on the second floor. Turn left when you come out of the lift.
5.	Send someone to collect laundry.	Certainly, which room is it, please?
6.	Need to take towels to swimming pool?	No, they're provided at the poolside.
7.	Any calls for me?	Let me see. Ah yes, there's a fax and a phone message.
8.	Order room service.	Certainly. What would you like?
9.	How to make an international call.	You need to dial 9 for an outside line, then 00 and the code for the country you want.

5.

Request	Response
1) Could you tell me why you're parking here?	What?/ What's the matter?
2) Would you mind getting out of the car?	Yes, I would mind.
3) Get out of the car!	Hey! Look! What's this about?
4) Can you get into this car, please?	No way!
5) Look, if it's OK with you, we can talk about that when we're in the car.	I think I'd rather talk about it now.
6) Just get into the car!	No!
7) So, do you mind waiting in the car?	Oh, of course not. Not at all.
8) Do you mind if I smoke?	Yes, I do.

Section Two

2.

Guest	Request	Yes/No
1) Mr. Morales	fill in the registration card; have a room with an ocean view	Yes; No.
2) Mr. Burton	get a wake-up call	Yes.
3) Room 327	eat at the dining room; get some dinner	No; Yes.

4.

Woman's problem	Her mother's promise
1) backache, house is a mess.	Help you clean the house.
2) Kids are driving me mad.	Take them to the park.
3) Do some shopping.	Stop at the supermarket, make a meal.
4) run out of money, pay for the shopping.	That's fine. Don't pay me back.

Section Three

1.

Number	Checking the number (✓)	Showing that he or she understands (✓)
1)	✓	<input type="checkbox"/>
2)	✓	<input type="checkbox"/>
3)	<input type="checkbox"/>	✓
4)	<input type="checkbox"/>	✓
5)	✓	<input type="checkbox"/>
6)	<input type="checkbox"/>	✓
7)	<input type="checkbox"/>	✓

2.

	Number
1)	<u>2</u> -7-1
2)	13- <u>4</u> -2
3)	19- <u>7</u> -5
4)	2-2- <u>8</u>
5)	<u>3</u> -2-2-7
6)	<u>6</u> -5-4
7)	17- <u>3</u> -6