

全 国 高 职 高 专 英 语 教 材

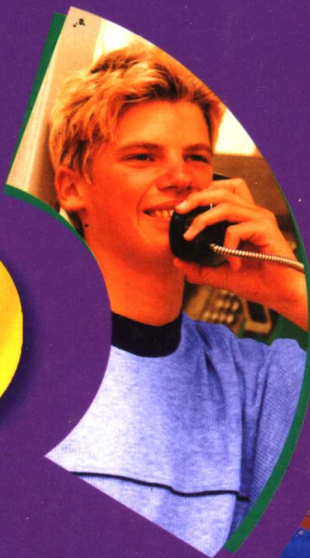
NEW HORIZON ENGLISH COURSE

新视野英语教程

听说教程 教师用书

总主编：郑树棠 李思国

3



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前言



简介.....

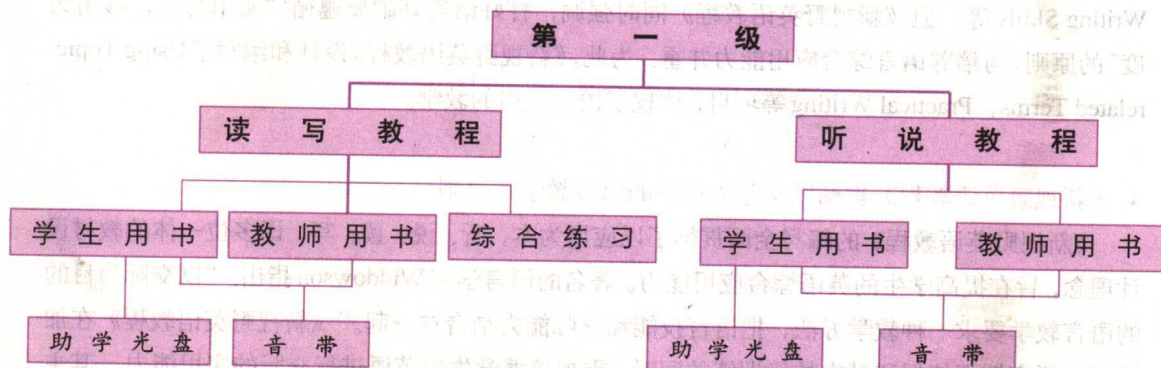
《新视野英语教程》按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》(试行)(以下简称《基本要求》)编写而成,是一套专供全国高职高专院校使用的英语教材。它体现了《基本要求》提出的教学目的,覆盖了所要求掌握的实用英语语言知识和交际技能,突出了“实用为主”的原则。

《新视野英语教程》是一套完整的系列教材,由两条主线、三种载体、四个级别构成。《新视野英语教程》有《读写教程》和《听说教程》两条主线:《读写教程》由学生用书、教师用书和《综合练习》组成,《听说教程》由学生用书和教师用书组成;《新视野英语教程》是由课本、音带和光盘三种载体构成的立体化教学资源;《新视野英语教程》从1级到4级,由浅入深构成一套完整的系列教材。

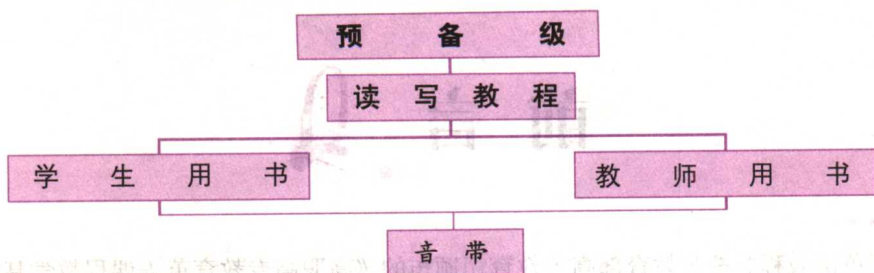
鉴于高职高专学生入学时英语水平参差不齐,《新视野英语教程》的教学要求分为A、B两级,以利于实行分类指导和分级教学。《新视野英语教程》还专门编有预备级教程,可供入学时起点较低的学生使用。

在《新视野英语教程》编写过程中,编者曾在全国多所高职高专院校组织了多次访谈,收集、整理和分析了多位高职高专院校英语教师的意见,在此基础上几易其稿,最后制定了编写提纲和重点。全国十多所大学,包括专门从事高职高专教学的院校在内的几十名资深教授和中青年骨干教师参与了《新视野英语教程》的编写和制作。参加《新视野英语教程》编写的作者都是长期从事英语教学和研究的教师,熟悉高职高专的英语教学实际,了解学生的英语水平和需求,保证了教材编写与高职高专层次的英语教学规律紧密结合。

结构.....



* 第二、三、四级结构同第一级



编写特色

1. 《新视野英语教程》提供立体化教学资源

《新视野英语教程》提供由课本、音带和光盘三种载体构成的立体化教学资源。为学生提供多媒体助学光盘，有利于发挥学生自主学习的积极性，提供个性化学习的空间，促进教学模式的转变。使用《新视野英语教程》的院校、教师和学生可根据自身条件选择不同的组合。可供选择的方式有：课本、音带组合的传统教学方式；课本、光盘组合的计算机辅助教学方式。第二种方式适用于提供计算机的院校或有条件使用计算机的学生。

2. 《新视野英语教程》贯彻分类指导、因材施教的原则

全国高职高专院校的情况千差万别，学校类型有明显不同，办学条件、师资力量和学生入学水平也各不相同，即使在同一学校内学生的入学水平也有很大差别。使用《新视野英语教程》，不同层次的学校可以根据《高职高专教育英语课程教学基本要求》（试行）的总体要求，在教学安排中明确各自的目标，实事求是，因材施教，实现分类指导和分级教学。对于入学时英语水平较低的学生，可从预备级开始学习，先达到B级要求，再进一步达到A级要求；对于入学时英语水平较高的学生，可直接达到A级要求，并可进一步转入与专业相关的英语课程。

3. 《新视野英语教程》遵循“实用为主，够用为度”的原则

《新视野英语教程》以打好语言基础为主要目标，设计和编写了许多项目，帮助学生牢固掌握基础语言知识和基本技能，例如 Reading Through, Reading Out, Getting the Message, Using the Right Word, Working with Expressions, Focusing on Sentence Structure, Translating 和 Basic Writing Skills 等。但《新视野英语教程》同时强调，打好语言基础要遵循“实用为主，够用为度”的原则，与培养语言综合能力并重。为此，《新视野英语教程》设计和编写了 Using Topic-related Terms, Practical Writing 等项目，体现了语言应用的教学。

4. 《新视野英语教程》贯彻以交际为目的的语言教学的原则

《新视野英语教程》的编写全面贯彻了以应用为本，听、说、读、写、译多位一体的教材设计理念，旨在提高学生的英语综合能力。著名的语言学家 Widdowson 指出：“以交际为目的的语言教学要求一种教学方法，把语言技能和交际能力结合在一起。”《新视野英语教程》在加强基础语言知识传授和基本技能训练的同时，重视培养学生用英语进行交际的实用能力。其主干教材《读写教程》与《听说教程》在语言技能和交际能力上紧密联系，听、说、读、写、译5种技能互为铺垫，相辅相成，以全面培养学生综合能力为目的。

5. 《新视野英语教程》将语言教学理论应用于教学实践和教材设计中

根据第二语言或外语习得理论, 阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题。课文过长, 会造成课堂教学操作上的困难; 文章过于短小, 会使生词相对集中, 生词量过多, 造成学生理解上的困难, 挫伤其阅读积极性。《新视野英语教程》对阅读课文的长度有适当的控制, 如《读写教程》第一级的课文词数一般在350~400左右, 第二级的课文词数在400~500左右, 第三、四级的课文词数则控制在500~600左右。每篇课文出现的生词数量控制在课文总词量的5%至7%左右。

光盘介绍.....

《新视野英语教程》助学光盘与课本相配套, 为学生课堂学习之外的自主学习提供辅导和帮助。光盘界面设计亲切, 条理清晰。内容不仅与课本紧密结合, 而且适当增加了课外学习、娱乐的内容。光盘运用先进的科学技术将英语的听、说、读、写、译有机地融为一体, 实现人机互动, 更好地辅助学生进行自主学习。

读写教程助学光盘与课本配套, 由10个单元组成, 每单元包括课文录音、译文、生词讲解、语言点讲解、背景知识、实用写作、练习题等。在课文学习中可以实现单句、单段以及全文录音播放。语言点与生词讲解内容充实, 例句丰富。阅读技能与实用写作部分运用flash技术, 形式生动直观。练习题类型多样, 操作方便, 与课本相辅相成。

听说教程学生助学光盘与每级课本配套, 包括10个单元的学习内容。在语音学习部分, 设计有辨音练习、跟读练习、录音功能等, 帮助学生把握好每一个语音, 为日后的英语学习打下坚实基础。听力部分以试题形式进行训练, 设计有判卷功能, 学生做完练习后马上就可以知道得分, 从而评估出自己的听力水平, 进一步进行训练。在口语学习部分, 设计有跟读、角色扮演等功能, 学生可以先进行模仿, 然后进入情景练习会话。此外, 助学光盘还为学生安排有英文歌曲、幽默故事等内容, 让学生在轻松的氛围中圆满完成一个单元的学习。

编写队伍.....

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参加《新视野英语教程》编写的单位有上海交通大学、东北大学、上海第二工业大学、哈尔滨学院、山东交通学院、沈阳广播电视大学、沈阳大学师范学院、安徽池州师范专科学校、上海电机技术高等专科学校、上海东海职业技术学院、上海交通大学高等职业技术学校、同济大学、上海对外贸易学院、华东政法学院等。



编写说明

《新视野英语教程：听说教程》是《新视野英语教程》的主干教材之一，分1~4级，每级10个单元，供一个学期使用。

本套教材对学生的听说技能进行由易到难的训练，注重在提高学生听力能力的基础上，达到提高其口语表达能力的目的。同时，本套教材注意与国际教材接轨，体现出教材编写的多样性、实用性、趣味性、时代性和前瞻性。

《新视野英语教程：听说教程》在加强英语语言基础知识和基本技能训练的同时，重视培养学生实际使用英语进行交际的能力，特别是使用英语处理日常和涉外业务活动的的能力。第一、二级为基础阶段，要求学生能听懂涉及日常交际的结构简单、发音清楚、语速较慢的简短对话和陈述；掌握一般的课堂用语，并能在日常活动中进行简单的交流。从第三级开始，难度逐渐增加，要求学生能听懂日常和涉外业务活动中使用的结构简单、发音清楚、语速较慢的简短对话和不太复杂的陈述；能用英语进行一般的课堂交际，并能在日常和涉外业务活动中进行简单的交流。

《新视野英语教程：听说教程》第三级分为五个部分：

第一部分为诗歌欣赏。这部分旨在进一步巩固学生在第一级和第二级中所进行的语音训练，同时让学生欣赏寓意丰富的名诗。

第二部分为听力训练。内容与读写教程中相应单元的主题相关。考虑到目前学生入学时英语水平的差异，教学和测试分A、B两级，《听说教程》在内容安排上由浅入深，循序渐进。第三、四级听的训练项目除了高职高专B级考试形式外，主要以高职高专A级考试形式为主。在第一级和第二级听短对话、听短文填空等形式的基础上，第三级和第四级增加了听短文回答问题的形式，另外补充高职高



专 B 级和 A 级考试中所没有的听短文选择答案等形式。

第三部分为口语训练。这部分以《高职高专教育英语课程教学基本要求》(试行)规定的交际功能训练为主。第三、四级以涉外业务活动为主,首先以短对话的形式提供一些基本的交际表达方式和两个对话样文,供学生模仿、学习。然后提供形式多样的对话练习,难度递增,完成由简单的对话练习到学生独立对话的过渡。这部分以听为基础,逐渐进入说的训练,以达到提高口语表达能力的目的。

第四部分属于听说训练。这部分听说结合,侧重以小组或班级活动等形式进行训练,旨在锻炼学生的综合能力。

第五部分是与西方文化有关的短文,配有讨论问题,目的是培养学生的文化意识。

本书为《新视野英语教程:听说教程3》的教师用书,共10个单元,供第三学期使用,配合《听说教程》的五个部分提供教学建议、录音文字资料、参考答案等。

我们建议使用《新视野英语教程:听说教程》时,课外以听为主,课内以说为主,听说结合。《听说教程》配有光盘和音带。

《新视野英语教程:听说教程》总主编为郑树棠和李思国。

《新视野英语教程:听说教程3》主编为高丽新,副主编为赵春曦,参加编写的主要人员有高丽新、董革非、李涤非、赵春曦、高平、王焱等。

《新视野英语教程:听说教程3》由李思国、加拿大籍教师 Jill Maxine Bonnell 和美籍教师 Earnestine Bruce 及 John J. Mathis 审定修改。

编者

2004年8月



UNIT ONE

READING aloud

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听说教程

NEW HORIZON ENGLISH COURSE



UNIT ONE



READING ALOUD

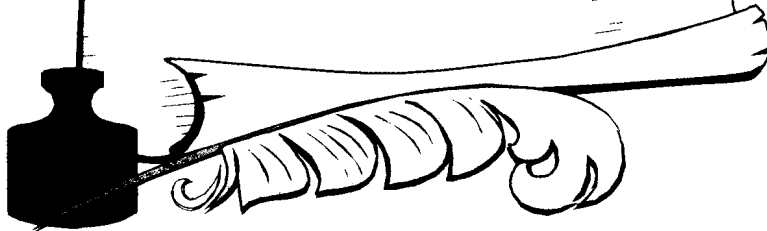
Read the following poem aloud after the recording. Pay attention to the pronunciation, intonation and rhythm.

Dreams

By Langston Hughes

Hold fast to dreams
For if dreams die
Life is a broken-winged bird
That cannot fly.

Hold fast to dreams
For when dreams go
Life is a barren field
Frozen with snow.





READING ALOUD

This part is designed to help the students practice reading poems and learn to appreciate them.

Teaching tip:

Ask the students to pay attention to the rhythm of the poem while reading. Ask them to learn it by heart.

The following is an introduction to Langston Hughes:

Langston Hughes (1902-1967) was a black writer known as the “O. Henry of Harlem”. He wrote countless short stories, a number of volumes of poetry, seven novels and six plays. In his early volumes of poetry, he successfully caught and projected scenes of urban black life, and his sketches in verse with their undertones of bitterness, humor and pathos also became a form of social protest.

Optional exercise:

Have the students translate the poem.

The following translation of the poem is only for reference:

梦想

兰斯顿·休斯

千万不能丢掉梦想
 因为假如梦想破灭
 生活就像小鸟断了翅膀
 再也不能展翅飞翔。

千万不能丢掉梦想
 因为梦想一旦离去
 生活就像冬天的田野那样荒凉
 冰封大地白雪茫茫。

TESTING YOUR EARS

Task 1

You will hear eight short conversations. After each conversation, there will be a question. After each question, there will be a pause of ten seconds. The conversations and questions will be spoken only once. When you hear a question, you should decide on the correct answer from the four choices marked A), B), C) and D).

Example:

► You will hear: **W:** Are you catching the 10:15 flight to New York?

M: No. I'll leave this evening.

Q: What are the two persons talking about?

► You will read: A) New York City. B) An evening party.

C) A plane trip. D) The man's job.

From the conversation, we learn that the man is to take a flight to New York.

Therefore, C) "A plane trip." is the correct answer. Now listen.



1. A) Helen isn't like her mother.
B) Helen is a teacher.
C) The man should notice the book.
D) The man shouldn't judge people only by their appearances.
2. A) Because she is ill.
B) Because she may go to her grandmother's funeral.
C) Because she misses home.
D) Because her parents have come to see her.
3. A) He had a toothache.
B) He had a fever.
C) He broke his leg.
D) He cut his fingers.
4. A) He is a bus driver.
B) He is a taxi driver.
C) He works in an office.
D) He sells cars.
5. A) The man can use the computer.
B) The man cannot use the computer.
C) The man needs to buy a computer.
D) The man learns to use the computer.
6. A) He is very thin.
B) He is handsome.
C) He is very fat.
D) He is funny.
7. A) Sending things earlier.
B) Not sending anything.
C) Not buying her daughter anything.
D) Sending things by air.
8. A) It is sold.
B) It needs repairing.
C) It is new.
D) It is too old.



TESTING YOUR EARS

Task 1

This part is designed to build the students' ability in listening. All the exercises here are concerned with family.

Tapescript:

1. **M:** Helen's mother doesn't look like a teacher to me.

W: You can't judge a book by its cover.

Q: What does the woman mean?

* judge a book by its cover: form an opinion based only on the way something looks 以书的封面对书的内容作出评判; 以貌取人

2. **M:** Hello, Wilson Reed.

W: Mr. Reed, this is Doris. I can't come to work for a couple of days. My grandmother passed away and I have to go back home.

Q: Why can't the woman come to work?

3. **W:** How is your family, Mark?

M: Oh, they're fine. Billy broke his leg a few months ago, but now he's all right.

Q: What happened to Billy?

4. **W:** Hello. This is Mrs. Smith. May I speak to my husband, please?

M: He's showing his customer a new car outside.

Q: What kind of work does Mr. Smith probably do?

5. **M:** Could I use this computer for a while? I need to type this letter.

W: It's my brother's. He's not here right now.

Q: What can we conclude from the conversation?

6. **M:** Your father didn't recognize me at first when we met on the street the other day.

W: I'm not surprised. You've put on too much weight recently.

Q: What do we know about the man?

7. **M:** I mailed some books to my daughter last week, but she hasn't received them yet.

W: Have you tried air mail?

Q: What is the woman's suggestion?

8. **W:** My parents are leaving for New York tonight on the 8:00 flight. Would you help me drive them to the airport?

M: I'd love to, but my car is in the garage.

Q: What's wrong with the man's car?

Key:

1. D 5. B

2. B 6. C

3. C 7. D

4. D 8. B

Task 2

You will hear two conversations. After each conversation, there will be some questions. After each question, there will be a short pause. The conversations and questions will be spoken only once. When you hear a question, you should decide on the correct answer from the four choices marked A), B), C) and D).

Word Power

talk somebody's head off: make somebody feel tired by talking too much 说话太多
而令某人生厌

Conversation 1

1. A) A dancing party.
B) A dinner party.
C) A big party.
D) A tea party.
2. A) Because they like to visit with the Greens.
B) Because the Greens are interesting.
C) Because the Greens are talkative.
D) Because the Greens invited them to their party.

Conversation 2

3. A) Playing football.
C) Taking pictures.
- B) Going to games.
D) Driving cars.
4. A) In the morning.
C) In the afternoon.
- B) At night.
D) At noon.
5. A) A photographer.
C) A basketball player.
- B) A driver.
D) A bank clerk.



Task 2

This exercise checks the students' ability to figure out key information in long conversations.

Teaching tip:

Tell the students to read the four choices in advance so that they are better prepared for the questions and conversations. It's a useful technique when they take a test.

Conversation 1

Tapescript:

M: What do you want for your birthday, dear?

W: I don't know. How about having a party?

M: You mean with dances, drinks, foods and things like that?

W: I'm thinking more about a dinner party.

M: OK, why not? How many people shall we invite?

W: We'd better make it a small one.

M: I agree. Hey, remind me to invite the Greens, OK?

W: You don't really want to invite them, do you?

M: But the Greens invited us to their party last month, remember?

W: Oh, Mr. Green and his wife almost talked my head off.

Questions:

1. What kind of party do they want to hold?
2. Why does the man want to invite the Greens?

Key: 1. B 2. D

Conversation 2

Tapescript:

W: Come on, Frank. It's time to go.

M: Wait a moment, Nancy. I just have to close up the shop. By the way, can you give my sister a ride home tonight after the game?

W: Sure. You mean Sally's coming, too?

M: Yeah. She wants to take some pictures. She's really interested in photography.

W: Oh. Does she want to be a photographer after graduation?

M: Yes. She'd like to work for a newspaper.

W: That sounds like an interesting job.

M: I guess so. But a lot of people want to be photographers. She has to work hard.

W: But it'll be really nice if she can work at something she's interested in. I wanted to be a basketball player, but now I work in a bank.

Questions:

3. What is Sally interested in?
4. When does the conversation most probably take place?
5. What is Nancy?

Key: 3. C 4. C 5. D

Task 3

You will hear a passage. The passage is printed in the textbook with some words or phrases missing. The passage will be spoken three times. During the second reading, you are required to fill in the five blanks with the words or phrases you hear. The third reading is for you to check your answers. Now listen.

My grandmother is ninety-four now. Her ability to see, hear and walk has weakened, and it becomes apparent that Grandma can no longer take care of herself, so 1 were held to discuss what to do. No one wanted to live with her; that was evident. We talked about sending her to a 2, but that idea was quickly rejected. Although Grandma would be with more people of her own age, she would see less of her family—and that would 3. Besides, the really good homes are 4, and the inexpensive ones are not so good. Mother flatly stated that Grandma would not 5 in a nursing home. I admired my mother greatly for this decision.





Task 3

This exercise helps improve the students' ability in dictation.

Teaching tip:

Ask the students to pay attention to the grammatical coherence in their answers.

Tapescript:

My grandmother is ninety-four now. Her ability to see, hear and walk has weakened, and it becomes apparent that Grandma can no longer take care of herself, so numerous family meetings were held to discuss what to do. No one wanted to live with her; that was evident. We talked about sending her to a retirement home, but that idea was quickly rejected. Although Grandma would be with more people of her own age, she would see less of her family—and that would break her heart. Besides, the really good homes are extremely expensive, and the inexpensive ones are not so good. Mother flatly stated that Grandma would not end up in a nursing home. I admired my mother greatly for this decision.

(124 words)

Key:

1. numerous family meetings
2. retirement home
3. break her heart
4. extremely expensive
5. end up

Optional exercise:

Ask the students to talk about some interesting experiences they have with their family.