

全 国 高 职 高 专 英 语 教 材

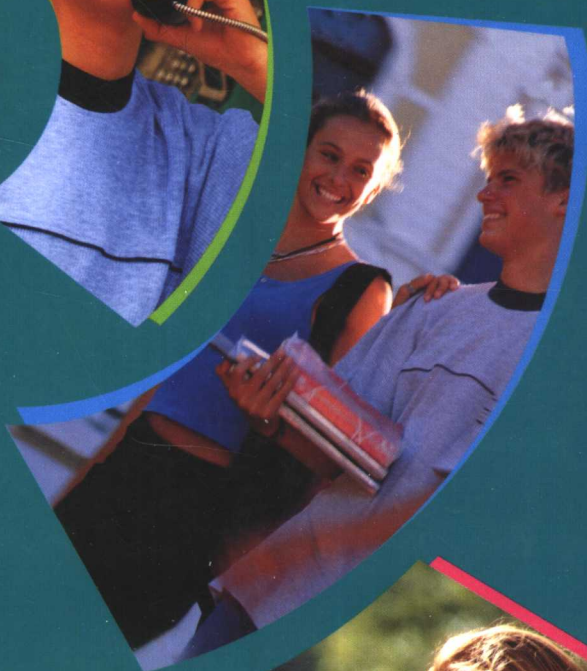
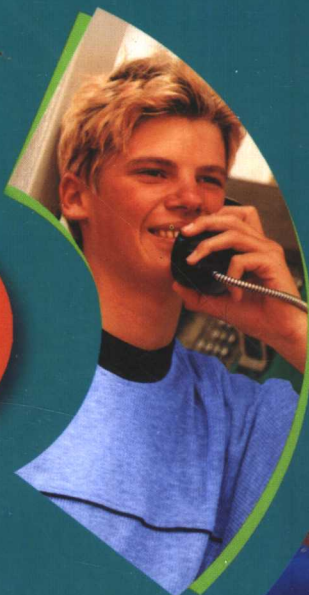
NEW HORIZON ENGLISH COURSE

新视野英语教程

听说教程 教师用书

总主编：郑树棠 李思国

2



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

全 国 高 职 高 专 英 语 教 材

新视野

听说教程 教师用书

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听说教程 2 教师用书

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前言

《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。

第 一 级

读 写 教 程

听 说 教 程

学 生 用 书

教 师 用 书

综 合 练 习

学 生 用 书

教 师 用 书

助 学 光 盘

音 带

助 学 光 盘

音 带

第二、三、四级同第一级结构

预 备 级

读 写 教 程

学 生 用 书

教 师 用 书

音 带

《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。

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。

《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。

《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。

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 (一)

《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。

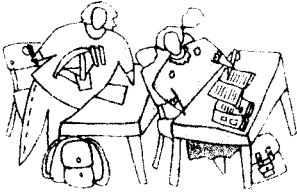
听说教程助学光盘与每级课本配套, 包括 10 个单元的学习内容。在语音学习部分, 设计有辨音练习、跟读练习、录音功能等, 帮助学生把握好每一个语音, 为日后的英语学习打下坚实基础。听力部分以试题形式进行训练, 设计有判卷功能, 学生做完练习后马上可以知道得分, 从而评估出自己的听力水平, 进一步进行训练。在口语学习部分, 设计有跟读、角色扮演等功能, 学生可以先进行模仿, 然后进入情景会话练习。此外, 助学光盘还安排有英文歌曲、幽默故事等内容, 让学生在轻松的氛围中圆满完成一个单元的学习。

编写队伍 (一)

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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。



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TELLING APART

1

You will hear eight sentences. After each sentence, there will be a pause of ten seconds. During the pause, circle the word you hear in each sentence. The sentences will be spoken only once.

Can you draw a

?

When did you buy the

?

It's almost

Don't sit on my

How do you like
that

?

My name is

Tomorrow she will come
to see my

Why don't you like such a
beautiful

?



TELLING APART

This part is designed to help the students practice the pronunciation of the following phonetic sounds: /ɔ:/, /aʊ/, /ɒ/, /əʊ/, /k/, /g/, /j/, /dʒ/.

Task 1

Teaching tip:

In this exercise, focus the students' attention on the pronunciation instead of the meaning of the words, and make sure that the students learn to pronounce the words correctly.

- * Play the recording and check the students' answers.
- * Play it again, stop after each sentence and ask some students to repeat the sentence. Correct the students' pronunciation when necessary.

Tapescript:

1. Can you draw a house?
2. It's almost dawn.
3. How do you like that clock?
4. Tomorrow she will come to see my folks.
5. When did you buy the goat?
6. Don't sit on my back.
7. My name is Jesse.
8. Why don't you like such a beautiful yam?

Key:

- | | |
|----------|----------|
| 1. house | 5. goat |
| 2. dawn | 6. back |
| 3. clock | 7. Jesse |
| 4. folks | 8. yam |

Task 2

Read the following sounds and words aloud after the recording and compare them.

/ɔ:/	horse	dawn	short	nor	lord
/aʊ/	house	down	shout	now	loud
/ɒ/	clock	fox	rod	want	got
/ɔ:/	cloak	folks	road	won't	goat

Consonants					
/k/	coat	back	dock	buck	pick
/g/	goat	bag	dog	bug	pig
/j/	yes	yam	yell	yump	yet
/dʒ/	Jesse	gem	gel	jump	jet

Task 3

Read the following proverbs, sayings, and tongue twister after the recording and practice more by yourself.

Proverbs and sayings

Don't cry over spilt milk.

覆水难收。

Don't let the cat out of the bag.

不要泄露秘密。

Love me, love my dog.

爱屋及乌。

Don't put the cart before the horse.

不要本末倒置。

Everybody's business is nobody's business.

三个和尚没水吃。

Betty Bodder bought some butter.

"But," she said, "this butter's bitter.

If I put it in my batter, it will make my batter bitter."

So she bought a bit of butter better than her bitter butter.

And she put it in her batter.

And her batter wasn't bitter.

So it was better Betty Bodder bought a bit of better butter!

Tongue twister

**Task 2****Teaching tip:**

Ask the students to pay more attention to the pronunciation of the words than to their meanings.

- * Play the recording and ask the students to read aloud after it.
- * Ask the students to practice each group of phonetic sounds and words in small groups or individually. When they are practicing, correct their pronunciation in person.

Optional exercises:

- Ask one student to read one word from each group, and then have the others say which one was read.
- Ask the students to add more words to each group:
 - a. bought/bow, cork/cow, fork/fowl
 - b. cot/coat, not/note, cop/cope, hop/hope
 - c. peck/peg, cane/gain, lack/lag, lock/log, Dick/dig
 - d. yawn/John, year/jeer, yard/jar, yoke/joke, you/Joe, Yale/jail

Task 3

The proverbs, sayings, and the tongue twister contain the phonetic sounds practiced in Task 1 and Task 2.

- * Ask the students to repeat them until they can learn them by heart. Call the students' attention to the easily confused words or sounds.
- * Practicing the tongue twister can be an after-class assignment. The teachers may check to see who speaks the tongue twister best next time.



TESTING YOUR EARS

Task 1

You will hear eight statements. The statements will be spoken twice. After each statement, there will be a pause of ten seconds. During the pause, you should decide on which of the four choices is closest in meaning to the statement you hear.

Example:

You will hear: Only a third of the 30 students passed the exam.

You will read: A) 20 students passed the exam. B) 20 students failed the exam.
C) 10 students took the exam. D) 10 students failed the exam.

Choice B, '20 students failed the exam,' is closest in meaning to the statement "Only a third of the 30 students passed the exam." Therefore, B) is the correct answer. Now listen.



1. A) Coca-Cola is the best drink.
B) Coca-Cola is the most popular drink.
C) Coca-Cola is soft.
D) No one knows Coca-Cola.
2. A) Fast food's easily prepared and it's cheap.
B) Fast food's served slowly and it's cheap.
C) Fast food is quickly prepared.
D) Fast food is served slowly.
3. A) Every 17 hours there is a new McDonald's.
B) Every 70 hours there is a new McDonald's.
C) Every 7 hours there is a new McDonald's.
D) Every day there is a new McDonald's.
4. A) The sales have been increasing.
B) The sales have been satisfactory.
C) The sales have been the same.
D) The sales haven't been steady.
5. A) No one likes the food there.
B) Some people like the food there.
C) All the people like the food there.
D) The food seems good there.
6. A) I have to take care of the fish.
B) It's hard to eat a whole fish.
C) I don't like fish very much.
D) I got a fish from the hole.
7. A) KFC is a new kind of lifestyle.
B) KFC affects children's life.
C) KFC is new to children.
D) KFC is strange to children.
8. A) They sell much food because I like it.
B) I like to eat there because it's always open.
C) I like the great choice of food there.
D) I like to eat there because they sell everything.



TESTING YOUR EARS

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

Teaching tip:

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

Exercise 1

This exercise checks the students' ability to grasp the main idea of the statement heard.

- Call the students' attention to the importance of grammatical coherence when doing this type of exercises.

Tapescript:

1. Coca-Cola is the best-selling soft drink in the world.
2. Fast food is served quickly and it's inexpensive.
3. A new McDonald's opens every 17 hours somewhere in the world.
4. The sales for beef have been flat in recent years.
*flat: with very little business or activity happening (生意)呆滯的
5. Actually not everyone is happy with the food in that restaurant.
6. On the whole, I don't care for fish.
*care for: like 喜欢
7. KFC introduces a new kind of lifestyle to children.
8. I like to eat there because they serve a large variety of food.

Key:

- | | | | |
|------|------|------|------|
| 1. B | 2. A | 3. A | 4. C |
| 5. B | 6. C | 7. B | 8. C |

2

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 twice. 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?

- 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 is the correct answer. Now listen.

1. A) At a fast food restaurant.
B) At a bookstore.
C) At a railway station.
D) At home.
2. A) She doesn't like Chinese food.
B) She likes nothing.
C) She likes all kinds of food.
D) She sure likes Chinese food.
3. A) They're talking about the fast food.
B) They're talking about France.
C) They're talking about the weather.
D) They're talking about French.
4. A) At a hotel.
B) At a booking office.
C) At a restaurant.
D) At a supermarket.
5. A) She likes the poison.
B) Different people are interested in different things.
C) Meat and poison are the same.
D) People don't know what they like.
6. A) She invited him to dinner.
B) She asked him to the park.
C) She helped him.
D) She lent him some money.
7. A) He can eat some more.
B) He is full now.
C) He is still hungry.
D) He wants to buy more.
8. A) Fast food is delicious.
B) Fast food is not tasty.
C) Fast food is unhealthy.
D) Fast food isn't popular at all.



2

Tapescript:

1. **W:** What would you like, Pepsi-Cola, or Coca-Cola?

M: Pepsi-Cola, please.

Q: Where are they talking?

*Pepsi-Cola: 百事可乐

2. **M:** So, do you enjoy Chinese food?

W: Why not?

Q: What does the woman mean?

3. **W:** You seem to like the French fries at McDonald's.

M: Of course.

Q: What are they talking about?

*French fries: French fried potatoes 法式炸薯条

4. **W:** Are you ready to order now?

M: Yes. I'll have a hamburger and a large coke.

Q: Where does the conversation take place?

5. **W:** As they say, one man's meat is another man's poison.

M: Sure.

Q: What does the woman mean?

*One man's meat is another man's poison: (谚) 对甲有利的未必对乙也
有利。(兴趣爱好因人而异。)

6. **M:** Thank you very much for the meal.

W: Not at all. I'm glad you could come.

Q: Why does the man thank the woman?

7. **W:** Would you like some more tomatoes?

M: I'm sorry, I couldn't eat another bite. Thank you.

Q: What does the man mean?

8. **W:** There are so many kinds of fast food in the West.

M: But the taste is always the same. And fast food has too much fat in it.

Q: What does the man mean?

Key:

1. A 5. B

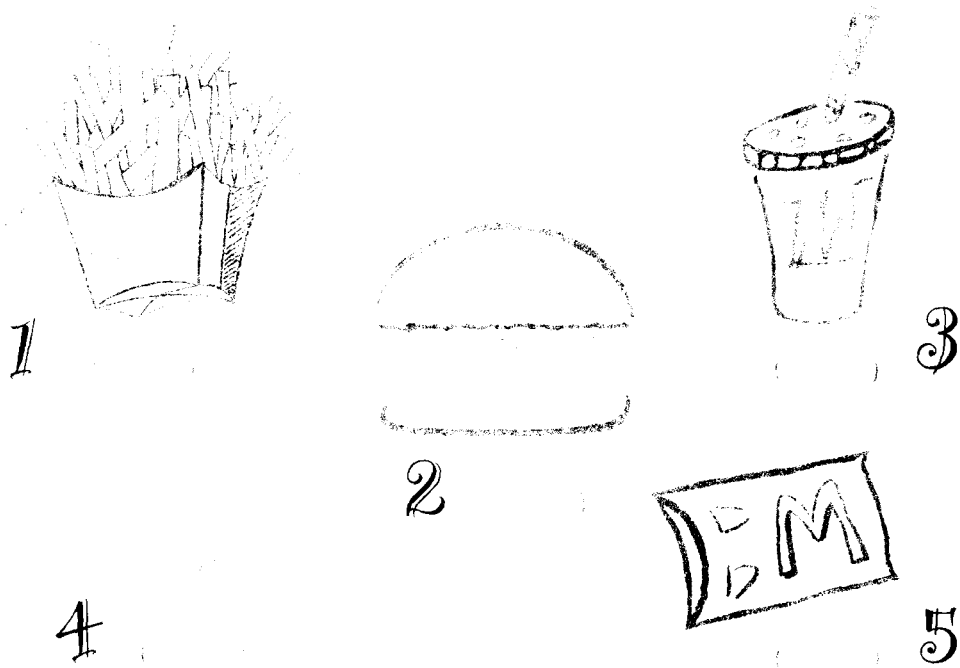
2. D 6. A

3. A 7. B

4. C 8. C

Task 3

Listen to Conversation 1. Check (✓) the kinds of food mentioned in the conversation. The conversation will be spoken twice.



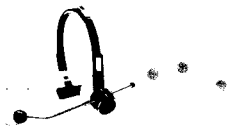
Listen to Conversation 2. Match the information in Column A with that in Column B according to the conversation. The conversation will be spoken twice.

❁ **Column A**

1. Walt Disney
2. City of Hamburg
3. Mac and Dick

❁ **Column B**

- a. McDonald's
- b. Hamburger
- c. Mickey Mouse



Task 3

This exercise aims to build the students' ability in listening for key words in a conversation.

Teaching tip:

Ask the students to take notes of key words while listening.

Conversation 1

Conversation 1 is about ordering food at McDonald's.

Tapescript:

W: Welcome to McDonald's. Can I take your order?

M: Hi, I would like a hamburger and an apple pie.

W: Yes, anything else?

M: No, thanks.

W: Would you like to have them for here or to go?

M: I'll have them here.

Key: 2 (✓) 5 (✓)

Optional exercise:

Ask the students which fast food restaurant they like: McDonald's, KFC or any others and why.

Conversation 2

Conversation 2 is about the origin of Mickey Mouse, McDonald's and hamburgers.

Tapescript:

M: Do you know anything about Mickey Mouse and McDonald's?

W: A man named Walt Disney created Mickey Mouse, a lovely cartoon mouse, and it could speak.

M: And how did McDonald's get its name?

W: Two brothers, Mac and Dick, opened the first McDonald's in California in the 1940s.

M: I love the hamburgers at McDonald's.

W: Me, too. And I know the hamburger got its name from the city of Hamburg in Germany.

Key: 1. c 2. b 3. a

Optional exercise:

Ask the students to find some materials about Mickey Mouse, McDonald's and hamburgers and then present them in class.