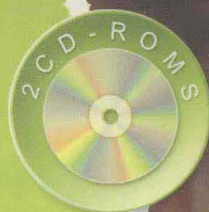




普通高等教育“十一五”国家级规划教材



总主编：郑树棠

# 新视野 大学英语

## 视听说教程

# 1

主 编：徐 钟

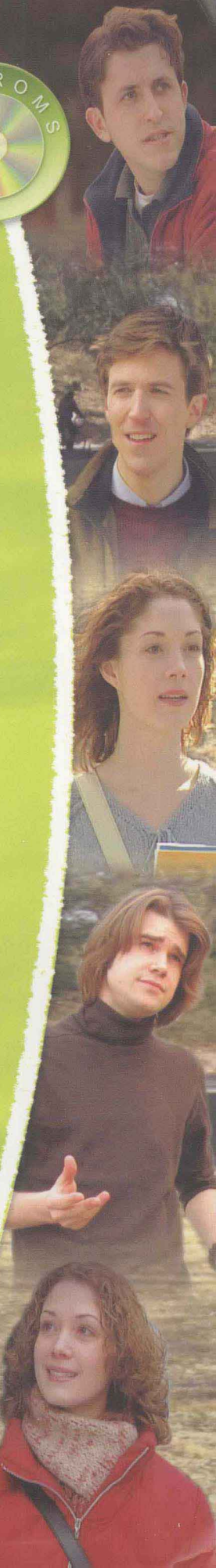
## New Horizon College English

*Viewing, Listening & Speaking:  
A Multimedia Approach*

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS







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★ 教育部



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# 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。每单元各部分内容与形式如下：

<b>Student's Book</b>		<b>Teacher's Book</b>		
		<b>Checkup</b>	检查学生上一单元的学习内容	
		<b>Aims</b>	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5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，内容丰富，练习多样		<b>Listening In</b>
<b>Speaking 口语训练</b> 以视频为主	<b>Speaking Out</b>	提供体现一种或两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>	提供一段较长的对话，供学生效仿，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、查看通知与浏览资源；也可以用光盘联网学习，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**1**》主编为徐钟，主要编写人员为徐钟、肖福寿。参加部分编写或材料搜集工作的有宋继平、乐金马、戴晓富、蔡石兴、江湘英、李小坤等。在本教材编写过程中，曾得到王大伟和外籍教师 **Glenn Fieber, Sajni Koruth, Rosalind Obrien** 等的帮助，在此一并表示感谢。

《新视野大学英语：视听说教程**1**》的试题库由王大伟负责。

《新视野大学英语：视听说教程**1**》由郑树棠审定全稿。

# Contents

Unit	Title	Listening Skills	Functions	Page
1	How's your college life?	Listening for Names	Greeting and Introducing	2
2	Do you work out?	Identifying Numbers	Asking for and Giving Directions	16
3	Tell me about your friends.	Understanding Times and Dates	Congratulating and Sympathizing	30
4	How's the weather today?	Listening for Telephone Numbers	Making Complaints and Giving Warnings	43
5	What's your favorite food?	Listening for People's Food Preferences	Asking for and Offering Suggestions	56
6	Being healthy feels great!	Listening to People Talk About Health	Expressing Worries and Reassurance	69
7	How much does it cost?	Identifying Prices	Making and Responding to Requests	82
8	On or off campus?	Listening for Rents or Charges	Denying and Admitting	95
9	Do you surf the Net?	Making Calculations	Focusing Attention	108
10	Have a nice holiday!	Identifying the Main Information	Giving Invitations	121
《新视野大学英语：视听说教程》光盘使用说明				134



# UNIT 1

## How's your college life?

### I. Lead-in

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



- 1. Where are you from?
- 2. Why did you choose this university?
- 3. What's your major? Why did you choose it?
- 4. How do you pay for school?
- 5. What do you think is the most difficult when learning English?



## II. Listening Skills

### Listening for Names



Listen to the dialogs carefully and fill in the blanks.

#### Language and Culture Tips

**registration office** The registration office is very important in a university. Students can sign up for classes, or make changes to their programs in a registration office. Many universities now provide on-line registration.

**first name** a personal name given to someone at birth or baptism and used before a family name

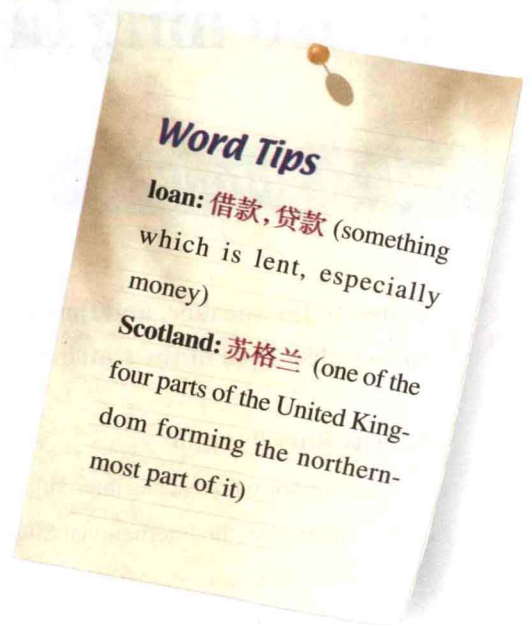
**last name** also "family name" or "surname". It's the name a person shares with other members of the family.

**full name** The full name is a person's legal name, including the first, middle, and last names. The middle name is sometimes optional. When people know each other well, they usually call each other by their first names.

**parking pass** a card or permit with which someone can park in a parking lot

4 Laura's full name is \_\_\_\_\_  
\_\_\_\_\_.

5 \_\_\_\_\_ will get his  
parking pass in a minute.



- 1 The boy is called \_\_\_\_\_ by his first name.
- 2 Nancy's last name is \_\_\_\_\_.
- 3 Nancy should see \_\_\_\_\_ if she needs a loan.





# III. Listening In

## Task 1: Enrolling



Listen to the speaker, and then choose the best answer to complete each of the statements.

1. Betty Russell is a/an \_\_\_\_\_.

- A) professor who teaches international students
- B) officer from the International Students' Office
- C) library director
- D) program director

2. It is important for new students to \_\_\_\_\_ first.

- A) get the ID card
- B) pick up the library card
- C) have a medical checkup
- D) enroll

3. When they use the school sports facilities, the students must \_\_\_\_\_.

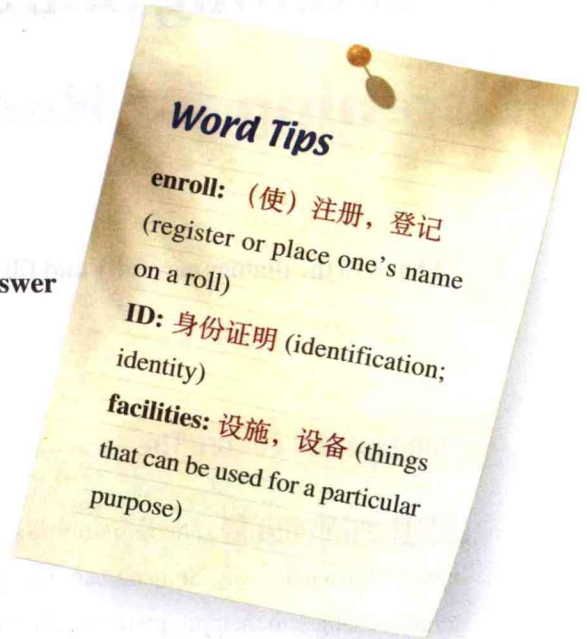
- A) pay the fee
- B) show their ID card
- C) prove they are students
- D) like sports

4. At the health center, the medical service is free for \_\_\_\_\_.

- A) all international students
- B) both students and staff
- C) all enrolled students
- D) all students who need medical assistance

5. The talk was most probably given \_\_\_\_\_.

- A) at the beginning of the semester
- B) at the beginning of the year
- C) at the end of the vacation
- D) in the first week of classes



### Language and Culture Tip

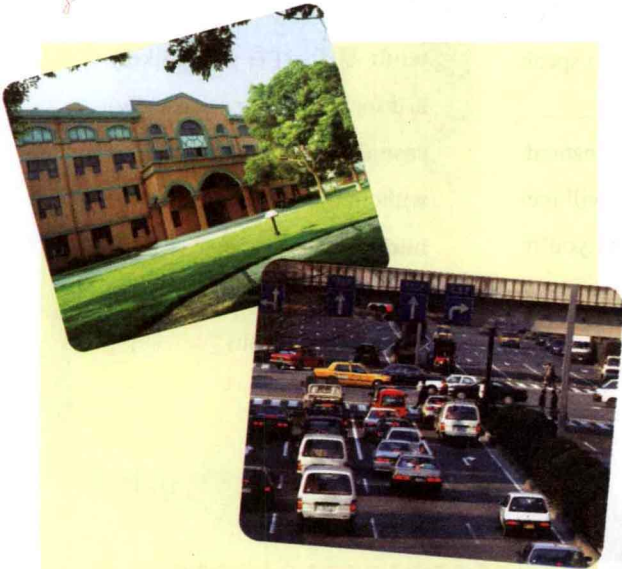
**enrolling** In the U.S.A., high school graduates who want to enroll at a university must first submit to that university a score report of the ACT (American College Test) or the SAT (Scholastic Aptitude Test), a high school diploma, and a record of their previous education. They are also usually required to fill out an application form for the university, including a long essay section. In China, however, high school graduates take the National College Entrance Exams, which include subjects such as mathematics, physics, chemistry, Chinese, English, and politics in order to be enrolled in a university.



## Task 2: Living on Campus



Listen to the following conversation, and then answer the questions.



1 Why does the woman enjoy living on campus?

\_\_\_\_\_

\_\_\_\_\_

2 What is convenient about living on campus?

\_\_\_\_\_

\_\_\_\_\_

3 What does the man think is one of the advantages of living in the town?

\_\_\_\_\_

\_\_\_\_\_

4 According to the woman, what are the problems for those people who go a long way to school every day?

\_\_\_\_\_

\_\_\_\_\_

### Word Tips

**dorm:** 〈口〉 (大学的) 学生宿舍 (楼)  
(a room or building in a college or university where students live)

**commute:** 通勤 (travel regularly a long distance between your home and your place of work)

**cafeteria:** 自助餐厅 (a restaurant, where customers are served at a counter and carry their meals on trays to tables)

**eat out:** 上馆子 (eat in a restaurant)

5 How does the man feel about the food in the cafeteria?

\_\_\_\_\_

\_\_\_\_\_

### Language and Culture Tip

**there's so many people** In *there-be* sentences, a singular (单数) verb form can be used even when the following noun or noun phrase is plural (复数). This use is usually seen in spoken English.

## Task 3: Learning to Speak English



a. Listen to the speaker carefully and complete the paragraph. Fill in each blank with one word.

When most people learn English as a second language, they learn \_\_\_\_\_ English. But, native speakers don't speak \_\_\_\_\_ to each other. They speak in a \_\_\_\_\_ way. The informal expressions are \_\_\_\_\_ and natural. If you use them to a \_\_\_\_\_ speaker, they will feel more \_\_\_\_\_, and they will think you're \_\_\_\_\_ and speak English well.



b. Listen again and check your answers.



### Word Tips

**tend:** 易于; 往往会 (be likely to do or happen often or usually)

**casual:** 随便的 (made or done without much care or thought)

**buddy:** 好朋友; 老兄 (friend, used informally, especially in American English)

### Language and Culture Tip

**Whatcha been doin'?** an informal form of "What have you been doing?". It is used mainly between friends or familiar acquaintances.

## Task 4: An Announcement



a. Listen to the following announcement, and then fill in the blanks with the words you hear.

May I have your \_\_\_\_\_, please? The library will be \_\_\_\_\_ in \_\_\_\_\_ minutes. Please make all final \_\_\_\_\_ and prepare to \_\_\_\_\_. Thank you.



b. Listen again and check your answers.

### Word Tip

**checkout:** (图书等的) 出借 (registering books, etc. as having been borrowed)



# IV. Speaking Out

## Greeting and Introducing

### MODEL 1 It's nice to meet you.



Listen to the model dialog, paying attention to the underlined parts, and then role-play it with your partner.

David: Hi! My name is David, but you can call me Dave.

Laura: It's nice to meet you, Dave. My name is Laura.

David: Nice to meet you, too, Laura.

Laura: I'm a freshman here. What about you?

David: Me, too. I'll have my first class this afternoon.

Laura: What class is that?

David: English course with Doctor Smith.

Laura: Oh, really? We're going to be in the same class!

David: Oh, that's great!



Laura meets David on campus.

#### Language and Culture Tip

**you can call me Dave** Dave is a nickname for David.

A nickname is used informally instead of someone's first name. It is usually a short form of the actual name, e.g. Ed for Edward, Tom for Thomas. Sometimes it is based on a personal characteristic like "Red" for a person with red hair.

### Now Your Turn



Complete the dialog with the words or expressions in the box, and then role-play it with your partner.

I got here      Nice to meet you      OK      My name is  
Are you an international student      we're going to be      But you can call me

Michael: Hi! \_\_\_\_\_ Michael. Nice to meet you.

Robert: \_\_\_\_\_, Michael. I'm Robert.  
\_\_\_\_\_ Bob.

Michael: \_\_\_\_\_, Bob. \_\_\_\_\_ here?

Robert: Yes, \_\_\_\_\_ last week. I'm from Canada.

Michael: So, \_\_\_\_\_ in the same dorm.

**Situation:** Michael and Robert meet for the first time on campus. They shake hands, greet each other and introduce themselves.

**2** Create a dialog with your partner according to the given situation.

**Situation:** Katherine and Peter meet for the first time on campus. They shake hands, greet each other and introduce themselves. They are both physics majors; so they are going to be in the same department.

**MODEL 2** How are you doing?



Listen to the model dialog, paying attention to the underlined parts, and then role-play it with your partner.

Nancy: Hi, Dave.

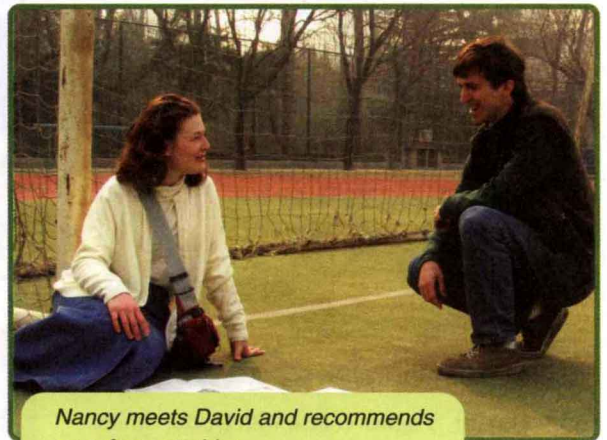
David: Hello, Nancy. How are you doing?

Nancy: Fine, thanks. How about you?

David: Good, thanks. You know, I'm planning to take Listening and Speaking this semester. Can you recommend a professor?

Nancy: Sure. I would recommend Dr. Smith. One of my friends attended his classes last year, and she said that he is one of the best professors for that course.

David: Good! Thanks!



Nancy meets David and recommends a professor to him.

**Now Your Turn**

**1** Complete the dialog with the words or expressions in the box, and then role-play it with your partner.

Hi/Hello	How about you	How are you doing
Good	I'm just fine	Can you recommend

Joe: Hi, Jack.

Jack: \_\_\_\_\_, Joe. \_\_\_\_\_?

Joe: \_\_\_\_\_, thanks. \_\_\_\_\_?

Jack: \_\_\_\_\_. Well, you see, I'm planning to take chemistry this semester. \_\_\_\_\_ a professor?

Joe: Dr. Smith, of course. They say he's a prominent professor in chemistry.

**Situation:** Joe and Jack greet each other in front of the school library, and Joe recommends a professor for Jack's chemistry course.



2 Create a dialog with your partner according to the given situation.

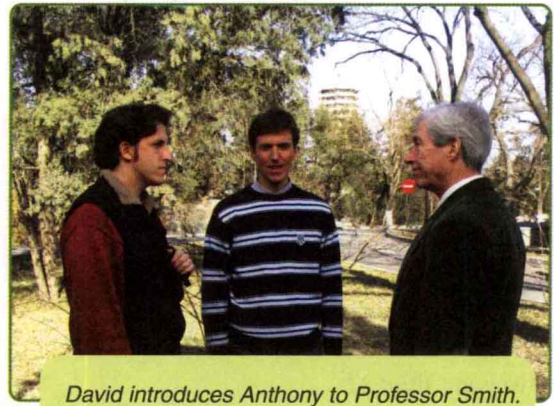
**Situation:** Terry and Jim greet each other on the campus road. Jim is going to pick up his mother, who is coming to visit the campus. Terry recommends the Guest House for Jim's mother. His father put up there last month.

MODEL 3 I'd like you to meet my friend.



Listen to the model dialog, paying attention to the underlined parts, and then role-play it with your partner.

**David:** Hi, Mr. Smith.  
**Smith:** Hi, Dave.  
**David:** Tony, I'd like you to meet Professor Smith. Mr. Smith, this is my friend, Tony.  
**Anthony:** It's a pleasure to meet you, Mr. Smith.  
**Smith:** Nice to meet you, Tony.  
**Anthony:** Dave told me how much he enjoys your class.  
**Smith:** Did you, Dave? (to Anthony) Well, Dave helps to make it a good class.  
**Anthony:** Oh, that's interesting. (looking at his watch) Excuse us, we're going to catch a movie, and it's about that time. Very nice meeting you, Professor Smith.  
**Smith:** Same here. Have fun!



David introduces Anthony to Professor Smith.

Language and Culture Tip

**Same here** "Same here" is used informally to mean that you agree with what has been said or that you have done the same thing as they have.

Now Your Turn

1 Complete the dialog with the expressions in the box, and then role-play it with your partner.

I'd like you to meet      Thank you      this is      Excuse me  
 Glad/Good/Nice to meet/see you      Same here      Very nice meeting you

**Jason:** Hi, Jane. \_\_\_\_\_ my friend, Mike. Mike, \_\_\_\_\_ Jane.  
**Michael:** \_\_\_\_\_  
**Jane:** Glad to meet you, too.  
**Michael:** Jason often tells me how much he enjoys you playing the piano.  
**Jane:** \_\_\_\_\_. I enjoy watching him playing tennis too.  
**Michael:** \_\_\_\_\_. I have an appointment, so I'm afraid I must go now. \_\_\_\_\_  
**Jane:** \_\_\_\_\_. Bye!

**Situation:** Jason introduces Michael to Jane in front of the classroom building.

**2** Create a dialog with your partner according to the given situation.

**Situation:** Sarah introduces Betty to her roommate, Lisa, in the lobby of the dorm building. Betty tells Lisa that Sarah is always speaking of Lisa's kindness to her. And Lisa says that Sarah is so nice to her too.

**USEFUL EXPRESSIONS**

Create dialogs with your partner, using the following expressions for greeting and introducing. Present one of your dialogs to the class.

Greetings	Responses
Good morning/afternoon/evening.	Good morning/afternoon/evening.
Hi! How are you (doing)?	Not too bad.
How are things?	Everything is all right.
Hello! How have you been?	Fine, thanks.
Hi, what's up/new?	Very well, thank you. / Nothing special.
Nice/Good/Happy/Glad/Pleased to see/meet you.	Same here.

Introductions	Responses
My name is...	Very pleased/happy to meet you.
Let me introduce myself.	I'm pleased to meet you.
Meet/This is...	It's a pleasure to meet you.
I'd like you to meet...	A pleasure to meet you.
I'd like to introduce...	