

全 国 高 职 高 专 英 语 教 材

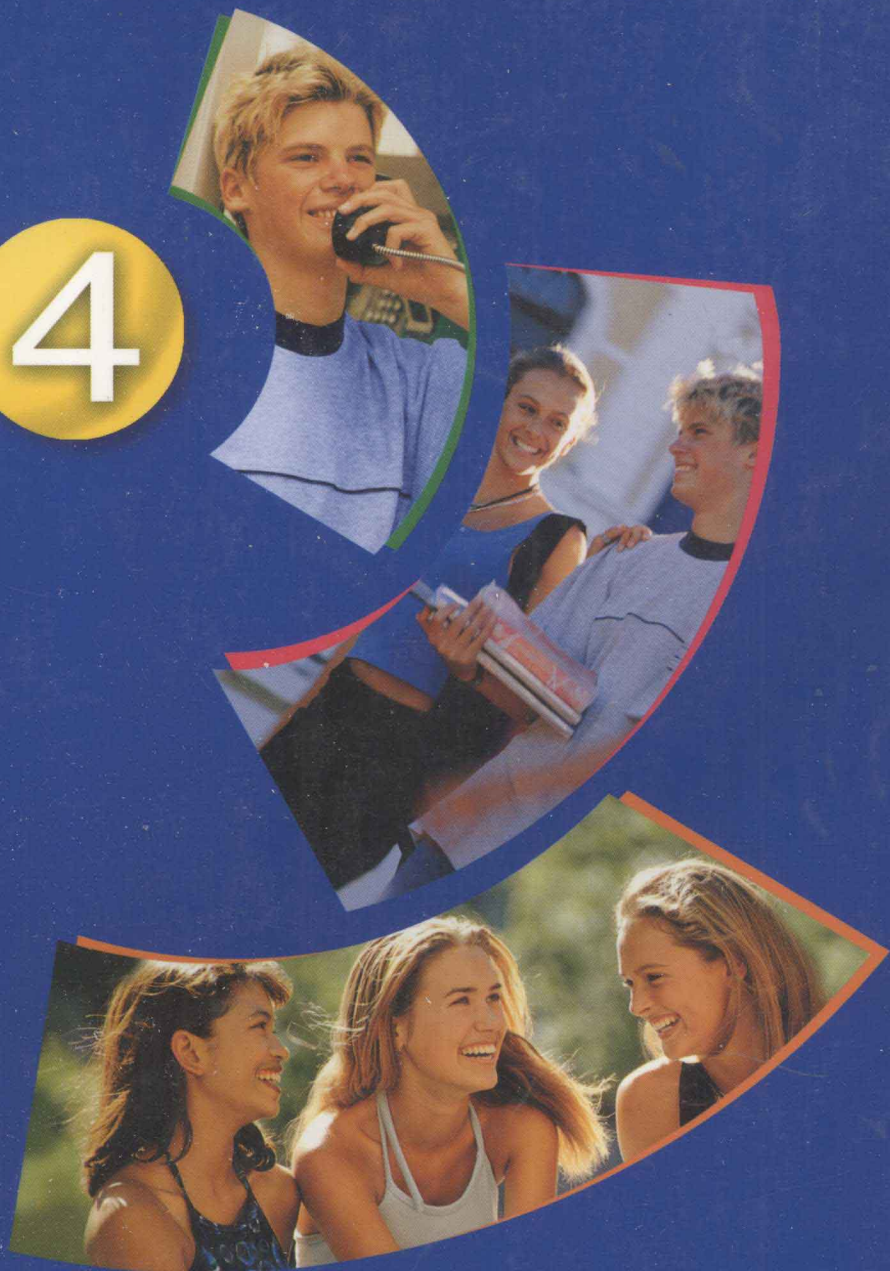
NEW HORIZON ENGLISH COURSE

新视野英语教程

听说教程 教师用书

总主编：郑树棠 李思国

4



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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新视野 英语教程

听说教程 教师用书 4

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江苏工业学院图书馆

藏书章

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

图书在版编目(CIP)数据

新视野英语教程听说教程 4 教师用书/郑树棠,李思国总主编. —北京:外语教学与研究出版社, 2005.4

ISBN 7-5600-4734-3

I. 新… II. ①郑… ②李… III. 英语—听说教学—高等学校:技术学校—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(2005)第 025645 号

出版人:李朋义

选题策划:雷航

项目负责:朱书义

责任编辑:杨天天

执行编辑:程序

封面设计:彭山

版式设计:牛茜茜

出版发行:外语教学与研究出版社

社址:北京市西三环北路 19 号(100089)

网址: <http://www.fltrp.com>

印刷:北京大学印刷厂

开本:787×1092 1/16

印张:16.75

版次:2005 年 5 月第 1 版 2005 年 5 月第 1 次印刷

书号:ISBN 7-5600-4734-3

定价:19.90 元

* * *

如有印刷、装订质量问题出版社负责调换

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前言

简介.....

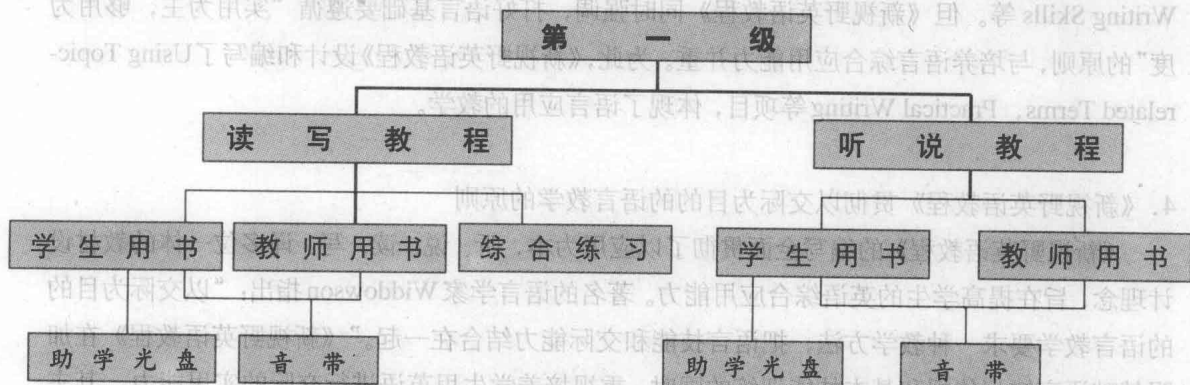
《新视野英语教程》按照教育部高等教育司颁布的《高职高专教育英语课程教学基本要求》(试行)(以下简称《基本要求》)编写而成,是一套专供全国高职高专院校使用的英语教材。它体现了《基本要求》提出的教学目的,覆盖了所要求掌握的实用英语语言知识和交际技能,突出了“实用为主”的原则。

《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。

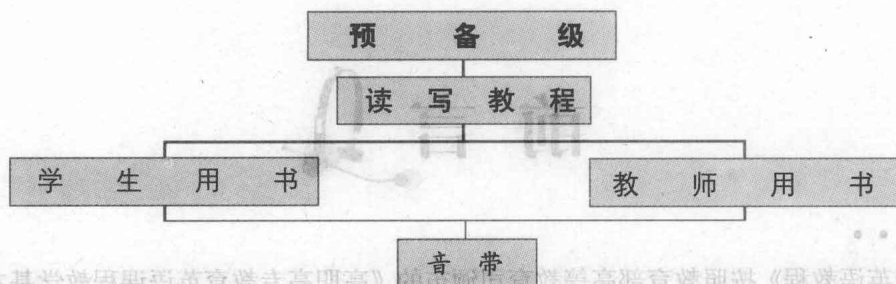
鉴于高职高专学生入学时英语水平参差不齐,《新视野英语教程》的教学要求分为A、B两级,以利于实行分类指导和分级教学。《新视野英语教程》还专门编有预备级教程,可供入学时起点较低的学生使用。

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、四级同第一级结构



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，与培养语言综合应用能力并重。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应用能力。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应用能力为目的。

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》第四级分为五个部分：

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。在第一级和第二级中听短对话、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4》的《教师用书》,共10个单元,供第四学期使用。《教师用书》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4》主编为高丽新,副主编为董革非、李涤非,参加编写的主要人员有高丽新、董革非、李涤非、赵春曦、赵丽丽、陈英等。

《新视野英语教程:听说教程4》由李思国、加拿大籍教师 Jill Maxine Bonnell 和美籍教师 Earnestine Bruce 审定修改。

编者

2005年3月



UNIT ONE

READING ALOUD



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

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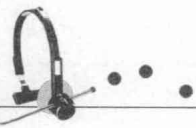
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听 说 教 程

NEW HORIZON ENGLISH COURSE



UNIT ONE



READING ALOUD

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

Music, When Soft Voices Die

By Percy Bysshe Shelley

Music, when soft voices die,
Vibrates in the memory—
Odours, when sweet violets sicken,
Live within the sense they quicken.

Rose leaves, when the rose is dead,
Are heaped for the beloved's bed;
And so thy thoughts, when thou art gone,
Love itself shall slumber on.

UNIT ONE



READING ALOUD

Task 1

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

The following is an introduction to Percy Bysshe Shelley:

Percy Bysshe Shelley (1792—1822) was a British romantic poet, whose works include “Ode to the West Wind” (1819), “To a Skylark” (1820), the lyric drama *Prometheus Unbound* (1820), and “Adonais” (1821), an elegy to John Keats. Born into a noble family, Shelley was able to study in Oxford University, but was expelled later because of some of his anti-religious handouts. The poet demonstrates, in most of his works, optimism and expectation for the future.

The following translation of the poem is only for reference:

音乐，当乐声已经消亡

珀西·比希·雪莱

音乐，当乐声已经消亡，

仍在记忆中轻轻回荡——

芳香，当紫罗兰已经凋殒，

仍活在被它刺激的感官中。

玫瑰叶，当玫瑰枯，

仍把爱人的卧榻点缀；

同样地，当你已经消逝，

爱情长眠于对你的相思。

Notes: The meanings of some old English words are as follows:

1. thy: your

2. thou: you

3. art: are

Optional exercise:

Ask the students to recite the poem.



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) Because the working hours were unsuitable. B) Because the job was not well paid.
C) Because the job was quite boring. D) Because Linda didn't like traveling.
2. A) Electronic music. B) Civil engineering.
C) Electronics. D) Electronic engineering.
3. A) He is excited. B) He is supportive.
C) He is surprised. D) He is angry.
4. A) The man is selling newspapers. B) The man has a new job.
C) The man is hunting for a job. D) The man likes his position at the paper.
5. A) The salary attracted him. B) The company needs him badly.
C) The working condition of the company is attractive. D) He doesn't like the job.
6. A) He hates meeting people. B) He doesn't remember people's names.
C) He always gets to the office at 3:00 p.m. D) He forgot to introduce the woman to the man.
7. A) She is willing to tell Jason. B) She doesn't want to tell Jason.
C) She thinks she must tell Jason. D) She asked the man to tell Jason.
8. A) He didn't really want to work in the bookstore. B) He liked the job very much.
C) He couldn't get the job. D) He didn't know the way to the bookstore.



TESTING YOUR EARS

Task 1

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

Tapescript:

1. **M:** Did Linda turn down the job offered by the travel agency?
W: Yeah. The hours were convenient, but if she'd accepted it, she wouldn't have been able to make ends meet.
Q: Why did Linda refuse to take the job?
 * make ends meet: to earn enough money to live without getting into debt 使收支相抵
2. **M:** You know, I started out in civil engineering. Then I turned to electronic engineering, but what really interests me is electronic music.
W: Wow, that's a long way from civil engineering.
Q: What was the man interested in at first?
 * civil engineering: the planning, building, and repair of roads, bridges, large buildings, etc.
 土木工程
3. **W:** I'm free from today. Nobody will tell me what I should do and what I shouldn't any more.
M: You don't mean you've quit that well-paid job you've had for so long?
Q: What is the man's reaction?
4. **W:** Have you found a position yet?
M: I'm still checking the papers.
Q: What can we conclude from the conversation?
5. **W:** Do you have any special reasons for choosing this company?
M: Oh, not really. I mean, er, yes, I was attracted by the money, but that's not the only reason, of course.
Q: What does the man mean?
6. **M:** Have you met the new sales manager yet?
W: We've been introduced about 3 times, but he seems a little forgetful.
Q: What do we know about the sales manager?
7. **M:** Did you tell Jason that you were promoted?
W: No, I'm not about to tell him anything.
Q: What does the woman mean?
8. **M:** Bob said he was looking for a job in the bookstore.
W: But then when he had the chance to work there, he turned it down, didn't he?
Q: What can we know about Bob?

Key:

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

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

1. **architecture**: the art and science of designing and constructing buildings 建筑学
2. **architect**: a person who designs buildings 建筑师, 设计师
3. **conference**: (a meeting for) discussion or exchange of views 讨论(会), 协商(会), 会议
4. **brush up (on)**: to practice and improve your skills or your knowledge of something that you learned in the past 重温, 重新练习
5. **tip**: a small sum of money given to a waiter, a taxi driver, etc. as a personal reward for their services 小费

Conversation 1

1. A) To study math. B) To attend international conferences.
C) To study English. D) To go back to his hometown and work there.
2. A) Because he had a natural ability in design. B) Because his father encouraged him.
C) Because he was so good at English. D) Because he was not good at art.

Conversation 2

3. A) About three years. B) About one year.
C) About ten months. D) About six months.
4. A) A cashier. B) A waitress.
C) A cook. D) A manager.
5. A) Day work. B) Evening work.
C) Part-time work. D) Work at noon.



Task 2

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

Conversation 1

In Conversation 1, a man and a woman are talking about the man's future career.

Tapescript:

W: What are you going to take up as a career?

M: Architecture. Actually, I've already started.

I began my studies at Shenyang School of Architecture last September.

W: What will you do when you finish?

M: Oh, I'll go back to my hometown and work there. You know there's a lot of useful work to do there, such as building schools, hospitals and homes for the people.

W: So you will be an architect then. What made you choose architecture as a career?

M: Well, I was good at math and art at school. And I think I had a certain feeling for design.

W: Will you need English in your job?

M: It'll be useful in many ways because there's a lot about architecture written in English and besides, many professional people in my country use English in business. When you attend international conferences, English is often the official language. Yes, I think I've done well to brush up on my English.

Questions:

1. What is the man going to do when he finishes his studies in architecture?
2. Why did the man take up architecture as his career?

Key: 1. D 2. A

Conversation 2

In Conversation 2, a man is interviewing a woman who applies for a job as a waitress.

Tapescript:

W: Hello, I'm Angela Catler.

M: Hello. Please come in.

W: I saw your ad in this morning's paper, and I decided to come and apply immediately.

M: Oh, yes. I'm Bill Warren, the owner and manager of this restaurant. Miss Catler, do you have any experience in the restaurant business?

W: Yes, a lot. I worked as a waitress for about 3 years at the Marriott Inn. And I also worked at the Olympia Diner for about six months. Yes, I was a cashier there.

M: Oh, I see. Well, what position are you applying for here?

W: Well, I want a job as a waitress, but I can also work as a cashier.

M: Yes, well, we are looking for a waitress, and you seem to have a lot of experience. Now, what about hours? Can you work in the evening?

W: Yes, I can. I can do both day and evening work, but I'd prefer evening work.

M: Good. Okay then.

Questions:

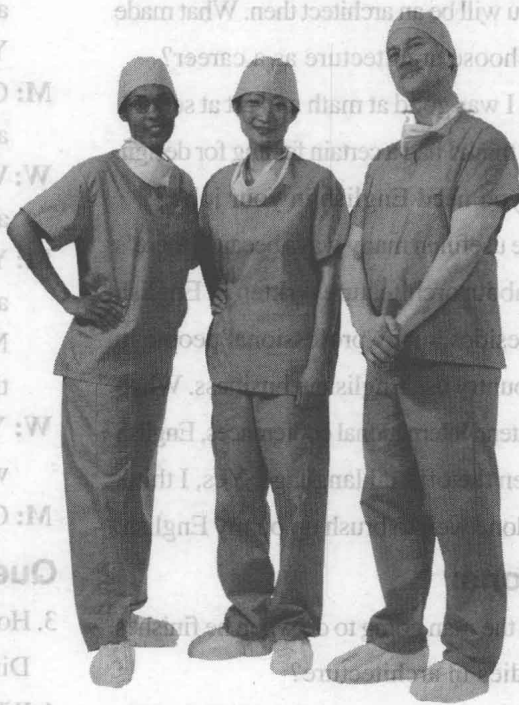
3. How long did the woman work at the Olympia Diner?
4. What will the woman be most likely to work as?
5. What does the woman prefer?

Key: 3. D 4. B 5. B

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.

I work in London at a large hospital as a nursing officer. It's what a lot of people call a male nurse, which I think is 1 I've ever come across. It implies that a nurse 2 and that by being male I'm different. The other thing is that people always say "I suppose you really wanted to be a doctor", just because I'm a man. They cannot imagine that I really wanted to be a nurse and that it isn't just that I 3. And what they don't realize is the work's completely different. You know as a male nurse you've 4 with the patients and, you know, a long-term responsibility for their welfare. Huh, there's no way I'd want to be a doctor. Well, 5, of course.





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:

I work in London at a large hospital as a nursing officer. It's what a lot of people call a male nurse, which I think is the most ridiculous term I've ever come across. It implies that a nurse ought to be female and that by being male I'm different. The other thing is that people always say "I suppose you really wanted to be a doctor", just because I'm a man. They cannot imagine that I really wanted to be a nurse and that it isn't just that I failed to be a doctor. And what they don't realize is the work's completely different. You know as a male nurse you've much more contact with the patients and, you know, a long-term responsibility for their welfare. Huh, there's no way I'd want to be a doctor. Well, except for the money, of course.

(144 words)

Key:

1. *the most ridiculous term*
2. *ought to be female*
3. *failed to be a doctor*
4. *much more contact*
5. *except for the money*

Optional exercise:

Ask about the students' opinions of the job as a nurse, especially as a male nurse.