



“十二五”普通高等教育本科国家级规划教材

教师用书
TEACHER'S BOOK

NEW HORIZON
COLLEGE ENGLISH
新视野大学英语

视听说教程

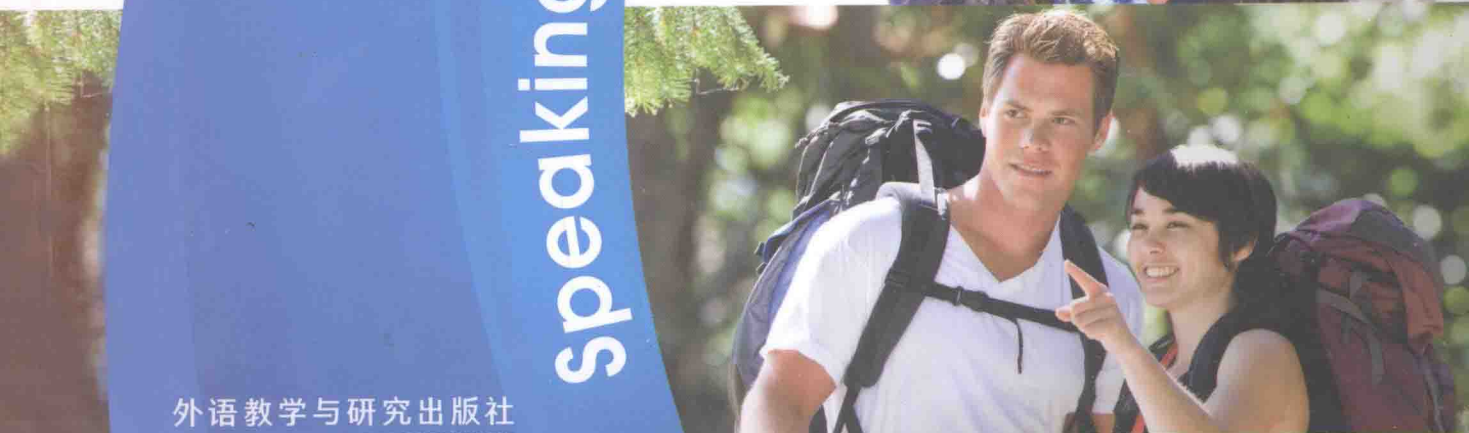
总主编：郑树棠 主编：王大伟

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第二版

SECOND
EDITION

Listening
Speaking Listening Viewing



外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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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

新视野大学英语(第2版)视听说教程教师用书. 2 / 郑树棠主编; 王大伟分册主编; 王大伟等编. — 2版. — 北京: 外语教学与研究出版社, 2011.5 (2013.4 重印)
ISBN 978-7-5135-0856-8

I. ①新… II. ①郑… ②王… III. ①英语—听说教学—高等学校—教学参考资料
IV. ①H319.9

中国版本图书馆 CIP 数据核字 (2011) 第 086471 号

出版人: 蔡剑峰

项目负责: 杨芳莉

责任编辑: 荀晓鸣 方寅

封面设计: 郭子

版式设计: 梁东

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: 中国农业出版社印刷厂

开本: 850×1168 1/16

印张: 19.5

版次: 2011年8月第2版 2013年4月第4次印刷

书号: ISBN 978-7-5135-0856-8

定价: 53.90元(含CD-ROM光盘一张)

* * *

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物料号: 208560001

前 言

《新视野大学英语 视听说教程》根据教育部颁布的《大学英语课程教学要求》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》系列教材的一部分，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》同步提供教材、光盘与网络教学管理平台。不同载体各具优势，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》对英语听说能力提出的要求。

《新视野大学英语 视听说教程》自出版以来，受到高校师生的广泛好评，对各学校的教学模式改革与教学方法创新起到了推动作用。随着教学改革的发展，高校的大学英语教学环境在发生变化，学生的英语水平不断提高，教师的教学方法不断更新，学校的软硬件设施不断完善。在新形势下，为实现新的人才培养目标，大学英语教学需要持续创新，教材也需要与时俱进。正是基于以上考虑，《新视野大学英语 视听说教程》的编者通过广泛调研与征求建议，在保持第一版教材特色和优势的基础上，对教材进行了修订与改进，主要体现在以下方面：

- 调整部分主题，更新部分视听语料，使内容更富时代感，体现不同视角与文化；
- 每单元增加与主题相关的口语任务，通过场景真实、形式多样的练习引导学生参与讨论，活用语言，训练思维；
- 在第3、4级中增加难度适中的原版视频，便于学生了解多元文化，学习鲜活语言；
- 在教师用书中提供补充活动，教师可根据学生的不同层次选择使用，实现因材施教。

构 成

学生用书

共4级，每级按不同主题分为10个单元，供一个学期使用。每单元各板块内容与形式如下：

Lead-in 导入部分

以图片、问卷、讨论等形式导入单元主题，激发学生兴趣，调动学生进一步深入了解和探讨主题的积极性，为接下来的听说任务做好铺垫。

Listening 听力训练（以音频为主）

- **Listening skills:** 短对话听力练习，帮助学生掌握和运用主要听力技能。
- **Listening in:** 与主题相关的听力材料，内容丰富，练习多样；听力材料涉及诸多热议话题，具有较强的思想性和启发性，为后续口语活动做好语言及观点准备。

Speaking 口语训练（以视频为主）

- **Speaking out:** 体现交际技能的视频对话，供学生跟读、模仿。之后编排两种口语任务：
 - (1) 根据拟定场景，使用视频对话中的功能性表达完成对话练习；
 - (2) 基于视频话题展开开放式口语任务。
- **Let's talk:** 第1、2级提供一段较长的对话、访谈或讲座，第3、4级提供一段与单元主题相关的原版视频，为学生口语活动提供鲜活生动的语言输入和多角度的思维启发。

编排与主题相关的合作口语活动，为学生创造表达观点、锻炼思维、培养团队精神的机会。

Further listening and speaking 拓展部分（包含录音和视频）

由听力和口语两个板块组成，可作为学生的自主学习内容。

Pronunciation 语音训练

第1级提供10个单元的语音训练，可根据学生的语音难点选择使用。

Word file 词汇拓展

根据每单元主题提供补充词汇及句型表达，增加语言输入，促进语言输出。

教师用书

教师用书与学生用书对照排版，包含学生用书全部内容，并提供教学目标、各板块教学建议、听力原文、练习答案、补充活动以及详尽的口语活动指导。

光盘

提供学生用书10个单元的音频与视频材料，可自由选择和调整语速。Further listening and speaking 部分的口语活动提供模拟视频，供学生学习参考。此外，光盘上还增加了文化知识、学习策略等讲解内容。

网络教学管理平台

作为《新视野大学英语（第二版）》整体网络课程的一部分，《新视野大学英语（第二版）视听说教程》网络平台主要包含以下几方面内容：

学习平台	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。
资源平台	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。
测试平台	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。
管理平台	提供学生平台、教师平台与管理员平台，为学生、教师与教务人员提供各类查询、交流与管理功能。

- 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话题，逐步过渡到较为抽象、有一定深度的话题。帮助学生实现从听懂某一主题的内容到可以充分表达自己对于相关话题的观点和思想。
- 2. 选材** 各部分视听材料的选择以短小精悍、难度适中为原则，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讲解，在提高学生听说技能的同时注重提高他们的综合文化素养和跨文化交际能力。与其他听说教材相比，本教程包含较多的场景式对话，展现多样的口语表达方式，语言生动鲜活，可模仿性强。
- 3. 任务** 设计形式多样的听力任务，既体现任务的真实性，又兼顾大学英语四、六级考试的听力题型。语言输入与输出巧妙结合。口语任务的设计重在鼓励学生开口、活用语言和启发思维，教师用书中提供了详尽的指导。考虑到各单元听说训练如果全部完成，所需时间较长，建议教师在课堂上根据学生的实际水平选用部分练习，其余内容可由学生自主学习。
- 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阶段性和系统性。第1、2级的视听素材以长度适中的对话、短文为主，涵盖大学生日常生活中各种常见话题。第3、4级则以较长的对话、短文、新闻报道、专业访谈为主，体现了丰富的知识性，符合大学生的认知心理。
- 5. 形式** 教材版面生动活泼、图文并茂，注重实用性与趣味性。教师用书包括学生用书的全部内容，与学生用书对照排版，并提供详细的教学建议、听力原文、练习答案、补充活动、口语练习指导等，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，既有丰富的语言输入，也有互动式的听说任务，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，并随时了解与检测学生的学习情况。该系统具有较强的兼容性，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（第二版）视听说教程》教学体系同步提供教材、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。

- 1. 教材 + 光盘：**光盘提供教材中所有视听素材，可供学生自主学习。教师在面授课上可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。
 - 2. 教材 + 网络平台：**网络平台提供更多的学习资源、测试与管理功能。学生可通过网络课程进行学习。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：小班授课，每单元安排2课时，面授课以口语活动为主，自主学习以听力训练为主。
 - 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/期末测试和单元测试。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（第二版）》总主编为上海交通大学郑树棠。

《新视野大学英语（第二版）视听说教程2》主编为王大伟，编写人员依次为王大伟、丁卫国、蔡凤鸣、王云松、胡永芳、耿妍、孙冰冰、杨丽芳。

《新视野大学英语（第二版）视听说教程2》的试题库由王大伟负责。

《新视野大学英语（第二版）视听说教程2》由郑树棠审定。

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Unit 1

Roll over, Beethoven!



I Lead-in

1. Work in groups and find if members

- like classical music / songs
- like popular music / songs
- like folk music / songs
- can play a musical instrument such as piano, violin, flute, *erhu* (a two-string Chinese violin), etc.

2. Ask them to explain why they like the type(s) of music or describe what they feel when they play a musical instrument.

Roll over, Beethoven!

Aims

- Making inferences
- Expressing likes and dislikes

I

Lead-in

Teaching tips

1. "Roll over, Beethoven" are words from a song by the Beatles. Music has changed a lot since Beethoven's days. The band asks Beethoven to roll over in his grave, listen to the new music, and tell the classical composer Tchaikovsky about it. Broadly speaking, older people need to advance with the times.
2. Display the following tips on the screen if students are unable to give enough reasons for their liking of a certain kind of music.
 - how you feel (happy, excited, courageous, calm, homesick, sad, forgetting worries, etc.)
 - developing one's imagination
 - promoting patriotism (e.g. the "Red Songs" sung in Chongqing)
 - understanding other cultures
 - contributing to health

II Listening skills

Making inferences

Listen to the dialogs and choose the best answer to each question you hear.

- 1 A) She's too busy to go to the concert.
B) She'll go with the man soon.
C) She prefers to go to the movies instead.
D) She'll go with the man next time.
- 2 A) The man should check in the car before it is too late.
B) The purse might be in the car.
C) The woman might find the purse around the car.
D) It is too late to look for the purse.
- 3 A) She likes a CD on thieves and robbers.
B) The man looks like a pirate.
C) She will probably buy the CD.
D) She won't buy the CD.
- 4 A) The singer might win in a beauty contest.
B) The singer is a very pretty woman.
C) The singer is unattractive.
D) No votes were cast for the singer at the beauty contest.
- 5 A) Tom might be in the dorm right now.
B) Tom will return to his dorm in a few hours.
C) The woman has no idea where Tom is.
D) Tom has left for his vacation.

Word tips

pirate /'paɪrət/ 盗版 (illegally copy and sell another person's work such as a book, a video or a computer program)

beauty contest 选美比赛



II Listening skills

Making inferences

1. Script

M: Why don't we go to the concert today?

W: I'll go get the keys.

Q: What does the woman imply?

B) She'll go with the man soon.

2. Script

W: I can't find my purse anywhere. The opera tickets are in it.

M: Have you checked in the car?

Q: What does the man imply?

B) The purse might be in the car.

3. Script

M: Are you going to buy that pirated CD?

W: Do I look like a thief?

Q: What does the woman imply?

D) She won't buy the CD.

4. Script

M: Do you think the singer is pretty?

W: Let's just say that I wouldn't vote for her in the local beauty contest.

Q: What does the woman imply about the singer?

C) The singer is unattractive.

5. Script

M: Have you seen Tom? I can't find him anywhere.

W: The light in his dorm was on just a few minutes ago.

Q: What does the woman mean?

A) Tom might be in the dorm right now.

III Listening in

Task 1 Encore!



Listen to the passage and mark the statements T (true) or F (false).

- T F** 1. As soon as the singer finished the song, the audience screamed for another song.
- T F** 2. The singer was very glad to sing the song a second time.
- T F** 3. The singer sang the song ten times.
- T F** 4. The singer wanted to know why the audience liked the song so much.
- T F** 5. The audience enjoyed the song greatly.

Now listen again and check your answers.

Word tips

encore /'ɑŋ,kɔr/ 再唱一首；再奏一曲；再来一个（演出结束时观众要求加演节目时的用语）（a word that the audience shout at the end of a performance when they want the performer to do more）

delighted /dɪ'laɪtəd/ 愉快的（very pleased and happy）

overjoyed /,oʊvər'dʒɔɪd/ 十分开心的（extremely pleased or happy）

III Listening in

Teaching tip

If students do these listening tasks out of class, teachers may use the Additional activity to check their work. Also, the Additional activity can be used in class to supplement the tasks and activities in the Student's Book.

Task 1 Encore!

Additional activity

Ask students to answer the questions.

- 1) What happened after the audience cried, "Encore! Encore!"?
(The singer was delighted and sang the song again.)
- 2) What did the singer ask the audience?
(She asked them why they were so interested in hearing the same song again and again.)
- 3) What did one of the people in the audience reply?
(One of them replied, "We wanted you to improve. Now it's much better.")

Script

As soon as the singer completed the song, the audience cried, "Encore! Encore!" The singer was delighted and sang the song again. She couldn't believe it when the audience shouted for her to sing it again. The cycle of shouts and songs was repeated ten more times. The singer was overjoyed with the response from the audience. She thanked them and asked them why they were so interested in hearing the same song again and again. One of the people in the audience replied, "We wanted you to improve. Now it's much better."

Key

- T F 1. As soon as the singer finished the song, the audience screamed for another song.
- F 2. The singer was very glad to sing the song a second time.
- T F 3. The singer sang the song ten times.
- F 4. The singer wanted to know why the audience liked the song so much.
- T F 5. The audience enjoyed the song greatly.

Task 2

What are your favorite songs?



Listen to the dialog and choose the best answer to each question you hear.

1. A) Classical songs.
B) Pop songs.
C) Folk songs.
D) Golden oldies.
2. A) He was a big fan of folk songs.
B) He liked pop songs.
C) He liked golden oldies.
D) He liked foreign songs.
3. A) They are cool.
B) They are hooked on pop songs.
C) They are no longer big fans of pop music.
D) They like old folk songs.
4. A) To lend him a DVD.
B) To buy him a DVD.
C) To invite him to a concert.
D) To introduce him to other songs.
5. A) Folk songs gain more popularity than pop songs.
B) Folk songs are popular only among old people.
C) A person's musical taste may change.
D) A person's musical taste is unlikely to change.

Word tips

hooked /hʊkt/ 上瘾的 (deeply attracted; addicted)
golden oldie 经典歌曲; 经典影片 (a song or movie that is old but still popular)

Now listen again and check your answers.

Task 2

What are your favorite songs?

Additional activities

1. Ask two or three pairs of students to role-play the dialog to the class.
2. Ask students to discuss the questions.
 - 1) Do you prefer new pop songs or "the golden oldies"? Why?
 - 2) Do your parents enjoy listening to the same music as you do? What could you do to narrow the generation gap in music appreciation?

Script

W: Hi, Bob! Do you want to go to a concert with me?

M: A concert? What's it about?

W: It features recent pop songs. Are you interested?

M: Hmm, I was crazy about pop songs when I was in high school, but now I'm no longer a big fan. Pop songs go out of fashion too quickly. I'm beginning to prefer old folk songs.

W: Many older people find those songs cool, and my parents are hooked on them too. By the way, a program of golden oldies was on TV yesterday evening.

M: Oh, what a pity! I missed it.

W: I have a DVD of oldies. I can lend it to you if you want.

M: Oh, that would be great. I'm dying to hear them. Many thanks.

Questions and key

1. What does the concert feature?
B) Pop songs.
2. What did the man like when he was in high school?
B) He liked pop songs.
3. What does the woman say about older people?
D) They like old folk songs.
4. What does the woman offer to do when she learns the man missed the program of golden oldies on TV?
A) To lend him a DVD.
5. Which of the following can we infer from the dialog?
C) A person's musical taste may change.