

新英语教程（第三版）

New English Course

听 说

第三册

教学参考书

何福胜 范红 杨芳 编

刘平梅 主编

吕中舌 何福胜 副主编

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内 容 提 要

本书为《新英语教程》(第三版)主干教材《听说》(第三册)的教学参考书。主要包括训练要点提示、文化背景说明、语言功能和话题的参考表达及练习参考答案。

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Introduction

New English Course — Listening and Speaking Series (3rd Edition), complying with the requirements of the newly-issued *National College English Syllabus*, are books of listening and speaking activities for college students in bands 1 — 4 English courses. There are four books in this series. Each book consists of 14 main units and two consolidation units with two listening tests. Each main unit is based on a different language function or theme and within each of them there are three or more listening comprehension exercises and some speaking activities, designed to stimulate students to share their ideas, opinions and experiences with each other. The functions and themes selected are the ones which are generally useful and realistic, and which students at this stage need and want to talk about in English. The activities and tasks designed in the books are generally also interesting, challenging, and more importantly, relevant to the students themselves.

English is a language that is spoken not just in Britain, but all over the world — often as a means of communication between people who have no other language in common. The activities in this book don't attempt to prepare learners for "life in Britain or America" but for using English as an international language. During the course, however, some background knowledge of these two chief English-speaking countries is also presented and practised at many points. This is intended to prepare students in some way to live or work in an English speaking situation in the future.

Listening Exercises

Each unit in *New English Course — Listening and Speaking* has three or more listening exercises, the recording for which is on the cassettes. Each listening exercise trains students' listening skills. At the same time, it provides students with a language function, a topic, a range of opinions or some information based on which students can develop their language competence at a later stage. The language notes and the lexical items introduced in the listening materials also help students to participate more effectively in the activities that follow.

IV Introduction

There is generally a “before”, “during” and “after” phase to each listening exercise. In brief, the phases are as follows:

1. Pre-listening

Learners are introduced to the situation in which each conversation takes place. They find out their purpose in listening to the recording and any background information they may need. This is generally fulfilled through some of the pre-listening exercises that are specially designed for this purpose or through questions and answers that are included in the directions of the listening exercise. It is noted that the lexical items listed after each listening exercise should also be introduced at this stage. This is intended to enhance students’ understanding of the recording in which these lexical items might prove problematic and therefore hamper their comprehension in the first place.

2. Listening

Usually learners need to hear the recording more than once: the first time to get used to the voices on the tape and try to get the gist of the text; and the second time to find out and note down the specific points of information required by the listening task. These tasks may involve drawing a diagram, filling in a chart or taking notes, for example. Sometimes, two listening tasks are designed on the same listening text, one to check the gist and the other the detailed information. Often, only one listening task is designed checking both the gist and detailed information.

3. Post-listening

Learners compare notes or answers with their partners. They help each other in their understanding of the listening text. Then, the teacher elicits the required information from the students and makes sure they have the right answers. Usually, a third listening follows here, which gives students a chance to find out where they went wrong and what they missed in the previous listening.

Speaking Activities

In the speaking activities in *New English Course—Listening and Speaking*, students work together in pairs or in groups. Sometimes they can even move around the classroom, talking to anyone they like. The aim is to encourage students to exchange ideas and opinions with each other. In each activity students are given a purpose or task — and this makes the activities much more motivating and realistic than just “answering questions”. Most of the time, since students are directed to

talk about themselves or things they are familiar with, the activities tend to become more meaningful. Of course, this also makes the speaking tasks easier to do so that weak students can have a go at them. Besides, the model expressions following the speaking tasks and the lexical items introduced in the listening texts and elicited through the pre-listening activities also help students in this way.

It is noted that some sort of checking or demonstration should be an indispensable phase which follows a speaking activity. For instance, when students are supposed to make some choices or plans, the teacher could later elicit each of the students' choices or plans and make some comments if they have made mistakes.

How to Use *New English Course — Listening and Speaking*

Teachers and students are expected to select the materials and activities that seem most relevant and interesting to them. For instance, Unit One in Book One is only suitable for the first class for a group of new students who do not know each other at this point. This would not be meaningful for a class in which everybody knows everybody else very well.

Only a rough guide is provided in this introduction. Hopefully, each teacher will use *New English Course — Listening and Speaking* in his or her own way, adapting the materials to the needs of each different group of learners. The book is designed to stimulate learners and teachers alike, rather than to control them.

The Teacher's Role

The teacher has three main things to do while *New English Course — Listening and Speaking* is being used:

1. To get things started — making sure everyone knows what they have to do and possess the necessary vocabulary to do so.
2. To monitor the group at work, and sometimes, participate in it, and decide when to stop the activity.
3. To lead a short follow-up discussion after each activity — providing further information or making comments or doing any remedial work necessary.

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Unit 1

Animals

Training Focus: understanding and discussing the issue of animals

Uesful Vocabulary:

ox	rat	tortoise
cow	mouse	crocodile
goat	cat	snake
sheep	dog	fish
horse	lion	whale
donkey	tiger	squirrel
camel	wolf	bee
cock	fox	butterfly
hen	elephant	owl
chicken	deer	eagle
turkey	panda	crane
duck	spider	crow
goose	bat	parrot
dove	ape	peacock
pigeon	gorilla	swan
rabbit	monkey	swallow
hare	dolphin	sparrow
pig	shark	frog
cricket	snail	

Key:

Section One

1.

The ten differences are:

- 1) “companions” for “companionship”
- 2) “pests” for “pets”

- 3) “at” for “after”
- 4) “out” should be left out
- 5) “unpopular” for “popular”
- 6) “most” for “more”
- 7) “guinea” left out
- 8) “caged” left out
- 9) “easy” for “easier”
- 10) “very” left out

2. *(Omitted.)*

3.

PETS DAVID HAS OR PETS THAT ARE SUGGESTED	DETAILED DESCRIPTION
1) dog	friendly
2) cat	eat mice, friendly; can't be taken for a walk
3) mouse	in a cage
4) rabbit	pretty, can play with; not interesting
5) snake	clean, easy to look after; unusual
6) parrot	pretty, can talk, unusual; fly everywhere, make noise and mess

4. *(Omitted.)*

5. *(Omitted.)*

Section Two

1. *(Omitted.)*

2.

illegal, elephants, farmer, Africa, hunting, protect, killed, making, pain
(Also see the tapescript.)

3.

Jeff:

- 1) We live in a society which protects the rights of the weak.
- 2) We experiment on animals because they are powerless to stop us, and we count their pain as unimportant when measured against our own interests.
- 3) It's dangerous to say that we use animals in experiments because they lack our intelligence.
- 4) Why should one individual animal be made to suffer for the supposed benefits of people?

Dr. Clark:

- 1) Is Jeff arguing that we must all become vegetarians and stop eating meat?
- 2) Over the past 100 years medical research has produced many ways to treat and prevent diseases.
- 3) Does Jeff want humans to die to save the lives of animals?
- 4) Is Jeff against animal research to find cures for sick animals?

4. (Omitted.)

Section Three

Waldemar Andersen went fishing last weekend near the Norwegian city of Bergen and found the gold earring his wife had lost in the North Sea a week previously. He discovered the earring in the stomach of a cod fish.

Mrs. Andersen lost her earring two weeks ago while walking by the sea. Then last Saturday, her husband went fishing in the same place. He caught a fish and took it home. While he was cleaning it, he discovered his wife's earring inside. "I couldn't believe my eyes," he said.

Andersen's wife, Ragnhild had this to say: "Think of all the fish swimming around there and that the cod that swallowed my earring should bite on my husband's fishing hook a week later. It's incredible."

Andersen said he had not realized he was fishing from the spot where his wife lost the piece of jewelry.

Unit 2

Travel

Training Focus: understanding conversations and announcements about traveling; talking about traveling

Cultural Notes: 1) There are many ways to arrange travel today. Sometimes, people go travelling by themselves; they make their own travelling plans, book their own tickets, reserve rooms in a hotel, and make all the necessary preparations, including food, clothing, etc. All these preparations seem very troublesome. Nowadays, more and more travel agencies are offering the option of “package travel”, which means the travel agencies will arrange almost everything for the tourists for a fee, which is usually quite high.

2) There are also different means of transportation. Generally they fall into four categories: air transport, water transport, railway transport and land transport. The following are words related to different forms of transport.

Useful Words:

Air Transport:

airliner
airplane
airport
passenger plane
take off
land
board a plane
get off a plane
direct flight
non-stop flight
booking office
information desk

Water Transport:

ship
passenger liner
cargo ship
ferry boat
lifeboat
board/disembark
from a ship
be bound for
deck
pilot-house
engine room
first/second/third-cla

Railway Transport:

railway station
terminal
way station
train
passenger train
freight train
express train
platform
platform ticket
waiting room
ordinary/hard seat
soft seat

Land Transport:

safety island
pedestrians
bus
tram/streetcar
trolley bus
double-decker
coach
car
taxi
motorbike
bike
traffic rules

inquiry office	ss cabin	window seat	traffic regulations
plane ticket	saloon	sleeper	traffic police
single/one-way ticket	single berth	rack	traffic box
	double berth	dining car	traffic lights
return/round-trip ticket	luggage hold	mail car	police stand
	ship's kitchen	conductor	heavy traffic
first class	crew	porter	traffic jam
economy class	captain	underground railway	traffic accident
boarding check	first/second mate	subway / tube	collision
air crew	sailor		get on/get off/catch/
pilot	steward(ess)		miss a bus
steward(ess)	port/harbour		fare
flight attendant	wharf/dock/pier		conductor
			offer one's seat
			park car/bike
			ride a bike

Key:

Section One

1.

FORMS OF TRAVEL	ADVANTAGES	DISADVANTAGES
<i>by plane</i>	fast, comfortable, safe, good service, good view	expensive, airport far away from city center, few flights to some places, air sickness
<i>by train</i>	cheaper, good view, meet people, can move around	crowded, dirty, uncomfortable, poor service, tiring
<i>by coach</i>	convenient, good view, cheaper, can get to most places	uncomfortable, tiring, not safe, can't move around, slow, motion sickness
<i>by ship</i>	meeting people, food on board, good view, smooth, some entertainment, can move	slow, expensive, sea sickness

	around	
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Continued

FORMS OF TRAVEL	ADVANTAGES	DISADVANTAGES
<i>by bus</i>	convenient, cheap	slow, not safe, crowded, uncomfortable
<i>by taxi</i>	convenient, comfortable, fast	expensive
<i>by bike</i>	convenient, good for the health, free of charge	uncomfortable, dangerous, tiring, slow
<i>on foot</i>	convenient, good for the health, free of charge	slow

2.

CONVERSATION NO.	WHERE THE SPEAKERS ARE
1)	on a subway
2)	on a bus
3)	in a taxi
4)	at a train station
5)	at an airport
6)	at a ferry station

3.

CONVERSATION NO.	FORM OF TRAVEL
1)	by bike
2)	by car
3)	by cab
4)	by car
5)	by subway
6)	on foot

4.

1)	INFORMATION SLIP	
Departure time	8:15	
Track number	7	

Length of trip	2 hours
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2)

INFORMATION SLIP	
Plane section preferred	nonsmoking
Seat number	37F
Boarding gate	13
Boarding time	6:45

3)

INFORMATION SLIP	
Departure time	12:00
No. of tickets needed	2
One-way or round-trip	one-way
Total price	\$25.50

5. (Omitted.)

6. (Omitted.)

Section Two

1. (Omitted.)

2.

	COST	ADVANTAGES	DISADVANTAGES
<i>Plane</i>	One-way: \$130 Round trip: \$260	quick, convenient (10—11 flights /day)	get to the airport from city and get to the city from airport (3 hrs. more), expensive
<i>Train</i>	One-way: \$50 Round trip: \$98	cheaper, beautiful trip, comfortable, arrives in center of Frankfurt	takes 6 hours, only three direct trains a day
<i>Bus</i>	(doesn't say)	(doesn't say)	change buses several times, takes 13 hours
<i>Car</i>	One day: \$35	unlimited mileage, can pick one's own route,	long, tiring drive (7—8hours)

		scenic trip, have the car to use in Frankfurt	
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3.

AIRLINE	FLIGHT NO.	DESTINATION	DEPARTURE	STATUS OF FLIGHT	GATE
KLM	330	London/ Amsterdam	2:15	On time	15
Aeromexico	170	Mexico City/ Acapulco	2:30	Now boarding	7
Japan Airlines	63	Tokyo	2:35	Now boarding	10
Air Canada	51	Vancouver	2:15	Now boarding	14
Pan Am	42	Rio de Janeiro	2:45	Delayed	26
Air France	224	Paris	2:55	Canceled	16

4. (Omitted.)

Section Three

For two minutes on Wednesday afternoon, passengers aboard a British Airways flight from Portugal to London prepared for a crash landing in the English Channel.

“This is an emergency,” said a taped message over the in-flight loudspeaker. The message then told passengers they were going to land on water. It told them to get their lifejackets from under their seats and wait for further instructions from the cabin crew.

The 103 passengers on flight BA32 were very frightened when the cabin crew rushed into the aisles. A flight attendant then told everyone that it was a false alarm. She had pushed the wrong button, she said.

Out of more than a dozen tapes — from announcing takeoff to selling duty-free alcohol — the flight attendant had made a mistake and chosen the message that prepares passengers for a crash landing on water, a BA spokesperson explained later.

Unit 3

Holidays

Training Focus: understanding and talking about holidays/vacations

Cultural Notes: 1) Americans typically have only two or three weeks of vacation a year. To insure that they use their time wisely, Americans often use travel agents to help them plan their vacations. Some of the more desirable vacation spots for Americans include the American national parks; a beach either in Hawaii, the Caribbean or on the mainland; or the major cities of the United States, such as Washington D.C. or New York. More adventurous people like to do “adventure travel” which involves an activity such as white-water rafting, skiing, mountain climbing, etc. rather than simply sight-seeing or relaxing on a beach. Still other people like visiting other countries when they get time off. Many Americans dream of visiting the larger cities of Europe or Asia.

2) National Gallery: An art gallery in Trafalgar Square (London), containing the largest collection of paintings in the UK. Founded for the nation in 1824, it was housed in Pall Mall until William Wilkins (1778 - 1839) built the present premises (1832 - 1838). An extension opened in 1991. The National Gallery has aimed to collect paintings of every leading school and period (except the modern) in Europe. (*The Macmillian Concise Encyclopedia*, 1992)

3) British Museum: The national museum founded in 1753 to house the private collection of Sir Hans Sloane, it now occupies Sir Robert Smirke’s neoclassical building (1847) in Bloomsbury, London. Its collections are unique and include Egyptian mummies, the Elgin Marbles, and the Rosetta Stone. Its leading room is available only to ticket holders. The natural history exhibits were transferred to a building in South Kensington, known as the National History Museum. (*The Macmillian*

Concise Encyclopedia, 1992)

4) Holiday Camps: In Britain, there are holiday camps all round the coast, the most famous being Butlin's and Pontin's camps. They are ideal places for people who do not want the effort of looking for entertainment. Trained staff look after the children so that the parents can have time off to enjoy themselves. Some young people, however, also enjoy holidays in mountain areas or national parks where they can build their own camps and have a good time. Of course, they have to take daily necessities with them in such a situation.

Useful Vocabulary:

holidays: package holiday, coach tour, self-catering, self-drive, activity holiday, winter sunshine holiday, winter sports, sightseeing, day off, visit, cruise, journey, crossing, trip, excursion, day out, day trip

places: hotel, guest house, motel, travel agency, information office, front desk, seaside, coast, beach, lake, bay, mountain, foothill, valley

activities: climb, walk, jog, swim, sunbathe, see the sights, travel, stay at, sail, ride, water-ski, windsurf

enjoyment: enjoyable, relaxing, interesting, unusual, unspoiled, popular, overcrowded, isolated, miles from anywhere, remote, out-of-the way, quiet, busy, plenty to do

Key:

Section One

1. (Omitted.)

2.

1)	a. ☐ Hawaii	b. 4 the Philippines
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2)	a. 4ski resort	b. ☐ Malaysian National Forest
3)	a. ☐ Nile River excursion (游览)	b. 4 Australian outback

Continued

4)	a. 4 Grand Canyon rafting	b. ☐ African safari trip
5)	a. ☐ Southeast Asian trip	b. 4 China tour
6)	a. ☐ European bus trip	b. 4 Russian train trip

3.

DIARY			
	<i>Morning</i>	<i>Afternoon</i>	<i>Evening</i>
<i>Tuesday</i>	Gatwick Airport	Oxford Street	
<i>Wednesday</i>		Serpentine	Serpentine Bar
<i>Thursday</i>			Theater (The Mousetrap)
<i>Friday</i>	National Gallery	British Museum	Hotel
<i>Saturday</i>		Market (Portobello Rd.)	Chinese Restaurant Discotheque
<i>Sunday</i>		Zoo	Cinema

4. (Omitted.)**5.**

SPEAKER	PLACES HE/SHE WILL VISIT ON THE TOUR	PLACES HE/SHE WOULD LIKE TO VISIT BUT DOESN'T HAVE THE CHANCE THIS TIME
1)	Singapore, Seoul, Hong Kong, Thailand	China, Tokyo, Malaysia
2)	London, Oxford, France, Switzerland, Italy	Cambridge, Germany
3)	Los Angeles, Denver, Washington, D.C., New York	San Francisco, Dallas, Boston

6. (Omitted.)