

新英语教程：听说 (2)

何福胜 等编

清华大学出版社
北京 1999.5

(京)新登字 158 号

内 容 提 要

本书为《新英语教程》(第三版)主干教材《听说》第二册。共有 16 个单元、2 个听力测验和附录。每个单元分三个部分:第一部分由引导练习、听力练习和口语练习组成,对某一语言功能或话题进行听说技能的训练;第二部分是第一部分的延伸,为学生提供更多的同一功能和话题的听说技能训练;第三部分是听力微技能训练。附录中包括录音文字材料和词汇表。

图书在版编目(CIP)数据

新英语教程:听说(2)/何福胜等编.—3 版.—北京:清华大学出版社,1999.5
ISBN 7-302-03469-9

I. 新... II. 何... III. 英语-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(1999)第 09602 号

出版者:清华大学出版社(北京清华大学校内,邮编 100084)

<http://www.tup.tsinghua.edu.cn>

印刷者:国防工业出版社印刷厂

发行者:新华书店总店北京发行所

开 本:787×960 1/16 印张:12 字数:263 千字

版 次:1999 年 5 月第 3 版 1999 年 5 月第 1 次印刷

书 号:ISBN 7-302-03469-9/H·265

印 数:89001~100000

定 价:13.50 元

目录 CONTENTS

第三版前言	III
使用说明	VII
Unit 1 Can You Help?	1
Unit 2 Would You Tell Me About Your New House, Please?	10
Unit 3 What's It Like Today?	18
Unit 4 Likes And Dislikes	24
Unit 5 I Suppose You Could Say That, But... ..	32
Unit 6 How Are You Doing In School?	38
Unit 7 What's Your Opinion?	44
Unit 8 Consolidation (1)	51
Test 1	57
Unit 9 Doctor, I Have A Pain In My Head	61
Unit 10 I Don't Know What To Say	68
Unit 11 I'd Like To Make A Complaint	74
Unit 12 What's On BBC2 At Eight O'clock?	80
Unit 13 What Does It Look Like?	87
Unit 14 How Did You Do It?	95
Unit 15 How Do You Like This City?	103
Unit 16 Consolidation (2)	110
Test 2	115
Tapescripts	119
Vocabulary	174

第三版前言

《新英语教程》(NEW ENGLISH COURSE)是一套全国通用的大学英语教材,由清华大学外语系根据国家教委颁发的《大学英语教学大纲》的主旨与教学要求主持编写,1987年由清华大学出版社出版,1992年荣获国家教委优秀教材奖。为反映80年代末、90年代初以来国内外外语教学理论的研究成果及我国大学英语教学的实践经验,《新英语教程》经过认真的修订,于1994年推出了第二版,是培养读、听、说、写、译各项技能的配套系列教材。《新英语教程》的第一、二版均经国家教委大学外语教学指导委员会(原名大学外语教材编审委员会)的审定,并经近百所兄弟院校的反复使用,是我国大学外语界具有广泛影响的教材之一。

随着我国改革开放的深入和社会主义现代化建设的迅速发展,用人单位对大学毕业生外语的读、听、说、写、译的要求逐年提高,有抱负的青年人迫切希望能以外语为工具顺利进行口笔语交流。在21世纪来临之际,社会对英语的需要正日益增长。

新修订的《大学英语教学大纲》(高等学校本科用)规定:“大学英语教学的目的是,培养学生具有较强的阅读能力,一定的听、说、写、译能力,使他们能以英语为工具交流信息。”与1985年和1986年颁布的两个大纲相比,新大纲所界定的教学目的和教学要求不仅有量的增加,也有质的提高。“以英语为工具交流信息”意味着不仅要求学生能看懂和听懂书面和口语的英语材料,还要能以英语为工具用书面和口语的方式表达思想、传递信息,进行双向交流。

以1985年颁布的《大学英语教学大纲》和1993年颁布的《大学英语教学大纲通用词汇表》为依据,于1994年问世的《新英语教程》第二版已不能完全体现新修订的《大学英语教学大纲》的要求。为全面贯彻新大纲的主旨和精神,规范跨世纪的大学英语学科内容,《新英语教程》在第二版的基础上又进行了认真的修订。修订前在师生中进行了广泛的问卷调查,并在北京和外省市的多次教材教学研讨会上,就教材修订的指导思想、整体设计、选材要求、练习类型、现代

教学手段及销售服务等诸多方面进行了广泛的交流,多方听取了兄弟院校的意见,使修订工作有了明确的方向。

《新英语教程》第三版编写的指导思想是:

- 一、充分体现新《大学英语教学大纲》的精神和各项教学要求。
- 二、在使学生打好扎实的语言基础的同时,切实提高他们读、写、听、说、译各项语言应用能力。
- 三、努力反映社会的发展和进步,反映跨世纪的时代气息。
- 四、既要追求教材的高水准,又要便于不同层次的兄弟院校使用。

具体的修订内容是:

一、阅读

课文

各册分别更换 20%—30%的课文。保留大部分深受师生喜爱的内容积极、语言规范、文字严谨而又生动活泼的课文;替换少部分内容相对陈旧、语言较为枯燥、大纲词汇覆盖率低的课文;增选一批名人名篇和内容新颖、反映时代特色的短文(其中有些进行了谨慎的删节和简化,以适应教学要求);每单元附以浅显易懂的诗歌或谚语,以增强学生的兴趣。按新大纲要求增加词汇量。

练习

为打好语言基础和提高综合运用能力,删去大部分选择题,增加问答、造句、复述、口译、小组活动等主观题,使课堂成为开展各项语言活动的场所。

练习设计在总体框架内有一定灵活性,避免千篇一律的呆板模式。

此外,每册编有分单元的同步练习册,题型与大学英语四、六级测试题一致,使学生逐步提高适应测试的能力。

测试

每册增编了两套测试题,主、客观兼有,以取代第二版学生用书中的两套复习题。

教参

各单元增加了教学目的、教学重点、教学法建议等内容,

以方便教师使用。

二、听说

在训练听力的基础上加大了训练口语的比重和力度,使听说并举,互相促进。

全书框架与第二版一致。一、二册以功能意念为主线,三、四册以常用话题为主线进行编排,每册 16 个单元,并配有 2 套测试题。

听说教材第三版的特点是:

听力材料内容详实,选材新颖,极富时代气息。

口语训练形式多样,结合实际,富于趣味性,能激励学生参与各项课堂活动,为学生表达思想创造条件,从而逐步培养日常会话的能力和就某些话题作简短发言的能力。

听力部分录音包括多种英语口语,语速语调贴近自然,以培养学生辨听实际英语交谈的能力。

选择空间大,各校各班级可根据不同情况有选择地使用教材内容。

三、写作

增编《写作实践》一书,分单元安排教学内容。这是一本针对目前我国大学生实际情况量身度造的课堂写作实践教材。特点是将写作理论、写作规范及学生的写作需要都融于形式多样的练习之中。练习形式生动活泼,可操作性强,容易调动学生的积极性,克服其畏难情绪。

《写作实践》的内容包括学生实际写作时构思酝酿、段落发展,谋篇成章及润色修改的自然过程,对大纲要求的写提纲、摘要、短文及日常应用文等进行针对性的训练,务求通过 16—20 个课时的训练,使学生的写作水平有明显的提高。

《新英语教程》在修订过程中得到了清华大学外语系、教务处和出版社的大力扶持;也得到了国防科技大学、四川省联合大学、河北师范大学、哈尔滨工业大学、北京林业大学及云南、山东、河北和黑龙江等省大学外语研究会的热情支持;得到了许多兄弟院校同行的鼓励、批评和宝贵建议。河北师范大学的李正栓教授为各册阅读教材提供并翻译了近 40 首诗歌;北京化工大学的戴雅民副教授应邀为第四

册阅读教材编写了英译汉和汉译英基本技巧。在此谨向有关单位和人士表示最诚挚的敬意和衷心的感谢。

在《新英语教程》第三版付梓之际，编委会特向第一版和第二版的编审者们致敬，感谢他们多年来为《新英语教程》付出的辛勤劳动和智慧。

热忱欢迎对本书的缺点和不足提出批评指正。

《新英语教程》第三版编写委员会

1999年3月于清华园

使用说明

《新英语教程 —— 听说》(NEC - Listening and Speaking)(第三版) 是以教育部最新颁布的 “ 全国大学英语教学大纲 ” 的要求为其编写原则及指导思想所编写的一本中级英语听说教程 , 主要由清华大学外语系教师编写。全套教材共分四册 , 供大专院校英语一至四级学生使用 , 也可作为具有中学英语基础或相当水平的自学者提高听说能力的教材。每册教材包括课本、教学参考书以及配套的录音磁带。

《新英语教程 —— 听说》(第三版) 全套教材每册自成体系 , 既相互联系又相对独立。每册共有 16 个单元和 2 个听力测验。第一、二册以常用语言功能为主线编排 , 三、四册以常用语言话题为主线编排。其功能和话题选择以及排序原则以其常用程度为主要考虑因素。每单元由三个部分组成: Section One 由引导练习、听力练习和口语练习组成 , 对某一语言功能或话题进行听说技能的训练 ; Section Two 是 Section One 的内容延伸 , 为学生提供更多的同一功能和话题的听说技能训练 ; Section Three 是语音和听力微技能训练或听力应试训练。

与第二版教材相比 , 本套教材的主要特点有以下几个方面 :

1. 听力材料内容丰富 , 每单元都包括 4 篇以上的对话或短文以及若干个语音或听力微技能训练材料 ; 选材新颖 , 大部分内容都是 90 年代以后的话题 ; 大部分录音材料都是现场录制 , 语速自然 , 实用性强 , 涉及多种英语口语 ; 听力练习设计尽可能地突出其实用性 , 同时也训练学生对某一功能和话题的常用语言表达法的掌握。

2. 每单元的口语练习亦突出其实用性 , 与学生的实际情况相结合 , 让他们有自我表达自己真实思想的机会。口语练习还帮助学生就某项语言功能和话题进行听说训练时掌握所需的常用词汇和表达法。此外 , 口语练习设计丰富多彩 , 包括从控制型 (controlled) 到自由型 (free) 多种形式。每项活动一般提供有本项活动所需的示范性语言表达法。

3. 坚持听与说相结合、相互促进的原则。口语练习多种多样 , 趣味性强 , 用以引导学生理解听力训练内容 , 而听力材料又给随后的

口语活动提供语言表达方式，极大地提高学生的学习效率。

4. 采取交际英语教学法的原则，给教师提供了较多的教学法指导。各项练习设计都以使用方便、趣味性强、激励学生参与活动为出发点，从而使学生在每堂课上都能有大量的英语操练机会，以提高自己的英语交际能力。

5. 本教材内容包括多种不同场合的英语交际活动，涉及英、美等国的日常生活、风俗习惯、文化背景等知识，有利于学生正确运用英语与国外人员交往。

6. 考虑到国内大专院校学生的英语水平参差不齐的实际情况，本书提供了大量的从易到难的练习设计，适用于各类高等院校的英语教学。教师可以根据学生的具体情况和课时安排有选择地使用本教程内容。

本册书的编写工作主要由何福胜完成，范红和胡阳各提供了部分语言素材和练习设计。美国教师 Jessica Godfrey 对本书进行了审校。在编写本书的过程中，清华大学外语系和一些兄弟院校的教师为编者提供了大力支持和协助，在此一并表示致谢。

本书除选用部分真实语言片段外，还参考、选用了一些国外引进教材以及其他英语有声资料中的有关内容。由于选材涉及面较广，未能在此一一注明，特此说明，并向所有有关人士谨表谢忱。

不足或错讹之处敬请读者批评指正。

编 者

1999 年 3 月于清华园

Unit 1

Can You Help?

— *Could you give me a hand with this suitcase?*

— *Sure.*

— *Would you mind if I smoke?*

— *Well ..., yes. At the moment I would.*

Section One



1. Listening: In our life, we often ask others for help. The following are some requests that are usually made in the classroom. Listen to the cassette and write down the missing words to complete the requests.

- 1) _____ if we turned the heating on?
- 2) _____ if it's eleven o'clock yet?
- 3) _____ what they've got to do?
- 4) _____ closing the window?
- 5) _____ finish now please?
- 6) _____ what we did in the last lesson?
- 7) _____ remember to bring your dictionaries
next time?
- 8) _____ over it again from the beginning,
please?
- 9) _____ listening for a minute, please?
- 10) _____ be so kind as to shut up?



2. Speaking: (Pair-work) Requests are generally made in a polite way so that a positive response can be expected or in an indirect way so that possible embarrassment caused by refusal may be avoided. Look at the following ten sentences. Some of them are more polite and indirect than the others. Join a partner and discuss each of these expressions. Copy them down in the appropriate columns.

- 1) Will you take a photo of me?
- 2) Do you mind if I have another piece of cake?
- 3) Is it all right if I come in?
- 4) Could you lend me 50p?
- 5) Could I have another piece of cake?
- 6) Do you think you could possibly lend me 50p?
- 7) Do you think you could turn the radio down a bit?
- 8) Would you mind taking a photo of me?
- 9) Can I come in?
- 10) Would you turn the radio down a bit?

General Requests	More Polite or Indirect Requests



3. Listening: You will hear four short conversations. In each of them, one speaker makes a request and the other makes a response. Listen to the recording and complete the required information below with what you hear.

Language Notes: Easter = 复活节
put my friend up = give my friend a bed

Conversation	Request	Time	Response
1)			
2)			
3)			
4)			



4. Speaking: (Pair-work)

Student A: You are staying at your friend's home for the weekend. You make requests in situations given below. Try to use the appropriate expressions you have learnt.

Student B: Reply to each request in the way you like. If you refuse, give a reason.

A wants B to:

- 1) lend you his/her bike
- 2) wake you up in the morning
- 3) pass you the newspaper
- 4) give you a spare front door key
- 5) look at his/her stamp collection
- 6) lend you his/her radio
- 7) ask for an extra blanket
- 8) turn on the TV set
- 9) play badminton in the garden
- 10) see you to the bus stop

<i>Making a request (informal):</i>	<i>Granting a request:</i>	<i>Refusing a request:</i>
Can/May/Could I ...?	Yes, certainly/of course.	I'm afraid not.
Is it all right if I ...?	That's fine/all right.	I'm sorry.
Would it be possible to ...?	By all means. Sure. Why not?	No way. I'm afraid it's/that's not possible.
You couldn't ..., could you?	OK. Right you are.	Sorry, I'm not too keen on ...
Any chance of ...?	No problem.	I don't really fancy ...
Do me a favor and ..., please.		Only wish I could, but ...



5. Listening: You will hear four short conversations. In each of these conversations, one or more requests are made. Some of these requests have positive responses, i.e. the requests are accepted or agreed to. Others have negative responses, i.e. the requests are not accepted or agreed to. Listen to the recording. Take down the requests and tick the right box of the response.

New Words: rack
compartment

Language Notes: Liverpool Lime Street = a train station in Liverpool, Britain
Birmingham Central = a train station in Birmingham, Britain

Conversation No.	Requests	Positive Response	Negative Response
1)	_____	☐	☐
2)	_____	☐	☐
3)	a. _____ b. _____	☐ ☐	☐ ☐
4)	a. _____ b. _____	☐ ☐	☐ ☐



6. Speaking: (Pair-work) When you want someone to do something for you, you may use many English expressions. Some of these expressions are too polite for certain situations. Other expressions sound rude in some particular situations. The right expressions to use depend on:

- how difficult, unpleasant, or urgent the task is
- who you are and who you are talking to - the roles you are playing
- the roles of the participants

Join a partner and role play the following situations. First Student A makes the right requests and Student B makes the appropriate responses. When this has been done, exchange the roles.

- You are feeling sick and can't get to school. Get your friend to telephone the school and tell them.
- You are busy and can't talk to your friend for two or three minutes. Ask him or her to wait.
- You have some homework to finish. You can't talk to your friend for 20 minutes. Ask him or her to come back then.
- You want to go to a movie, but don't know what times the show starts. Get your friend to phone for you.
- You want to sit down, but someone's books are on the seat.
- You want to read, but someone is blocking your light.
- You want your friend to sit next to you, but someone else is sitting there.

8) Ask your partner to make the above requests.

Requests:	Granting a request:	Refusing a request:
Could/Would/Will you ..., please?	Yes, of course/certainly.	I'm afraid not.
Do you think you could ..., please?	I'd be happy to.	I'd prefer not to.
Excuse me, ...		
Sorry to trouble you, but ...		I'm sorry, I can't/it's not possible.
Do/Would you mind ..., please?	No, of course not.	I'd rather not, actually.

Section Two



1. Speaking: (Pair-work) Look at the following useful ways of making request. They are marked with stars, according to how polite they are. With a partner, work out at least one situation where each of the expressions can be used appropriately.

H	Hey, I need some change.
	I'm all out of change.
HH	You don't have a quarter (25美分硬币), do you?
	Have you got a quarter, by any chance?
	Could I borrow a quarter?
HHH	You couldn't lend me a dollar, could you?
	Do you think you could lend me a dollar?
	I wonder if you could lend me a dollar?
HHHH	Would you mind lending me five dollars?
	If you could lend me five dollars, I'd be very grateful.
HHHHH	Could you possibly lend me your typewriter?
	Do you think you could possibly lend me your typewriter?
	I wonder if you could possibly lend me your typewriter?
HHHHHH	I hope you don't mind my asking, but I wonder if it might be at all possible for you to lend me your car.



2. Listening: You are going to hear three conversations between hotel guests and staff. Listen to the recording and briefly note down the requests. Can the hotel satisfy the requests?

New Words: reservation
overlook
extension

Language Notes: credit card = 信用卡
wake-up call = a call to wake a guest up in the morning
room service = 宾馆房间服务

Guest	Request	Yes/No
1) <i>Mr. Morales</i>		
2) <i>Mr. Burton</i>		
3) <i>Room 327</i>		



3. *Speaking:* (Pair-work, role-play)

Student A: You are a guest in a hotel. Call the front desk with the requests listed below.

Student B: You are the front desk clerk. Look at the directory (指南) and tell your partner where to call. Reverse roles. This time, Student B calls with requests.

Student A's requests

<i>Hotel Directory</i>	
~~~~~	
<i>Service</i>	<i>Dial</i>

1) You'd like to have dinner in your room.	Airport shuttle	116
2) You want to have your suit cleaned.	Baby-sitting	107
3) You need a wake-up call at 6:30 a.m.	Courtesy services (礼仪服务)	105
4) You want to get to the airport cheaply.	Dinning room	120
	Fax service	102
	Front desk	101
	Health club	110
	Housekeeping	115
	Laundry service (洗衣服务)	106
<b>Student B's requests</b>		
1) You need some more towels.	Room service	121
2) You'd like to send a fax to New York.	Tennis courts	111
3) You want to get tour information.	Tour information	103
4) You'd like to arrange a tennis game.	Wake-up calls	101



**4. Listening:** You will hear a man and a woman talking with a waitress in a restaurant. The man and the woman will make several requests. Listen to the recording. Note down the responses to the requests with what you hear.

**New Words:** starve                      asparagus  
menu                                      spaghetti  
recommend                              steak

**Language Notes:** honey = a way of addressing someone you love 亲爱的  
soup of the day = the soup recommended today  
specials = 特色菜

Request	Response
1) <i>Excuse me, miss, could we have a table over there by the window?</i>	
2) <i>Would you mind sitting over here?</i>	
3) <i>D'you think you could, uh, ask those people over there ...</i>	
4) <i>Waitress! Um, we'd like a menu please.</i>	
5) <i>Miss, could you tell me, what's the "soup of the day"?</i>	
6) <i>Well, could you tell me the ... about your "specials"?</i>	



**5. Speaking:** (Pair-work) Look at the pictures below and pay attention to the roles of

these people. How would you make requests to each of them? What different expressions should you use? Suppose you are asking these people to do different things. Make up conversations from the cues provided below. Try to use a variety of expressions.



the receptionist in a hotel  
your boss in an office  
your secretary in an office



your best friend  
your father (or mother)-in-law-to-be  
an elderly stranger  
a child

**Cues:** open the door  
lend me the newspaper  
give me a cigarette  
get me a cup of coffee  
pass the salt  
tell me the time

check the spelling in a letter for me  
type an application form for me  
give me a ride home  
arrive on time  
write more clearly  
speak more slowly

A: Excuse me ...

B: Yes?

A: I was wondering if you could lend me your dictionary - I'm doing