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PEARSON

# NEW HORIZON COLLEGE ENGLISH

# 新视野大学英语

# 4

总主编：郑树棠

## 视听说教程

VIEWING, LISTENING & SPEAKING

PEARSON

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

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## 新视野大学英语

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COLLEGE ENGLISH

新视野大学英语

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## 1

### 编写背景

《新视野大学英语》于2001年首次出版，是一套教学理念独到、教学模式创新的立体化大学英语教材，自出版以来，受到高校师生的广泛好评。其所引领的将计算机网络技术引入大学英语教学的模式取得了显著的教学效果。2008年出版的《新视野大学英语》（第二版）在传承第一版经典特色的基础上，根据我国高等教育发展形势与教学改革趋势，对教学理念、教学内容和教学方法进行了全方位提升和完善。

外语教学始终同国家的发展息息相关。目前，我国的经济发展进入新常态，更加突出体现在重视质量、效益和可持续发展，以实现“两个一百年”的奋斗目标。国家的发展对于高素质国际化人才的需求，远远超过以往任何一个时期。即将颁布的《大学英语教学指南》根据国家发展和教学改革的需要，更加强调教学质量的重要性，强调对学生英语应用能力和综合文化素养的培养。根据《大学英语教学指南》，大学英语教学的主要内容可分为通用英语、专门用途英语和跨文化交际三个部分，由此形成相应的三大类课程。大学英语课程由必修课、限定选修课和任意选修课组成。

《新视野大学英语》（第三版）是为通用英语阶段设计的系列教材。编写团队本着严谨、务实的态度，深入调研高校大学英语课程教学现状，全面摸底大学新生入学英语水平，全面设计、全新编写了《新视野大学英语》（第三版）系列教材。第三版保持《新视野大学英语》一、二版的优势与特色，进一步落实教学分类指导、因材施教的原则，支持各高校根据学生入校英语水平，以及所选择专业的英语要求，适当调整通用英语阶段教学要求。

## 2

### 编写依据

《新视野大学英语》（第三版）认真贯彻《国家中长期教育改革和发展规划纲要（2010-2020）》和《关于全面提高高等教育质量的若干意见》的精神，在立足大学英语教学实际的基础上，引入先进外语教学理念，融合国际优质教育资源，采用科学的教学设计和多样的教学手段，有效提升学生英语综合应用能力，支持教师提高课堂教学质量，推动大学英语教学迈向新台阶。

《新视野大学英语》（第三版）在设计与编写中遵循以下整体原则：

#### 在课程性质上体现工具性与人文性的有机结合

《新视野大学英语》（第三版）一方面遵循通用英语阶段语言学习规律，采取有效教学方法，全面提升学生的英语实际应用能力，一方面通过学习材料和活动设计培养学生的人文素养与综合素质，使学生在认识世界、了解社会、发现自我的过程中，树立正确的价值观，增进文化理解力，提高跨文化交际能力，从而实现工具性和人文性的有机统一。

#### 在教学目标上体现个性化教学的需求

《新视野大学英语》（第三版）针对大学英语课程体系中通用英语课程的教学要求开发，

总体目标是培养学生英语听、说、读、写、译的语言技能，同时达到增加知识、拓展视野、提高能力、提升文化素养的目的。教材共有4个级别，在主题内容、词汇分布和练习形式等方面充分考虑了难度的递进，学校可以根据学生的起点水平进行个性化选择，使学生通过不同级别的学习达到通用英语阶段的基本要求或提高要求。

### 在教学理念上体现“以教师为主导、以学生为主体”

《新视野大学英语》（第三版）体现“以教师为主导、以学生为主体”的教学理念，采用丰富多样的练习设计，激发学生学习兴趣，便于教师灵活指导，选取最佳的教学方法，鼓励学生主动参与，提高课堂教学效果。此外，教材注重培养学生的学习能力和学习策略，通过探究式、合作式活动引导学生积极思考和创新实践，通过对新知识、文化点和学习策略的讲解帮助学生掌握正确方法，使教学活动真正实现由“教”向“学”的转变。

### 在教学手段上体现教学的立体化、个性化与便捷性

《新视野大学英语》（第三版）充分体现信息技术给教育模式带来的变革，根据学生学习特点、教师教学习惯和学校教学环境的变化，创建升级版外语数字化教学平台，为教、学、评、测、研提供全方位支持，实现课堂教学与自主学习的有效结合，同时开拓交互式、开放式、移动式的功能和资源，满足学生在多模态环境下的个性化学习，进一步提升大学英语教学效率和学习效果。

## 3 教材特色

《新视野大学英语》（第三版）的筹划、设计和编写历经多年，编写团队本着对教学负责、对学生负责的态度，精心选材，严谨编写，力求在帮助学生切实提高语言交际能力的同时，还能引导他们辨别多元视角、对比不同文化、深入思考问题，有助于他们成为具有社会责任感、国际视野和创新精神的高素质人才。《新视野大学英语》（第三版）的教材特色主要体现在以下方面：

### 选材富有时代气息，体现思辨性和人文性

教材充分考虑时代发展和新一代大学生的特点，选材富有时代气息，主题多样，涵盖社会、历史、经济、哲学、科技、文化等不同领域。选篇注重思想性和趣味性的结合，文章安排注意观点的相互碰撞和补充，激发学生的思辨力与创新思维，培养学生以多元视角看待个人、社会和世界。视听说分册包含丰富的BBC原版音视频，语言鲜活、语音纯正、语境真实，展现各国风土人情和文化传统，开拓学生视野，增强学生的文化感知力和理解力。

### 练习活动形式多样，培养语言能力和跨文化能力

与一、二版相比，第三版教材保持了练习的丰富性和系统性，并进一步加强了练习的思辨性、

应用性和文化对比性。练习设计遵循语言学习的内在规律，目的明确、安排有序，既包括单项技能训练，也包括综合语言运用，输入与输出结合，线下与线上结合。语言活动注重思维训练，培养跨文化意识，通过批判性问题启迪学生思考，通过对比翻译引导学生理解和表达中西文化差异，通过场景真实的交际任务培养学生解决实际问题的能力。

### 教学设计循序渐进，打好基础，学用结合

教材设计基于对大学生英语水平和高校英语教学现状的细致调研，编写时充分考虑基础教育阶段与高等教育阶段英语教学的衔接，各级别定位清晰，难度逐步提升。教材通过科学严谨的材料选择与词汇编制，对核心词汇及搭配的重点练习，以及对语言技能的综合训练，帮助学生进一步打好语言基本功。同时，教材注意语言知识与语言应用的关系，通过练习引导学生掌握规律、举一反三、活用语言，提高语言的的实际应用能力。

### 教学资源丰富立体，引领混合式教学模式

第三版教材倡导课堂教学与自主学习结合的混合式教学模式，通过创建全新的外语数字化教学平台，提供丰富的教学资源、立体的教学环境和便捷的教学管理功能。除主干课程外，在网络课程体系中新增配套类课程（如第三版系列内的“长篇阅读”和“综合训练”等）和拓展类课程（如文化课程、口语课程、写作课程、ESP课程等），院校可自主选择线下、线上或混合教学的模式。同时，新的教学平台同步推出 Uclass 和外研随身学等移动教学和学习工具，优化教学体验，提升教学效率，帮助学生充分利用碎片化时间，向主动学习、自主学习、个性化学习的方向发展。

### 教学与评估并重，帮助教师实现教学相长

第三版教材为教师提供丰富多样的数字化教学资源，便于教师进行个性化教学，还创建了教师实时共建和分享备课资源的 Ucreate 交流平台，鼓励教师合作创新。同时，教材提供全面的形成性与终结性评测手段，便于教师及时、准确了解学生学习状况，调整教学思路，改进教学方法。此外，对基于数字技术的混合式教学模式、网上合作学习模式、教学评估模式等新领域的探索，还能为教师提供研究思路与实证数据，助益教师的教学与学术发展。

# 4 教材构成

《新视野大学英语》（第三版）根据通用英语阶段的基本要求或提高要求，设计有 1—4 级，供两个学年使用。每一级别包含《读写教程》（配教师用书）、《视听说教程》（配教师用书）、《泛读教程》、《长篇阅读》和《综合训练》。同时提供与教材配套的学习光盘、教学课件、试题库、外语数字化教学平台、移动应用等教学资源。不同课程、不同媒体之间紧密联系，相互支持，互为补充。

《新视野大学英语》（第三版）系列教材均为全新编写。《泛读教程》、《长篇阅读》和《综合训练》三个分册与《读写教程》单元主题呼应，是对《读写教程》的补充、强化与拓展。

《视听说教程》基于英国培生教育出版集团的经典教材 *Speakout* 进行全面改编，既保留了视听资源地道鲜活的优势，又符合国内高校教学的需求与特点。

《读写教程》以有效巩固和扎实培养学生的语言知识和技能为特色，通过视角多元、内涵丰富的选篇以及形式多样的练习，着重提高学生的读、写、译能力。《视听说教程》视听资源生动地道，文化信息丰富，交际场景真实，有效提高学生的听说能力与跨文化交际能力。《泛读教程》注重阅读方法培养，提供多样的选篇和练习，帮助学生扩展词汇、开阔视野，提高英语阅读能力。《长篇阅读》通过有效的训练，培养学生的阅读策略，提高“快速+准确”获取信息的能力。《综合训练》与《读写教程》紧密相联，提供词汇、语法、翻译和阅读等方面的练习，帮助学生巩固语言知识，提高语言技能。

《新视野大学英语》（第三版）遵循分类指导、因材施教的教学原则，通过多种途径为个性化教学提供支持。系列教材中包括不同级别和不同分册，还提供丰富多样的网络课程与数字化教学资源，为教学提供了较大的选择空间。教师可根据学校和学生实际情况，依据基于本校特色的教学目标和教学要求，自主选择教学材料和教学方法，逐步提高学生的语言能力和跨文化交际能力，培养学生的自主学习能力和综合文化素养，从而实现相应的教学目标。

《新视野大学英语》（第三版）项目总负责人、教材总主编为上海交通大学郑树棠教授。全国数十所高校的几十名资深教授和中青年骨干教师参与了系列教材的设计、编写和制作。参与《视听说教程》编写和制作的还有英国培生教育出版集团的英语教育专家和教材编写专家。在教材编写和修改定稿的过程中，有多位外籍专家学者参与审定和指导。

《新视野大学英语》（第三版）应新时代的召唤诞生，从筹划到出版历经数年，期待以全新面貌为新时期的大学英语教学发展贡献力量。因教材为全新编写，难免有不足之处，还将在使用过程中收集反馈建议，希望专家、老师和同学在审阅和使用中多提宝贵意见，以使教材不断改进和完善。

编者

2015年3月

# 5 编写团队



《视听说教程》是《新视野大学英语》（第三版）系列教材中的主干教材。本教程使用英国培生教育出版集团经典教材 *Speakout* 的原声素材，以即将颁布的《大学英语教学指南》为指导，结合大学英语教学的新发展和新需求，全新设计和编写。

## 1

### 教材特色

#### 选材真实地道，语料丰富，题材多样

精心挑选 BBC 原版音视频材料，让学生聆听地道多元的语音，学习鲜活实用的语言，体验真实的交际情境，领略世界各地的文化生活，达到拓宽视野、拓展思维、提高语言应用能力和跨文化交际能力的目的。

#### 活动设计科学，形式生动，操作性强

听说活动的设计吸收国内外先进的教学理念和教学方法，采用灵活多样的形式，激发学生兴趣，提高课堂参与度。练习活动将语言输入与输出紧密结合，目标明确，步骤清晰，方便课堂操作，帮助学生有效提高听说能力。

#### 技能训练有效，循序渐进，稳步提升

听说技能讲解详尽，内容安排由易到难，与练习活动相结合，帮助学生认识到学习方法和交际策略的重要性，养成良好的学习习惯，提高学习效率，提升自主学习能力。

#### 依托数字平台，资源立体，使用灵活

提供教材、数字课程和移动应用等组成的立体化资源体系，支持课堂教学与自主学习的有机结合，学校可根据教学需要选择多样的视听教学资源，采用个性化的教学方法。

## 2

### 教材结构

#### Learning objectives

提供清晰具体、可量可测的学习目标，帮助学生明确学习重点，便于学生自我评价。

### Traces of the past

#### Learning objectives

- ▶ talk about past events and their impacts on the present
- ▶ listen for specific information
- ▶ keep a conversation going
- ▶ conduct an interview

## Opening up

通过图片、测试、讨论等生动形式导入单元主题，激发学生兴趣，调动他们深入了解主题、探讨主题的积极性。

## Listening to the world

选取 BBC 音视频材料，设计丰富的听说活动，辅以听力技能讲解，有效提升学生的英语听力技能。

### Sharing

- ▶ 街头采访视频：围绕单元主题设计，受访者就特定话题讲述个人经历或阐释看法，为学生提供语言示范和观点分享。
- ▶ 视听理解练习：按每个分话题展开，有效控制难度，帮助学生透彻理解内容。
- ▶ 口语输出活动：结合学生自身经历，激发兴趣，启迪思考，提升表达能力。
- ▶ 语言文化注释：根据需要，提供简明扼要的语言与文化知识讲解。

### Listening

- ▶ 原版音频材料：情境自然，真实地道，形式丰富，包括对话、故事、访谈、讲座、广播节目等。
- ▶ 相关听力练习：步骤清晰，循序渐进。Before you listen 导入主题，激发学习兴趣；While you listen 引导理解内容，捕捉重要信息；After you listen 基于听力主题，训练学生的思维能力、表达能力和交际能力。
- ▶ 听力策略讲解：包括找出关键信息、捕捉重要细节、理清逻辑、巧记笔记、有效推测等，注重授人以渔，强调灵活应用。

### Opening up

The following is a list of survey questions about people's special experiences. Read the questions and add three more questions to the list.

- Have you ever traveled abroad?
- Have you ever slept in a tent in the woods?
- Have you ever met a movie star?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Work in pairs. Take turns to ask and answer the questions above. Who has done more of the things you and your partner have mentioned? You may use the following patterns:

A: Have you ever been on an island?  
B: Yes, I have. / No, I haven't, but I'd like to go to one. / No, I haven't and I don't feel like going.


### Listening to the world

#### Sharing

Watch a podcast from the beginning to the end for its general idea.

Read the questions. Then watch Part 1 of the podcast and answer the questions.

VIDEO PODCAST



1 Why does Boris love living in London?  
2 What specific activities does he give?  
3 What question does he ask people to answer?

Now watch again and check your answers.

How do they feel about London? Look at the people on the right and read the statements. Then watch Part 2 of the podcast and match the statements 1-8 to the people A-H.

- I love London. I actually lived here for 14 years.
- There's (There're) too many people's too big a city, um... it doesn't have any real heart.
- I like London because of its huge diversity of people, and huge diversity of things to do and places to see.
- It's so exciting, there's so much to do and see in London. I think it's one of my favorite cities.
- I do like London. I really like the old architecture and the history that they have here.
- I wouldn't like to live in London, but to visit, it's an absolutely remarkable place.
- Living in Australia at the moment, comparing it to London, I find the people to be more business and lively. There seems to be more going on.
- Absolutely love London. One of the best places, I think, anyone can live. There's just so much happening.

Now watch again and check your answers.

Now watch

1 Boris  
diversity /dɪˈvɜːsəti/ n. 多样性  
multicultural /mʌltɪˈkʌltʃərəl/ n. 多元文化  
absolutely /æbəljuːtli/ ad. 绝对地  
...and stuff /ænd stʌf/ (spoken) ... 等等  
the best /ðə best/ n. 最佳  
comparing /kəmˈpærɪŋ/ v. 比较  
architecture /ˌɑːkɪtɛkʃəˈtʃə/ n. 建筑学

### Listening to the world

#### Listening

**BEFORE ▶ you listen**

Work in pairs. Think about someone in your family that you like most. Give two or three reasons why you like him / her most and tell what you have learned from him / her.


### LISTENING SKILLS

**Listening for specific information**

When you listen for specific information, you listen with a focus or purpose rather than try to understand every word. What information to listen for depends on what questions you need to answer in the listening task or what purpose you want to achieve in real-life communication.

When you listen to news reports, weather forecasts, or airport announcements, you should listen carefully to specific information and details such as numbers, times, dates, places, and events.

For example, you hear an airport announcement. **Announcement:** *Announcements: Flight 282 to Dallas is now boarding at Gate 7B. You should focus your attention on the flight number "Flight 282", the actual city "Dallas", and the boarding gate "Gate 7B".*



Now you are going to hear an interview. Read the exercises first so you know what specific information you should pay attention to while you listen.

**Now watch**

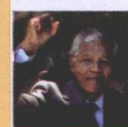
Baruti Nanyingi Odingo  
Johanneshurg /dʒəˈhænzbuːrg/ 约翰内斯堡  
orphan /ˈɒrən/ n. 孤儿  
Mother Teresa /ˈmʌðə ˈterɪsə/ n. 特蕾莎修女  
Long Walk to Freedom /lɒŋ wɔːk tuː ˈfriːdəm/ n. 漫漫自由路  
Nelson Mandela /ˈnɛlsən ˈmændɛlə/ n. 曼德拉

**Culture notes**

**Mother Teresa** a Catholic nun who won the 1979 Nobel Peace Prize for her devotion to helping others.

**Long Walk to Freedom** the autobiography (自传) of Nelson Mandela. The book is about his early life, coming of age (成年), education, 27 years in prison, and his struggle against racial segregation (种族隔离) in South Africa.

**Nelson Mandela** President of South Africa from 1994 to 1999. He earned the Nobel Peace Prize in 1993. He passed away in 2013 at the age of 95.



## Viewing

- ▶ 原版视频材料：展现大千世界与多元文化，使学生感知社会万象与异域特色，帮助学生开拓视野，增进文化理解力，提升文化沟通力。
- ▶ 相关视听练习：步骤设计合理，训练由易到难。帮助学生激活相关知识，充分理解和挖掘视频内容，并能联系主题进行拓展性思考和口语输出训练。

**Listening to the world**

**Viewing**

**BEFORE > YOU VIEW**

Read the program information below and answer the questions.

- 1 What is the festival?
- 2 When and where is it held?
- 3 What do you think people do at the festival?

**WHILE > YOU VIEW**

**Before you watch**

Read the text and answer the questions.

**Inside Our Festival Highlights**

Read the text and answer the questions.

- 1 Why do people come to the festival? Read the statements. Then watch the video clip and check (✓) if the reason is mentioned.
  - 1 Everybody can have a chance to perform their talent.
  - 2 People can be away from their normal jobs.
  - 3 People can buy some CDs.
  - 4 Festivals are playgrounds for games only.
  - 5 People can meet famous bands and singers.
  - 6 Young people and old people can mix together.

Now watch again and check your answers.

Read the statements. Then watch the video clip again and fill in the blanks.


- 1 It's like opening your book door, going down to the end of your \_\_\_\_\_, getting to the end of your \_\_\_\_\_ and then calling it a holiday.
- 2 People will receive each other and have one \_\_\_\_\_ out of some of those old-fashioned \_\_\_\_\_ but actually values \_\_\_\_\_ that everyone really \_\_\_\_\_.
- 3 So, it isn't one corner to the question, who are the best? It's just a thing that everyone calls about is this \_\_\_\_\_.

Now watch again and check your answers.

**AFTER > YOU VIEW**

Work in pairs and discuss the questions.

- 1 What do you think about the festival? Would you like to go to a festival like this? Why or why not?
- 2 Of all the festivals held on your campus or in your city, which one do you like most? Why?



## Speaking for communication

基于丰富的语言输入材料，设计口语活动，配合详尽的口语策略讲解，提高学生的口语能力。

### Imitation (Books 1-2)

语音模仿活动：只出现在第1、2级。从 Listening to the world 原版音视频中精选地道、常用的口语表达，录制英式和美式发音两个版本，供学生模仿跟读，纠正发音，优化语音语调。

### Role-play

- ▶ 角色扮演活动：基于日常生活实用情景设计，以原版听力材料为输入，以听促说，有助于学生理清思路，提高口语表达能力。
- ▶ 口语策略讲解：帮助学生掌握规律，提高技能，在实际运用中做到举一反三，活用语言。

**Speaking for communication**

**Imitation**

Listen to the following statements and read them out loud.

**Role-play**

Listen to a conversation. How did Isabel, the woman, and Mark, the man, spend their weekend?

Listen to Part 1 of the conversation and fill in the blanks.

Isabel: Hi, Mark. How was your weekend?  
Mark: OK. And yours? What did you do?  
Isabel: I went for a walk. (1) \_\_\_\_\_  
Mark: Who did you go with?  
Isabel: With my boyfriend, Diego. (2) \_\_\_\_\_  
Mark: Oh. Where did you go?  
Isabel: By the river. (3) \_\_\_\_\_  
Mark: That sounds good.

Read the expressions. Then listen to Part 2 of the conversation and check (✓) if the areas you hear.

1 I had a great time.  
2 I was really surprised.  
3 I was a bit bored.  
4 I was really interested.  
5 I was really happy.  
6 I was really sad.  
7 I was really angry.  
8 I was really nervous.  
9 I was really excited.  
10 I was really disappointed.

**Group discussion**

Conducting an interview

**Get ideas**

Listen to an interview with a writer and answer the following questions.

- 1 Where was the writer born?
- 2 When did he write his first novel?
- 3 When did he make the film *Lost in the Forest*?
- 4 When did he start making films?
- 5 How long did he stay in Brazil?

Read the expressions. Then listen to the interview again and check (✓) if the areas you hear.

Interviewer: 1 Could you tell us about your childhood?  
2 Can you tell me something about your parents?  
3 When did you decide to make a film?  
4 You were your first novel one year after you left college, didn't you?  
5 Is that period of your life related to your later career in any way?  
6 What's your favorite book?  
7 That sounds interesting.  
8 Why did you go to Brazil?

Interviewee: 9 Yes, of course.  
10 That's a good question.  
11 Let me think about that.

**Discuss and organize ideas**

Work in groups of four. Read the following introduction to help focus people and underline the pieces of information that you all think are important or interesting.

**Lewis Hamilton** is a British Formula One racing driver. Hamilton was born in 1985. In 1991, his father bought him a radio-controlled car, which gave him his first taste of racing competition. He finished second in the national championship for radio-controlled cars in 1992. In 1995, at the age of 10, Hamilton met McLaren team boss Ron Dennis and told him, "One day I want to race your cars." Less than three years later, McLaren signed him for their Young Driver Support Program. He drove for McLaren in Formula One in

### Group discussion

小组活动任务：话题丰富，形式多样，包括口头报告、模拟场景、小组辩论等。通过“材料输入—任务分解—共同讨论—合作输出”的活动过程，引导学生积极参与，培养创新思维和团队意识。

### Public speaking (Books 3-4)

英语演讲训练：只出现在第3、4级。以“讲解—范例—练习”的形式，讲解如何准备演讲稿、如何使用肢体语言、如何吸引听众注意等技巧，训练学生的演讲能力与学术技能，在更高层次上提升语言应用能力。

## Further practice in listening

包含 Short conversations、Long conversation、Passages 三个部分，提供与单元主题相关、内容丰富的听力材料，通过 1-4 级的学习，循序渐进地提高听力技能。从较慢语速开始，逐步到中等语速、篇幅较长的音频材料，训练掌握中心大意、抓住要点和主要信息的能力。

## Wrapping up

与本单元 Learning objectives 呼应，便于学生考查学习情况，反思学习过程，培养自我评价、自我提升的习惯。

The screenshot shows a page with two listening practice sections. The 'Short conversations' section includes a vocabulary list for Jack Kilby, microchip, and Charlie Chaplin, followed by instructions to listen to five short conversations and choose the best answer. It lists 10 multiple-choice questions. The 'Long conversation' section includes a vocabulary list for Manchester, setting, and listen, followed by instructions to listen to a long conversation and choose the best answer. It lists 4 multiple-choice questions.

# 3 教学资源

《视听说教程》提供立体、便捷的外语数字化教学平台 (Unipus)，使数字课程和移动学习资源成为教材的有效补充、扩展和延伸。

通过 Unipus 平台，《视听说教程》的数字课程提供更丰富的学习资源和学习工具，使学生在课堂学习之外，还能进行多样化、个性化的自我训练和提高。对于跟读、角色扮演等口语活动提供语音评测，通过多维度的反馈帮助学生提升语音语调。同时，平台还为学生和教师提供多样的测评手段，方便及时评估和考查学习情况。平台还引入社区学习概念，充分发挥网络学习开放式、交互式的特点，实现师生之间、生生之间的畅通交流。此外，第三版开创性地设计和研发了基于移动终端的学习资源，包括外研随身学 App 等，帮助学生充分利用碎片化时间学习，培养自主学习习惯，提高自主学习能力。

各高校可根据本校实际教学需要选择不同的资源组合方式，使教材与数字课程相结合，课堂教学与自主学习相结合，为教师和学生提供立体化、个性化的开放教学空间。

# 4 编写团队

《新视野大学英语》(第三版) 系列教材总主编为上海交通大学郑树棠。

《新视野大学英语(第三版)视听说教程4》主编为苗瑞琴和赵晓红。参加编写的主要人员有苗瑞琴、赵晓红、宋娜娜、王冬燕、李铮、左克文等。《新视野大学英语(第三版)视听说教程4》由郑树棠和外籍专家 Laura Jean Davies 审定全稿。

编者  
2015年4月

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UNIT	TITLE	LISTENING SKILLS	SPEAKING SKILLS	PUBLIC SPEAKING SKILLS
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<b>2</b> P 21	<b>Getting older, getting wiser?</b>	How to organize notes	Asking for clarification	Persuasive speeches – Organizational pattern (I): Problem-(cause-) solution order
<b>3</b> P 41	<b>Discovering your niche holiday</b>	Identifying the meaning of a new word or term	Describing procedures	Persuasive speeches – Organizational pattern (II): Motivated sequence
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<b>8</b> P 149	<b>Everybody has a story to tell</b>	Understanding idioms and phrases	Expressing likes or dislikes	Farewell speeches



# How we behave is who we are

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## Learning objectives

- ▶ talk about good and bad behavior in public places
  - ▶ take notes in a T-chart
  - ▶ handle an awkward situation
  - ▶ talk about a difficult decision
  - ▶ make a persuasive speech
-

# Opening up

The following web shows us some general categories of behavior. Work in pairs. Think of a few specific examples of behavior for each category.



# Listening to the world

## Sharing

- 1 Watch a podcast from the beginning to the end for its general idea.
- 2 Read the questions. Then watch Part 1 of the podcast and answer the questions.

VIDEO PODCAST

1 What does Pasha think of city life?  
2 When does he try to smile at people and thank them?  
3 How does he feel about bad social behavior?  
4 What is Pasha going to talk to people about?

Now watch again and check your answers.

## New words

### Part 1

**impersonal** /ɪm'pɜːsn(ə)l/ *a.* (地方或情况) 没有人情味的, 冷淡的

**get on sb.'s nerves** 使某人心烦意乱; 使某人精神紧张

**3** What kind of behavior in public places gets on their nerves? Look at the people below and read the types of behavior. Then watch Part 2 of the podcast and match the types of behavior 1-6 to the people A-F.



- \_\_\_ 1 smoking within the vicinity
- \_\_\_ 2 when people listen to their music really loudly on a stereo when you're on the train, or in a lift
- \_\_\_ 3 when you're on public transport, like on a train, and couples start kissing in front of you
- \_\_\_ 4 people with loud voices
- \_\_\_ 5 noise more than anything else
- \_\_\_ 6 screaming babies, in, like shops and just generally around

Now watch again and check your answers.

**4** What is a recent example of good or bad manners they experienced? Look at the people below and read the statements. Then watch Part 3 of the podcast and check (✓) the true statements.

1



He was in a park recently and saw a person using a rubbish bin.

2



He thinks that people talking loudly on their mobile phones on trains is bad behavior.

3



She thinks it's bad manners when customers in shops and restaurants use their mobile phones.

4



She thinks it's good manners to give up one's seat on a bus to an old person.

Now watch again and check your answers.



**New words**

Part 4

**intolerant** /ɪn'tɒlərənt/ *a.* 不容忍的; 偏执的

**short-tempered** /,ʃɔ:t 'tempəd/ *a.* 脾气暴躁的; 易怒的

**5** Does people's attitude toward behavior change as they get older? Look at the people below and read the statements. Then watch Part 4 of the podcast and fill in the blanks.



Yeah, I think it does. I think as you get older, you become, probably, a bit more intolerant of certain, sort of, 1) \_\_\_\_\_

behavior and, as, when you're younger you're probably not as 2) \_\_\_\_\_ it.



I think the older people, er, definitely 3) \_\_\_\_\_ manners, good behavior and a good 4) \_\_\_\_\_.



I suppose so. I suppose we learn how to be more 5) \_\_\_\_\_ of it. Um, we can be, probably, more short-tempered of it because we've probably had it all of our lives and we want it to, sort of, 6) \_\_\_\_\_, but I think we learn how to, sort of, either 7) \_\_\_\_\_ from it or ignore it, that sort of things.



It becomes more important as you get older. You have to 8) \_\_\_\_\_ more people, therefore, be more polite.

Now watch again and check your answers.

**6** Work in pairs and discuss the questions.

- 1 What kind of behavior in public places gets on your nerves?
- 2 What good or bad manners did you experience recently?
- 3 What do you usually do when you see someone behave inappropriately in public places?

**Listening**

**BEFORE ► you listen**

**1** Do the quiz below. Circle your answers.

- 1 You have to get up at six o'clock in the morning to catch a flight. You get out of bed feeling \_\_\_\_\_.
  - A bright and breezy (愉快的)
  - B not so energetic
  - C exhausted
- 2 You are at your sharpest at \_\_\_\_\_.
  - A 7 a.m.
  - B 1 p.m.
  - C 10 p.m.
- 3 On holidays, you usually sleep \_\_\_\_\_.
  - A from 10 p.m. to 6 a.m.
  - B from 12 a.m. to 9 a.m.
  - C from 2 a.m. to 12 p.m.
- 4 You are on your way to an all-night party. You \_\_\_\_\_.
  - A have a sense of dread
  - B hope it will be fun
  - C are full of energy and have a spring in your step
- 5 Your alarm clock has just gone off! You \_\_\_\_\_.
  - A love it and are wide awake straight away
  - B aren't that fussed and take it easy
  - C despise it with a passion – you usually turn over and go back to sleep

**2** Work in pairs. Compare your choices with your partner's and discuss whether you are a morning person or an evening person. Then talk about why you like being a morning person or an evening person.