



“十二五”普通高等教育本科国家级规划教材

大学体验[®]英语

Experiencing English

视听说教程

(第二版)

学 生 用 书



Viewing,
Listening &
Speaking
Coursebook

《大学体验英语》项目组

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高等教育出版社

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DAXUE TIYAN YINGYU SHITINGSHUO JIAOCHENG



《大学体验英语》项目组

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第二版前言

《大学体验英语视听说教程》自2010年出版以来，陪伴莘莘学子在美妙的英语影音世界遨游，受到广大师生的普遍赞誉。《大学体验英语视听说教程》在主题上与《大学体验英语综合教程》贴近，为学生创造“学以致用”的快乐；在设计上坚持主题导航、任务驱动模式，为学生创造“在做中学”的体验；在素材上精选真实自然、原汁原味的视听资料，为学生带来“身临其境”的感受。

在广泛听取师生反馈、认真总结使用情况的基础上，结合当前大学英语教学改革的新形势，《大学体验英语视听说教程》（第二版）进一步完善了教材的总体框架，更加充分地体现了启发式、参与式、探究式的教学理念；更换了部分单元主题，使其与《大学体验英语综合教程》（第三版）主题编排一致，但选材更具时代性、思辨性、趣味性，更利于就同一主题从不同视角展开听、说、读、写等语言技能训练；引入了更为生动、自然、实用、鲜活的视听资料，除视频外，音频也全部采用英美广播、电视、网络等媒体的真实素材，原音重现，真实自然；新增了注重微技能训练及学术英语能力培养的任务类型，如辨音（Sound Club）、记笔记（Note-taking）。

此外，为满足90后学生颠覆传统的在线学习模式，我们开发了教材配套使用的课程网站及学习平台等数字化学习媒介。不断完善中的大学体验英语视听说课程网站(www.cflo.com.cn/vls)为学生提供基于教程单元主题的丰富、实用、与时俱进的视、听及口语学习资源，可在线学习或下载；同时开辟讨论区，便于学生在线交流、教师答疑解惑。大学体验英语视听说学习平台是课堂教学及课程网站学习的延伸，学生通过完成各类精心设计的视、听及口语任务，学以致用，以用促学，提升语言能力；通过平台提供的反馈了解自身学习现状，便于加强学习规划，提升学习能力。我们还为教师开发了形式生动新颖、界面简洁美观、操作方便灵活的课件资源，课件中全部音、视频配有可伸缩字幕，练习参考答案可选择出现，单元及任务之间的链接一键操作，便于课堂使用。本教材配套开发的大量在线学习资源，既丰富学生的课内外学习，也为教师实现翻转课堂创造条件。

《大学体验英语视听说教程》（第二版）主要在以下方面进行了修订：

1. 更新了部分单元的主题，与《综合教程》（第三版）保持一致

本次修订更换了部分单元主题，以与《综合教程》主题一致。如两套教程第一册第一单元主题都是College Life。《综合教程》该单元两篇文章的标题分别是My First Week at Harvard和Wish for the Freshman Year，《视听说教程》相同单元两篇文章的内容与之高度契合，《综合教程》所选用文章与《视听说教程》所选用音视频互为补充、相得益彰，共同支撑起基于话题的语言输入、输出训练。

2. 音、视频全部采用原音，难度适宜，真实自然

本次修订更换了第一版中大部分音、视频，素材选用要求严格，综合考虑主题、视角、语速、难度、画面、音质等各种因素。为满足不同英语水平学生的学习需求，同时为便于课堂操作，部分音频在大学体验英语视听说课程网站上提供常速、慢速两个版本，课件中的音、视频提供字幕可现版本，教师和学生可根据实际情况，灵活选择使用。

3. 丰富了视听选材和任务设计

本次修订在保留教材主体框架的基础上，对Audio Studio和Video Studio部分的任务设计作了较多优化与调整。Audio Studio扩充为2段音频，每段音频各2项任务。在任务类型上，调整为既强调理解，也注重听说微技能训练的5种任务类型，分别是：Note-taking, True or False, Short Answer Questions, Sound Club和Dictation。Video Studio部分的任务类型换成了Note-taking, Short Answer Questions, Idea Box, Summary等，更注重对视频所传递思想的深度挖掘。

4. 整合了“听”“说”训练，注重输入与输出有效配合

本次修订在Audio Studio和Video Studio视听任务前新增了口语热身活动（Warm-up），引导学生带着问题、思考和预测进入视听任务环节。这一设计可以大幅度提高学生的参与度，同时有助于培养学生带着问题听、带着目的听、带着预测听的好习惯。此外，在视听任务后新增了讨论和角色扮演等口语活动，同时将Summary移到Video Studio部分，引导基于视听素材所获取信息的口语表达，鼓励“现学现练”“学以致用”。

5. 整合多种配套数字化学习资源

第二版注重整合多种配套数字化学习资源，以满足教育信息化日益发展背景下教与学双方的多元需求。配套数字化学习资源包括：可读写PPT课件，教师可以根据具体教学需要随意调整课件内容；自主学习资源平台，提供与纸版教材各单元主题相契合的丰富多样的扩展资源，包括音视频资源以及配套练习，供学生课下自主学习使用。配套数字化学习资源为课堂教学的延伸提供了资源的保障，为课堂的成功“翻转”保驾护航。

《大学体验英语视听说教程》（第二版）是在大学英语教学改革新形势下，在充分考虑使用院校师生反馈的基础上，在坚持第一版编写理念和整体框架的前提下，对第一版教材在视、听选材和任务设计方面的全面升级。我们希望更加鲜活地道、原汁原味的素材，更加灵活多样、富于创意的任务，更加贴近学生、符合时代的数字化学习方式，能带给广大使用院校师生更愉悦的教与学的体验。

《大学体验英语视听说教程》（第二版）凝聚着编者、出版社以及广大师生的共同智慧和劳动。我们十分感谢老师们提出的宝贵意见和建议。我们期待着经过全新改版和修订的这套大学英语教材更加实用、新颖活泼，能更好地为师生服务，为我国大学英语教学服务！

限于作者水平，疏漏与错讹之处在所难免，敬请读者批评指正。

编者
2015年6月

第一版前言

《大学体验英语视听说教程》是普通高等教育“十一五”国家级规划教材——《大学体验英语》立体化系列教材的重要组成部分。《大学体验英语视听说教程》在充分贯彻体验式、研究性教学理念的前提下,依据《大学英语课程教学要求》,针对学生开展有效视听和口语交际的训练,重点培养学生的英语综合运用能力,提高学生用英语独立思考和自由表达的能力以及终身自主学习、自我发展的能力,真正实现大学英语教学的培养目标。

《大学体验英语视听说教程》的编写采用主题导航模式,各单元音视频材料、视听活动、口语任务、补充阅读及项目设计等均围绕同一主题展开。本教程单元主题总体与《大学体验英语综合教程》保持一致,选材注重实用性和教育性,兼顾知识性与趣味性,力求将思想内涵、语言、文化和技能有机融合。

《大学体验英语视听说教程》以最新原版英语视听资料为载体,以学生自主性与探究性学习为手段,以英语综合应用能力及多元人文素质培养为目标,依托项目化语言技能训练培养学生的英语综合学习能力,依托独特的任务驱动设计提高学生的研究能力与创新能力,依托网络自主式学习模式开发学生的学习潜能。

本系列教程主要具有以下特色:

1. 自主探究式学习与团队协作式学习相结合

本系列教程突出强调培养学生的自主学习意识,提高其自主学习能力,开发学生的学习潜能。不同于传统视听说教程,本系列教程在单元内容编排上打破“视、听、说”的局限,在单元热身部分引入以自主探究式学习方式为主的课前阅读和与主题相关的搜索任务。每个单元还包含一个精心设计的团队项目,从项目实施到成果展示配有一系列相关任务,通过组织团队相互质询与评议锻炼学生信息搜索、团队协作、英语口语表达等能力。这些拓展和尝试旨在为学生创造一个自主探究式学习与团队协作式学习紧密结合、相互促进的英语学习环境,有效提高学生的综合素质。

2. 人文素养提高与品格教育兼顾

本系列教程从主题确定到篇目选择都充分考虑到学生人文素养的提高和优秀品格的培养,力求实现寓人文素养与品格教育于外语学习之中。本系列教程在单元开篇引入与主题相关的名人名言,在主题选择中有意识地选取了名人演讲、访谈、大学生心理问题探讨、濒危动物保护与老龄化问题、科技与商业以及网络问题等内容融入教学中,开展励志、解惑、公益、劝诫等方面的教育,以提高学生人文素养,健全品格。

3. 独特的口语任务驱动设计保证交流的有效性

本系列教程充分考虑到90后大学生接受新生事物快、乐于参与的特点,采用独特的口语任务驱动设计,通过模拟现实的情景和辩论,加强学生独立分析问题、解决问题的能力,拓展学生的批评性思维,鼓励独到见解,培养会思考的一代。此外,本系列教程在任务设计上注重不同专业学生的可参与性、活动的趣味性和启迪性,激发学生在活动中主动运用所学知识,在知识运用中检验自己所

学，弥补不足。

4. 自然真实的视听资料营造逼真的语言学习环境

本系列教程视听说材料选材新颖，内容丰富，大多取自最新英美广播、电视、网络或其他真实实际场景，题材接近生活，真实自然；视听及口语训练有机结合，相互促进，使学习者有置身英美异域文化之感。

5. 教学活动设计经学生试用，操控性强

本系列教程中所有活动任务都经过编者在所在院校教学中反复试用检验，并通过学生反馈作进一步修改完善，因而具有极强的可操作性。

6. 与大学英语四、六级机网考接轨

本系列教程在单元编排设计上充分考虑到国内当前大学英语四、六级机网考的特点，把视频听力确定为各单元的重点，编排有助于提高学生处理视频听力信息能力的任务，同时在口语部分引入对音视频内容进行总结的任务。这些编排和设计都有利于帮助学生适应网络环境下的大学英语四、六级考试。

7. 教学资源设计人性化，教材与网站相互支撑

本系列教程的编写秉承以人为本的理念，以使用对象的实际需求为出发点，在选材和任务设计上反复推敲，力求做到激发学生学习兴趣，实现知识性与趣味性的有机结合。为便于全国各地的师生共享授课资源和学习资源，交流经验，携手共进，本系列教程还在高等教育出版社外语出版中心的中国外语网（www.cflo.com.cn）上开发了专门针对本系列教程的课程教学备课平台，供全国教师相互交流、下载授课资源和各单元模块课堂活动组织设计方案，供学生下载学习资源并展示各高校学生自己的任务设计成果。

《大学体验英语视听说教程》由北京科技大学张敬源、彭漪教授担任总主编，北京科技大学、华中科技大学等院校参加编写。北京科技大学兼职教授、英国剑桥大学博士Mark Buck为本书编写做出了突出贡献；美籍专家Monica Li和英籍专家Lin Lee、Raffaella S. A. Buonocore审阅了书稿，并提出了宝贵的意见和建议。高等教育出版社的领导和编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作，在此一并表示感谢。

《大学体验英语视听说教程》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试，其中定会存在不当和疏漏之处，敬请使用者批评指正。

编者

2010年4月28日

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Unit 1

Men and Women's Prejudices



Famous Quote

There can be no two opinions as to what a highbrow is. He is the man or woman of thoroughbred intelligence who rides his mind at a gallop across country in pursuit of an idea.

— Virginia Woolf

Unit Overview

In this unit, you will

- consider the gender issues through reading, listening, and viewing
- discuss the gender roles and gender equality through guided activities
- conduct a survey on “Gender Consciousness in Advertisements”
- pick up useful words and expressions
- learn to reflect on your own learning and comment on that of others
- learn to think independently, critically and creatively



Lesson One

Are Women Different Now?

Lead-in



Task 1 Brainstorming

What are the stereotypes of men and women in China and in the other parts of the world? In what way do the people in the pictures differ from these stereotypes? What give rise to the change(s)? To what extent do you think it is acceptable in China nowadays? View the following pictures, then describe and explain how the traditional gender roles are under challenge.



Task 2 Expanding Your Vocabulary

Read through the words in the left-hand column, and match each of them with the appropriate meaning in the right-hand column.

- | | |
|----------------------|---|
| 1. conventional | A. sailing for pleasure or relaxation |
| 2. aggressively | B. stand up or offer resistance to sb or sth |
| 3. cruising | C. accepted customs and proprieties |
| 4. measure | D. stimulating interest or thought |
| 5. withstand | E. in a hostile or bold manner |
| 6. thought-provoking | F. standard |
| 7. fulfill | G. a person you work with in a professional job |
| 8. colleague | H. do what is required, necessary, or expected |

Audio Studio



Word Bank

- | | |
|-----------------------------------|--------------------------------------|
| 1. paradox <i>n.</i> 自相矛盾 | 6. stereotype <i>n.</i> 成见; 陈规旧习; 原型 |
| 2. pervasive <i>adj.</i> 弥漫的, 遍布的 | 7. homemaker <i>n.</i> 持家者 |
| 3. demographic <i>adj.</i> 人口统计学的 | 8. attorney <i>n.</i> 律师 |
| 4. acknowledge <i>v.</i> 承认 | 9. welder <i>n.</i> 焊接工 |
| 5. alignment <i>n.</i> 与...排列成行 | 10. mow <i>v.</i> (用割草机) 割草 |

Clip

1

Warm-up

- Work in pairs and make a list of reasons why women aren't happier these days. Your list should include at least three items.

Reason 1)

Reason 2)

Reason 3)

...

Task 1 Note-taking

Listen to audio clip 1, and fill in the blanks below.

Why aren't women happier these days?

- Expectations for 1) _____ and 2) _____ were raised
3) _____ by women's movement and women might
4) _____ for not having it all.
- If the women's movement raised women's expectations
5) _____ society was able to 6) _____, the women
would be 7) _____ by their 8) _____ experiences.

Task 2 Dictation

Listen to audio clip 1 again and fill in the blanks. Repeat the sentences after you have written them down.

1. The research showed that over the past 35 years women's happiness has declined, 1) _____
_____ even though, by most objective measures, the lives of
women in the U.S. have improved in recent decades.



2. They cast doubt on the hypothesis that trends in marriage and divorce, 2) _____ or work/family balance are 3) _____ the happiness declines among women.
3. But the researchers also add that things could 4) _____, as women's expectations 5) _____ their experiences, this decline in happiness may reverse.

Clip 2

Warm-up

- Work in pairs. Browse the following pictures of the three people, then explain and discuss what roles they are playing in the society.



Task 1 Note-taking

Listen to audio clip 2, and fill in the blanks below.

Why do the old male and female stereotypes no longer fit?

- There seem to be 1) _____ between the sexes.
- Women have been taking over 2) _____ in the business world, earning 3) _____ than ever before and entering fields of work that used to be 4) _____ areas.
- At office meetings and in 5) _____, they might speak up more often, express stronger opinions and come up with 6) _____ ideas than their 7) _____.

Task 2 True or False

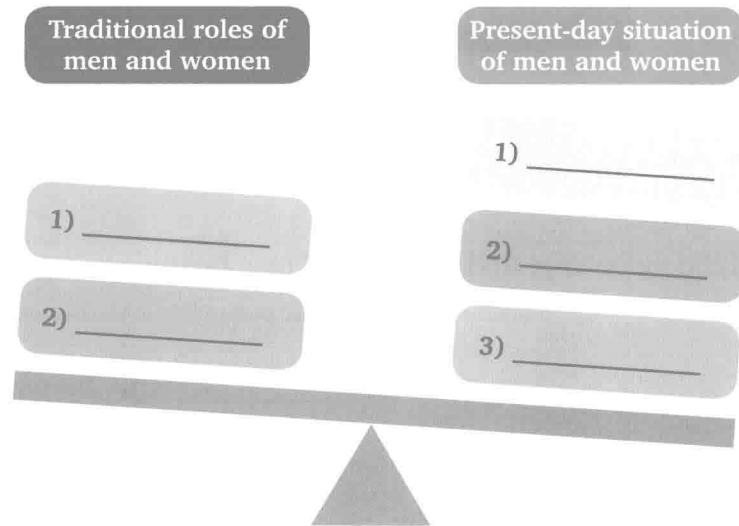
Listen to audio clip 2 again and decide whether the following statements are True (T) or False (F).

1. The old stereotypes of men's and women's work have been changing more quickly than ever before, even in my own marriage.

2. The woman's daughter and her boyfriend are respectively a receptionist in an attorney's office and a welder at a construction site.
3. The woman spent three hours mowing the lawn on her own.

Follow-up

Traditional roles of men and women are changing and the present-day situation of men and women is quite different from that in the past. Fill in the blanks and discuss with your peers.



Video Studio



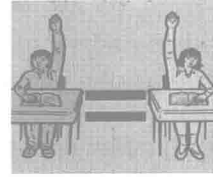
Word Bank

- | | |
|--------------------------------|---------------------------------|
| 1. ingrained <i>adj.</i> 根深蒂固的 | 6. conventional <i>adj.</i> 传统的 |
| 2. psyche <i>n.</i> 心灵 | 7. coefficient <i>n.</i> 系数 |
| 3. mathematician <i>n.</i> 数学家 | 8. geek <i>n.</i> 电脑迷 |
| 4. physicist <i>n.</i> 物理学家 | 9. calculus <i>n.</i> 微积分 |
| 5. cite <i>v.</i> 引证 | 10. gender gap 性别差异 |



Warm-up

- Work in pairs and identify what activities the boys and girls are doing in the pictures and how these activities make a difference to them. Share your opinions with your peers.



Task 1 Note-taking

Watch the video clip, and fill in the blanks below.

Comparison of girls' performance in math between the past and the present

In the past:

- Girls were 1) _____ boys on the SAT college entrance exam.
- For anything, I see math, I try and 2) _____ it.

At present:

- Researchers looked at test scores from 3) _____ kids grades 2 to 11, and whatever differences there used to be, they are now 4) _____.
- Half of the kids who go on to get 5) _____ are now female.

Task 2 Short Answer Questions

Watch the video clip again and answer the following questions briefly.

1. What has been cited as proof of a gender difference?

2. What's the special course offered by the New Jersey Institute of Technology?

3. What has enabled some people to become rich?

Task 3 Follow-up writing

In this section, you are supposed to bring what you have learned in this lesson to a piece of writing, the focus of which includes a summary and an analysis as well as a conclusion. The summary should be of what you have learned about the change of men and women's roles in this lesson, the analysis is about what caused the change, and in the conclusion you should state whether this change is better or worse for both sexes.

Speaking Workshop



Expressions & Structures to Use

Phrases		Sentence Patterns	
cast doubt on	Audio 1	in a matter-of-fact way	Audio 2
feel inadequate for	Audio 1	as proof of	Video
move into alignment with	Audio 1	stay away from	Video
take over	Audio 2	reach out	Video
come up with	Audio 2	acknowledge that ...	Video

Solving the Problem

Work with your peers on the situation below and try to come up with a solution to the problem described. You are expected to share your ideas and justify yourself in this process. Use as many phrases from the "Expressions & Structures to Use" box as possible.

Situation

Suppose you are a HR manager of a giant telecommunications company, who is hunting for a Sales Manager for its business development in China. The company engages in telecommunication equipment and services, and has been competing fiercely with its rivals for the market share in China. The other three classmates are applicants of both sexes. In a job interview, the candidates should try every means to convince the HR manager of his/her own competence for the post. Taking factors as the candidate qualities and labour cost into consideration, the HR manager should make the decision and tell why this is so.

- You have 15 minutes to discuss within your group.
- Role-play the situation by making up interviews between you and your classmates.



- Several groups will be selected to present their role-plays. The rest of the class will vote for the group they feel happiest to support in their performance.

Project Bulletin



Real-Life Project

You are assigned to conduct a research on “Gender Consciousness in Advertisements”. First, collect advertisements on the media. Present them to the students on your campus. Then ask them to use one or two adjectives to describe the model(s) in the ads, and interview them to ascertain if the ads have aroused their interest in buying the product, and if so why. Analyze the results. In the end, you should present a report on how male/female consciousness is expressed in the ads, and how it influences people’s consumption choices.



Lesson Two

Gender Equality Is Both Sexes' Issue

Lead-in



Task 1 Reflecting on the Reading

Read through the Supplementary Reading on page 137, and answer the following questions.

1. Why does the author hold that the statistics in the workforce mislead us to believe that women's status has improved?
_____.
2. How did women win their seats and says at workplaces in the past decades, according to the author?
_____.
3. What are the suggestions to women provided by the author to change the current situation?
_____.
4. According to the author, what is the essential part in the gender equality?
_____.
5. What is the purpose of writing this article?
_____.

Task 2 Expanding Your Vocabulary

Read through the words in the left-hand column, and match each of them with the appropriate meaning in the right-hand column.

- | | |
|---------------|--|
| 1. launch | A. strong desire to achieve sth |
| 2. inequality | B. way of seeing or understanding sth |
| 3. appoint | C. a hypothesis that is taken for granted |
| 4. perception | D. unfair difference in rank, wealth, or opportunity, etc. |
| 5. ambition | E. important topic for discussion |
| 6. reveal | F. to assign a duty, responsibility to |
| 7. issue | G. to make clear and visible |
| 8. assumption | H. to start (a large and important activity) |