

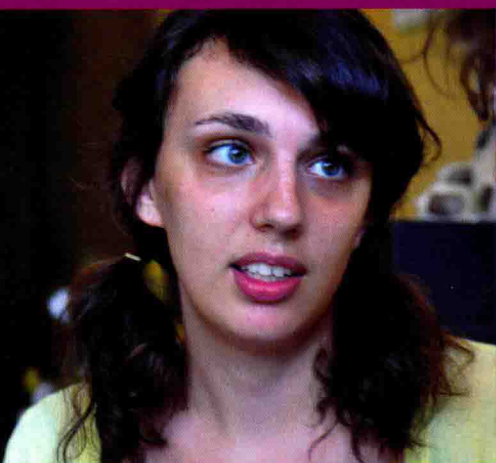


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(学生用书)

应用型大学英语 视听说教程

Applied College English



总主审◆孔庆炎

总主编◆王志

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(第二版)

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前言

大学英语教学在经过20多年的改革发展之后,无论在教学理论还是在教学实践上都取得了很大的成绩。大学英语教材作为大学英语教学改革的平台,也逐渐发展到了“百花齐放、百家争艳”的阶段。随着我国基础教育的进一步发展,高等院校学生的英语入学水平不断提高,同时不同类院校之间学生的英语水平也存在明显的差异,目前本科教育鼓励分类、分层次办学。面对新的教育形式,要适应新的教学局面,实现新的教学目标,就需要建立新的教材体系,“应用型大学英语”系列教材就是在这样的情况下研发出来的。

“应用型大学英语”系列教材是根据教育部颁布的《大学英语课程教学要求》及《大学英语四级考试大纲》(2006修订版)而设计与编写的。主要适用于独立学院和非重点大学本科学生使用。本教材编写的指导思想是:(1)科学性。教材力求符合教学规律和学习的认知规律。课文内容要积极、健康、向上,有思想深度、文化内涵及生活哲理。在广泛吸纳国内外各类教材编写理论和编写经验的基础上,注重教材的实用性、交际性和可操作性。(2)务实性。从学生的实际水平出发,符合应用型人才的培养目标。(3)创新性。集广大教学一线教师丰富的教学经验,在编写过程中,力求在内容、形式上有所创新。

“应用型大学英语”系列教材分为《综合教程》和《视听说教程》两个系列,每个系列分为6册。教材具有以下特色:

1. 外版引进,本土化设计

本系列教材以外版教材为依托,结合国内教学要求,由全国十余所高校的专家、教授和一线骨干教师改编设计,既保留原文之纯正地道,又体现国内教学与检验之要求。

2. 内容设计循序渐进,目标明确

本系列教材的第1册和第2册以低起点起步,充分考虑到艺术类专业学生和其他英语基础薄弱学生的实际情况,提供精炼的语音知识、系统的语法知识及与学生生活贴近的课文材料。第3册、第4册和第5册的课文语言难度由浅入深,旨在培养学生扎实的语言技能和实际应用能力。第6册与《大学英语课程教学要求》“一般要求”全面接轨,实现与大学英语等级考试的对接。

3. 系统设计语言知识

本系列教材的“语法项目”安排在第1册~第4册中;“写作项目”则按难易度在第1册~第6册中系统地做了安排,如:第1册、第2册为句子写作,第3册、第4册为句子和段落写作,第5册、第6册则重点训练与四六级考试相关的各类短文写作;而“阅读与翻译”等训练项目则相应融在第3册~第6册中。

4. 课文话题整齐一致

本系列教材的《综合教程》与《视听说教程》的课文话题完全对应,即针对同一个话题为学生提供“听、说、读、写、译”各种语言技能的训练,较好地体现了对特定话题“多层

面”、“多角度”训练的设计思想。

5. 融入“中国元素”

本系列教材的每册教程均加入两个“中国元素”单元,精选中国传统文化内容,如:中国功夫、中国戏剧、中国饮食与服饰等,旨在培养学生用英语介绍中国文化的能力,体现跨文化性。

6. 增加实践教学内容

本系列教材系统设计了“学业规划”内容,以“项目制作(Project Work)”的形式呈现,旨在加强英语学习的实践环节。任务从“认识大学”、“校园学习”到“就业准备”和“出国准备”等,体现了“学以致用”与“学以致用”并举的实践教育理念。

7. 体现数字化、信息化

本系列教材每个单元都设有关于课文内容的“文化背景链接”(Background Link)和“网络搜索指引”(Online Resources)。课文后提供的所有网站,都是编者亲身实践查询得来的,这些丰富的资料,便于学生自学及深入学习研究。

8. 配套完备的数字化学习平台

作为现代教学的一部分,“E学在线”为教师和学生提供科学高效的网络互动学习平台,主要包括以下几方面内容:

教学平台	提供专属教师入口,为任课教师提供专门服务。教学辅助资料应有尽有,尽显资源最大化。
学习平台	提供教材配套英语学习资料的下载、课程同步扩展资料、最新考试动态。
测试平台	针对教材的同步测试,大学英语四六级、英语专业四八级测试两大板块,为学生提供网络自检自测的拓展学习空间。
移动平台	提供图书配套手机电子书,手机智能学习软件等移动终端学习资料下载服务。
互动平台	直通式邮箱链接,用户意见、建议直达教材编写者,深度优化教材,力求精益求精。

教材使用建议:

- (1)每2周(8~10课时)完成《综合教程》和《视听说教程》的一个对应单元;
- (2)两个“中国元素”单元教学安排由各学校视学生水平情况而定。

作为大学英语教学改革的实践成果,我们在本系列教材的设计、选材、编写过程中虽竭尽全力,但难免存有疏漏谬误之处,恳请专家、同仁及广大读者给予批评指正,以使本教材在修订中日臻完善。

王志

2012年5月

编写与使用说明

一、编写宗旨

本教程是“应用型大学英语”系列教材《视听说教程》的第1册,主要依据教育部颁布的《大学英语课程教学要求》而设计,同时考虑到学生入学时英语的实际水平,第1~2册主要针对本科阶段英语水平偏低者而编写。

本教程的编写以提高学生英语综合能力,特别是听说能力为教学目标,以培养应用型本科人才为定位。主要以培养学生的英语应用能力为重点,既考虑到部分学生要通过国家英语应用能力统考的要求,也照顾到更多学生能够顺利进入大学英语四级考试的前期准备阶段的学习。由于目前我国的教育对大学英语教学有最终检验之要求,因此,编写中又加入了《大学英语四级考试大纲》(2006修订版)所要求的内容,在练习题型设计中涉及到大学英语等级考试的题型,如“短对话、听写填空”等。其选材短小精悍,涉猎场景广泛,语境丰富多彩。

二、框架设计

本教程共设10个单元,每单元设计为5个部分,“Listening, Viewing, Speaking”三项任务贯穿其中。各单元主题与本系列教材的《综合教程》第1册主题一致,其题材的选择注重信息化、时代感及实用性,所提供的英语原声音频与视频充分考虑到该阶段学生语言能力的层次,其练习的设计也是按“Listening, Viewing, Speaking”的顺序逐步递进,使学习者在欣赏原声音频、视频的同时接受从易到难、由泛至精的训练,从而能迅速而准确地输入信息、顺畅而正确地输出信息,进一步培养和提高学生语言的实际运用能力。

本教程每个单元均分为5个部分,其功能为:

第一部分 导入(Lead-in)

本部分用相对简单有趣的练习导入本单元的话题。其练习顺序以“Listening, Viewing, Speaking”逐步展开,“视”的部分,特别提供了与主题相关的各类视频,其中包括有一定难度的新闻视频,为学生准备网络考试打下基础;同时,“说”的训练,运用了应用语言学和语料库语言学最新的成果,重视预构成语块、仿说和会话策略的学习,以功能、题材、情景为主线,注重交互式训练,凸现跨文化交际能力的培养。

第二部分 交际功能(Communication Skills)

本部分旨在使学生系统了解口语的交际功能,积累一定量的语言模式,学会地道的英语表达方式。在遵循“实用为主,够用为度”的基本原则下,通过模拟对话练习使学生真正学会使用语言。本册所涉及的主要交际功能为:How to greet and answer greetings, How to introduce yourself and others, How to say goodbye, How to express reassurance,

How to express good wishes and congratulations, How to offer thanks in different situations, How to express regret in

different situations, How to ask the way, How to give an invitation, and to accept or to refuse it, How to make phone calls.

第三部分 输入与输出(In-putting & Out-putting)

本部分旨在通过向学生输入大量的语言信息,使其在接受相关话题的同时,将所涉及的内容(包括知识型与语言型)转化为外向表达,即完成信息输出。练习的设置依然是“Listening, Viewing, Speaking”三部分。其中“Viewing”、“Listening”两个部分目的是让学生能接受由泛到精的视听训练,分别设置了主旨题和细节题两种类型的练习,视听的语速控制在每分钟100词左右。而“Speaking”的部分则注重学生的外在表达,要求学生能够将第二部分的交际功能与第三部分的相关信息结合起来流利表述自己的观点。

第四部分 递进活动(Follow-up Activities)

本部分可以看做是对第三部分的有效补充。练习形式更为多样,涉及短文、对话和听写练习、基于视频内容的听写填空以及从多个话题角度展开的对话练习及自由讨论等形式。

第五部分 寓学于乐(Entertainment)

本部分通过英文歌曲赏析的形式,让学习者可以真正体会到语言学习的乐趣。

三、使用建议

本册教程分为10个单元,其中包括两个中国文化元素单元,供一个学期使用。建议上限课时量:40学时,如每周安排2学时的精读课,则可供使用20周。教师可根据教学实际情况灵活使用。

本教程配有教师用书与电子教案,供教师备课参考使用。

本系列教材的设计、选材、编写过程是一个充满创新的探索过程,是否能真正实现“以《大学英语教学要求》为纲,以学生为中心,以教学为根本”的理念,有待今后实际教学实践的检验。我们诚挚地欢迎广大使用本教程的教师和学生给予批评指正。

编者

2011年7月

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			Listen for details	
			Viewing for information	
			Viewing for details	
			Oral practice	

Unit 2 (Page 15 ~ 24)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
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			Listen for details	
			Viewing for information	
			Viewing for details	
			Oral practice	

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Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
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			Listen for details	
			Viewing for information	
			Viewing for details	
			Oral practice	

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Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
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			Listen for details	
			Viewing for information	
			Viewing for details	
			Oral practice	

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Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
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			Listen for details	
			Viewing for information	
			Viewing for details	
			Oral practice	

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Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
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			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

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			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

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			Listen for details	
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			Oral practice	

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			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 10 (Page 113 ~ 123)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Pets	Listening Viewing Speaking	How to make phone calls	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 1

College Life

UNIT PREVIEW

In this unit, you will learn:

Content

- education system in China
- how to listen for information on academic and social life
- how to hold a debate on the use of e-textbooks

Communication Skills

- how to greet and answer greetings



Education System in China

In China, education is divided into three categories: basic education, higher education, and adult education. The Compulsory Education Law demands that each child should have nine years of formal education.



Basic Education

Basic education in China includes pre-school education, primary education and regular secondary education.

Preschool (kindergarten) can last up to three years, with children entering as early as age three, until age six, when they enter primary school in general.

Secondary education is divided into academic secondary education and specialized/vocational/technical secondary education.

Vocational schools offer programs ranging from two to four years and train medium-level skilled workers, farmers, and managerial and technical personnel.

Higher Education

Higher education at the undergraduate level includes two-and three-year junior colleges (sometimes also called short-cycle colleges), four-year colleges, and universities offering programs in both academic and vocational subjects. Many colleges and universities also offer graduate programs leading to the Master's or Ph.D. degree.

Adult Education

The adult education partly covers all three of the above categories. Adult higher education includes radio/TV universities, cadre institutes, workers' colleges, peasant colleges, etc.

WARM-UP EXERCISES

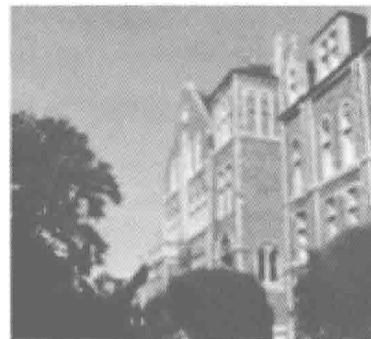


Sound Recognition

Directions

Listen carefully. Draw a circle around the letter beside the word you hear.

- | | |
|-------------|----------|
| 1. a. heat | b. hit |
| 2. a. bed | b. bad |
| 3. a. sleep | b. slip |
| 4. a. dead | b. dad |
| 5. a. sick | b. seek |
| 6. a. set | b. sat |
| 7. a. cheek | b. chick |
| 8. a. led | b. lad |
| 9. a. hill | b. heel |
| 10. a. peck | b. pack |



ACTIVITY 1 LISTENING



Directions

Listen to the passage and then fill in the blanks.

- Harvard University, which celebrated its _____ anniversary in _____, is the oldest institution of higher learning in the United States.
- Founded _____ years after the arrival of the Pilgrims at Plymouth, the University has grown from _____ students to an enrollment of more than _____ degree candidates, including undergraduates, and students in _____ graduate and professional schools.
- An additional _____ students are enrolled in one or more courses at the Harvard Extension School.
- Over _____ people work at Harvard, including more than _____ faculty.

Word Tips

Harvard University 哈佛大学
 celebrate ['seɪl,breɪt] vt. 庆祝, 祝贺
 anniversary [ˌæniˈvɜːsəri] n. 周年庆祝
 institution [ˌɪnstɪ'tjuːʃn] n. 学院, 部门
 Pilgrim ['pɪlgrɪm] n. 清教徒
 Plymouth 普利茅斯(美国地名)
 enrollment [ɪn'reʊl,mənt] n. 注册, 登记, 报名
 candidate ['kændɪdət], [-dət] n. 申请人, 候选人
 faculty ['fæklti] n. (大学系、科、院)全体人员

ACTIVITY 2 VIEWING



Directions

Watch the video and then choose the best answer to each question.

- Where does the conversation most likely take place?
 - In a dormitory.
 - In a classroom.
 - In the library.
 - In the canteen.
- What year is the woman in college?
 - The first year.
 - The second year.
 - The third year.
 - The fourth year.

Word Tips

major ['meɪdʒə] n. 专业

credit ['kredit] n. 学分

bat around 详细讨论

ACTIVITY 3 SPEAKING



Directions

What are the most important factors in choosing a college major for you? Rank the following ideas in order of preference and discuss your opinions with a partner.

- honor of the job
- possible earning of future job
- chances for development in the field
- possibility of work
- personal interest



ACTIVITY 1 ORAL FUNCTIONS

When we meet someone we know, we usually greet him / her. A greeting is a way of being friendly to someone. It is a way of being polite. It is also a way of starting a conversation.

Greetings**Key structures****1. Greeting people**

- ◆ Nice to see you again, Jack. How have you been?
- ◆ Hello. It's a lovely day, isn't it?
- ◆ Hi, Jack. How are things / you doing / you keeping?
- ◆ Hi, Jane. What's up / new?
- ◆ Hello, Maria. How's it going / everything with you?
- ◆ Good morning, Mr. Smith. How are you today?
- ◆ Good afternoon, Mrs. Black. You are looking very well today.

2. Answering greetings

- ◆ Very well, thank you. How are you?
- ◆ Good, thanks. How about you?
- ◆ Couldn't be better.
- ◆ Just so-so.
- ◆ Same as ever.
- ◆ About the same as usual.
- ◆ Awful!
- ◆ Couldn't be worse!

3. Asking about the other people

- ◆ How's your family?
- ◆ How's everybody at the office?



ACTIVITY 2 ORAL PRACTICE



Task 1 Listening

Directions

Listen to the conversation and then fill in the blanks.

- Mike: Good heavens ..., Jane! _____.
- Jane: Right, I've been away for the past two months. _____, Mike.
_____?
- Mike: _____. And you're certainly looking brown and healthy. Where have you been? Hawaii?
- Jane: Yes. I had a wonderful time there.
- Mike: Oh, _____?
- Jane: Hmm, I went swimming and jogging every day.
- Mike: Really?
- Jane: Yes. And sometimes I went climbing.
- Mike: How interesting! _____. It's really nice to see you again.
I'm afraid I've got to go now. I must get back to my office at once. See you later.
- Jane: See you later.

Word Tips

for ages 很长一段时间

Hawaii 夏威夷(美国地名)

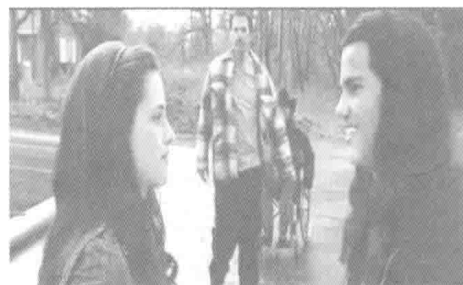
have a ... time 度过……时光

jogging ['dʒɒɡɪŋ] n. 慢跑

Task 2 Viewing

Directions

Watch the video and then fill in the blanks.



- Bella, you remember Billy Black.
—Yeah.
—Wow, _____.
—Well, I'm still dancing. I'm glad you're finally here. Charlie here hasn't shut up about it since you told him you were coming.
- Hi, I'm Jacob.
—Hey.
—We used to make mud pies _____.
—Right. Oh, _____. Are they always like this?
—It's getting worse with old age.
—Good.

Task 3 Speaking

Directions

Make up dialogues based on the following situations.

1. James is washing his car on Saturday morning. A friend from the neighborhood walks by, carrying her shopping bag. James greets her first.
2. Miss Li meets her boss, Mr. Black, on Saturday afternoon outside the department store. It is very windy. They greet each other and say something about the weather.
3. Susan is just going into the school library, when she meets her English teacher Mr. Johnson. She greets him first.
4. Maggie is sitting in the school canteen alone. Bob comes to her and greets her first.



ACTIVITY 1 LISTENING TO LEARN



In this section, you are going to hear a conversation between a father and a daughter.

Task 1 Listening for Information

Directions

Listen to the conversation once and then decide whether the following statements are T (true) or F (false).

1. The father doesn't miss the daughter. ()
2. The daughter is well prepared for the college. ()

Word Tips

accomplishment [ə'kʌmplɪʃmənt] n. 成绩, 成就

tuition [tju:'ɪʃn] n. 学费

deadline ['dedlaɪn] n. 最后期限

be proud of somebody 以……为荣, 以……为骄傲

sign up 跟……签合同

instant noodle 方便面, 快餐面



Task 2 Listening for Details

Directions

Listen again and then fill in the blanks.

1. I mean you're always talking about how much money you'll save on _____ while I am gone.
2. You know, _____ you for that. _____ is a real accomplishment.
3. Did you _____ for the meal plan at the university so you don't have to eat _____ every day?