



普通高等教育大学英语系列教材

INNOVATION COLLEGE ENGLISH

创新大学英语

视听说教程·教师用书·

A Viewing, Listening and Speaking Course

1

总主编◎王大伟

本册主编◎蔡凤鸣 王云松



华东师范大学出版社



高校教材

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出版说明

为了满足高等院校大学英语教学改革的需要,我们专门组织编写了这套突出实用性、应用性的教材,供高等学校非英语专业本科生及同等程度的学习者使用。

随着全球化的日益发展,国际间的政治、经济、商业和文化交流活动越来越频繁,社会需要既掌握专业技能又懂外语的人才。新时代的大学生必须在学好本专业知识的同时,提高外语水平和实际运用能力,这样才能在激烈的竞争中站稳脚跟。因此我们所编的这套大学英语教材,既包含当前教学所需的最新、实用的内容,又融入新的教学理念和教学方法,以期从容应对日益增长的社会需求。

本套教材的编写十分注重构建真实的交际语境,以学生的需要为中心而设计,强调实用性,即为学生设计贴近实际应用的交际任务,通过互动练习,激发、鼓励学生的自主思考。本教材还通过设置目标、设置问题,让学生在达成目标、解决问题的过程中,以积极主动的态度来达到最佳的学习效果。此外,还特别针对学生的实际需求,设计了不少生动有趣的模块。这些设计都是为了便于学生理解、掌握和运用语言知识。

本系列教材邀请来自各高等院校的外语专家组成编写委员会。为了编好这套教材,我们曾多次召开编写会议。北京外国语大学、上海外国语大学、广东外语外贸大学、华中科技大学、华东师范大学、北京交通大学、华南理工大学、华东理工大学、东南大学、四川外国语学院、湖南师范大学、中南财经政法大学、上海理工大学、浙江工商大学、曲阜师范大学、扬州大学、上海海事大学、上海师范大学、北京第二外国语学院、三峡大学、北京师范大学珠海分校、九江学院、黄山学院、安阳师范学院、黄冈师范学院、合肥学院、嘉兴学院等高校的英语教育专家和一线教师,对教材的编写工作提出了宝贵的意见,在此谨表示衷心的感谢。

最后,我们希望本教材能为我国大学英语教学改革和创新作出一点贡献,同时真诚地希望英语教学专家、学者、大学英语教学一线教师以及广大读者对本套教材提出宝贵意见,以便不断改进,精益求精。

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2009年6月

前 言

《创新大学英语视听说教程》第一至四册为公共英语教材,供非英语专业本科学生使用,也可供程度相当的自学者使用。

强化英语听说能力是大学英语教学改革的重要方向之一。但由于学生入学时英语水平程度差异较大,不少大学英语听说教材在普通本科院校中使用起来普遍偏难,教师授课困难较大。针对这些状况,我们编写本系列教材,希望能对解决这些问题作出我们微薄的贡献。

本教程以普通本科院校学生入学水平的中等程度为起点,即在学习本教程之前,学生已掌握基本的英语语音和语法知识,能认知中学大纲中的大部分英语单词,并在听、说、读、写等方面受过初步训练。在学完本教程后,力争做到:中上等水平的学生在英语语言知识和语言的实际运用能力方面,可以达到大学英语六级的水平;中等水平的学生能够达到大学英语四级水平,能够在工作中运用英语进行与工作相关的交际。

教材的质量关系到国家人才的培养。为了编写出高质量的教材,本教程编写者怀着强烈的质量意识,踏踏实实、一丝不苟地工作,在整体编写中遵循如下理念:

丰富而实用的选材。本教程的所有主题贴近生活与工作实际,视角触及面广,关注实用性。

精心而系统的练习。练习设计的重要性不亚于课文。丰富多样的练习活动能体现各种技能训练的要求,可为学生提供更多提高听、说等各项技能的机会,极大地增强学生学习语言的兴趣。

结构清晰,易于教学。教程形式活泼多样,与众不同,图文并茂,互动性强。每册教材的侧重点不同,但注意系统性和独立性的有机结合。本系列教程可成套使用,亦可根据使用者的实际情况选择使用。

本教程共分4册,即每学期一册。每课授课时间可根据教学对象的水平和课程总体安排等情况,由教师酌定。本教程与读写译教程(1—4)配合使用可获得更理想的教学效果,读写译教程以课文为中心,由浅入深,循序渐进,进行语法、词汇等基础知识的综合教学;对学生的读、写、译等基本技能进行全面的训练,培养学生准确运用所学知识进行语言交际的能力。

最后,本教程在编写过程中得到多位英语教学界专家的支持,在此一并对他们表示衷心的感谢。

大学英语系列教材编委会

2009年6月

编者说明

一、教材特点

本教程注重实用性,注重口语练习,对话多于短文,有利于学生发展具有交际意义的听说能力;包括大量实用性材料,以及当今热点话题,对学生今后工作岗位上使用英语帮助较大;严格控制课文中的语言难度,绝大部分词汇是大纲内的词汇(只有少量热点新词汇和专用名词超纲),这有利于提高英语学习的效率。此外,我们还大量使用图片,提供英语笑话,增大学习的趣味性,以适应当代大学生的认知习惯。

二、教材内容与结构

1. 每个单元的视听说对话、短文(以及配套的《读写译教程》中的课文)都围绕同一话题而且内容各不相同,便于学生不断深入学习。

2. 教材含有很多实用性、应用性的材料,能让学生学以致用,在现实社会中有实用价值。具体来说,本教程的第一、二册中大约有一半的话题属于实用性的话题,三、四册的大部分话题属于实用性的话题。

3. 本教程不但包括商务英语中的一些话题(如买卖、广告、公司运作等),还注意内容的新颖性,例如第二册 Unit 1 介绍 Facebook、iPod,第三册 Unit 7 介绍美国次级贷款危机等新鲜内容以增强教材的时代感,贴近 90 后青年学生的兴趣爱好及生活;也注意当今中国社会的热点问题,如房地产、新型小汽车(如多功能运动车 SUV)等。将炒房地产、炒股票等热点话题编成对话,并配有视频。相关研究显示;如果学生对某一话题很感兴趣,他们参与会话的积极性就会大大提高。

4. 大学英语教学改革的方向是要加强听力,以听力为突破口,发展听说能力和运用语言的综合能力。换言之,应用能力不仅要体现在文章的内容方面,还要体现在听说的语言技能方面。根据这一思路,本教程的前两册安排了 5 个短对话、3 个长对话、2 篇听力短文。对话多于短文,以充分体现口语特征。第三、四册安排 3 个长对话和 3 篇听力短文,其中包括讲座、新闻报导、访谈等内容。

5. 教材中对话质量较高,含有典型的口语表达法,适合学生模仿学习。

6. 在大部分单元的听力短文中安排一个与该单元话题相关的短笑话,以活跃课堂气氛。

7. 视频中的演员来自美国、英国、加拿大、澳大利亚、新西兰,以便学生熟悉不同的口音。

三、练习题的编写

1. 练习形式多样化,难度逐步加大。例如,第一、二册的填空题多为简单的机械填空,三、四册则以改编过的灵活填空题为主。

2. 训练效果好,包含大学英语四、六级考试的题型。

3. 有些练习题形式力求有所创新。例如导入部分(Lead-in)含有大量图片,并配以

十分简单的练习,比较适合英语表达能力还不是很强的学生进行简单的口语练习。教程第一至四册每课都配有与主题相关的图片。图片之后提供六条相关的信息,让学生在摄入这些信息后,更好地用英语表达自己的思想。本教程提供充足的信息,便于学生打开思路,言之有物。

4. 每个单元前面的5个短对话必须同时满足该课的主题和某个特定的听力技能,虽然制作难度大,但有利于学生系统掌握听力技能。

5. 为了解决学生在听说课后不能灵活运用并内化为积累或成就感,我们在每段视频对话后面提供了替换短语或替换表达,使学生在英语语言方面能有扎扎实实的收获。

6. 对听说材料(对话与短文)进行了反复修改加工,尽可能适合学生实际水平。口语问题设计注重简单可行,基础差的学生也能开口。

王大伟

2009年6月

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Unit 1 College Life

Lead-in

A. Match the words to the pictures. Then answer the questions.

- A. diploma
- B. lecture hall
- C. library
- D. dorm
- E. computer lab
- F. campus
- G. cafeteria
- H. student ID
- I. stadium



1



2



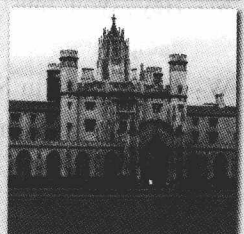
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4



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6



7



8



9

1. C 2. A 3. B 4. I 5. E 6. F 7. H 8. D 9. G

B. Six people are talking about university life. Listen and fill in the blanks with the missing words. Then answer the questions.

Ideas

1. University life is mysterious, and you never know what you will get.
2. One of the best things about university life is living away from home. You have freedom to do whatever you want to do.

3. In the first week of university you may feel lonely and nervous. Just remember that everyone is in the same boat, and you will feel better.
4. After a hard day's study, going out and having fun is what university life is all about.
5. University life is about learning. You are expected to study a number of hours every day.
6. The most important thing at university is managing your time. It's up to you to decide when you'll study, when you'll go shopping, and when you'll have a night out.

Part 1 Listening Skills

Exercise A

Listen to the short dialogues and choose the best answer to each question.

1. M: Hey, you must be new here. I'm Bob Allen, and I'd love to show you around the campus.
W: Hi, Bob, I'm Susan Atherton. That's my mom over there.
Q: What is the man's name?
A) **Bob Allen.**
B) Allen Bob.
C) Bob Atherton.
D) Allen Atherton.
2. M: Hi, I saw you in the registration office yesterday. My name is Philip Cameron.
W: Hello, Philip. I'm Katherine Hill.
Q: What is the woman's first name?
A) Philip.
B) Cameron.
C) **Katherine.**
D) Hill.
3. W: Professor Brown, I registered late. Could you add my name to your class list? I'm Joe MacDonald.
M: I know it's a Scottish family name. It's M-A-C-D-O-N-A-L-D.
Q: What is the student's last name?
A) McDonaid.
B) **MacDonald.**
C) Brown.
D) Joe.
4. W: Class, one student has failed to show up since the course started. Does anyone know

David Jansen . . . David Michael Jansen?

M: I do, Professor. David decided not to attend university this fall because he found a job he liked.

Q: What is the teacher doing?

- A) She is criticizing the late student.
- B) She is failing the missing student.
- C) She is talking to David Jansen.
- D) **She is calling the roll.**

5. M: Hello, I phoned about registering for the dancing class. I'm Jason Wright.

W: Yes, hello Jason. I think that's Wright with a silent W.

Q: What's the man's surname?

- A) Jason.
- B) Johnson.
- C) Right.
- D) **Wright.**



Exercise B

It is difficult to distinguish between the words in brackets. Listen carefully and put a check mark (✓) beside the words you hear. Then read the sentences aloud.

1. I was looking for the pills. (bills/pills)
2. The new teacher likes her new class. (class/glass)
3. What are you going to do with your goat? (coat/goat)
4. The girl is fond of riding. (riding/writing)
5. Do you like your new bed? (pet/bed)
6. It's bitterly cold; make sure you take a cap. (cap/cab)

Part 2 Real Listening



Conversation 1

A. Watch the video clip and answer the questions with Y (Yes) or N (No).

1. Y Is it the first time John and Jane have met each other?
2. N Is Jane from New York?
3. Y Has John been to Jane's hometown?
4. N Does John come from San Francisco?
5. N Are John and Jane new students?

B. Listen to the conversation again and supply the missing words.

Script

John: Hi. My name is John.

Jane: John? I'm Jane. Glad to meet you.

John: Yeah. So, where are you from?

Jane: I'm from San Francisco.

John: I've been there a few times. It's a great city.

Jane: Where are you from?

John: I grew up in this area all my life. Are you a new student, too?

Jane: I'm a sophomore. I take it you are a freshman?

John: Yeah. It's pretty exciting to be here.

C. (Omitted)

D. In the following box of substitution expressions, tick those you hear in the conversation. Memorize all the expressions in the box. Then make a new conversation with your partner by using any of the expressions. You don't have to repeat all the details in the original conversation.

Substitution Expressions

I'm pleased to meet you.
Nice/Glad to meet/see you.
Glad to meet you.

Where do you call home?
Where do you come/hail from?
Where are you from?

I've been there a few times.
I've passed through it several times.
I visited the city a number of times.

I guess you are a first-year student?
This is your freshman year, is it/isn't it?
I think you must be in your first year?
I take it you are a freshman?

It's quite interesting to live here.
It's pretty exciting to be here.
Life here is exciting.

E. (Omitted)

Conversation 2

A. Watch the video clip and choose the best answer to each question.

- What is the probable relationship between the two speakers?
 - Present classmates.
 - Former classmates.**
 - Strangers.
 - Teacher and student.
- What does Bob want to know about John?
 - What his major is.
 - Where he is going.
 - Where he is from.
 - Both A and B.**
- Which statement is NOT true about John and Bob?
 - They are in the same department.**
 - They would like to spend time together later.
 - They are pleased to see each other.
 - They are university students.

B. Watch the video clip again and answer the questions by completing the blanks.

- Do Bob and John know each other?
Yes. John says it is a pleasant surprise to meet him.
- What is John's major?
Computer science.
- What is Bob's major?
Marketing.
- Where is John going?
He is going to the Teaching Building to take his English class.
- Where is it?
It's by the library.

C. (Omitted)

- D. In the following box of substitution expressions, tick those you hear in the conversation. Memorize all the expressions in the box. Then make a new conversation with your partner by using any of the expressions. You don't have to repeat all the details in the original conversation.

Substitution Expressions

Hey, look who's here!
I couldn't believe my eyes!
Yeah, what a pleasant surprise!

What's your major/specialty?
What are you specializing in?
What are you majoring in?

Where are you heading/headed?
Where are you off to?
Where are you going?

It was nice meeting you.
Great seeing you.
It was nice having met you.

Why don't we get together later on?
We should hang out later.
How about getting together later?

All right, man.
Why not?
OK, buddy.

E. (Omitted)

Script

Bob: Hey John. I didn't know you were coming to this school.

John: Yeah, what a pleasant surprise! It's good to see you.

Bob: What are you majoring in?

John: Computer science. How about you?

Bob: Marketing. Where are you off to?

John: I'm going to the Teaching Building to take my English class. Do you know where it is?

John: It's over there by the library.

Bob: It was nice meeting you.

John: Yeah. We should hang out later.

Bob: All right, man.



Conversation 3: Additional Listening and Speaking

A. Put the conversation in order by matching the sentences in Column A with those in Column B. Then exchange answers with your partner.

1. B 2. C 3. D 4. E 5. A

B. (Omitted)

C. (Omitted)

Script

John: Hi, Jane. Have you a minute?

Jane: Perhaps. I'm studying for my history quiz this Thursday.

John: I hate that class. It's such a heavy course.

Jane: Yeah, it is heavy.

John: And the teacher is sooooo boring.

Jane: I don't agree, John. He really knows history well.

John: I can't get interested in it, so I skipped a lot of classes.

Jane: Perhaps you haven't done the reading, and haven't taken any notes.

John: Well . . . that was what I was hoping you'd help me with.

Jane: I think being a university student means learning to be independent.

Part 3 Focus Listening

Passage 1

A. Listen to the joke and mark the statements T (true) or F (false).

1. T The son ran out of money and phoned his mom for help.
2. F The son left his history book home.
3. T The mother went to the post office to mail the money and the book.
4. F The father was surprised when he learned that the son was given \$1,200.
5. F The mother put the \$1,000 check between the pages 364 and 365.

B. (Omitted)

C. (Omitted)

Script

A boy called his mom from college and asked her for some money because he ran out. Mom said, "Sure, I'll send you some money. You also left your English book here. Do you want me to send that up too?"

"Uh, oh yeah, OK," the kid answered.

So Mom went to the post office to mail the money and the book.

When she came back, Dad asked. "Well, how much did you give the boy this time?"

Mom said, "Oh, I wrote two checks, one for \$20, and the other for \$1,000."

"That's \$1,020!" yelled Dad. "Are you crazy?"

"Don't worry," Mom said. "I taped the \$20 check to the cover of his book, but I put the \$1,000 one between the pages 354 and 355!"



Passage 2

A. Listen to the passage and choose the best answer to each question.

1. Which statement is true about Harvard?
 - A) It began in 1536.
 - B) It was named after John Harvard.**
 - C) Today it has more than 99 libraries.
 - D) It has forty schools.
2. Which of Harvard's schools is **NOT** among the best in America?
 - A) Its medical college.
 - B) Its law school.
 - C) Its business school.
 - D) Its art school.**
3. What do you know about Harvard students?
 - A) At first, Harvard had one student and nine teachers.
 - B) Today, Harvard has almost 200,000 students.
 - C) Many years ago, Harvard students were all white men.**
 - D) Today, about 63% of the first-year students at Harvard are from minority groups.
4. How can most of the students pay for their education?
 - A) They have loans.
 - B) They have financial aid.
 - C) They have jobs.
 - D) All of the above.**

B. Listen to the passage again and answer the questions by completing the sentences with no more than three words.

1. What did John Harvard give to Harvard University?
He gave it 400 books when he died.
2. How many books does Harvard University have?
It has more than 12 million books.
3. Does Harvard offer graduate programs?
Yes. It offers graduate programs in government, education and science.
4. From what part of the population were most Harvard students many years ago?
Most of them were men from rich white families.

C. (Omitted)

Script

Harvard University began in 1636 in Cambridge, Massachusetts. It was named after John Harvard. He gave the college 400 books when he died.

Today, Harvard has 80 libraries, which have more than 12 million books. There are 14 schools at Harvard. Its medical college, law school and business school are among the

best in the country. It also offers graduate programs in government, education and science.

At first, Harvard had one teacher and nine students. Today it has almost 20,000 students.

Many years ago, Harvard students were all white men. Most of them were from rich families. That has changed. Today, about 33% of the first-year students at Harvard are from minority groups. Most Harvard students are not rich, and they have loans, financial aid or jobs that help pay for their education.