



普通高等教育“十一五”国家级规划教材

大学体验英语®

Experiencing English

视听说教程

学 生 用 书



Viewing,
Listening &
Speaking
Coursebook

《大学体验英语》项目组

X

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高等教育出版社
HIGHER EDUCATION PRESS



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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、活动的趣味性和启发性,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、网络或其他真实交际场景,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.edu.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,其中定会有不当和疏漏之处,敬请使用者批评指正。

编者

2010年4月28日

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1

Don't Say Goodbye



Famous Quote

Nothing is more terrible than ignorance in action.

— *Desiderius Erasmus*

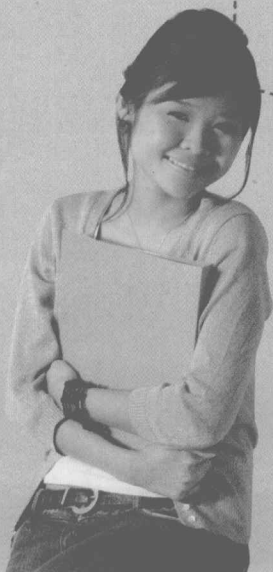
Unit Overview

In this unit, you will

- ❖ get to know the current condition of the endangered species in America and other countries through reading, listening, and viewing
- ❖ talk about the impact of the human race on the environment through guided activities
- ❖ conduct a poll on "college students' awareness of the endangered species in China" with your peers
- ❖ pick up useful words and expressions
- ❖ learn to reflect on your own learning and comment on that of your peers
- ❖ learn to think independently, critically and creatively

Topic Preview

- ① Read the passage on page 124 and learn the useful expressions related to endangered species.
- ② Go online and research information concerning human beings' impact on the species in danger and the reasons accounting for the devastating situation.



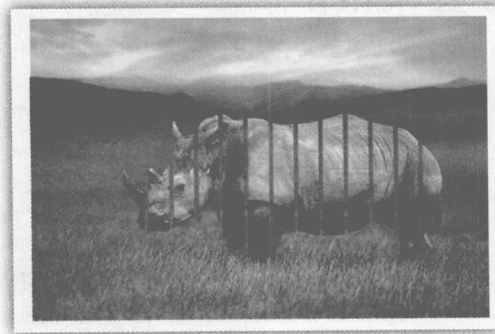
LESSON ONE



Lead in

Task 1 Describing the Picture

Describe the picture first and then discuss what might be the most appropriate title for the picture.



Task 2 Reflecting on the Reading

*Read through the **Supplementary Reading** on page 124, and answer the following questions.*

1. Why did Smits name the little orangutan "Uce"?
2. What are the responsibilities of Smits' organization, the Borneo Orangutan Survival Foundation (BOS)?
3. What inspiration did Smits gain on the mission to save the endangered orangutan?
4. Why did Smits fail to make a big difference to slow down the decline in the orangutan population despite his dedication?
5. What measure did Smits adopt for the sake of saving orangutans in 2003?

Task 3 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. reflect | A. most important |
| 2. reserve | B. to show the nature of or express (sth) |
| 3. venture | C. to dare to go (somewhere dangerous or unpleasant) |

- | | |
|--------------|---|
| 4. essential | D. area of land reserved especially as a habitat for nature conservation |
| 5. convert | E. to make sth continue at the same level, standard, etc. |
| 6. maintain | F. to change or make sth change from one form, purpose, system, etc. to another |



Audio Studio

Word Bank

- | | | |
|----------------|-------------|--|
| 1. roam | <i>v.</i> | to walk or travel without any definite aim or destination 漫步 |
| 2. macaque | <i>n.</i> | 猕猴 (生活在东南亚、日本、直布罗陀和北非) |
| 3. accustom | <i>v.</i> | to make yourself/sb familiar with sth or become used to it 使习惯于 |
| 4. problematic | <i>adj.</i> | full of problems 产生问题的 |
| 5. habitat | <i>n.</i> | natural environment of an animal or a plant (动物或植物的) 生存环境 |
| 6. urbanize | <i>v.</i> | to change (especially a rural place) into a town-like area 使 (尤指农村地区) 城市化 |
| 7. encroach | <i>v.</i> | to intrude 侵入 |
| 8. raid | <i>v.</i> | to enter a place, usually using force, and steal from it 袭击 |
| 9. ecosystem | <i>n.</i> | all the plants and living creatures in a particular area considered in relation to their physical environment 生态系统 |

Task 1 Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

- What is scientists' biggest concern about macaques?
 - A) The sharp decline in number. ●
 - B) The rapid urbanization of Singapore. ●
 - C) The devastating natural environment. ●
- What accounts for monkeys running from reserves into the city?
 - A) It is hard for them to find food in their habitat. ●
 - B) They enjoy living side by side with humans. ●
 - C) There is not much space left for them. ●

Task 2 Checking the Facts

Listen to the audio clip again and fill in the blanks according to what you have heard. Repeat the sentences after you have completed them.

- There are also some parts of the island that still reflect how it used to look _____.
- The macaques have grown accustomed to being fed, so _____ as a source of food.
- As the monkeys depend more on humans for food, they venture further from _____.

4. These macaques are French species so they live _____.
5. After all, the macaques _____ the rainforest's ecosystem.



Video Studio

Word Bank

- | | | |
|----------------|-------------|---|
| 1. odyssey | <i>n.</i> | long adventurous journey 长途的冒险行程 |
| 2. expanse | <i>n.</i> | wide and open area of (land, sea, etc.) (陆地、海洋等的) 广阔的区域 |
| 3. bison | <i>n.</i> | 北美野牛 |
| 4. grizzly | <i>n.</i> | (also grizzly bear) 灰熊 (产于北美) |
| 5. extinct | <i>adj.</i> | (especially of a type of animal, etc.) no longer in existence (尤指某种动物等) 灭绝的 |
| 6. endanger | <i>v.</i> | to cause danger to (sb/sth) 危及, 危害 |
| 7. sobering | <i>adj.</i> | making you feel serious and think carefully 使清醒的, 使冷静的 |
| 8. catastrophe | <i>n.</i> | sudden great disaster or misfortune 突如其来的大灾难 |
| 9. biosphere | <i>n.</i> | the part of the earth's surface and atmosphere in which plants and animals can live 生物圈 |
| 10. Potomac | | 波托马克河 (美国东部重要河流, 流经首都华盛顿) |

Task 1 Matching & Predicting

Complete the following statements with the phrases given below. Predict what will be talked about in the video. Then check your answers after watching the video clip.

driving across make the effort are known as expanse of go extinct

1. These creatures _____ statistics by most people.
2. Maybe we can _____ to keep them with us here on earth.
3. America seems to be an endless _____ hostile wildness.
4. Human beings did not even know it was possible for a species to _____.
5. When you are _____ America, you understand why so many plants and animals are endangered.

Task 2 Checking Your Comprehension

Watch this part of the video clip and answer the following questions.

1. What places have the two photographers visited?
2. What is the mission of the two photographers?
3. What was the common enemy that the first Europeans on America had to conquer?
4. How many species have slipped into extinction?
5. Why are so many plants and animals in danger?

Task 3 Bridging the Gap

Watch this part of the video clip and fill in the blanks.

It's a sobering fact that there is an extinction crisis.

There have always been species going extinct time to time. But now, human activities push them to _____.

We are in the midst of a biological catastrophe. It is the greatest since the end of the age of dinosaurs, _____.

What I hope you succeed in doing is to make endangered species _____; make it clear to them that every endangered species has a _____, _____.

There is a place in the world — bring us _____; make us know that they are companions in the biosphere. They are not just something out there you look at once in the wild. They are a part of our existence. _____.



Speaking Workshop






Expressions & Structures to Use

- | | | |
|----------------------|-------------------|---|
| 1 side by side | 6 be essential to | 11 What ... hope ... succeed in doing is to ... |
| 2 grow accustomed to | 7 be known as | 12 go extinct |
| 3 look to | 8 in danger | 13 slip into |
| 4 be converted into | 9 slip away | 14 time to time |
| 5 on the edge of | 10 expanse of | 15 in the midst of |

Task 1 Summarizing



Discuss with your peers and complete the following tips with the information you have learned in the audio and video clips. Then prepare an oral presentation with the help of the tips.

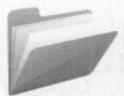
TIPS

-  ... on the mission to ...
-  ... on the brink of ...
-  What ... intend to do is to ...
-  Just as ... note that ...
-  We human beings are in the midst of ...

Task 2 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.

- ① Being listed an endangered species in the International Union for Conservation of Nature (IUCN), the red-crowned crane is a first class protected bird in China. Xu Xiujuan, the first red-crowned crane trainer in China, stayed in Yancheng National Red-crowned Crane Nature Reserve to protect these birds after her graduation from university. She made painstaking contributions to their preservation. In an attempt to save a white swan, she gave up her life at the age of 23.
 
- ② Work in pairs. Make up a conversation based on the background information mentioned above. In this role play, one student should act as a colleague of Xu Xiujuan who contends that such a brave deed should be respected by all the Chinese college students. They shouldn't feel hard-done-by to take on such a job; instead, they should take responsibility to save the endangered species as it is for a worthwhile cause. The other student should act as a poacher of the red-crowned cranes who refuses to admit that the deed is praiseworthy.
 
- ③ You have 15 minutes to discuss within your own group.
- ④ Several groups will be selected to present their role plays. The rest of the class will vote for the individual who presents the most convincing speech.



Project Bulletin

Work on the following real-life project with your group members and present your report in the next class.

Real-Life Project

As a member of the club "Nature Lover" on campus, you are assigned to conduct a poll on "college students' awareness of endangered species in China". Design a questionnaire which can gather the information on protecting, developing and rationally utilizing wildlife resources and maintaining ecological balances. Ask the students in your university to fill in the questionnaires. Summarize and analyze the answers. In the end, you should present a report on the poll which elaborates on how to promote public awareness on the protection of species which are rare and near extinction.

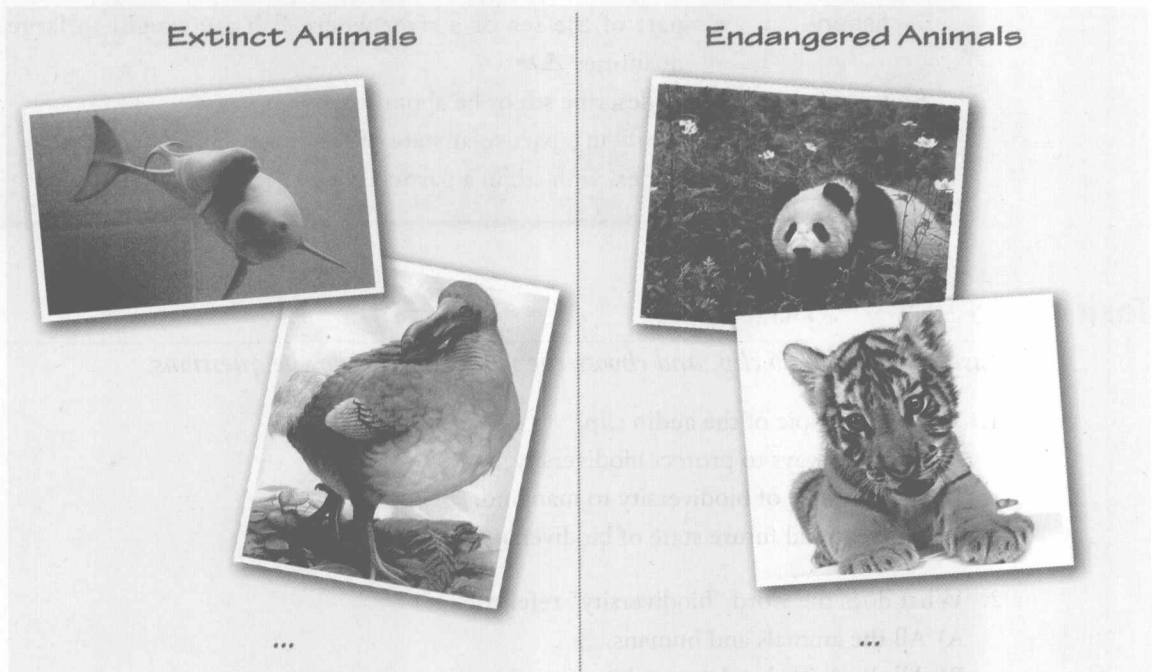
LESSON TWO



Lead in

Task 1 Brainstorming

Work in pairs and name animals that were declared extinct or that are on the edge of extinction due to the devastating environment as many as possible. Share your opinions with your peers.



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. awareness | A. to become smaller, fewer, weaker, etc. |
| 2. vital | B. a plant or animal reserved |
| 3. survive | C. knowing that sth exists and is important |
| 4. decline | D. extremely important |
| 5. critical | E. to continue to live or exist |
| 6. preserve | F. necessary or essential in order for sth to succeed or exist |



Audio Studio

Word Bank

- | | | |
|----------------------|-----------|--|
| 1. promotion | <i>n.</i> | activity that encourages people to believe in the value or importance of sth 推广 |
| 2. biodiversity | <i>n.</i> | existence of a large number of different kinds of animals and plants which make a balanced environment 生态多样性 |
| 3. summit | <i>n.</i> | an official meeting or series of meetings between the leaders of two or more governments at which they discuss important matters (政府间的) 首脑会议 |
| 4. forum | <i>n.</i> | a place where people can exchange opinions and ideas on a particular issue 讨论会, 论坛 |
| 5. supervision | <i>n.</i> | the supervising of people, activities, or places 监督, 管理 |
| 6. incentive | <i>n.</i> | sth that encourages you to do sth 鼓励 |
| 7. fishery | <i>n.</i> | part of the sea or a river where fish are caught in large quantities 渔场 |
| 8. refer to | | to describe sth or be about sth 指... |
| 9. on the edge of | | nearly in a particular state of condition 濒于, 在...的边缘 |
| 10. treat ... as ... | | to deal with sth in a particular way 将...视为 |

Task 1 Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

- What's the topic of the audio clip?
 - A) Feasible ways to protect biodiversity. ●
 - B) Significance of biodiversity to mankind. ●
 - C) Current and future state of biodiversity. ●
- What does the word "biodiversity" refer to?
 - A) All the animals and humans. ●
 - B) All the animals, plants and insects. ●
 - C) All the species, the genes and our living environment. ●

Task 2 Checking the Facts

Listen to the audio clip again, and answer the following questions.

- What activities will be held to promote public awareness of protecting biodiversity?
- How many plant species on the planet are on the edge of extinction presently?
- What human activities have contributed to the decline of animal species on the earth?

