



普通高等教育“十一五”国家级规划教材

# 新通用大学英语 视听说教程

□ 《新通用大学英语视听说教程》项目组 ● ● ●

1

## College English

### VIEWING, LISTENING AND SPEAKING



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新通用大学英语  
视听说教程

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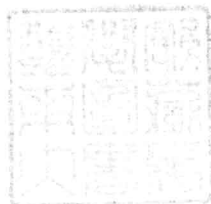
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# 前 言

“大学英语的教学目标是培养学生的综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。”《新通用大学英语视听说教程》正是根据教育部颁布的《大学英语课程教学要求》这一具体教学目标设计和编写的。本教材着眼于大学英语教学改革的新趋势，结合《大学英语课程教学要求》的内涵，以培养和提高学生的英语听说能力为目标，通过题材多样、场景各异的语言输入，尽可能为学生营造真实的语言学习环境，借助形式多样的练习，为学生的英语听说能力打好坚实的基础，充分利用现代教育技术、多媒体声像技术和先进的教学手段有效地帮助学生提高视听及实际交流能力，从而达到《大学英语课程教学要求》对学生英语听说能力的要求。本套教材广泛借鉴了国内外优秀英语视听说教材的编写经验，注重采用真实的场景、地道的语言、丰富的资源、生动的形式以及针对性的训练来进行编写。本书既可以作为《新通用大学英语综合教程》的配套教材使用，也可以配合其他英语综合教程使用。

《新通用大学英语视听说教程》具有以下几个特点：

## 一、选材真实，内容丰富

本套教材所选的视听材料兼顾多样性、实用性及语言的真实性，内容多以国外材料为主。每个分册的主题均与《新通用大学英语综合教程》一致，主题的特色贴近学生的生活现实，其情景的设计与学生在学校、社会以及未来的生活密切相关，语言贴近现实生活。每单元又分为交际技能、主题听说、主题看说和课后活动四大部分，每个模块的内容均与主题相关。多样化的专项练习既涵盖了四六级书面考试的各种题型又兼顾到四级网考的一些题型。

## 二、任务导向，交际为本

本套教程采用了多技能交际大纲的编写原则，融语言知识、技能与视、听、说为一体，并辅以先进的多媒体与网络教学手段，以任务为驱动，通过多样化的练习形式帮助学生进行知识构建，使所练内容与视听内容紧密联系，视、听、说有机融为一体，能更加有效地操练语言输出技能，充分激发学生的学习兴趣 and 动力，全面提高学生的英语听说应用能力。

## 三、形式新颖，循序渐进

本教材版面设计生动新颖，图文并茂。各单元的选材遵循由易到难、由浅入深的原则。充分考虑了与高中英语的衔接，体现听说技能提高的系统性与连续性。活动形式灵活丰富，使教学成为视、听、说、讨论、口头报告等多种形式的有机结合的活动。

## 四、产品形式实用，便于操作

《新通用大学英语视听说教程》书后随附多媒体学习光盘一张，内容包括课后自主学习内容（After-class Activities）及所有音频资源，视频资源可到中国外语网（[www.cflo.com.cn](http://www.cflo.com.cn)）下载使用。为方便教学，本课程还配有内容丰富、指导详尽、方便使用的教学参考书，包括学生用书的全部内容，并提供教学参考及建议、听力原文、练习答案等，大大减轻了教师的备课量和备课难度。教学参考书采用电子书的产品形式，方便查阅，并便于教师自行设计制作其他电子授课资源。

## 五、知识性、趣味性与文化性并重

教材中的音频和视频材料原汁原味，语料真实、语言地道、内容新颖，并且题材广泛、体裁多样，融知识性、趣味性与文化性于一体，相关的文化视点都做了注解，使学生在语言学习的同时能吸收大量与语言相关的社会、文化等知识，同时为他们创造一个轻松、活泼的语言学习氛围。



教材具体构成如下:

整套教材包括学生用书和教师用书,各4册,每一册有10个单元,每个单元都由四大部分组成,分别为交际技能(Communication Skills)、主题听说(Topic-related Listening & Speaking)、主题看说(Topic-related Watching & Speaking)和课后活动(After-class Activities)。各部分具体编排如下:

### **Communication Skills**

交际技能部分由3个任务组成,分别是Warm-up, Listening和Speaking Up。本部分以简短的热身(Warm-up)引出单元的主题,通过问题提问、场景规定并配以精美的图片,激活学生原有的语言知识和技能。在Task 2 Listening中,一或两个听力对话既为学生提供了该交际技能的样例,又规范了学生表达该技能的语言,并且在学生的新旧知识间构筑有机的联系。Task 2后面的Useful Expressions给学生提供一定场景下的交际活动所需要的词语,为学生进一步开展口语活动提供了语料。Task 3 Speaking Up为学生提供机会,进一步操练会话,拓展会话内容,提高口语表达能力。

### **Topic-related Listening & Speaking**

主题听说部分由两个任务组成,每一个任务由听前活动(Pre-listening Activity),听后练习(Exercise)和口语实践(Oral Practice)三部分组成。听力任务的选材尽管形式广泛,题材多样,但是和主题密切相关。听前活动主要以问题回答、小测试、讨论、脑筋激荡等形式引发学生对本单元所听内容的预测和兴趣。听后练习的形式设计多样,主观题和客观题相结合,既考查学生对所听语篇的整体理解,又考查其对语篇的细节掌握,基本涵盖大学英语四、六级听力考试以往出现的所有题型及目前正在试点四级网考的考试题型。口语实践部分练习形式既有Pair Work, Group Work,也有引导学生思考辩论的Presentation, Debate,并特别设计个人词汇库(Personal Word Bank)和相关语言表达(Useful Language)两个板块,个人词汇库的目的是激发学生的表达欲望,加强师生、生生之间的互动,相关语言表达旨在为学生提供相关的语料信息和范例,活跃学生的思维,拓宽其语言文化知识,使学生有话想说,有话会说,提高其口语表达水平。

### **Topic-related Watching & Speaking**

主题看说部分和主题听说部分的编排基本一样,所不同的是第二部分的音频听力在这里换成视频听力,视频的介入活跃了课堂气氛,可提高学生的英语学习兴趣,使英语学习资源图文并茂,声色兼具。

### **After-class Activities**

本部分主要是为学生课后自主学习而设计编写的,其中听力策略(Listening Strategy)针对某项听力技能的训练,娱乐时间(Fun Time)包括英语歌曲、美文欣赏、影视片段等,使学生在轻松愉快的气氛中结束一个单元的学习,有效地提高学习效果。本部分内容放在学生用书后的多媒体学习光盘中,供学生课后自主学习使用。

本套视听说教材由中国海洋大学外国语学院张德玉教授和杨红教授担任总主编。第一册由中国海洋大学张德玉教授和杨红教授担任主编;第二册由青岛理工大学罗炜东副教授和中国海洋大学赵群教授担任主编;第三册由中国海洋大学刘静副教授/博士和张德玉教授担任主编;第四册由青岛农业大学杨红英副教授和王玉环教授担任主编。中国海洋大学美籍专家Michael S. Bullock, Nancy O. Bullock和Jeff Klein以及青岛农业大学美籍教师Paul Dean审阅了书稿,并提出了许多宝贵的意见和建议;同时中国海洋大学外国语学院博士生导师杨连瑞教授、梁红副教授、徐德荣讲师和美籍教师Craig Paxman也提供了很多宝贵意见;高等教育出版社的领导和编辑在整套教材的前期策划、编写、版式设计、插图选配、编辑加工等方面做了大量艰苦细致的工作。在此,编者一并表示谢意。最后,需要说明的是,由于编者经验和水平所限,书中一定存在一些不尽如人意之处,欢迎广大师生在使用过程中批评指正。

# Unit

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# Unit

# 1

# Getting to Know People

## Learning Objectives

- To learn how to introduce and greet people
- To listen and watch for meaning and specific information about people
- To talk about people
- To listen for names

## Part I

## Communication Skills

### Greetings and Introductions

### Task 1 Warm-up

What do you say in the following situations?

When you introduce yourself, you say...



When you meet your classmate or your teacher on your way to the Sports Center, you say...

When you introduce your classmate to your teacher, you say...



**Task 2 Listening** 

**Language and Culture Tips**

**Where are you off to:** where are you going?

**Same here:** "Same here" is used informally to mean that you agree with what has been said or that you have acted the same way as they have.

**Exercise 1**

Listen to the audio clip and fill in the blanks with the missing words.

Bill: Hi, Bill.

Amy: Hello, Amy. \_\_\_\_\_?

Bill: Great, thanks. How about you?

Amy: Fine, thanks. \_\_\_\_\_?

Bill: I'm heading for the Sports Center.

*(Professor Smith is coming towards them.)*

Amy: Oh, Bill, \_\_\_\_\_ Professor Smith. Mr. Smith, \_\_\_\_\_ my friend Bill. Bill, this is Professor Smith.

Smith: \_\_\_\_\_, Bill?

Bill: How do you do, Mr. Smith? \_\_\_\_\_.

Smith: \_\_\_\_\_, Bill. Are you and Amy in the same class?

Bill: Yes, we're both in Professor Jones' English class.

Amy: Bill is a very good soccer player and he has played it for years.

Smith: Has he? I like watching soccer games.

Bill: \_\_\_\_\_, Mr. Smith?

Smith: Yes, I will. Thank you.

Bill: \_\_\_\_\_, I have to leave now. \_\_\_\_\_, Professor Smith.

Smith: \_\_\_\_\_.

**Exercise 2**

Listen again and repeat sentence by sentence without referring to the script. Then role-play with your partner.

## Useful Expressions

### ► Greeting people

There are two types of greetings, depending on the relationship you have with the person and the context. Look at the table and familiarize yourself with these expressions.

	Greetings	Possible Responses
<b>Formal</b>	How do you do?	How do you do?
	It's a pleasure to meet you.	Nice to meet you.
	How are you?	Fine, thank you / thanks. And you?
	Good morning / afternoon / evening!	Good morning / afternoon / evening!
	Glad to meet you.	Me too. / Same here.
<b>Informal</b>	Hello! / Hi! / Hello there!	Hello! / Hi! / Hello there!
	How are you doing?	Great. How about you?
	Morning!	Morning!
	How is everything?	Quite well, thanks.
	How are you getting on these days?	Just fine. Thanks.
	How's it going?	Fine, thanks.
	Hey, what's up / new?	Nothing much. What's new with you?

### ► Introducing people

Introductions also depend on how formal or informal the situation is.

	Introducing yourself	Introducing Someone else	Possible Responses
<b>Formal</b>	May I take the opportunity to introduce myself? Allow me to introduce myself. I'm Bill Gates. Let me introduce myself. My name's Bill Bates.	May I have the pleasure of introducing my classmate to you? Allow me to introduce my parents to you. May I introduce my professor to you? Let me introduce my friend to you. I'd like to introduce my colleague to you. I'd like you to meet...	It's nice to meet you. It's a pleasure to meet you. I'm pleased to meet you. I'm glad / happy to meet you. I've heard so much about you. How do you do?
<b>Informal</b>	My name is Bill. I'm Bill.	This is my girl friend. Meet my roommate.	Very nice to meet you. Glad to meet you.

### Task 3 Speaking Up

#### Pair Work & Group Work

Greet your partner and then briefly introduce yourself to him or her. Then introduce your partner to the other students in the group.

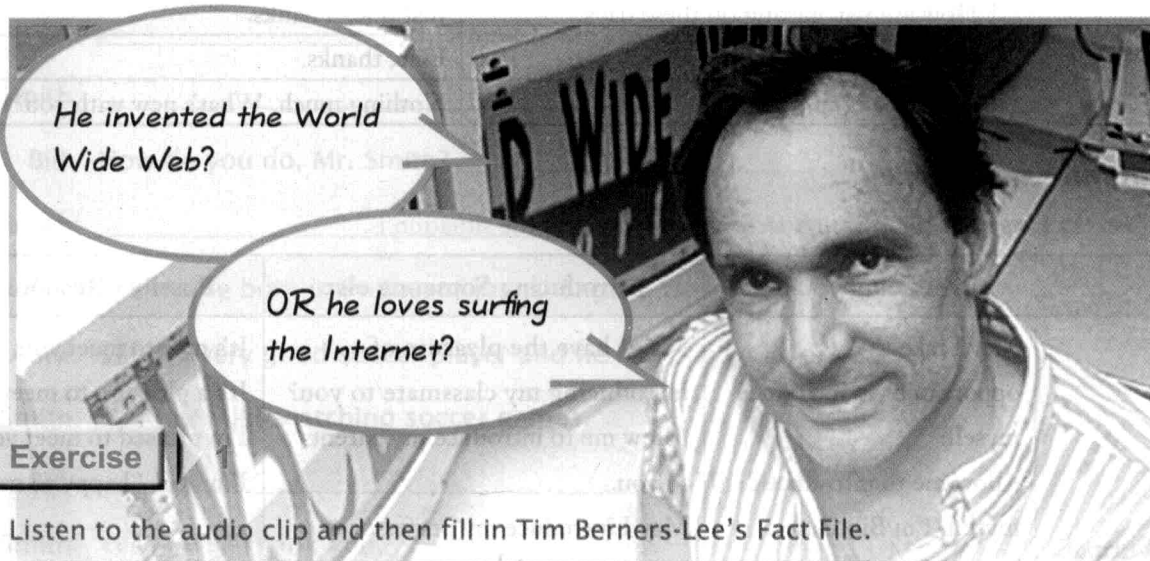
## Part II Topic-related Listening & Speaking

### Task 1

In this task, you will listen to an audio clip about Tim Berners-Lee and then complete the exercises as required.

#### Pre-listening Activity

The man in the picture is Tim Berners-Lee. Guess what the relationship is between him and the Internet.



#### Exercise

Listen to the audio clip and then fill in Tim Berners-Lee's Fact File.

#### Fact File

**Full name:** *Tim Berners-Lee*

**Age :**

**Place of birth:**

**Family:**

**Major:**

**Likes / Dislikes:**

**Achievement:**

#### Word Tips

universe *n.* 世界, 宇宙

exchange *v.* 交换

**Exercise** 2

Listen to the audio clip again and match the times with the events.

When he was 18

1976

1989

1994

1995

He graduated and got a job with a computer company.

He wrote an article in *The New York Times*.

He went to live in the United States.

He invented the World Wide Web.

He went to Oxford University.

**Oral Practice**

Step **One** Build Your Own Fact File

<b>Your Fact File</b>	
<b>Full name:</b>	
<b>Age:</b>	
<b>Major:</b>	
<b>Hometown:</b>	
<b>Family:</b>	
<b>Typical day:</b>	
<b>Likes / Dislikes:</b>	
<b>Ambitions:</b>	
<b>Others:</b>	

Step **Two** Greet your partner and build your partner's Fact File by asking him / her some questions. You may refer to the Useful Language box if necessary. Ask your teacher about any other words and phrases you need and write them in the Personal Word Bank box.

Greet your partner and build your partner's Fact File by asking him / her some questions. You may refer to the Useful Language box if necessary. Ask your teacher about any other words and phrases you need and write them in the Personal Word Bank box.

<b>Personal Word Bank</b>	
---------------------------	--



**Your Partner's Fact File**

Full name:  
 Age:  
 Major:  
 Hometown:  
 Family:  
 Typical day:  
 Likes / Dislikes:  
 Ambitions:  
 Others:

**Useful Language**

What is your major?  
 Where / When were you born?  
 Where are you from? / Where is your hometown?  
 How many people are there in your family?  
 What is your favorite...?  
 Tell me about...  
 Describe your typical day of...  
 What about / How about...  
 Anything else?

Step **Three** Presentation

Introduce your partner to the class based on his or her Fact File above. You may refer to the Useful Language box if necessary.

**Useful Language**

...comes from / ...hometown is...  
 ...majors in / studies / ...major is journalism and mass media / computer engineering / business administration / economics / architecture...  
 There are...people in...family: father, mother...  
 ...is fond of / interested in / enjoys...

**Task 2** 

In this task, you will listen to a news report about Drew Gilpin Faust, the first female president of Harvard University, and then complete the exercises as required.

**Pre-listening Activity**

Look at the picture below and tick (✓) the following statements about Drew Gilpin Faust that you think are true.

- She got a degree when she graduated from Harvard.
- She is very aggressive.
- She is popular with Harvard professors.
- She rebelled against the way the black people were treated in the South.

## Exercise

1

Listen to the news report and give a brief answer to the following questions.

1. What is Professor Faust's major achievement?

\_\_\_\_\_

2. What did her mother tell her when she was young?

\_\_\_\_\_

3. What kind of family did she grow up in?

\_\_\_\_\_

4. What did she do when she was nine years old?

\_\_\_\_\_

## Word Tips

specialty *n.* 专业

resign *v.* 辞职

rebel *v.* 反抗

discrimination *n.* 歧视

ethnic *adj.* 种族的

minority *n.* 少数

 Culture Tips

**Ivy League colleges** are generally considered to be the most respected and impressive private institutions of higher education in the US.

## Exercise

2

Listen to the news report again and fill in the blanks with specific figures you hear.

1. Drew Gilpin Faust will be the first president since \_\_\_\_\_ without a Harvard degree.

2. On July first, America's oldest university will get its \_\_\_\_\_ president but, most notably, its first female president.

3. With Professor Faust, women now head \_\_\_\_\_ of the \_\_\_\_\_ highly competitive private universities in the Northeast known as the Ivy League.

4. In 1986, \_\_\_\_\_ of presidents were male and \_\_\_\_\_ were white.

5. According to the American Council on Education, last year \_\_\_\_\_ of presidents were white, \_\_\_\_\_ were male.

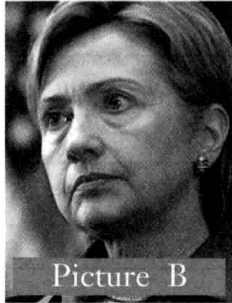
**Oral Practice**

**Step One** *Group Discussion*

Discuss the following pictures with your group. Do you know who these people are? What are their nationalities and their remarkable achievements?



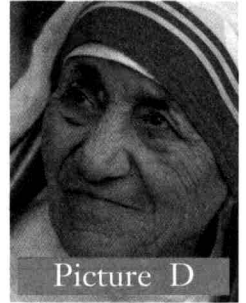
Picture A



Picture B



Picture C



Picture D

**Step Two** *Class Presentation*

Describe one of the above female celebrities to the class but do not mention her name. After your presentation, the class will try to guess who you are describing. You may refer to the Useful Language box if necessary. Ask your teacher about any other words and phrases you need and write them in the Personal Word Bank box.

**Personal Word Bank**

**Useful Language**

*She is a singer / ex-wife of... / statesman / nun...*

*She is known as...*

*She is in her thirties...*

*She has blond / brown... hair and blue ... eyes.*

*She is tall / slender...*

*She is fashionable / energetic / warm-hearted...*

*She loves fashion / singing / helping the poor...*

*She is good at delivering a speech / singing / dancing...*

## Part III

## Topic-related Watching &amp; Speaking

## Task 1 1.1

In this task, you will watch a video entitled "Alia's Bright Future" and then complete the exercises as required.

## Pre-watching Activity

Match personal characteristics in the below box with jobs in the pictures. Think about what characteristics are required when doing each kind of job. You may use each word or phrase more than once.

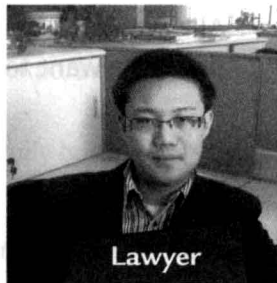
patient  
careful  
good with numbers / money / people  
smart  
strict  
eloquent

well-qualified  
accurate  
honest  
sympathetic  
creative  
quick-witted

well-mannered  
patient  
sympathetic  
good fun  
imaginative



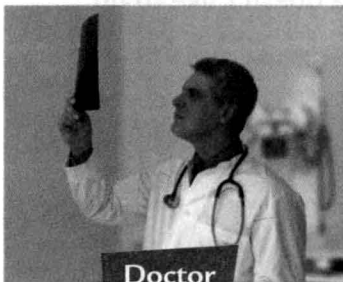
Secretary / Receptionist



Lawyer



Reporter / Journalist



Doctor



Accountant



Fashion designer