

新目标大学英语系列教材

总主编 / 束定芳 总策划 / 庄智象

主 编 徐锦芬 郭燕

视听说教程 1

NEW TARGET COLLEGE ENGLISH
VIDEO COURSE

教师用书

Teacher's Book

 上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

www.sflep.com

新 目 标 大 学 英 语 系 列 教 材

总主编 / 束定芳 总策划 / 庄智象

视听说教程

1

NEW TARGET COLLEGE ENGLISH
VIDEO COURSE

教师用书

Teacher's Book

主 编 徐锦芬 郭 燕
副主编 汤小川 唐 芳
编 者 耿 菲 彭啟敏 王汉英 王琴玲
文灵玲 张 焱 卓 琦

 上海外语教育出版社

外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目 (CIP) 数据

视听说教程 (1) 教师用书 / 徐锦芬, 郭燕主编.

—上海: 上海外语教育出版社, 2016

新目标大学英语系列教材

ISBN 978-7-5446-4086-2

I. ①视… II. ①徐… ②郭… III. ①英语—听说教学—高等学校—教学参考资料
IV. ①H319.9

中国版本图书馆CIP数据核字 (2015) 第273915号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 李 昂

印 刷: 江苏恒华传媒有限公司

开 本: 787×1092 1/16 印张 13.75 字数 301千字

版 次: 2016年3月第1版 2016年6月第2次印刷

印 数: 3 100册

书 号: ISBN 978-7-5446-4086-2 / H · 1501

定 价: 38.00元

本版图书如有印装质量问题,可向本社调换

编委会名单

顾问:

戴炜栋 杨惠中

编委: (按姓氏笔画顺序)

王文斌 北京外国语大学

王守仁 南京大学

王俊菊 山东大学

王腊宝 苏州大学

文旭 西南大学

仲伟合 广东外语外贸大学

向明友 北京航空航天大学

庄智象 上海外国语大学

刘正光 湖南大学

严明 黑龙江大学

李丽生 云南师范大学

李霄翔 东南大学

束定芳 上海外国语大学

吴亚欣 山西大学

张绍杰 东北师范大学

季佩英 复旦大学

钟书能 华南理工大学

徐锦芬 华中科技大学

殷企平 杭州师范大学

樊葳葳 华中科技大学

总序

随着高等教育国际化的不断推进,各高校在特色办学、内涵发展和国际化人才培养等方面不断提出新的需求;同时,随着数字网络技术和移动通讯的持续创新,大学生英语学习需求呈现出多元化、多层面的变化和发展趋势。

教育部最近制定的《大学英语教学指南》对接国家发展战略需求,对大学英语教学提出了全新的目标与要求。

为满足各高校全面贯彻执行《大学英语教学指南》提出的提高大学生英语能力、培养国际化人才的要求,我们在上海外语教育出版社的帮助下,组织全国十多所高校设计、编写了这套“新目标大学英语系列教材”。

本系列教材参照《国家中长期教育改革与发展规划纲要(2010—2020年)》、《教育部关于全面提高高等教育质量的若干意见》以及《大学英语教学指南》的精神与要求进行设计、编写,充分参照当今外语教学理论,并基于对中国大学英语现状与发展趋势的充分调研。

一、教材特色

“新目标大学英语系列教材”之“新目标”包含三层含义:1.全球化和高等教育国际化发展趋势以及中国新的国家发展战略对中国大学生英语能力提出的新目标和新要求;2.《大学英语教学指南》对大学英语提出的新的多元化课程目标;3.各个大学根据学校办学定位、特色、人才培养规格对学生英语能力设定的新目标和新要求。

教材设计同时体现以下特色:

1. 以学生为本

各教程注重语言知识的讲解与传授,以及语言技能、学习技能和思维能力的培养,通过任务、活动及练习的设置引导学生在做中学,在真实的语言交际环境中提高学习技能和语言技能。教材主题的选择对接学生的年龄特点和时代特点,符合学生认知和情感能力发展的需求,可帮助学生拓宽国际视野及提升综合素养。练习类型包括主题拓展、语言知识、思维训练、自主学习能力培养等方面。

2. 多维度多层次的立体体系

教材继承传统的“《综合教程》+其他”教材体系,根据新时期大学英语教学的特点以及英语学习的最佳路径,构建全新的“《综合教程》+《视听说教程》+《阅读教程》+‘主题英语教程’”教材体系,不仅全面培养学生的英语听说读写能力,而且注重提高大学生科学人文素养和跨文化交际能力,并培养他们以英语为媒介从事专业学习和国际学术交流的能力。

二、教材结构

本系列教材的结构体系按照《大学英语教学指南》提出的“通用英语”、“专门用途英语”和“跨文化交际英语”三大板块进行设计、编写。

通用英语

通用英语教材旨在全面提高学生的英语语言技能,为后续课程——特别是专门用途英语课程或全英语专业课程——的学习打下基础。

《综合教程》：1—4册（刘正光主编）

《综合教程》通过帮助学生阅读符合其认知和情感特点的优秀范文，掌握基本阅读技能和语言基础知识，逐步形成系统的组织和表达思想的能力，同时利用阅读材料所提供的英语语言素材和相关主题知识，培养学生综合使用语言的能力。

《视听说教程》：1—4册（徐锦芬主编）

《视听说教程》通过各种口头的语言交际活动，特别是学术交流活动，帮助学生获得听懂专业课程、参与学术交流的能力。

《阅读教程》：1—4册（束定芳主编）

《阅读教程》的主题完全对应《综合教程》的主题，教材内容不仅增加了相同主题选文的体裁和数量，更重要的是帮助学生进一步巩固和拓展相关主题知识和语言技能，熟练掌握阅读技巧，提升阅读速度。

专门用途英语

《科技英语教程》（王腊宝主编）；《人文社科英语教程》（文旭主编）

这两本教材是专门为理工科和人文社科专业方向学生进入全英语专业课学习或阅读专业文献而编写的过渡性教材，也可作为不同专业学生的拓展阅读教程。

跨文化交际英语

《中国文化英语教程》（束定芳主编）；《西方文化英语教程》（殷企平主编）

这两本教材的设计充分考虑到中国学生对中国传统文化和西方文化的兴趣，能满足学生加深对中国传统文化和西方文化了解的需求。

三、教材使用建议

本系列教材可充分满足《大学英语教学指南》提出的通用英语课程中基础级和提高级的教学要求，各高校可根据本校学生的实际情况和教学目标选择使用。

本系列教材中的《综合教程》、《视听说教程》、《阅读教程》可作为主干教材用于基础阶段和提高阶段的教学；《科技英语教程》、《人文社科英语教程》、《中国文化英语教程》和《西方文化英语教程》可作为提高阶段教材，或作为学生自主学习的拓展资源。

新生英语基础相对较好的高校可加快各基础阶段的教学进度，并补充主题英语的内容；对于新生英语基础相对比较薄弱的高校，建议使用基础阶段教材帮助学生打好语言基本功，再视学生语言能力开设拓展课程。

本系列教材在策划和编写过程中得到上海外语教育出版社社长兼总编辑庄智象教授的全方位支持和专业指导，此外还得到其他多方面的支持，特别是教育部大学外语教学指导委员会、外语界许多知名专家学者、高校一线教师和上海外语教育出版社高等教育事业部的编辑等，在此一并表示衷心的感谢！

由于编者水平所限，编写时间仓促，教材中难免有疏漏与不足，欢迎专家、广大教师和学生批评指正。

束定芳

Preface

The *New Target College English* series is the most comprehensive English language textbook series that I have seen. The whole series is based on the new college English curriculum guidelines set by the Ministry of Education, which emphasizes both training in basic skills and the development of cross-cultural awareness and some ESP skills. The contents of the textbooks are ideal for achieving these goals.

There is a primary focus on reading and writing in the *Integrated Course* but the reading texts also serve as a basis for creative thinking and developing speaking skills. The topics of each unit have been very carefully chosen to reflect the global role that English now plays. I was especially pleased to see that the reading passages were extensive rather than the fashionable short texts that figure in many contemporary textbooks. There is – very rightly – a major emphasis on developing students' vocabulary, including both words and phrases.

The *New Target College English* series also focuses on academic listening and speaking with the specially designed *Video Course*. *Readings in Western Culture* and *Readings in Chinese Culture* provide extensive reading materials in both Chinese and Western cultures while *Readings in Science and Technology* and *Readings in the Humanities and Social Sciences* are designed as ESP materials to enhance students' academic skills in English. This series will appeal to a wide range of teachers with its blend of traditional type and communicative activities.

A key feature of the series is that it aims to cater to the different needs of Chinese students at different levels and locations. There is a rich array of learning activities in each course that will allow teachers the opportunities to select those activities that they consider best suited to their own students. Teachers can also elect to use one, two or all of the courses in the complete series based on their students' English proficiency and the aims and objectives of the English curriculum in their own college. My hope, however, is that they will take advantage of the whole series.

The textbook series also takes account of the fact that many Chinese college students will need to use English to further their own academic studies. Thus there are activities specifically directed at the English language skills and strategies that students will need to study through the medium of English.

My lifelong work in second language acquisition points to one key principle that needs to inform the design of language courses — namely, the importance of providing as much input in the second language as possible. Language learning is a slow and gradual process that can only be successful if learners are exposed to massive amounts of input. Most language courses consist only of the main textbooks, which by themselves can never ensure the quantity of input needed to achieve high levels of proficiency. The *New Target College English* series is a very welcome exception.

I am very happy to endorse the *New Target College English* series.

Rod Ellis
Distinguished Professor, University of Auckland
Changjiang Scholar, Shanghai International Studies University

编者的话

《视听说教程》根据教育部制定的《大学英语教学指南》编写，旨在培养和提高学生的通用英语交际技能和学术英语听说能力，使学生在今后学习、工作和社会交往中能用英语进行有效交流。

一、编写理念及特色

教程的编写融合了“多元智力理论”、“互动教学法”、“任务型教学法”等多种理念，并注重让学生通过自主学习、合作学习和项目式学习提高听说能力。

本教程体现以下特色：

1. 主题广泛有趣

围绕“了解自我”、“了解环境”、“了解人际关系”、“了解科学与文化”四大主题编写，每册各有侧重，体现难度的进阶和从通用英语到学术英语的过渡。单元主题生动有趣，契合大学生的学习心理，能激发他们的探究欲望。

2. 传统与创新相结合的视听练习

除传统视听练习外，还专门设计了帮助学生学得听力素材中一些重要语言形式的练习，包含 *Noticing activities* 和 *Restructuring activities*。前者引导学生关注听力素材中的语言本身，后者是前者的进一步拓展和延伸，训练学生灵活运用所学语言的能力。

3. 真实语境的任务型口语练习

通过围绕主题的各类任务来引导和帮助学生在真实语境中运用英语进行交流，听与说有机结合，相互呼应。

4. 形式多样的项目学习

项目学习是本教程的另一大特色，其基本理念是创造一个理想的环境，使学生在真实的语境中把本单元所学知识和技能应用于实际任务，这样不仅使学生内化语言知识，巩固学习技能，还将有效培养他们探索、思考、解决问题的能力以及与人协作的能力。

二、教程结构和单元结构

本教程共四册，每册分8个单元，每单元围绕一个主题提供三个视听材料，并以此为基础设计听说活动。

单元结构如下：

1. Famous Quotation

编写与主题相关的名人名言，以激发学生对本单元主题的兴趣和思考。

2. Unit Goals

单元教学目标。

3. Lead-in

轻松的视听资料，包括幽默小故事、笑话、歌曲等，用以引入本单元话题。

4. Active Listening & Speaking I

视听练习，侧重语音、听力技巧、笔记技巧、演讲技巧等的训练。

5. Active Listening & Speaking II

进一步培养本单元所涉及的技能。

6. Supplementary Listening & Speaking

进一步培养本单元所涉及的技能。

三段视听材料包括校园环境、日常生活、工作场景等，形式丰富多彩，有独白、电影片段、演讲片段、访谈节目、纪录片等。该部分包含以下练习：

- **Listening as Comprehension:** 对听力材料的理解。
- **Listening as Acquisition:** 在理解材料基础上帮助学生注意和掌握材料中的语言形式和结构。
- **Further Development: Speaking:** 进一步思考并延伸口语活动及练习，通过输出培养学生的批判性思维能力。

7. Putting into Practice: Project

让学生以小组形式独立完成一个Project，引导学生复习巩固所学语言知识、语言技能和语言策略，并以过程为导向提供大量学习机会帮助学生运用所学知识，从而发展综合能力。

8. Goal Checking

学生个人反思本单元所学，与教师（或同伴）交流，教师（或同伴）提供相关指导和帮助。

三、教程使用建议

各高校可根据各自的课堂学时数、具体教学目标以及学生的实际情况有选择地使用视听部分的内容。

对于英语基础相对薄弱的学生，课堂上可重点进行Active Listening & Speaking I部分的技能操练，引导学生理解各种技能并运用技能理解听力素材，然后进一步习得与主题相关的语言形式，最后让学生以小组为单位完成口语活动。Active Listening & Speaking II是课外必须完成的任务，而Supplementary Listening & Speaking则可由学生自主选择使用。

对于英语基础较好的学生，若时间允许的话，Active Listening & Speaking I和II都可以在课堂上完成，Supplementary Listening & Speaking可作为课外必须完成的任务。学生在一周内完成与本单元主题相关的Project，并在下次课堂上参与汇报和评价，通过这些活动让学生学会自主学习和协作学习。

本教程在编写过程中，经过数次研讨并在部分高校试用。华中科技大学客座教授Paul Wright对全稿进行了系统的审阅。外教社社长兼总编辑庄智象教授、本系列教材总主编上海外国语大学束定芳教授从宏观策划到具体细节都提出了许多宝贵的意见。另外，本教程在编写过程中得到了华中科技大学外语学院领导的大力支持，吴亮老师给予了技术上的支持，谨在此一并感谢。

由于编者水平有限，教材中难免还存在不少问题与不足，欢迎业内同仁批评指正。

编者
2016年1月

Contents

1 Unit 1 Embracing College Life

- 4 — Lead-in
- 4 — Active Listening & Speaking I
- 9 — Active Listening & Speaking II
- 18 — Supplementary Listening & Speaking
- 26 — Putting into Practice: Project

28 Unit 2 Learning: In What Way?

- 29 — Lead-in
- 32 — Active Listening & Speaking I
- 37 — Active Listening & Speaking II
- 43 — Supplementary Listening & Speaking
- 49 — Putting into Practice: Project

50 Unit 3 Games: Too Much of a Good Thing?

- 52 — Lead-in
- 54 — Active Listening & Speaking I
- 62 — Active Listening & Speaking II
- 70 — Supplementary Listening & Speaking
- 76 — Putting into Practice: Project

78 Unit 4 Education: Crossing Borders

- 79 — Lead-in
- 81 — Active Listening & Speaking I
- 88 — Active Listening & Speaking II
- 94 — Supplementary Listening & Speaking
- 100 — Putting into Practice: Project

102 Unit 5 Reaching out to People

- 103 — Lead-in
- 105 — Active Listening & Speaking I
- 114 — Active Listening & Speaking II
- 119 — Supplementary Listening & Speaking
- 124 — Putting into Practice: Project

126 Unit 6 Let's Party!

- 128 — Lead-in
- 133 — Active Listening & Speaking I
- 139 — Active Listening & Speaking II
- 146 — Supplementary Listening & Speaking
- 151 — Putting into Practice: Project

152 Unit 7 Everybody Lives by Selling Something

- 154 — Lead-in
- 154 — Active Listening & Speaking I
- 160 — Active Listening & Speaking II
- 166 — Supplementary Listening & Speaking
- 175 — Putting into Practice: Project

177 Unit 8 Smarter World! Better World!?

- 179 — Lead-in
- 180 — Active Listening & Speaking I
- 189 — Active Listening & Speaking II
- 196 — Supplementary Listening & Speaking
- 204 — Putting into Practice: Project

Unit 1

Embracing College Life

Unit Navigation

College is very different from high school. Your freshman experience will definitely make an impression on you. Without doubt, the most dramatic freshman year is for those living away from home for the first time. What can you expect as you head off into the wonderful world of higher education? In this unit, you will listen to a talk-show program on how to make a good first impression at college and a lecture on how to get better prepared for your college life. You will also watch two movie clips about college life.

About the Quotation

The quotation originates from “大学之道，在明明德，在亲民，在止于至善” by Confucius. Living in the State of Lu (Qufu City in Shandong Province) during the Spring and Autumn Period (770 BC–476 BC) and born on September 8th 551 BC, Confucius was a great educator and ideologist, and the founder of Confucianism and private schools in China. Through his righteousness, optimism and enterprising spirit he has greatly influenced the character of the Chinese people from generation to generation.

Background Information

Universities in Britain

Universities and colleges in Britain select their first-year students according to the students' grades obtained during examination performances as shown by their various certificates. Some colleges admit a few students for special reasons, such as students with special skills or from families of eminent citizens who are usually generous donors.

Most students prefer to choose universities away from home. In most cases the university's halls of residence can only accommodate half of the students. The rest of

the students have to share rented flats outside the school.

The tutorial system is one of the systems for teaching in the universities in the UK, especially at Oxford University and Cambridge University. It is a system of sessions of personal instruction with a college tutor. English universities are known for their different courses and the standards they set for the students also vary. But efforts are being made to achieve uniformity of standards at all universities. The principal method is to employ outside examiners for all university examinations. Degree titles are based on courses and credits. First-degree courses (also known as undergraduate courses) require full-time attendance and they usually last three or four years. However, medical and veterinary courses usually require five or six years of study.

Modern American Universities

Before the 1850's, the United States had a number of small colleges, most of them dating from colonial days. They were small, church-connected institutions whose primary concern was to shape the moral character of their students.

Throughout Europe, institutions of higher learning had developed, bearing the ancient name of university. In Germany universities were concerned primarily with creating and spreading knowledge, not morals. Between the mid-century and the end of the 1800's, more than nine thousand young Americans, dissatisfied with their education at home, went to Germany for advanced study. Some of them returned to become presidents of venerable colleges — Harvard, Yale, Columbia — and transformed them into modern universities. The new presidents broke all ties with the churches and brought in a new kind of faculty. Professors were hired for their knowledge of a subject, not because they were of the proper faith and had a strong arm for disciplining students. The new principle was that a university was to create knowledge as well as pass it on, and this called for a faculty composed of teacher-scholars. Drilling and learning by rote were replaced by the German method of lecturing, in which the professor's own research was presented in class. Graduate training leading to the Ph.D., an ancient German degree signifying the highest level of advanced scholarly attainment, was introduced. With the establishment of the seminar system, graduate students learned to question, analyze, and conduct their own research.

At the same time, the new universities greatly expanded in size and course offerings, breaking completely out of the old, constricted curriculum of mathematics, classics, rhetoric, and music. The president of Harvard pioneered the elective system, by which students were able to choose their own course of study. The notion of major fields of study emerged. The new goal was to make the university relevant to the pursuits of the real world. Paying close heed to the practical needs of society,

the new universities trained men and women to work at its tasks, with engineering students being the most characteristic of the new regime. Students were also trained as economists, architects, agriculturalists, social welfare workers, and teachers.

Universities in China

Increasing levels of investment in China's tertiary education is a compelling reason for international students to choose to study in China. In 2012, China reached its target of spending 4% of GDP on education. And it is currently investing US\$250 billion a year in "human capital", which includes an education subsidy for young people moving from rural to urban areas, in an effort to lessen the gap between the educated elite and rural laborers.

The number of colleges and universities in China has doubled in the last decade to 2,409. The country's 12th five-year plan, which extends to 2015, focuses on many development priorities that are appealing to western college graduates. Furthermore, many Chinese universities are focusing on developing technologies that increase the country's competitiveness with the West.

Key initiatives include Project 211, which aims to bring 100 Chinese universities up to a world-class standard, and Project 985, which aims to create an even more elite group of universities. Project 985 has resulted in the creation of the **C9 league** (an alliance of nine universities in China), which has ambitions of becoming something like the US Ivy League.

China has 25 institutions in the QS World University Rankings 2013/2014. All but one of the C9 league are within the top 10 universities in China, according to this year's ranking. These are: Peking University (ranked 46 in the world); Tsinghua University (48); Fudan University (88); Shanghai Jiao Tong University (123); Zhejiang University (165); University of Science and Technology of China (174); Nanjing University (175), and Xi'an Jiao Tong University (372). The only C9 university that is not in the country's top 10 is the Harbin Institute of Technology (491-500).

The remainder of Chinese universities that feature in the rankings are all part of Project 211, suggesting that the project is on track for success.

In 2012, China was the fifth most popular study destination for US students. It was also the leading place of origin for international students to the US. China.org.cn reports that about 320,000 overseas students chose to study in China in 2012, an increase of 55,000 since 2010.

The government intends to raise the number of international students to 500,000 by 2020. As part of its plan to achieve this, it will provide scholarships for 50,000 international students.

Lead-in

Purposes

To prepare students for the topic Embracing College Life.

Notes

1. volunteer *n.* 志愿者
2. standing at/to attention 立正
3. goose step 正步

Teaching Tips

1. Before starting Task 1, you could briefly discuss with students what experiences they had on entering college.
2. Before starting Task 2, you could ask students to read aloud the lyrics to get familiar with the words and rhythm.

Task 1

Teaching Steps

1. Ask students to look at the pictures and write a brief description for each picture.
2. Check the answers and clarify any important or difficult points.

Key

1. Volunteers helping college freshmen caring the luggage
2. Registering
3. Students standing at attention during military training
4. Goose stepping
5. Carrying luggage
6. Attending a class

Task 2

Teaching Steps

1. Have students listen to the song.
2. Have the whole class sing along.

Active Listening & Speaking I

Purposes

1. To help students become familiar with some useful words and expressions related to college life.

2. To help students develop the listening skill of anticipating what they will hear.
3. To help students develop the note-taking skill of outlining.
4. To raise students' awareness of an important feature of pronunciation in English: word stress.
5. To help students develop the speaking skill of starting conversations.
6. To help students develop their thinking about college life.

Script

Hi, I'm Donna Bones, life and relationship coach here in New York City, and the author of *It's All About You*.

In this program, we'll talk about how to make a good first impression in college. And the first thing is really just the basics. Make sure that you dress nice. You know, just because you can doesn't mean you should wear sweat pants, and be really casual when you go to class.

Be on time. Being on time just shows respect and it's a good habit to get into for your whole life. If you can sit near the front where you can participate and ask questions, then that's a good way to make a good impression.

And, really study. I know it's tempting, but you are in college to learn. So, if you can, really make your studies a priority and do that first.

So the best way to make a good impression is to make school your top priority, dress nice, ask questions in class, show up on time, and really dedicate yourself to learning. I promise you as you get older and go through life, yes, you'll look back at the great times you had in college. But the most important thing is the education that you got at college.

And as far as to the other students, if you want to make a good impression, maybe, you know, go join a fraternity or sorority or something. And join a club, or something else to get you involved with other people, because then you can get to meet other people and make new friends.

So I think, as long as you're true to yourself, and confident in yourself, and proud of yourself, you'll always make a good first impression no matter where you go.

Notes

1. sweat pants 宽松长运动裤
2. top priority 优先考虑, 当务之急
3. Life and Relationship Coach

The use of the word "coach" is not an accident. A good personal life coach will help you stay motivated, focused, and give you objective feedback to help you get