

总顾问 杨治中
顾问 李霄翔 王海啸

NEW VISION COLLEGE ENGLISH

新思路大学英语

视听说教程 第一册
(第二版)

总主编 蔡昌卓
主 编 何 玲 李霄翔

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主 编	何 玲	李霄翔			
副主编	覃 浩	黄慧彬			
编 委	黄慧彬	蒋玲利	陆海峡	侯 佳	
	杜 娟	蒋 瑛	黄艳丽	吉文婕	

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刘 志 (中国人民大学出版社)

国外专家:

Ray Wright

Widya Suharto

Dr. Rachel Rehard

策划: 刘 志 高等英语项目组

监制: 鞠方安

序

杨治中

随着教学改革的不断深化,得益于广大第一线教师的不懈努力,我国的大学英语教学取得了十分可喜的成绩,学生的英语语言水平总体有了明显的提高。这是改革开放政策在高等教育战线的体现,是经济建设和社会发展的需要,也是广大师生的热切期望。

但是,应该看到,学习英语是一个持续的、长期的过程,它不仅是知识的积累,更多是能力的培养。大学英语教育是高等教育的一个重要组成部分,它不同于一般的、为特殊目的举行的实用型培训。不能只凭一时的热情或“疯狂”、借助某种捷径或“灵丹妙药”,就期望把英语学好。只有通过不断的学习和反复的、刻苦的操练,才能掌握真正有实用价值的语言运用能力。

另外,由于全国各类高等院校在培养目标、办学条件、师资力量、学生入学水平等方面存在着较大差异(即使同一院校中不同院系的培养目标和学生入学水平也不完全相同),教学要求不可能整齐划一。各院校完全应该而且可以根据自己的培养目标和学生的实际水平,实事求是地制订自己的教学要求,突出自己的教学重点,切忌盲目攀比,切忌强求一步到位。在教学中要坚持承认差别,允许并且鼓励不同的起点、不同的教材、不同的教学模式,做到准确定位、因材施教。

教材和教学法是为具体教学对象和教学目的服务的。针对不同的教学对象和教学目的,应该使用不同的教材和教学法。评价教材的标准主要应看其是否符合教学的客观规律,是否符合科学的教材编写原则,是否适合所教对象的教学要求,而不是看其出版时间的先后和内容的时尚性。教材的内容和涵盖总是有限的,但对教材的研究和开发是无限的。在教材的使用过程中不断对教材进行研究和开发,不断挖掘教材中的闪光点,根据每个教学周期的实际情况调整教学内容,积累教学的经验,是教师自身提高和完善的一个重要方面。同样,教学法也没有“先进”与“落后”之分,它也是服务于特定教学对象和教学要求的。针对教学对象、符合教学要求的教学法就是好的教学法。在教学中切忌生搬硬套所谓的国外“先进”教学理念和教学法,要努力探索真正符合中国国情、本校校情和教学对象要求的各类大学英语教学模式。

中国人民大学出版社修订出版的这套“新思路大学英语”系列教材由一批长期从事大

学英语教学、具有丰富教学经验的教师编写,主要供本科院校使用。该系列教材集语言和文化、知识和技能于一体,辅以配套的网络教学课件,力求做到题材广泛、语言规范、循序渐进、方便教学,有利于学生打下较为扎实的语言基础、培养综合的语言运用能力。当然,一套教材能否为广大师生接受并取得预期的教学效果,还有待教学实践的检验,有待教材自身的不断充实和完善。但我相信,“新思路大学英语”修订版以其自身的特色,一定能为当前百花齐放、群芳争艳的大学英语教材百花园里增加一朵小花、增添一份风采。

2014年6月于南京

1998年春,我随杨治中先生和李霄翔教授、王海啸教授一起组织了12个省区50所院校77位专家和一线骨干教师合作编写出版了“大学基础英语”系列教材,共25册,获得了教育部推荐使用教材和全国普通高等院校优秀教材二等奖,当时外语类一等奖空缺。这套教材曾在全国许多院校推广使用,受到了广大师生的好评。作为项目负责人,我与所有的编者一样,虽然十分辛劳,但深感欣慰!

十年后,我又随杨治中先生和李霄翔教授、王海啸教授一起组织了10个省区40所院校50多位专家和一线骨干教师合作编写出版了“新思路大学英语”,它是继教育部普通高等教育“十一五”国家级规划教材“大学基础英语”之后又一套全新力作,在设计、编写和制作上严格贯彻《大学英语课程教学要求》对大学英语教学性质、教学目标、教学模式、教学管理及大学英语参考词汇表等各方面所做的界定和描述,进行教学理念和教学模式的创新研究,期望能为高校师生带来一些新的希望、新的思路、新的方法和新的变化。本系列教材主要供本科院校和独立学院使用,颇获广大师生好评。

六年后的今天,我们再度携手,对“新思路大学英语”进行了全面的修订。

本系列教材依然由我国知名学者杨治中先生严格把关。全套教材由《基础教程》(2册)、《视听说教程》(4册)、《读写译教程》(4册)、《阅读教程》(4册)构成。《基础教程》、《视听说教程》及《读写译教程》配有教师参考书。《基础教程》专为我国民族地区高等院校英语零起点民族学生设计与编写。《读写译教程》、《视听说教程》和《阅读教程》严格按照《大学英语课程教学要求》中基本要求的规定,以《普通高中英语课程标准》七级为起点,以《大学英语课程教学要求》中基本要求为终点。

修订版主要特色有:

1. 严格遵循新的课程要求,在设计与编写上“充分体现个性化,考虑不同起点的学生,既要照顾起点较低的学生,又要为基础较好的学生创造发展的空间;既能帮助学生打下扎实的语言基础,又能培养他们较强的实际应用能力尤其是听说能力;既要保证学生在整个大学期间的英语语言水平稳步提高,又有利于学生个性化的学习,以满足他们各自不同专业的发展需要”。

2. 吸取现行全国大学英语教材的经验教训, 博采众长, 借鉴国内外先进教学理论与方法, 融零起点、读写译、视听说、阅读和网上学习系统于一体, 强调大学英语基础知识的重要性和英语综合能力尤其是交际能力的培养。每个教程既自成体系又紧密相连, 体现了内容的系统性和延展性, 也减轻了学生的心理压力和经济负担。

3. 坚持大学教育拓宽基础、文理渗透、素质与应用并重的培养方向。课文题材广泛、短小精悍、体裁多样, 非常具有时代感、知识性、实用性和趣味性, 兼顾人文、社会、科普、文化、技能、应用等多种多样的内容体系。丰富多彩的教学内容和简洁实用的练习形式为实现分类要求和因材施教提供了可能, 也为教师根据实际需要选择教学内容、制订个性化的教学方案提供了方便。

4. 在确保质量和保持已有风格的前提下, 我们在选材、练习、教学课件制作等许多环节进行了大幅调整, 具体体现在: 替换了教材中的陈旧内容, 完善了原有的一些不足; 配套丰富完善的多媒体课件; 同时我们建立了本套教材的自学平台和考试题库。以此进一步体现出自己的鲜明特色, 更加方便老师教、学生学。

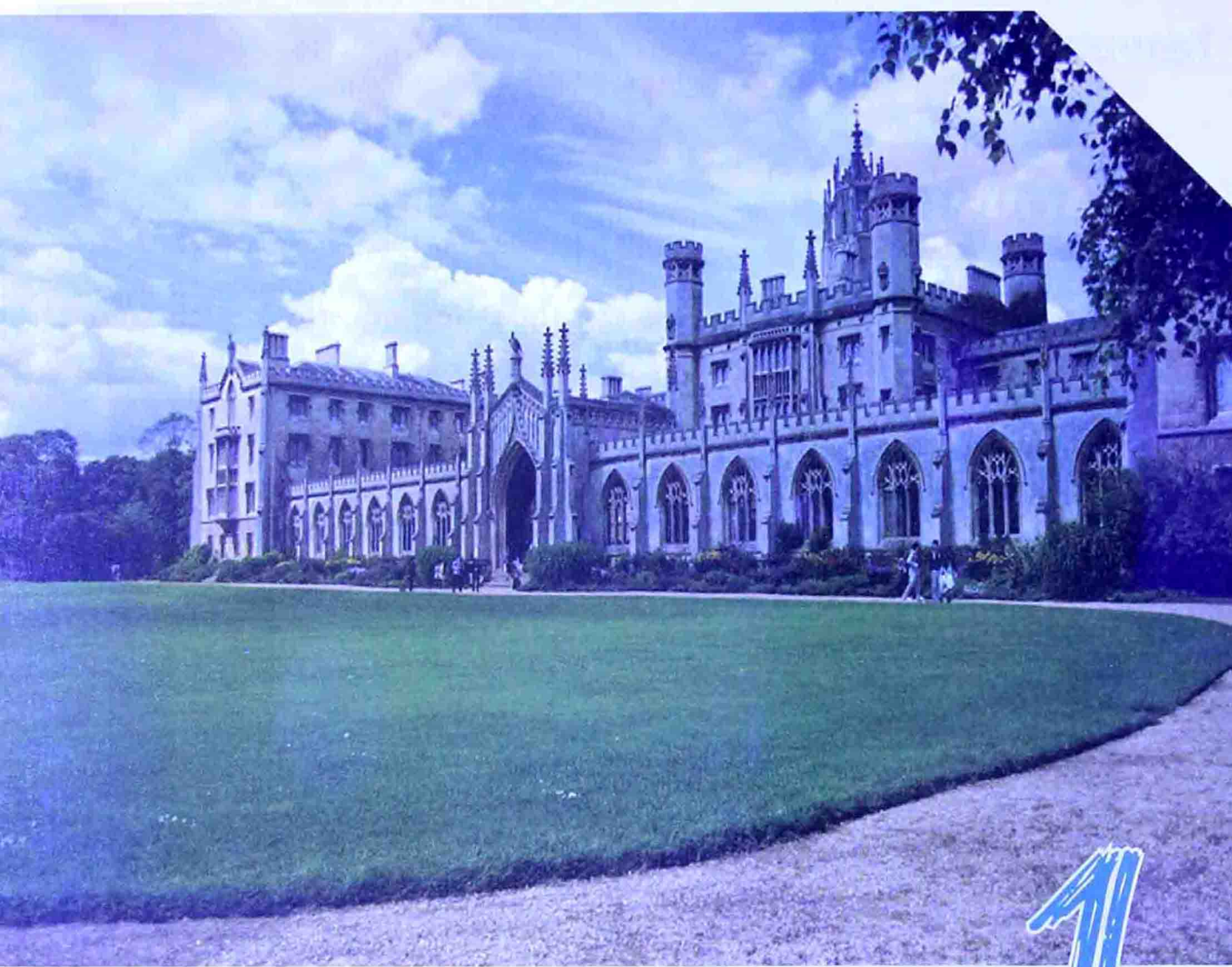
在修订过程中, 我们邀请了国外知名学者 Ray Wright 教授和 Widya Suharto 博士参加指导与审读。还有其他许多热心的海外朋友伸出友谊之手, 尽其所能提供各种帮助。在我应邀出国访问或讲学时, 他们主动到我的住地跟我商讨编写工作, 提出修改意见, 审读英文文稿, 并免费寄来大量珍贵的参考资料。中国人民大学出版社的领导对此项目倾注了许多心血, 在各个方面给予了大力的支持。在此, 我谨代表编委会向他们致以诚挚的谢意。

在此, 恳请专家学者和广大师生多提宝贵意见, 使本系列教材不断充实与更新, 更好地为大家服务。

2014 年 6 月 26 日于桂林

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Unit

1

A Good Beginning Is Half Done

The campus is called the Ivory Tower. On campus, college students can gain useful knowledge and skills and enjoy a happy life with the help of their teachers and classmates.



Warm-up

Look at the picture and discuss the following questions with your partners.



1. Describe the picture with your partners.
2. Where is your university and what do you think of your university?
3. What do you expect to learn in your university?

Part One Basic Listening

I Listen and spell.

1. Nice to m__t you.
2. Wel_____ to our university.
3. I'm a freshman from the Department of B__logy.
4. I've three re_____ed courses and two e_____tives.
5. I'm a pho__grapher.
6. She came from Cali_____nia.
7. I call the book *Family__lbum*, U.S.A.
8. Let's work out a sche___ for the party.

Useful Expressions

basic course 基础课程

specialized course 专业课程

elective/optional course 选修课程

compulsory/required course 必修课程

II Listen and repeat.

1. **A:** Good morning. May I introduce myself?
B: Yes, please.
A: I'm Wei Chen, a freshman from Department of Biology.
B: I'm Peter Goodman. Nice to meet you!
2. **A:** Excuse me. Are you Li Fang?
B: Yes. And you...?
A: I'm Wang Bin, secretary of the Student Union. Welcome to our university.
B: Thank you very much.
3. **A:** May I know your name?
B: I'm Li Fang.
A: What's your major?
B: I major in Computer Science.
4. **A:** Hello! We've met before, haven't we?
B: No, I don't think so. I'm Li Fang.
A: I'm Wang Bin. Glad to meet you.
B: Glad to meet you, too.
5. **A:** White, have you met Jane, my classmate?
B: No, I haven't had the pleasure.
A: Come and meet her now.
B: All right.
6. **A:** Hi, Jimmy! How's it going?
B: So far, so good, Jack!
A: Busy with your studies this semester?
B: Yes. I've three required courses and two electives.
7. **A:** How many courses are you taking this semester?
B: Altogether five.
A: What are they?
B: Chinese, English, Mathematics, Computer and Physical Education.
8. **A:** Do you have a busy schedule this semester?
B: No. I take only three required courses.
A: Then what do you do in your spare time?
B: I'm a research assistant in the computer lab.
9. **A:** How's your dormitory?
B: It's a small apartment, just for 4 persons.
A: Do you get along with your roommates?
B: Yes, of course. We're good friends now.



10. A: What do you think of your campus life?

B: It's interesting and colorful.

A: What do you like most?

B: Freedom of making your own plans.

III Listen and choose the best response to what you have heard.

() 1. A. Good morning. How do you do?

B. I'm fine. Thanks. And you?

C. Thank you. How are you?

() 2. A. My pleasure.

B. No problem.

C. Nice to meet you, too.

() 3. A. Yes, Tom. Long long ago.

B. Hi, Tom. I'm eighteen.

C. Hi, Tom. Long time no see.

() 4. A. I'm glad to meet you.

B. So far, so good. Thank you.

C. It's my honor to meet you.

() 5. A. I'm sorry to hear that.

B. Sorry. I don't think so.

C. Yes. How're you doing?

() 6. A. How do you do?

B. How are you?

C. Thank you. Nice to meet you.

() 7. A. Thanks.

B. Oh, don't mention it.

C. Not at all.

() 8. A. Nice to see you.

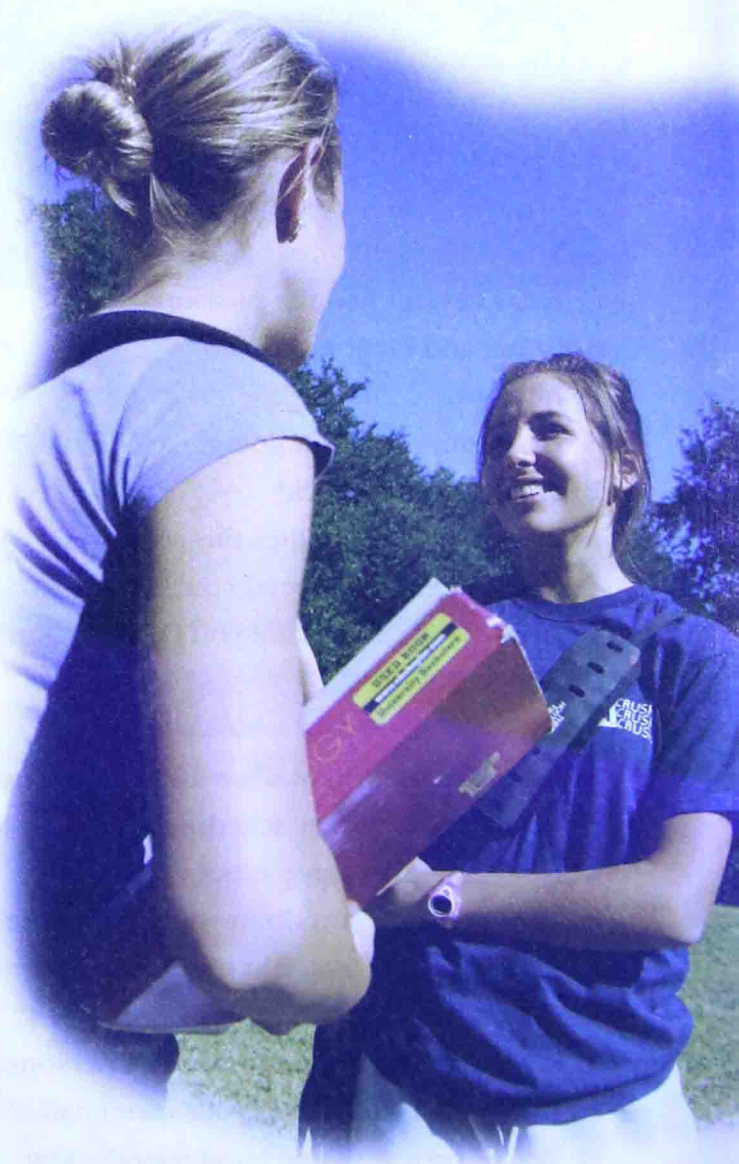
B. Yes, please.

C. You too.

() 9. A. Thank you.

B. Go ahead.

C. Nice to meet you, Linda.



- () 10. A. Thank you.
 B. I like it very much.
 C. It's very nice of you.

Part Two Video Watching

Scene One Greetings and Introduction

Watch the video clip and match the persons in Column A with the nationalities in Column B.

Column A	Column B
() 1. Sophie	A. German
() 2. Hans	B. Korean
() 3. Naoko	C. French
() 4. Chang-woo	D. Chinese
() 5. Lu Ming	E. Japanese

Scene Two Introduction

Richard Stewart wants to take a picture of a woman and her son whom he meets in the street. Complete the memo according to what you have heard.

Memo:

Profession of Richard Stewart: (1) _____

The title of the book: (2) _____

The city where Richard Stewart lives: (3) _____

Name of the woman: Martha Vann

Name of her son: Gerald

Age of her son: (4) _____

The state where Mrs. Vann lives: (5) _____

Scene Three Asking About the Classroom

Watch the video clip and complete the sentences.

Paulo is in English Class _____. The room number is _____.

Scene Four Talking About Study (I)

Watch the video clip and fill in the table with the information you have heard.

burdens (负担) of the students in Shenzhen	having too much homework, too many (1) _____ and too many exams
homework	to work on English and (2) _____ problems
the time of mid-term exams	next (3) _____
the best way to work	to work out a (4) _____

Scene Five Talking About Study (II)

Watch the video and correct the information which does not match what you have heard.

Jane did very well in school. She always finishes her homework. She past all her school exams. Now she is standing at Shenzhen University. Now she is majoring English at the university. She also enjoys taking notes and listening to natures.

- (1) _____
(2) _____
(3) _____
(4) _____
(5) _____
(6) _____

Part Three Dialogue Listening

Lead-in

Answer the following questions.

1. What do you think of your college life?
2. What can you benefit from your college life?

Dialogue 1

Useful Words

eye-opening /'aɪ.əʊpənɪŋ/ *adj.* 令人开眼界的

absolutely /'æbsəlu:tli/ *adv.* 绝对地

outgoing /'autgəʊɪŋ/ *adj.* 外向的

orientation /ˌɔːɪən'teɪʃ(ə)n/ *n.* 新生介绍会

I Listen to the dialogue and fill in the blanks with the information you have heard.

1. Martin's first year of college was _____.
2. Martin was an _____ and _____ person in high school.
3. The first friend Martin made was a guy who had the similar _____ in music.
4. With all these classes, Martin focused on making the _____ from the high school classroom to the university setting.

II Listen again and match the questions in Column A with the answers in Column B according to what you have heard.

Column A	Column B
() 1. How was your first year of college?	A. Yes.
() 2. How did you get used to your new "home"?	B. It was very eye-opening.
() 3. Did you make any friends?	C. It means a lot.
() 4. What does college mean to you?	D. On the first few days we had a "Welcome Week" on campus for incoming freshmen to get to know each other.

III Suppose you were Martin. You were writing to your friend, Tom, telling him about what happened in the first year of college. Pay attention to the letter and correct the information which is NOT true according to the dialogue.

Hi, Tom,

Long time no see! How are you?

Now I'll tell you what I experienced in the first year of college. I had always been a very easygoing, social person in primary school. Maybe you are interesting in the question "how did I get used to my new 'home'?" On the first few days we had a "Warm Week" on campus for incoming freshmen. Everyone was put into an orientation group with about 30 other students and I made some friends. My best friend has the same taste in sports. But the university life doesn't mean only new friends and new experiences. I came to college for happiness. There are many opportunities at college and I intend to make the most of every moment.

Bye for now.

Hope to see you soon.

Martin

- | | |
|-----------|-----------|
| (1) _____ | (2) _____ |
| (3) _____ | (4) _____ |
| (5) _____ | (6) _____ |
| (7) _____ | (8) _____ |
| (9) _____ | |