

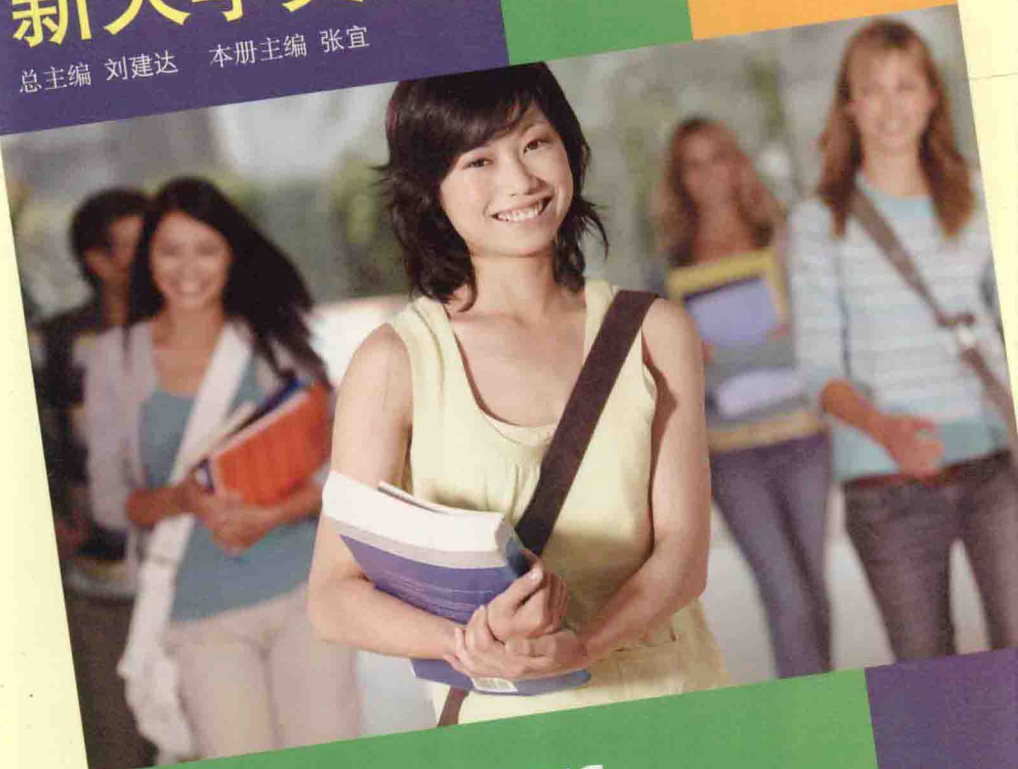
视听说教程

New College English
新大学英语

总主编 刘建达 本册主编 张宜

BOOK

1



VIEWING, LISTENING
AND SPEAKING:
A MULTIMEDIA APPROACH



WUHAN UNIVERSITY PRESS

武汉大学出版社

New College English

新大学英语

BOOK 1

视听说教程

1

学生用书

**VIEWING, LISTENING
AND SPEAKING:
A MULTIMEDIA APPROACH**

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前言

教育部《关于进一步深化本科教学改革,全面提高教学质量的若干意见》强调充分运用优质教学软件和教学资源,深化大学英语教学内容和教学方法改革,推动高校建立网络环境下的英语教学新模式,切实促进大学生英语综合应用能力,尤其是听说能力的提高。2007年,教育部正式颁布了《大学英语课程教学要求》,明确提出“大学英语的教学目标是培养学生的英语综合应用能力,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”。

基于国家对大学英语教学改革提出的新要求,2008年,我们在全国进行了广泛的调研,在调研的基础上总结了我国目前大学英语教学状况及教材的使用情况,并组织一批具有丰富大学英语教学经验的专家和教师对调研反映出的问题进行多次研讨,提出了适应新的形势和要求的大学英语教材编写方案。经过几年的反复研磨,这套大学英语教材得以和广大读者见面。

一、编写理念

Bachman (1990) 提出,交际语言能力应包括语言组织能力和语用能力:组织能力包括语法能力和语篇能力;语用能力包括言外能力和社会语言能力,也就是说,外语学习不仅是语言本身的学习,还包括恰当使用语言技能的学习。在外语教学中,这种交际语言能力理论可以粗略地概括为三部分:第一,语言相关知识的学习,包括语音、语法、词汇、短语、惯用法等;第二,使用语言的技能,包括接受性技能和产出性技能,具体表现为听、说、读、写、译等技能;第三,具体社会交际环境中正确使用语言的知识 and 技能,例如,在不同的场合中使用不同的语言,并且可以正确得体地使用。因此,外语学习无法脱离具体的语言使用环境,而长期以来,中国的外语学习很多都是纯语言的学习,缺乏对学生语言交际能力的培养,这种交际能力包含书面交际和口头交际能力。

《大学英语课程教学要求》也强调了对学生语言交际能力的培养，指出大学英语的内容主要包括英语语言知识与应用技能，跨文化交际和学习策略，同时包括多种教学模式和教学手段。有鉴于此，我们的教材编写理念为：强调以现代语言交际能力理论为指导，在教授语言知识与应用技能的同时，更加注重对学生跨文化交际能力的培养，利用纸质、多媒体、网络等多种教学方法和手段，使学生具有较为扎实的英语语言基础，且在日常生活、工作和社会交往中能够恰当运用英语进行交际，并使学生在以后的学习、生活中能够自主地进行英语学习。

二、编写特色

根据目前我国大学生的实际英语水平和英语学习条件，本套大学英语教材冲破传统教学模式的局限性，在教学理念、教学内容、教学方法等方面坚持创新，力图培养出与时代同步，满足社会发展需求的英语人才。在编写过程中，我们力求体现如下特色：

- 人本主义教育观，素质与能力双培养
以学生为主体，教师为主导，注重人文教育和素质教育，以培养学生的语言综合运用能力、文化素养以及英语交际能力和实际应用能力为核心。
- 尊重语言学习的规律，激发学生深度思维的思考方式，深入探索语言学习策略
在培养学生扎实的语言基本功——听、说、读、写、译各种技能综合平衡发展的同时，着力培养学生的思维和思辨能力，注重思想教育、德育教育和人文熏陶，引导学生探索语言的学习方法，并养成良好的英语学习习惯。
- 选材内涵丰富，练习活动与文本及单元目标技能环环相扣，为课堂教学留足空间
放眼全球，选材保持多样化、经典性和教学中的可拓展性，为教与学预留足够的思考空间，练习形式随单元主题有效变化，并与目标技能紧密结合。
- 在跨文化交流中培养多重文化能力
语言与文化密不可分，了解和学习中西方文化差异，可以消除误解，有效交流。本教材在选材、注释和练习活动设计中都潜移默化地融入了世界各国的文化知识和价值观念，教师在教学的过程中可以引导学生思考、探讨和鉴别，进而培养学生的多重文化交流能力。

■ 语言素材真实丰富，充分体现语言的交际性与实用性。

“视听说教程”全四册学习光盘覆盖近三百个声像素材。在视频资料采集与教学情境的设计中，合理控制语速，同时，教师在课堂教学中可以根据材料的语言难度和学生的实际需求切换视频字幕。“视听说教程”在高质量的语言素材和地道的语境中为学习者呈现优美的画面和纯正的语音。本教程以标准的英音和美音为主，适当引入其他口音，如亚洲英语口音、印度英语口音、澳洲英语口音、拉美英语口音等。这种设计为学生和教师营造了一种真实、自然的教學语境，同时，带领学习者“走出”课堂，“走进”真实语言世界。

三、教学测评学习平台

本教材配备的网络教学系统主要包括三个部分：教学平台，学习平台和测评平台。教学平台，主要体现教师和学生的交流功能，为教师提供更多的课文背景材料，教师可以通过平台布置和批改作业。学习平台，主要为学生提供课外学习材料，包括学生用书的拓展材料和各种技能的扩展练习和训练。测评平台，主要由形成性评估和终结性评估两部分构成：形成性评估包括每单元的评测、学生每次练习和作业的评测以及自主学习的评测等；终结性评估主要由期中和期末考试组成。学生最后的课程得分由形成性评估结果和终结性评估结果按一定比例组成。

四、教程系列构成

■ 教材

本教程由四个级别组成，每级设有“综合教程”和“视听说教程”两部分（含学生用书和教师用书），两部分内容相互补充。“综合教程”主要讲授语言基本技能，包括听、说、读、写、译各个方面，每单元涵盖词汇、构词法、句法、阅读技巧、写作技巧、翻译技巧等内容；“视听说教程”主要讲授听说技巧、语言交际技巧，着重培养学生的语用能力和跨文化交际能力。通过一个单元的两部分的完整学习，学生能够针对单元涉及的话题用英语进行恰当的互动和交流。

■ 学习光盘

“视听说教程”中，每级配有两张音、视频学习光盘。

■ 学习平台

本教材还配备了一个网络教学系统。网络教学系统配有大量与纸质教材相关的补充材料，与纸质版教材以及教材附赠的多媒体学习光盘有机结合、相互促进，联合实现教、学、测、评。

五、教学建议

本教材包括4个级别，针对大学英语“一般要求”设计，供大学1-4学期使用。每级包括8个单元，每单元涉及1个话题，设计授课时间为2周学时，话题按照学生在大学学习和生活场景出现的顺序以及话题的难易度进行排列。教师可以根据本校教学条件和所教授班级学生英语水平选择合适的教学模式和教学内容。

■ 教材 + 光盘

■ 教材 + 光盘 + 学习平台

六、编写队伍

“新大学英语系列教程”由广东外语外贸大学刘建达教授担任总主编，并对教材框架结构和教学内容进行全程学术指导。参与教材策划并负责教材编写的人员包括广东外语外贸大学、中山大学、中南大学、华中科技大学、南昌大学、南昌航空大学、东华理工大学、北京邮电大学、首都师范大学、沈阳师范大学、黑龙江大学等多所院校的英语教学专家与骨干教师。在本教材的编校过程中，我们得到了外籍教师Debbie Mason的大力帮助，在此一并表示感谢！

编者

《新大学英语 视听说教程》 编写与使用说明

教学模块名称	结构框架	任务类型
Unit Goals		明确单元交际目标
Getting Ready	Pre-class (一、二级中无此版块)	课前活动。课前利用图书馆及网络等多种媒介自主学习。
	Lead-in	课上活动。激发学生兴趣和参与意识，导入主题。
Inside Classroom (重点在于对学生微技能的培训，侧重教学目的和交际功能的训练)	Scene 1 — Scene 3 (融合交际知识和交际技能)	Task 1: 听力练习 (侧重泛听)，考查学生对交际内容的基本了解。 Task 2: 听力练习 (侧重精听)，考查学生对交际内容的深入领悟。
		Task 3: 口语交际，锻炼学生在此类对话中的交际能力。
Beyond Classroom (培养学生用英语进行现实交流、深度思考和解决实际问题的能力)	Scene 1 & Scene 2	真实语料 (电影、新闻、访谈、纪录片、演讲报告等多种题材)，激发学生的课外学习热情。
Project Design	较为复杂的一项口语活动任务，目的是激发学生的创造性和批判性思维能力。	
Further Study	为学生推荐影视作品、网站、书籍等拓展学习的资料，供有需求的学生自主学习。	
Self-evaluation	单元内容及交际能力综述；语言知识点和语用能力自测。	



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Unit 1

College Life

In this unit, you will practice how to:

meet newcomers

choose courses


borrow books

map the campus

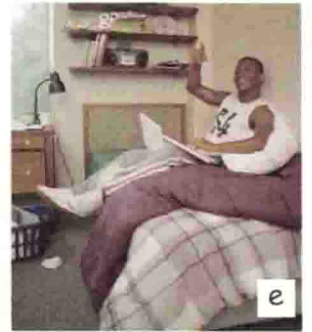
give a speech

prepare a report

GETTING READY

 Look at the pictures and guess where the students are. Match the pictures (a–i) with the places (1–9).

- ___ 1. in the dormitory
- ___ 2. in the library
- ___ 3. on the baseball field
- ___ 4. in a lecture class
- ___ 5. in the cafeteria
- ___ 6. at the cheerleaders' club
- ___ 7. at the infirmary
- ___ 8. in the dance room
- ___ 9. at the concert hall



What's your impression of these places at your university?

INSIDE CLASSROOM

Scene 1

Words and Expressions

international student 外国留学生

major ['meɪdʒə(r)] *v.* 主修

biology [baɪ'ɒlədʒi] *n.* 生物学

course registration 选课; 课程注册

required course 必修课

elective course 选修课

credit ['kredit] *n.* 学分

refund ['ri:fʌnd] *n.* 退款

withdraw [wɪð'drɔ:] *v.* 退出

Task 1

Look at the pictures and discuss the following questions.

1. What do you think they are doing?
2. How do you register for your university courses?



Watch Video Clip One and fill in the blanks.

Facts about Peter:

1. He has been looking forward to _____ Alice.
2. He majors in _____.
3. He offers to show Alice how to _____ to _____.

Facts about Alice:

1. She is a(n) _____ student from the United States.
2. She majors in _____.
3. She doesn't know how to _____ _____ courses.





Task 2



Watch Video Clip Two and choose the best answer to each question.

1. Why can't Alice take all the courses she likes?
 - A. She'll have too much pressure.
 - B. They'll cost her too much money.
 - C. The courses are classified into required and elective courses.
 - D. She must take elective courses to get a degree.
2. How many elective courses does Alice have to take this semester?
 - A. At least three.
 - B. At least eight.
 - C. Three at most.
 - D. Eight at most.
3. How much does each credit cost?
 - A. Ninety pounds.
 - B. Eighty pounds.
 - C. Fifty pounds.
 - D. Sixty pounds.
4. What can Alice do if she doesn't like the course she has chosen?
 - A. She will ask her teacher for help.
 - B. She will get a refund if she withdraws within 12 class days.
 - C. She will have to go on studying it.
 - D. She will transfer to another department.
5. What elective courses does Alice decide to take in the end?
 - A. Biology.
 - B. Political science.
 - C. English.
 - D. Martial arts.

Task 3



Imagine you and your roommate Victor meet for the first time in the dormitory. Pair up and take 1–2 minutes to introduce yourselves to each other.



► Speaking Tips

Practical Conversational Skills: greetings and introductions

When people meet for the first time, it is customary for them to introduce themselves to each other. How do you make an appropriate greeting? How do you introduce people and how do you respond when introduced to somebody? The following tips will help you:

- To your class fellow, you are expected to use informal language.
- To your superiors, formal language should be used with respect.
- The way you stand, move, gesture and make eye contact will have a significant impact on your introduction.

Useful Expressions

Introductions

- ◇ Let me introduce myself. I'm...
- ◇ Please allow me to introduce myself.
My name is Lucy.
- ◇ I'd like to introduce...to you.
- ◇ May I introduce my friend/colleague/
roommate Linda to you?

Responses

- ◇ It's a pleasure to meet you.
- ◇ I'm pleased to meet you.
- ◇ Pleased/Nice to meet you.
- ◇ How do you do?

Scene 2

Words and Expressions

- semester** [sɪ'mestə(r)] *n.* 学期
- catalog** ['kætəlɒɡ] *n.* 目录
- check out** (从图书馆等) 借出
- overdue** [əʊvə'dju:] *a.* (到期) 未还的
- notify** ['nəʊtɪfaɪ] *v.* 通知
- renewal** [rɪ'nju(:)əl] *n.* 续借