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New

新大学英语

综合教程·鼎新篇

Experiencing English

Coursebook *Learning to change*

总主编 余渭深 王海啸
主 编 余渭深

高等教育出版社

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前 言

体验式教学思想自古有之，但一直到20世纪才形成较为系统的体验式教育理念。在第二语言教学领域，人们已经普遍认识到语言、认知和社会知识是三个既有区别，又相互紧密联系的系统。语言学习的过程就是对新的语言系统不断体验，认知，再体验，再认知的过程。语言不但是外部世界在人脑中的反映，也是人们认识、体验外部世界的结果。

近年来，外语教学界所提倡的交际式外语学习强调语言的使用在外语教学中的重要作用。这一点也为体验式外语教学所提倡。但也有越来越多的研究表明，在外语教学中过分强调教学活动的交际性，忽略学习者对学习活动的反思，对新的语言现象的注意和有意识的练习，也不利于有效的外语学习。因此，体验式外语教学在强调语言使用的同时，也注重学习者对自身学习过程的认识。不同的学习者会有不同的学习风格和学习目的。因此，他们也可能选择不同的学习内容，使用不同的学习方法。外语学习的过程应该是一个不断体验和不断反思的过程。

我国大学英语教学现阶段所实施的《大学英语课程教学要求》指出，大学英语是“以英语语言知识与应用技能、跨文化交际和学习策略为主要内容”；大学英语教学应“促进学生个性化学习方法的形成和学生自主学习能力的发 展”，应允许并使 学生能够“选择适合自己需要的材料和方法进行学习”。这些理念和要求与体验式外语教学思想有高度的一致性。本教材正是遵循这样的理念与要求编写的。

不同的教材编写理念主要体现在对语言材料的选择、编排和处理上。传统的外语教学往往根据语言难度选择和编排在内容上互不相关的语言材料。然后再将一份份完整的语言材料拆开来教授给学生。比如在阅读教学中，教师会在教学中将完整的阅读篇章以词汇、句子、段落、篇章结构等不同的形式呈现给学生。外语学习的过程基本上就是处理语言碎片的过程。本教材主张语言学习的过程是学习者对自己的语言体系不断创建和不断完善的过程。学习者不但需要从外界吸收语言形式，还要创造性地使用已有的语言材料，完成实际的交际任务，最终实现构建自己新的语言体系的目的。这也正符合《大学英语课程教学要求》所提出的“培养学生的英语综合应用能力”，“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”这一总体教学目标。

为此，本教材的每一个单元都是围绕一个具有实际意义的项目来设计的。项目的完成涉及一系列的语言活动。单元学习的结果即意味着项目的完成。而每一个项目的结果都会落实在一个完整的语言形式上，或者是一个演讲，或者是一份研究报告，或者是一次辩论。单元学习过程就是运用不同的语言材料和语言技能完成项目的过程。

在教材结构上,《新大学英语综合教程》和《新大学英语同步练习》形成有机的整体。前者所涉及的教学活动主要是围绕项目的完成而设计的。后者则更加强调对语言形式的学习,以及对相关学习内容和技能训练的拓展。这种编排形式更好地反映了基于项目的学习(Project-based Learning)方法的特点,加强了项目学习活动的系统性和可操作性,突出了语言学习的自主性。二者在使用时需要相互参照,才能有效促进项目研究活动与学习的协调发展,才能促进课堂学习与课外自主学习的无缝链接。

本书为《新大学英语综合教程》系列“鼎新篇”,共8个单元,每个单元包括5个部分。每部分由若干学习任务和活动构成。为了便于学习和教学,教材用“○”标记课堂学习任务,用“●”标记课外学习任务。

第一部分(Part One: Warming Up)以学生课前预习为主。结合单元主题引入一些相关阅读和视听材料,导入相关背景材料,训练学生信息搜寻和查找的能力,同时也为学习单元内容提供一些语言样本。

第二部分(Part Two: Initializing the Project)以视频材料学习为主,提供相关话题谈论的场景,方式和常用语言,把该话题的讨论引向深入。

第三部分(Part Three: Exploring the Field)是单元学习的重点。该部分提供一篇精读课文,强调细读(Detailed reading),引导学生综合分析课文的相关信息,训练批判阅读(Critical reading)的能力。通过该部分的学习和讨论,加深学生对话题的理解,以便形成自己的研究角度和研究方法。

第四部分(Part Four: Constructing the Project)是单元学习的核心部分。这一部分围绕项目的实施设计一系列教学任务和活动,指导学生提出研究问题,开展项目调查和研究,分析总结研究成果并陈述和报告项目研究的成果等。同时,通过项目研究展开学术阅读(Academic reading),学术技能(Academic skills),学术报告与表达(Academic report and presentation)等语言技能的训练并培养学生的自主阅读能力。

第五部分(Part Five: Assessing Learning)围绕内容讨论(Concept building)、语言学习(Language development)、学术技能训练(Academic acquisition)三个方面为学生提供了一个反思框架,回顾评价自己在本单元的学习和进步。

本教材是我们对体验式外语教学理念在我国大学英语教学中的应用的一次新的尝试。由于编者水平有限,教材中如有疏漏和其他不尽完善之处,还请广大师生提出宝贵意见和建议。

编者

2012年7月

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Unit	Warming Up	Initializing the Project	
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Exploring the Field	Constructing the Project
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Unit 1

A Greener Future

In this unit, you are expected to learn

- how to live a more environmentally friendly lifestyle;
- how to plan a team project;
- how to design and present exhibits showing a green campus.

Part One | Warming Up

1 ● Searching the issue

Find some background information on environmental protection practiced worldwide. The information will help you have a better understanding of the topic.

- **Activity 1** Watch a video clip on the celebration of Earth Day and answer the following questions.

🖱️ Questions to think

- Has the annual celebration of Earth Day encouraged people to get involved in building a better future?
- What do you think of the idea of giving up the one-day-a-year celebration of Earth Day and making every day Earth Day?



3. As university students, what can you do to help protect the environment?

Activity 2 Do a research on the global ranking of carbon dioxide (CO₂) emissions last year. You can go to the library or surf the Internet to find information about the carbon footprints of the following countries, and fill in the table with the information you get.

Country	Carbon Footprint	Ranking
U.S.		
India		
Japan		
Russia		
China		
Germany		
Brazil		
Sweden		
Canada		
Britain		

What conclusions can you draw from the table?

2 ● Presenting your understanding

Share opinions with your classmates.

Activity 1 Use the following questionnaire to find out how green you are. Interview at least five of your classmates on their ideas of being green.


1. When you leave a room, do you turn off electrical appliances and lights?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
2. How many pieces of tissue do you use each day?	<input type="checkbox"/> More than 5 pieces	<input type="checkbox"/> Less than 5 pieces	<input type="checkbox"/> None
3. Do you minimize the use of air conditioning and heating if you can?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
4. While shaving or brushing teeth do you let the water run?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
5. Do you take short showers instead of tub baths?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
6. Do you donate extras to people you know or to charity instead of throwing them away?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never

7. Do you use a plastic lunchbox to carry meals?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
8. Do you purchase items made from recycled materials?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
9. Do you look for the ENERGY STAR® logo when buying electronics such as TVs, CD players, DVD players, and computers?	<input type="checkbox"/> Often	<input type="checkbox"/> Sometimes	<input type="checkbox"/> Never
10. What do you think we should do to build a green campus?	<hr/> <hr/>		

Activity 2 Write a short report on students' awareness of saving energy based on the results of the interviews.

Language hints

- The following is our report on ...
- This report will present the results of ...
- The purpose of this report is to ...
- Currently, approximately there are ...% students who ...
- We should continue to ...
- We should also try to ...

 *Your report:*

Part Two | Initializing the Project

3 Sharing information

Discuss and exchange the information on low-carbon life you found before class.

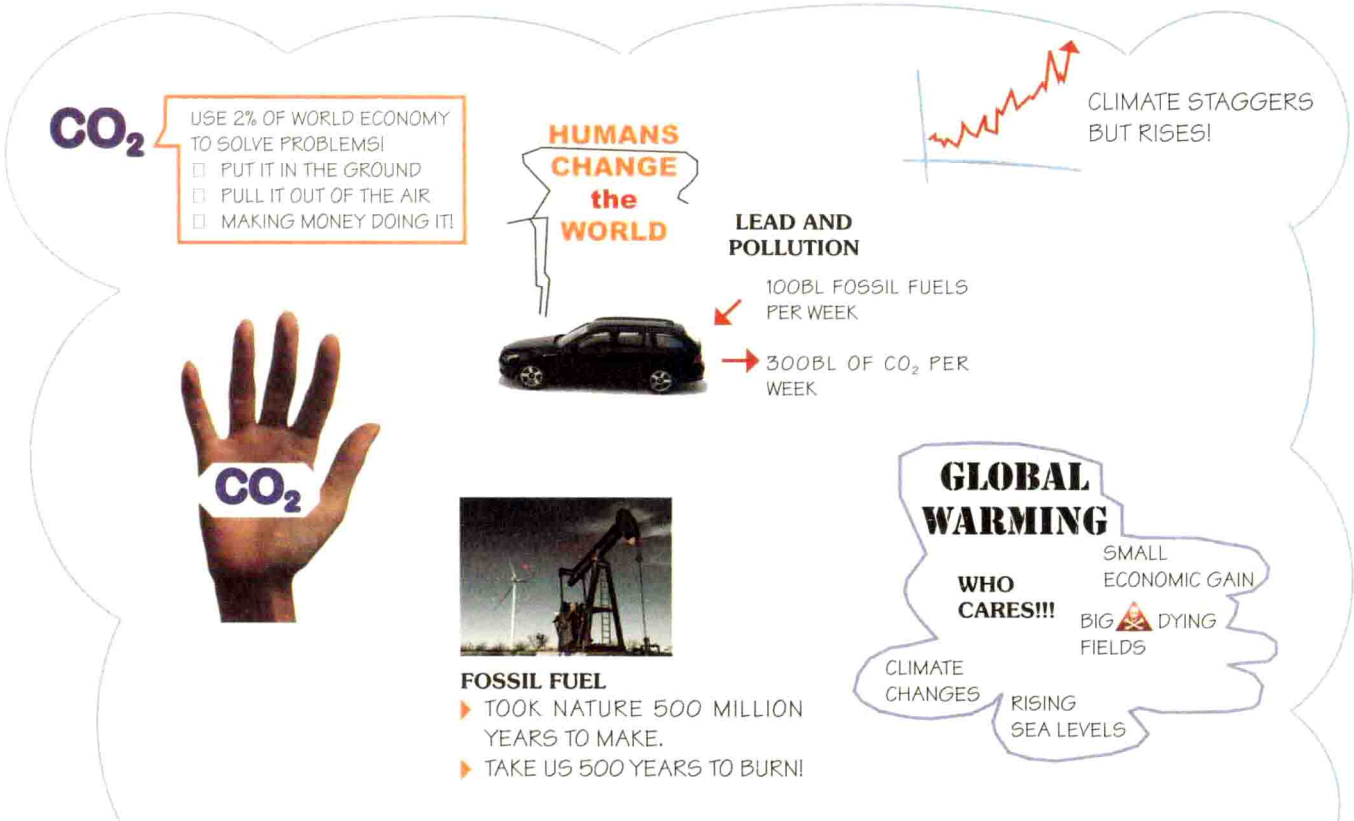
Activity 1 Brainstorm the following questions.

1. As climate change touches every aspect of our lives, how will it change us?
2. How will we adapt to climate change?

Activity 2 Work in groups of 4 or 5 and discuss the following questions.

1. What will life be like for the next 20 or 30 years, as we move along the path toward reduced carbon emissions?
2. Can the target be reached? Explain.
3. Which behaviors will we need to change? Which will we choose to preserve?

Activity 3 Study the following picture and write a few questions about its content. Then discuss the questions with your group members.



Your questions:

1. _____
2. _____
3. _____
4. _____
5. _____

● **Activity 4** Brainstorm the ways you know to reduce CO₂ emissions. List the possible ways you can think of and discuss them with your group members.

1. _____
2. _____
3. _____
4. _____
5. _____

4 ○ Watching a video

Watch a video clip on low-carbon life and complete the following activities.

● **Activity 1** Read the questions below carefully. Then watch the video clip for the first time and answer the questions.



1. What is the purpose of the special series "My Low-carbon Life"?

2. Why does Lin Hui always select products with longer shelf life when he shops?

3. How does Lin Hui think of a low-carbon lifestyle?

4. What does the booklet produced by WWF offer to the general public?

5. What is the prospect of low-carbon lifestyles?
