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NEW

新大学英语

综合教程·辨思篇

Experiencing English

Coursebook *Learning to think*

总主编 王海啸 余渭深  
主 编 李霄翔

高等教育出版社

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### 《新大学英语综合教程》

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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分割成词汇、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。单元学习的结果即是意味着项目的完成。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。

在教材构成上,《新大学英语综合教程》和《新大学英语同步练习》为有机整体。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,以及对相关技能的拓展性训练。这也是遵循体验式教育理念所提倡的教学原则。

本书为《新大学英语综合教程》系列“辨思篇”,共8个单元,每个单元包含5个部分。

第一部分(Part One: Warming Up)是热身练习。该部分以阅读和视听材料的学习为主。一方面给学生提供一些语言样本,另一方面引发学生的学习兴趣。其中一部分练习活动为后面的活动作内容或语言上的准备。在语言技能训练上,本部分以接收性(即听、读)训练为主,辅之以适当的产出性技能训练。学生可以在课内,也可以在课前自主完成该部分内容。

第二部分(Part Two: Initializing the Project)通过一系列学习活动,让学生从语言、格式、文化、技巧等方面对本单元将要完成的项目进行学习。学习活动的设计既照顾到交际性,也包含对语言形式和文化知识的学习。在语言技能训练上,本部分既注重接受性(即听、读)训练,也包含适当的产出性技能训练。

第三部分(Part Three: Exploring the Field)是单元学习的重点。这一部分提供一到两个项目结果样本或参考文本等。材料为阅读篇章,类似于传统教材中的主课文,或精读课文。在语言技能训练上,本部分以输入性训练为主,同时也包含适当的产出性(即写、说)训练。

第四部分(Part Four: Constructing the Project)是项目完成阶段,也是每个单元的核心部分。这一部分的主要任务是提供项目执行过程中的各个阶段与步骤的描述与指导,帮助学生收集相关资料,提供项目结果的最终呈现方式,同时要求学生在课上或课后展示和介绍、评估项目结果。听众同时对其他同学的项目结果以及他们的展示或汇报进行评估。在语言技能训练上,本部分以产出性技能训练为主,同时强调学生在项目完成过程中的自主阅读与听力训练。

第五部分(Part Five: Assessing Learning)为学生提供反思的机会,回顾自己在本单元的学习过程中都做了些什么,学了些什么,效果如何,还有哪些欠缺之处,下一步有什么打算等。

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6月

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Unit	Warming Up	Initializing the Project	
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Exploring the Field	Constructing the Project
<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> <i>A New Age of Celebrity Worship</i></li> <li>◆ <b>Key skills / techniques:</b> paraphrasing sentences; analyzing the structure of a passage; summarizing the information in a passage; noting down key words during a discussion; requesting clarification of opinions; clarify and rephrasing opinions; preparing for a speech; making a public speech; expressing a strong opinion / value / certainty / probability; presenting a number of arguments; expressing solutions and alternatives</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> Conducting a research on “Celebrity Worship in My University”</li> <li>◆ <b>Key skills / techniques:</b> designing a proposal; making a pre-investigation; designing a questionnaire; designing an interview; analyzing and interpreting data; making an oral presentation</li> </ul>
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<ul style="list-style-type: none"> <li>◆ <b>Reading:</b> <i>Business leaders: Success through Effective Management and Teamwork</i></li> <li>◆ <b>Key skills / techniques:</b> paraphrasing sentences; summarizing major teamwork theories; developing ideas or paragraphs with details; summarizing the whole passage based on various ways of developing ideas or paragraphs with details; adopting a typical teamwork theory to solve problems related to study</li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Main task:</b> Famous Teamwork Theory and Its Application</li> <li>◆ <b>Key skills / techniques:</b> collecting information from the Internet or publications; selecting and categorizing information collected; summarizing necessary information and making a report; designing a questionnaire and conducting interviews for selecting problems; applying chosen theories to deal with selected problems</li> </ul>
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# Unit 1



## Generations

In this unit, you are expected to learn

- a features of the younger generation today;
- b how to define the different generations in both China and the Western world;
- c how to compare and contrast the different generations.

## Part One | Warming Up

*In China, during the late 1990s people used to talk about the “post-80s” generation — those people born in the 1980s. Now the post-90s generation is also ready for college enrollment or the job market.*

### Reading

Read the passage below and complete the following activities.

## Text

### The Bird's Nest Generation and the Haibao Generation

The rise of both the post-80s and the post-90s generations is inevitable. When we talked

about these groups of youth a decade ago, they were almost children. Now these youth are becoming the labor force — a sign of a fundamental change of the Chinese society.

People often refer to the post-80s generation as the “Bird’s Nest Generation,” drawing on the nickname for the National Stadium, the landmark of the 2008 Beijing Olympic Games. One of the features of this world event in China was the young Chinese volunteers, mostly belonging to the post-80s generation, who showed their openness, confidence and spirit of service to the whole world. These young people can speak foreign languages; they open their arms to people of different countries and races; and they are respectful and tolerant of both Western culture and Chinese traditions. They have injected new blood into the “China Dream.”

The Shanghai World Expo witnessed more post-90s volunteers, who are dubbed the “Haibao Generation,” drawing on the name of the mascot for the Shanghai Expo. The “Haibao Generation” has grown up in an era that has seen China’s rapid rise amid huge economic progress.

The change in China’s environment and social conditions give these young people three main features: They are more aware of their individual feelings, more focused on consumption and have a wider world vision. They do have their own weaknesses as well: They are more fragile, more sensitive and less resistant.

The younger generation is always a hot social topic. After the Wenchuan earthquake in 2008, many post-80s young Chinese ventured to the quake zone from across the country to help victims, demonstrating their volunteer spirit and enthusiasm for public affairs; this won them the respect of China and the world. Later that year their smiles, as volunteers for the Beijing Olympic Games, again gave the world a positive impression. This young generation of Chinese is helping the world understand China better.

The even younger post-90s volunteers serving at the Shanghai World Expo have carried on the spirit of the “Bird’s Nest Generation.” I’ve seen for myself at the Expo Park their perseverance and enthusiasm. Their spirit of optimism and their committed service have again assured a clearer “China Dream.” Both of these young Chinese generations are showing how China has grown and display different aspects of the “China Dream.”

(393 words)

**Activity 1** Answer the following questions.

1. Who are the “Bird’s Nest Generation”?

\_\_\_\_\_

2. Who are dubbed the “Haibao Generation”?

\_\_\_\_\_

3. What are the features and weaknesses of these young people?

Features: they are more aware of \_\_\_\_\_, more focused on \_\_\_\_\_ and have a wider \_\_\_\_\_.

Weaknesses: they are more \_\_\_\_\_, more \_\_\_\_\_ and less \_\_\_\_\_.

**Activity 2** Fill in the following table with the appropriate statements given below.

Generations	Nickname	Events	What they did in these events
Post-80s Generation	1) _____	3) _____	✧ 5) _____ ✧ They demonstrated their volunteer spirit and enthusiasm for public affairs.
		The Beijing Olympic Games	✧ They worked as volunteers. ✧ 6) _____ _____
Post-90s Generation	2) _____	4) _____	✧ 7) _____ ✧ They showed their perseverance and enthusiasm.

- A. The Haibao Generation
- B. The Bird's Nest Generation
- C. The Spoiled Generation
- D. The Wenchuan Earthquake
- E. China's Rapid Rise Era
- F. The Shanghai World Expo
- G. They carried on the spirit of the "Bird's Nest Generation" / the post-80s generation.
- H. They were respectful and tolerant of both Western culture and Chinese traditions.
- I. They ventured to the quake zone to help victims.
- J. They spoke foreign languages, and opened their arms to people of different countries and races.

**Activity 3** Do you agree that the young generations of China have won the respect of China and the world? Give your opinions and reasons.

Yes. I think so.

Reason 1: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Reason 3: \_\_\_\_\_

No. I totally disagree.

Reason 1: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Reason 3: \_\_\_\_\_

In my opinion, they have both strong points and weaknesses.

Reason 1: \_\_\_\_\_

Reason 2: \_\_\_\_\_

Reason 3: \_\_\_\_\_



## Viewing / Listening

In the Western world there have been many attempts to define the different generations. The following is a list of widely accepted cultural definitions: the Lost Generation, the Greatest Generation, the Silent Generation, the Baby Boom Generation, Generation X, Generation Y and Generation Z.

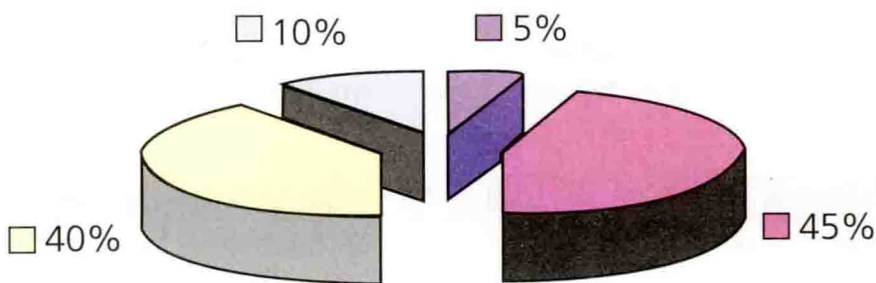
Watch the video clip and complete the following activities.

**Activity 1** Watch the video clip. Match Column A with Column B.

A	B
<p>★ 1 Matures (before 1945)</p>	<p>a. populating the workplace</p>
<p>★ 2 Baby Boomers (1945—1964+/-)</p>	<p>b. competitive and influential people</p>
<p>★ 3 Generation X (1965—1980+/-)</p>	<p>c. about 75 million people</p>
<p>★ 4 Millennials (after 1980)</p>	<p>d. Their attitude is "Prove it to me."</p>
	<p>e. heavily influenced by the military</p>
	<p>f. 80 million people in the USA</p>
	<p>g. the most affluent generation</p>
	<p>h. 35 million people in the USA</p>

**Activity 2** Watch the video clip again. Fill in the blanks according to the following pie chart.

**Workplace Percentage**



Matures are \_\_\_\_\_.  
 Baby Boomers are \_\_\_\_\_.  
 Generation X are \_\_\_\_\_.  
 Millennials are \_\_\_\_\_.