



普通高等学校“十二五”规划教材

大学通用学术英语 视听说教程（文科）

Active Listening and Speaking (Arts)

For General Academic Purposes

主审 魏葆霖

主编 李征 胡婧



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内容提要

《大学通用学术英语视听说》(文科)共分八个单元,包括文学、教育、社会学、法律、艺术、音乐、哲学和传媒八个常见文科学科。每个单元有两篇主课文,其中至少一篇是视频材料(保证材料的趣味性),都采编自大学课程、讲座、纪录片、纪实片等。Text A内容涉及该学科的宏观主题(如学科定义、基本要素、历史等),Text B内容涉及该学科某个相对具体的话题(如具体概念、现象、代表性人物等)。选材有助于学生从宏观和微观两个不同角度了解该学科。

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前言



一、编写依据

1. 《大学通用学术英语视听说》在教学内容、课程活动与练习设计中，注重培养学生在英语听说方面的实际运用能力，尤其是在学术交流、工作环境中的运用能力。此外，我们借鉴了一些影响力较大的听说教材的编写经验，如《听力入门》、《全新版大学英语听说教材》、《新标准大学英语视听说教程》等。在汲取它们成功经验的同时，我们还充分考虑了现阶段实际情况，包括社会需求和学生自我期望。希望本教材能有助于学生英语能力的培养，并推动大学英语教学改革。

2. 2014年4月，教育部高教司文科处处长刘向虹提出了大学英语改革过程中要把握四项重点：建立大学英语教育质量标准体系，改进大学英语教学方法，建设优质教学资源共享体系，提高英语教师教学能力。她特别强调了“力争做到大学英语教学与各学科英语教学相衔接”和“多项改革多管齐下，其最终目的就是着力提高学生英语综合运用能力，建成大学生喜爱的课程。”

“与各学科英语教学相衔接”要求我们的教学内容要有意识地向其他学科内容靠近，在此我们以学科为主题设计单元教学内容，为学生将来更好地学习和工作打好基础，由于考虑到学生不同的专业背景，单元中的学科内容兼具宏观性和常识性，以通用型知识为主。这样的选材，一方面不会给学生造成学科性障碍，另一方面有利于提高学生的综合素养，毕竟作为一名当代大学生不能对自己专业外的知识一无所知。

3. 《大学通用学术英语视听说》坚持以学生为中心，注重培养学生的批判性思维，强调在教师指导下以学生为中心的课堂活动。鉴于“非语言能力”和“批判性思维”对学生今后的学习和工作具有深远的影响意义。本教材练习的设计充分考虑到调动学生积极性，促进学生语言与非语言能力的共同发展，并促使学生学有所思，发展批判性思维。

二、教材特色

1. 教学内容以学科为主题，选用真实的视听材料

《大学通用学术英语视听说》（文科）共分八个单元，包括文学、教育、社会学、法律、艺术、音乐、哲学和传媒八个常见文科学科。每个单元有两篇主课文，其中至少一篇是视频材料（保证材料的趣味性），都采编自大学课程、讲座、纪录片、纪实片等。Text A内容涉及该学科的宏观主题（如学科定义、基本要素、历史等），Text B内容涉及该学科某个相对具体的话题（如具体概念、现象、代表性人物等）。选材有助于学生从宏观和微观两个不同角度了解该学科。

真实语料相对于录音材料通常语速较快、有不同口音、有背景音，因而更加难懂。然而这类材料更接近学生今后学习、工作中将会面对的场景，如听讲座、参加学术交流会议、工作会议等。通过学习真实语料，可以增强学生学习和使用英语的信心，更有利于他们适应将来的实际学习和工作。

2. 教学内容充分考虑学生的不同水平

真实语料的好处毋庸置疑，然而篇章适用性较低和难度较高也通常是听说教材选材时面临的重大问题。针对此情况，我们采取了两方面的措施：1) 对所选内容进行了后期编辑，使篇章结构更紧凑，更符合教学目的。2) 对语速较快的真实材料，我们请外籍专家重新录音，语速相当于大学英语四、六级。教师授课时可根据学生实际情况选用适合版本（例如可以先听录音版，再听真实版），既可以保证学生听懂，又可以激发他们对真实材料的兴趣，还有助于提高他们的信心。

3. 练习设计以“实用能力”为主导，兼顾听力测试能力

听力理解通常有两种方式：**Bottom-up**和**Top-down**，前者注重细节，由下及上，后者注重整体，自上而下。大部分听说教材和听力测试中的题目设计偏重于**Bottom-up**方式，考查学生对信息准确度的把握，如短对话、原文填空等，该练习方式的弊端在于听者对听力材料的实际理解程度关注不够，往往题目做完之后，学生对篇章的整体还是不能很好地理解。我们认为在实际学习、工作场景中，**Top-down**方式更为重要，因为细节、精确度方面的内容在大多数情况下，听者都可以通过其他渠道获取，如PPT、讲义、板书等。我们在设计练习时更注重对学生整体理解能力的培养，如：如何做笔记、完成篇章大纲、撰写摘要等练习形式。

当然我们也没有完全忽视对学生应试能力的培养，毕竟几乎所有学生都要参加大学英语四、六级考试，因此我们也设计了相关练习，如主课文之前的长对话、课后作业中的原文填空等。

4. 注重学生实际听说能力的培养，尤其是对视听材料在篇章层面的把握能力

听力策略方面，与一些教材讲授听力微技巧不同，我们更加注重听力策略培养，尤其是做听力笔记的能力。每个单元都有一部分专门讲解做听力笔记的方法，内容从缩写、速记、符号等基本技巧到大纲笔记法、思维导图笔记法、康奈尔笔记法，让学生学会面对不同内容时，能选用适合的记笔记方法。旨在培养学生参加讲座时的做笔记能力，而不仅仅是为了应付考试而做笔记。

口语表达方面，与一般教材以语言表达法为重点不同，我们注重培养学生的演讲、报告能力，尤其是在篇章组织、策略运用等方面的能力。每个单元都会根据主课文篇章中的内容，讲授一个演讲（报告）策略，如对比法、图表运用、因果分析等。使学生学会在演讲（报告）中使用不同方法，提高自己所讲内容的信息传播效率和效率。

5. 注重培养学生批判性思维和研究能力

学生听说水平的提高不应该是听说课程的唯一目标，批判思维与研究能力的培养具有同等重要性。主课文之后的口语练习会引导学生对该学科的热点话题进行讨论，鼓励学生进行思考，发表不同观点。此外，课后作业部分设计了两种口语练习：讨论话题和项目调研任务。前者要求学生在学习该单元之后，对相关话题发表自己的见解，后者要求学生以小组（3-4人）为单位选取该学科某个话题设计研究项目，通过文献阅读、实证考察等方法展开研究，并撰写调研报告（论文），最后以学术会议报告的形式在课上进行展示。通过各种练习和任务，培养学生初步的科研能力和批判性思维。

三、教材结构

《大学通用学术英语视听说》目前分为文科和理科两个分册，每册八个单元，分别以不同学科为主题。单元框架方面，主要参照了Anderson的“听前写作—听中写作—听后”模

式，每个单元分为Pre-listening, While Listening, After Listening 和Homework四个大部分。

Part I Pre-listening

1. 导入：简短、趣味性强，通常以图片、常识问答、热点讨论的形式导入话题，让学生以口语表达的方式进行预热。
2. 词汇表：提供该学科的一些基本词汇和概念，帮助学生建立对该学科的基本认识。
3. 听力长对话：关于学科相关的长对话，旨在进行听力热身，且有助于培养学生听力测试能力。

Part II While Listening

1. Text A: 学科宏观方面文章

Exercise 1: 宏观理解题

Exercise 2: 与Note-taking技巧相关的练习题（后面附有Note-taking方法讲解）

Exercise 3: 细节题目

Exercise 4: 相关讨论、辩论

2. Text B: 学科具体话题文章

Exercise 1: 宏观理解题

Exercise 2: 细节题

Exercise 3: Summary

Exercise 4: 根据Exercise 3所填写关键词，复述篇章内容。

Part III After Listening

1. 定义
2. 结合主课文实例分析
3. 课堂练习（简短，供学生形成初步认知演讲策略）
4. 课后练习（相对复杂，帮助学生熟练使用演讲策略）

Part IV Homework

1. 听力练习，以Spot Dictation为主。
2. 口语练习（一般讨论话题；小组调研报告）

四、使用建议

1. 适用教学对象

本教材可作为大学英语听说课程的主要教材，第一学期使用文科版，第二学期使用理科版。也可作为选修教材使用，各学校根据学生专业情况选用文科或理科版。鉴于主课文提供了两种不同难度的视听材料，普通院校的本科生也可以使用。此外，本教材也可以用于研究生阶段的听说教学。

2. 教学安排

对于每周2学时的学校，可以两周学习一个单元，第一周学习Pre-listening, Text A和Note-taking方法；第二周学习Text B, After Listening和口语讨论。

对于每周1学时的学校，也可以两周学习一个单元，第一周学习Text A部分练习和Note-taking, 第二周学习Text B部分练习和After Listening, 课堂上未涉及的练习，包括口语，可以安排学生课后完成。

3. 课程考核

建议加大平时成绩在期末的比重，例如50-60%，以督促学生的学习，帮助他们形成良好的学习习惯。

五、编写团队

本教材由华东师范大学听说教研室教师编写，所有编者都有从事英语听说教学10年以上的经验。主审魏葆霖教授现任华东师范大学大学英语教学部主任，长期从事大学英语教学，经验丰富，并发表多篇大学英语教学及改革的论文。主编李征、胡婧老师教学经验丰富，多次参加大学英语改革的培训和学术会议，对大学英语听说教学的一线情况非常了解。华东师范大学大学英语教学部在大学英语听力教学方面，一直保有良好的传统，先后主持编写了多套听说教程，得到了众多同行的认可，在很多高校作为主要听说教材使用多年。

编写过程中，我们走访了很多兄弟院校，听取了很多专家与教师的经验与建议。本书参照了华东师范大学“大学英语课程改革”（上海市重点改革项目）要求和课程大纲，并以课程讲义的形式在2013-2014学年在华东师范大学进行了试用，收到了良好的效果，深受学生喜爱。在正式出版之前，我们根据实际教学中遇到的问题和学生的反馈，调整了部分材料的难度和练习形式。我们希望本教材可以得到更多院校师生的反馈与建议，以便我们进一步完善教材，使之更加符合大学英语听说教学的发展方向，切实提高学生的英语听说能力。

编者

2014年8月

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Unit 1 Literature

Part I Pre-listening

A Talk about the Topic

1. Do you know the following writers and classic movies? Match the author with the movie adapted from his work.



(1) Thomas Hardy



(2) Ernest Hemingway



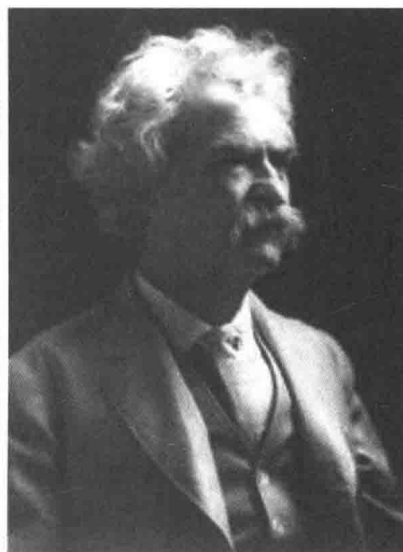
(3) E. M. Foster



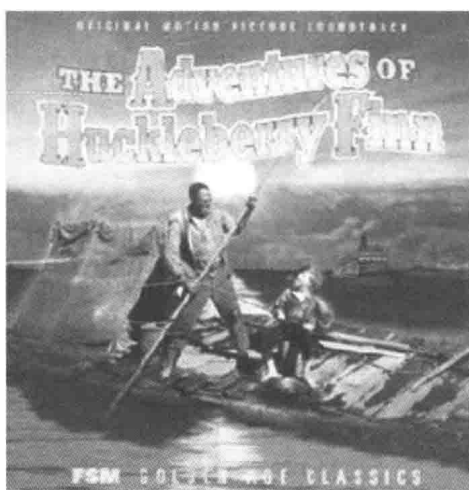
(4) Oscar Wilde



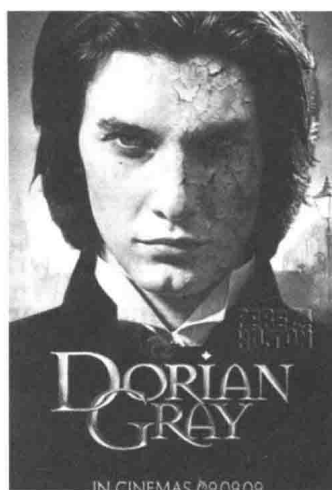
(5) W. Somerset Maugham



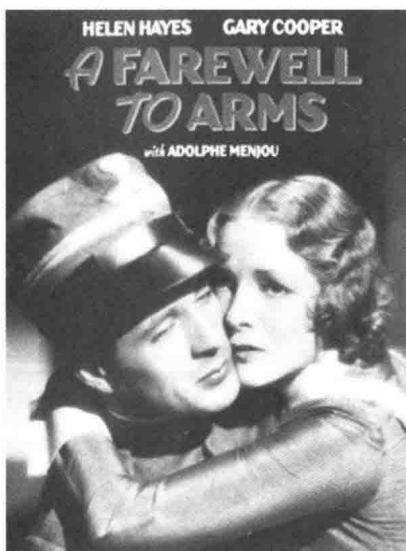
(6) Mark Twain



a. *The Adventures of Huckleberry Finn*



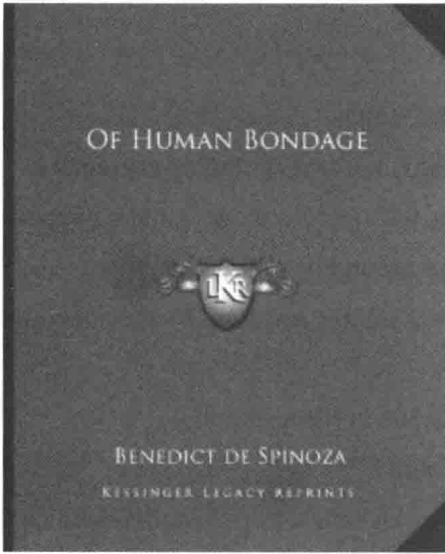
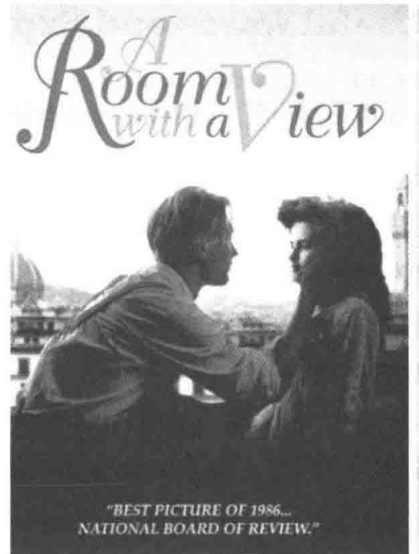
b. *The Picture of Dorian Gray*



c. *A Farewell to Arms*



d. *Tess of the D'Urbervilles*

e. *Of Human Bondage*f. *A Room with a View*

(1) (_) (2) (_) (3) (_) (4) (_) (5) (_) (6) (_)

2. Read and interpret some famous quotes of the writers listed above.

(1) A man's silence is wonderful to listen to.

—Thomas Hardy

(2) The world breaks everyone and afterwards many are strong at the broken places.

—Ernest Hemingway

(3) Spoon-feeding in the long run teaches us nothing but the shape of the spoon.

—E. M. Forster

(4) There are only two tragedies in life: one is not getting what one wants, and the other is getting it.

—Oscar Wilde

(5) People ask for criticism, but they only want praise.

—W. Somerset Maugham

(6) If you pick up a starving dog and make him prosperous, he will not bite you. This is the principal difference between a dog and a man.

—Mark Twain

B Useful Words and Expressions

- myth /mɪθ/ *n.* 神话 a fairy tale with lots of adventure and magic
- romance /'rəʊmæns/ *n.* 罗曼史 a story that revolves around love affairs of main characters
- tragicomedy /trædʒɪ'kɒmɪdi/ *n.* 悲喜剧 a play that begins with serious mode but has a happy ending
- allegory /'æliɡ(ə)rɪ/ *n.* 寓言 a symbolic story that revolves around two meanings
- ballad /'bæləd/ *n.* 民谣 a poem that is on the subject matter of love and sung by the poet or group of singers as telling readers a story
- elegy /'elɪdʒɪ/ *n.* 挽歌 a poem lamenting the death of a person or his near one
- ode /əʊd/ *n.* 颂歌 a long poem addressed to a person or thing
- satire /'sætɪə/ *n.* 讽刺文学 a literary device that is used by an author to express disapproval of vices and imperfections in individuals or human beings in general
- saga /'sɑ:gə/ *n.* 萨迦 (尤指古代挪威或冰岛讲述冒险经历和英雄业绩的长篇故事) Scandinavian and Icelandic stories about battles, legends and customs that were written in prose between 1120 and 1400
- prologue /'prəʊlɒɡ/ *n.* 序言, 开场白 a section of introductory material, before the start of the main literary work
- anachronism /ə'nækrə,nɪz(ə)m/ *n.* 时代错误 a person, thing, or idea that is or appears to be in the wrong period of time
- Renaissance /rɪ'neɪsəns/ *n.* 文艺复兴 A movement which is supposed to have begun during the 14th century in Italy, spread to other European countries throughout the 15th and 16th centuries. Renaissance broke away from the superstitious and ignorant traditions and beliefs of the Medieval Period to achieve a world of enlightenment.
- realism /'rɪəlɪz(ə)m/ *n.* 现实主义 An artistic movement began during the 19th century as the revolt against the exaggerated emotionalism of the Romantic Period. For the realists, truth and accuracy became the tools of perfection.
- modernism /'mɒdənɪz(ə)m/ *n.* 现代主义 A term that refers to the arts and literature that were produced during the late 19th and early 20th century, especially after World War I. Most of the modernist writers broke away from the past established beliefs and traditions and produced works that reflected the political, economic and social conditions of those times.
- romanticism /rəʊ'mæntɪsɪz(ə)m/ *n.* 浪漫主义 An artistic, literary, and intellectual movement that originated in Europe toward the end of the 18th century and in most areas was at its peak in the approximate period from 1800 to 1850. It stressed the importance of feelings, imagination, self-expression and individual creativity.
- literary genre /'ʒɒnrə/ 文学体裁 a mode of categorizing literature
- literary criticism 文学批评 the critical study of a piece of literature

Gothic fiction 哥特式小说 a fiction that is a combination of both horror and romance

feminist novel 女性主义小说 a type of novel that is written by women writers around the world to describe the place of women in a male dominated society

Stream of Consciousness 意识流 A literary technique characterized by a flow of thoughts and images, which may not always appear to have a coherent structure or cohesion. The plot line may weave in and out of time and place, carrying the reader through the life span of a character or further along a timeline to incorporate the lives (and thoughts) of characters from other time periods.

C Listening Exercise

Listen to a conversation about literature and choose the best answers to the questions you hear.

- A. The novel has a happy ending.

B. The main characters of the novel are both dead in the end.

C. The novel mainly describes a couple who live in a mill on River Floss.

D. The novel is quite difficult to understand.
- A. *The Mill on the Floss*.

B. *Mary Ann Evens*.

C. *Adam Bede*.

D. *Silas Marner*.
- A. In order to become famous overnight.

B. In order to attract more female readers.

C. In order to make sure her works would be taken seriously.

D. In order to guarantee her anonymity.
- A. She was born in 1819 and died in 1880.

B. She was an American novelist and journalist.

C. She was an important writer in the medieval age.

D. She was an important playwright in the Victorian age.
- A. Novels only.

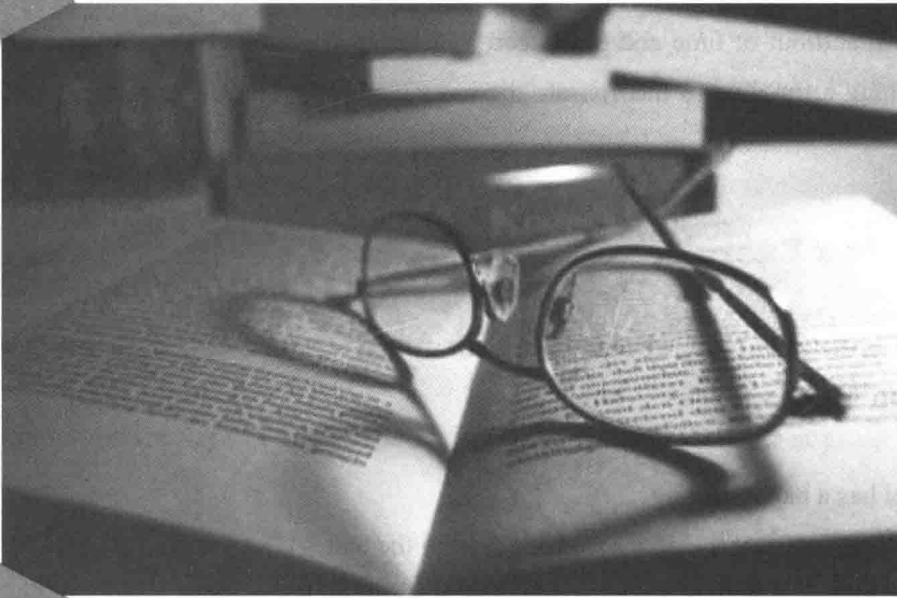
B. Short stories only.

C. Literary works only.

D. Books on any subject.

Part II While Listening

Text A Different Elements of Fiction



Prediction

1. What is fiction?
2. What elements may fiction encompass?

Cultural Notes

Fiction is the form of any work that deals, in part or in whole, with information or events that are not real, but rather, imaginary and theoretical—that is, invented by the author. Although the term fiction refers in particular to novels and short stories, it may also refer to the theatre, including opera and ballet, film, television, poetry and song. Fiction contrasts with non-fiction, which deals exclusively with factual (or, at least, assumed factual) events, descriptions, observations, etc., e.g. biographies and histories. Semi-fiction is fiction implementing a great deal of non-fiction, e.g. a fictional description based on a true story. Although fiction may be viewed as a form of entertainment, it has other uses. Fiction has been used for instructional purposes, such as fictional examples used in school textbooks. It may also be used in propaganda and advertising.

Exercise 1 Global Understanding

Listen to the text for the first time, focus on the global idea of the passage and then write down the seven elements of fiction.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

Exercise 2 Listening and Note-taking

Listen to the first part of the passage and read the two examples of note-taking, then decide which one is better.

Example A

Elements of Fiction

Plot: exposition blooms in the conflict climax resolution

Setting: actual place

Theme: central idea

Character: direct / indirect presentation

round flat dynamic static

protagonist / antagonist

Point of view: first-person / second-person / third-person

objective / subjective / multiple-person

Language diction: choice of wording

Audience or readers: important factors

Example B

Elements of Fiction

Plot: incidents composed of many parts, an exposition plot based on place, time and manner

Setting: where the story takes place is the setting, such as a house, palace, or

Theme: may be more than one, My Love Is Like a Red, Red Rose

Character: in two ways, direct presentation, indirect presentation, round, flat, dynamic and static characters, two opposite characters

Point of view: First-person point of view: I, me, we—like the author or a character within the story.
Second-person point of view: you. Third-person point of view: he, she, it. ... refers to the choice of wording used by the author

Audience or readers:

Your choice: _____

Note-taking

The importance of note-taking

Taking notes can help you concentrate on the on-going listening, understand and remember points from your listening. It can also prolong your attention span, stimulate critical thinking skills and enable you to make connections between what you hear and what you know. Good notes will help you organize and process data and information. However, bad notes usually appear in a mess, failing to tell the important from the unimportant, failing to give a visual representation of the main points and the important thoughts.

Tips on note-taking

Each person should develop his or her own method of taking notes, to which most people find the following suggestions helpful:

1. Don't write down everything you hear.
2. Be alert and attentive to the main points.
3. Notes should consist of key words or very short sentences.
4. Take accurate notes. You can use your own words, but try not to change the meaning.
5. Have a uniform system of symbols and abbreviations that will make sense to you.
6. Use a skeleton outline and show importance by indenting.
7. Don't worry when you miss a point. If not, you will miss more points.
8. Don't keep notes on oddly shaped pieces of paper. Leave space and use symbols to show the logic between ideas.

Exercise 3 In-depth Listening

Listen to the second part of the passage and complete the answers to the following questions.

1. What are the three different forms of point of view?

First-person point of view: I, me, we—like (1) _____ or (2) _____ within the story.