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学生用书

COLLEGE ENGLISH LISTENING AND SPEAKING

# 大学英语视听说教程



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# 大学英语立体化网络化系列教材

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# 前 言

为全面培养我国大学生英语实际应用能力,提升英语听说能力,在新世纪初,国家教育部和全国高校外语教学指导委员会制定颁布了最新的《大学英语课程教学要求》(试行),为大学英语教学明确了前进的方向。与此同时,对新的大学英语教材的需求也就与日俱增。在这新形式的鼓舞下,北京大学出版社和北大英语系大学英语教研室共同组织、策划了《大学英语视听说教程》,在北京大学教务部、北京大学外国语学院的支持下,该教程有幸得到了与北京大学有25年教学合作历史的ESEC (Education Services Exchange with China 美国美中教育服务机构)的加盟,并获得北京大学教材建设委员会的重点立项。北京大学大学英语教研室与ESEC众多语言学专家、英语教学专家通力合作,精心设计,反复琢磨,拟定大纲,编写样课。旨在结合国内外优秀英语教材的编写经验,为广大师生提供一套场景真实、语言地道、形式生动、内容丰富的好教材,从而提高学生的英语听说能力。

## 1. 编写宗旨

《大学英语视听说教程》是根据《大学英语课程教学要求》(试行)为大学非英语专业学生设计而编写的。主要目标是培养学生的英语听的能力和口头表达能力,同时增强他们的自主学习能力,提高综合文化素养。

本教程的编写重点:

- 1) 在选材上,特别注重口语的特征,注意题材的实用性。每课专设“英语习语”部分,强调语言真实,地道。语言素材全部由美方美中教育服务机构 TESOL 教员收集、撰写,力求符合中方教师的编写方案,场景贴近学生的生活,话题深受学生喜欢,努力达到学以致用。
- 2) 在内容编排上,同时注重国内和国外文化习俗、礼仪,培养综合文化素养和跨文化交际能力。
- 3) 注重学生自信心、学习方法和学习策略的培养。分单元介绍学习方法,提高学生自主学习的能力。
- 4) 注重口头表达能力的培养,以说带听,同时强调听与说的互动,充分发挥学生的主观能动性。使他们能从进行日常对话、简答问题、发表看法,慢慢发展到做较长的口头发言、开展辩论活动,逐步提高英语口语能力。
- 5) 强调听说基本功训练,每册含大量的机械模仿练习和听写练习,为快速提高学生听的能力,达到记笔记、写摘要的水平打下坚实基础。同时,在训练学生语篇理解能力的基础上,培养学生通过上下文猜词的能力。倡导脚踏实地,循序渐进,不断提高。练习形式多样,以交际中的实际需要为重,主要为主观题型。包括:回答问题、听写、正误判断、填补信息、写提纲、写摘要等。同时,每课配有以客观题为主的单元小测。

- 6) 重视口头语言在语音、语调、单词、句子、段落中的各种特征,设有专门的练习部分,以提高学生交际的有效性,同时增强自信心。
- 7) 培养学生习惯正常英语语速,听力材料全部采用正常语速录音,注重原汁原味。其难度的区分取决于材料的题材、所涉及的词汇量大小以及句子结构的复杂程度。

## 2. 教程构成

全教程共4册,分为学生用书和教师用书。配有光盘,提供网络教学平台。可以作为听说独立使用,也可以和北京大学出版社出版的《大学英语教程》配合使用。每册共有16个单元,其中第1至15单元为课文,第16单元为期末测试。第4册每单元课文内容与目的如下:

### 1) Ready; Set; Go!! 热身活动

围绕单元主题而设计的听说活动或游戏,为完成本单元主要任务热身。

### 2) Interactive Listening 听力互动

内有两项对话听力材料:

#### Listening Task 1

#### Listening Task 2

两项听力材料同时也可作为本单元口语练习的范例,每项材料后都有不同练习,主要目的是通过听日常对话,了解日常生活用语的特点,培养学生整体理解以及捕捉特定信息的能力,同时还能就自己的观点发表简短意见。

### 3) Speaking Interaction 口语互动

旨在帮助学生掌握生活中常用的口语表达用语。

内有三项任务:

#### Communication with Purposes 交际功能意念表达用语

学生做跟读练习,掌握地道正确的常用口语表达用语。

#### Small Group Interaction 小组互动

训练学生在所指定的情景下,运用所学功能意念表达用语进行对话。

#### The Chinglish Correction Connection 中国式英语纠错

告诫学生避免那些由于受母语影响而常犯的语言错误。

### 4) Further Listening and Speaking 听说拓展

内有四项任务:

#### Culture Klatch 文化视角

提供一篇介绍文化习俗的听力材料,着重语篇训练,加强听篇章、抓大意、听较长句子的能力,同时加强对西方文化的了解。是本部分的重点。

#### FYI(For Your Information)—People, Places and Things 知识信息

提供一篇有关人文、地理、趣事,信息量较大的短文,其练习较富挑战性。短文的文字稿附在学生用书上,既方便学生查对,又方便他们做模仿跟读练习。可以强化学生对英语有声语言的重音、连读、语音语调特点的了解,从而更有效地提高听说能力。喜好挑战的学生可先听,待做完理解练习后,再对照原文做跟读模仿练习。同时,FYI也是口语辩论活动的参考素材。

**Follow the Script** 紧跟脚本

提供一篇真实的演讲音像材料,让学生身临其境学英语。

**Idioms** 习语谚语

生动实用的习语为进一步加强听说训练提供了更多素材。学生通过完成填空、猜测词意、学会解释等练习,在快乐的学习过程中不知不觉地提高听说能力。

**5) Speaking for Understanding** 清楚表达**Sound Discrimination** 辨音练习

提供单词、绕口令等形式的纠音练习,改善英语语音。

**A Music Cloze** 歌曲填空

为了增强正音的趣味性,每单元后附有一首歌,供学生填空、朗读及跟唱。

**6) Self-Directed Study with Dr. Yu** 在余博士指导下自主学习

分章节向大家介绍了 ESEC 美国美中教育服务机构总裁 **Danny Yu** 博士有关怎样通过自主学习,提高英语听说能力的具体方法和应遵循的法则。

本套书的网络版,还附有 **Danny Yu** 博士精彩演讲的录像,他向我们介绍了他和家人学习英语的亲身经历,让我们认识到,说好英语的关键在于自信和坚持不懈。学生可以分段试听。

**7) Quiz** 单元小测

课后小测验在选材上紧扣本单元主题,既有客观多选题又有主观填空题。这样既可减轻教师判卷工作量,同时也能使学生适应全国大学英语四、六级考试的题型。内容包括涉及各种听力技巧的短对话、长对话及短文。录音材料的难易程度和语速严格参照《大学英语课程教学要求》(试行)。

**3. 选材原则**

注重内容的时代性、信息性、趣味性,既跟得上时代的步伐,又贴近生活。注意语言的规范性,题材的广泛性,同时强调口头语言的特性,力保语言的纯真、地道和活力。第一、二册素材以日常对话及长度适中的短文为主,第三、四册以较长的对话、短文、访谈、讲演为主。

本教程由北京大学英语系大学英语教研室具体策划并负责编写,素材由 ESEC 美国美中教育服务机构的众多教员提供。为本册提供素材的美方教员是: **Angela Attardo** (Allentown, Pennsylvania), **Allison Bernhard** (Naperville, Illinois), **Connie Chan** (Sacramento, California), **Emily Doisy** (Stockton, California), **Horace Hardison** (Los Angeles, California), **Katie Kruse** (Chicago, Illinois), **Viola Lew** (San Francisco, California), **David Nippoldt** (Reedley, California), **Amber Palmer** (Washington, D.C.), **Matthew J. Painter** (Oak Hill, West Virginia), **Steve Rawlinson** (Auckland, New Zealand), **Emily Reuter** (Los Angeles, California), **Christina Stringer** (Auckland, New Zealand), **Petrina Uhlenhopp** (Charlottesville, Virginia), **Tammie Warmus** (Boston, Massachusetts), **Steve Wilcox** (Tucson, Arizona), **Ashley Michelle Workman** (Raleigh, North Carolina)。另外,美籍教师 **Shirley Patterson** 审阅了全书。原北大英语系美籍教师 **Stephanie Tebow**, ESEC 教师 **Hee Sung Shin** 为本册课文录音和歌曲演唱的编排、录制付

出了辛勤的劳动。刘红中老师为课文的音像录制寻找挑选人员并审听了全书的录音素材。ESEC 总裁 Danny Yu 博士为教材的顺利编写,多次往返于中国和美国之间,协调编写工作,还就如何提高听力、口语能力,特地为学习此教材的学生做录像讲座。在此,谨向他们表示衷心的感谢!另外,我们还要特别感谢为本教材提供音像帮助的美国公共服务机构。他们是: William J. Clinton Presidential Library, John F. Kennedy Presidential Library 和 Museum Presidential Columbia Point, Boston 等。

为配合常规课堂教学,ESEC 和北京大学运用本教材的教学理念,专门策划开设了暑期全封闭式高级英语听说课程——Total Immersion Program,收到了良好效果。目前,此课程在北京大学的支持下,已成为北大昌平园区常规的短训课程。详情请参见 <http://www.tip.pku.edu.cn> 或 <http://www.tip.org.cn>。

编 者

2006年5月于北大蓝旗营寓所

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前言

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# 大学英语 视听说教程

(4)

学生用书

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# UNIT 1

## What's Your Learning Style?

### Ready; Set; GO!! Conversational Warm-Up

#### Experiment: What's your learning style?

Read each statement and decide whether the statement applies to you. Write the appropriate response number in the blank.

- 1—seldom/never
- 2—sometimes
- 3—often

- \_\_\_\_\_ 1. I would rather read a textbook than listen to a lecture.
- \_\_\_\_\_ 2. I would rather listen to a lecture than read a textbook.
- \_\_\_\_\_ 3. I like “hands on” learning better than learning from a textbook or a lecture.
- \_\_\_\_\_ 4. When I work, I prefer to be in a quiet place so I can concentrate.
- \_\_\_\_\_ 5. When I am alone, I like to have music playing, or I hum or sing.
- \_\_\_\_\_ 6. I love working with my hands and building or making things.
- \_\_\_\_\_ 7. When I remember an experience, I mostly see a picture of it in my mind.
- \_\_\_\_\_ 8. When I remember an experience, I mostly hear the sounds and talk to myself about it.
- \_\_\_\_\_ 9. When I remember an experience, I mostly remember how I felt about it.
- \_\_\_\_\_ 10. I always read the directions first when I put something together.
- \_\_\_\_\_ 11. I do not follow written directions well.
- \_\_\_\_\_ 12. I prefer to see something done before I do it myself.
- \_\_\_\_\_ 13. As a child, I enjoyed reading books in my free time.
- \_\_\_\_\_ 14. As a child, I enjoyed listening to stories that someone read or told to me.
- \_\_\_\_\_ 15. As a child, I enjoyed doing physical activities for fun.<sup>①</sup>

① This test was adapted from three sources:

Jester, Catherine. (Diablo Valley College). A Learning Style Survey for College. <[http://www.metamath.com/multiple/multiple\\_\\_choice\\_\\_questions.html](http://www.metamath.com/multiple/multiple__choice__questions.html)> Accessed 7/11/2005.

Middlesex Community College. Learning Styles. <<http://www.mxctc.commnet.edu/clc/survey.htm>> Accessed 7/11/2005.

The Center for New Discoveries in Learning. Personal Learning Styles Inventory. <<http://www.pinecity.k12.mn.us/highschool/bused/Learninv.htm>> Accessed 7/1/2005.

Listen to your teacher's instructions about how to count your points and fill in the chart below. The box with the highest score is the learning style you prefer; you may prefer to use more than one learning style.

| Visual | Auditory | Kinesthetic |
|--------|----------|-------------|
|        |          |             |

What are these learning styles?

- Visual learners tend to take in information through their eyes; they benefit most by reading texts, looking at charts or graphs, and seeing pictures.
- Auditory learners tend to take in information through their ears; they benefit most from hearing lectures or explanations and listening to tapes or videos.
- Kinesthetic learners tend to take in information physically, through the sense of touch; they benefit most from doing activities, taking notes, and experiencing things.

Find two other people who have the same learning style preference that you have. Discuss with them:

- Do you agree with the preference that this test assigns to you? Why or why not?
- Give some examples of the things you do to learn new information.

## Interactive Listening



### Listening Task 1

#### Activity 1

The words and phrases in the Word Box will appear in the following dialogue. Study the definitions so that you will be able to read along with the recording.

#### WORD BOX

**to struggle (in/through):** to work hard but without much success

**organic chemistry:** a class covering the interaction of carbon-based molecules, which occur in things such as sugars, oils, and plant acids

**pre-med:** the major chosen by people preparing to go to medical school to become a doctor (pre-medical school)

**Don't get too down on yourself:** Don't judge yourself too harshly. This phrase is used as friendly encouragement.

**weed-out class:** a difficult class that many students fail, so they have to change their major



**to tackle:** to deal with, usually a difficult situation or problem

**(it is) killing me:** it is extremely stressful and difficult, making one feel very defeated and unsuccessful

**You can say that again:** *That's definitely true.* This phrase is used to indicate strong agreement

## Activity 2

**Directions:** Listen to the following dialogue.

- Step 1: Listen the first time for the words in the Word Box.
- Step 2: During the second recording, listen and read along.
- Step 3: The third time you hear the recording, write the missing words and phrases you hear in the blank spaces provided to complete the dialogue.

James: Hi, Adrian. How are you?

Adrian: Oh, I'm alright.

James: Just alright? \_\_\_\_\_? Are you sick? You look kind of tired.

Adrian: No, \_\_\_\_\_. I guess I just have something on my mind.

James: What's going on?

Adrian: Well, I'm really **struggling** in one of my classes, and it seems that no matter how much I study, \_\_\_\_\_. It's discouraging. I'm thinking of changing my major because I just can't seem \_\_\_\_\_.

James: And you need the class for your major?

Adrian: Yes. It's **organic chemistry**, and since I'm **pre-med**, \_\_\_\_\_.

James: Organic chemistry, huh? I've heard about that class. It seems that \_\_\_\_\_ with it, so **don't get too down on yourself**.

Adrian: I know, I know. I've heard \_\_\_\_\_ you have. I mean, I've been pre-med for \_\_\_\_\_ now, and everyone talks about how organic chemistry is the **weed-out class** for pre-med students.

\_\_\_\_\_ until after I finished the basic chemistry course and got done with calculus before I decided **to tackle** organic chemistry.

James: But still, you're struggling through the class, even though \_\_\_\_\_ to make sure that you're ready for it.

Many science courses in U.S. colleges are lab classes, which means that students go to a lecture 3 hours a week to learn concepts from the textbook, and they go to a laboratory 1 hour or more a week to practice applying the concepts. Often, the lab hour is taught by a graduate student who is a TA (Teaching Assistant) instead of by the course professor.

Adrian: Right, that's what is \_\_\_\_\_.

James: Maybe it's not you. Maybe it's the professor. I mean, \_\_\_\_\_ the class?

Adrian: Professor Young gives the lectures, and then we have a TA for the lab. The lectures are okay. As long as I read the textbook \_\_\_\_\_, I don't have a problem understanding and taking notes. It's the lab that's **killing me**.

James: You take \_\_\_\_\_ in pre-med, don't you?

Adrian: **You can say that again.**

James: So, are the labs in all your classes \_\_\_\_\_, or is it just this particular one?

Adrian: Actually, labs are usually \_\_\_\_\_. I don't know why this one is so difficult.

James: You know, \_\_\_\_\_ about learning styles in my psychology class, and I wonder if maybe your learning style doesn't match the TA's teaching style. If that's the case, it could cause real problems for you, and \_\_\_\_\_ why you are struggling so much.

Adrian: I don't \_\_\_\_\_ about learning styles.

James: Well, \_\_\_\_\_ the student counseling center? They have a learning style test that you can take, and the counselors \_\_\_\_\_ what your learning style is. They can help you figure out \_\_\_\_\_.

Adrian: Really? \_\_\_\_\_. Maybe I'll stop by the counseling center tomorrow.

James: Yes, you should. I think you'll be glad you did.

### Activity 3 Checking for Understanding

It is now time to check your answers with your teacher. After you have corrected your work with your instructor, listen to the dialogue again as you read along with the completed and corrected dialogue.

### Activity 4 Answering Questions

Answer the following questions regarding the dialogue above. Write down your answers and discuss them in class.

1. What is wrong with Adrian?
2. What has James heard about organic chemistry?
3. What advice does James give Adrian?
4. Do you think that the advice James gives Adrian is good? Why or why not?





## Listening Task 2

### Activity 1

**Directions:** Listen as Adrian goes to the student counseling center the next day. The dialogue is not printed in your book. As you listen, answer the following questions.

1. What is Adrian's learning style preference?
2. What does the counselor think about Adrian's notes?
3. What advice does the counselor give Adrian about the lab?

### Activity 2

**Directions:** Listen to the dialogue again for the meanings of the words and phrases as they are used in the dialogue. Write your explanation on the lines that appear after each word or phrase below.

to ring true: \_\_\_\_\_

pegged: \_\_\_\_\_

*I can't follow her:* \_\_\_\_\_

*It's no wonder:* \_\_\_\_\_

### Activity 3 In Your Opinion

1. Do you think the counselor gives Adrian good feedback?
2. How does Adrian seem to feel about the counselor's feedback?
3. Think of a class that you have struggled in or a class project that was not easy for you. Would it have helped to know your learning style or to talk with a counselor? Why or why not?

## Speaking Interaction

### Small Group Work: Refining Patterns of Speech

Many times in life it is necessary to evaluate the work people have done. This is called *giving feedback*. Below are some common ways to **give people feedback**. The word patterns are designed to show you formal, informal, and casual ways of giving feedback.

**Helpful Hint:** Remember, when you are not certain which form is appropriate to a particular situation, always use the formal approach. The formal use of language is never incorrect and will always be understood.



**Activity 1**

**Directions:**

- Step 1:** Listen and repeat the following examples of formal, informal and casual functions that appear in the text.
- Step 2:** Practice the examples below with a partner just as you heard them modeled in the audio version. Change speaking roles so that each person has a chance to say each part.

**Giving Feedback: Formal**

1. A: How are you doing with your still life, Jason?  
 B: Well, I'm having some problems with the apple, Professor Cohen. I can't seem to get it right.  
 A: Yes, I see. You have done a wonderful job on the grapes and the glass; the colors are vivid and the shading is masterful. But the apple is a little off.  
 B: What do I need to change?  
 A: First of all, the position of the apple is too far to the left. It needs to be closer to the glass.  
 B: Okay, I can see that now.  
 A: And the other thing is, your apple is too round. It should be more angular there at the bottom. You want to capture that by sharpening the angles and shading.  
 B: Thanks, Professor. I think I get it now.
  
2. A: Doctor, I've been having trouble breathing lately. Could you check my lungs?  
 B: Let me listen. Breathe in slowly, and out slowly. Hmm. Your lungs sound just fine. It may be something else is going wrong. Tell me, have you had any changes in your lifestyle in the last few months?  
 A: Actually, yes. My wife and I moved to a new home that is much closer to my work. And, to be honest, I think I've gained a little weight. I can't seem to keep the pounds off.  
 B: Perhaps you are exercising less? Is that true?  
 A: No. Well, maybe I am getting less exercise, since I don't have to walk or ride my bicycle as far to work or to go shopping.  
 B: Both walking and riding a bicycle are great forms of cardiovascular exercise, which not only works your heart, but also makes your lungs work. If you aren't getting that exercise, your heart and lungs will get lazy, and when you walk up stairs, for example, you will struggle to breathe.  
 A: You must be right. That is exactly what happens to me.
  
3. A: I know the annual evaluation can be a little nerve-wracking, but try to relax. I'll say upfront that I am pleased with your performance over the past year, Lily.  
 B: Thank you, Ms. Dickson. I know I'm new to this company, but I have worked hard to do my job well.

In the US, employers usually meet with employees once a year to review their performance and discuss goals for the following year.