

COLLEGE ENGLISH

Watching · Listening · Speaking
Student's Book 2

主编 李超



W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

全新 大学英语 视听说教程

学生用书
(下册)

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前言

一、编写宗旨

随着我国改革的持续深入和对外开放的不断扩大,我国对外交往的范围已经遍及全球。在这样的背景下,机遇与挑战并存,而语言作为交际工具就显得尤为重要。故此,英语语言的综合应用能力训练已成为新时期人才培养的一项至关重要的内容。在这点上最为突出的例证就是高校大学英语的教学改革所带来的语言教学的变革。2004年教育部出台的《大学英语课程教学要求》中,“培养学生的英语综合应用能力,特别是听说能力”成为大学英语的教学目标,这一目标也正反映了社会对人才外语语言综合应用能力的总体要求。

在广泛、深入地了解了国内英语学习者,尤其是学校英语教学需求的基础上,我们组织各方英语教学专家和教师编写了这套以英美文化背景知识为切入口、以影视作品片段为基本内容、以计算机多媒体及网络技术为手段的《全新大学英语听说教程》。该教材由不同文化主题下的影视片段引出相关文化背景知识、语境及语言功能性表达方式、师生交互活动内容,以训练学习者对文化背景、语境、语言材料的综合理解能力及语言表达能力,促进学习者英语语言综合能力的提高。

二、编写原则及教材特点

该教材以英美文化背景知识为切入口,采用多媒体技术组织影视素材,由不同文化主题下的影视片段引出相关文化背景知识、语境及语言功能性表达方式、师生交互活动内容,使学习者接触真实的语言环境,并从中训练学习者对文化背景、语境、语言材料的综合理解能力及语言表达能力,促进学习者英语语言综合能力、特别是听说能力的提高。

该教材有以下特点:

● **文化性:** 与一般所谓“情景对话”的教材不同,该教材在影视选材和文本安排上以文化为切入点,内容新颖,内涵丰富,使学习者能在提高听说能力的同时,更加深入地了解西方文化。

● **真实性:** 该教材所用影视片段均选自英文原版影片,语言及语境具有高度真实性,适于学习者学习地道的英语。

● **实用性:** 该教材的每章节围绕一个主题的不同场景来组织教学,并由此延伸至相关的文化、语言知识,使学习者学会在不同的场景下运用恰当的语言进行交流,达到学以致用的目的。

● **技术性:** 该教材同时开发包含所有视频素材的用于课堂授课和学习者自学的多媒体学习软件, 充分应用现代教育技术来促进英语语言学习。

● **阶梯性:** 该教材各章节的编写采用由浅入深的模式, 循序渐进, 可供不同层次的学习者使用。

● **课堂教学与学习者个性化学习的兼容性:** 该教材在设计课堂教学内容和活动的同时, 也兼顾了学习者课后练习的安排, 并为学习者提供自主学习内容, 兼容了各种语言学习模式, 为教学者和学习者提供了更多的选择。

三、使用说明

该教材可供大学非英语专业学生、英语专业低年级学生作英语视听说教材使用, 配有多媒体光盘和教师参考书。该教材也为广大英语爱好者、自学者提供了一条快速提高英语听说能力、丰富欧美文化知识的捷径。

每个单元包括三个与主题相关的影视片段。教师应在课内完成前两个片断及第五部分(Interactive Activities)。余下的第三个片段由学生课后自主学习完成。

建议每两学时完成一个单元学习, 每册共计三十学时(每学时按四十五分钟计)。但在使用时, 各校可根据具体情况灵活掌握。

四、本书简介

本书为《全新大学英语视听说教程》学生用书下册。现将该书每单元各部分的具体内容简介如下:

1. 主题导入(Warm-up Materials)

以文化为切入点, 为学习者提供与本单元主题密切相关的文化背景及相关知识介绍, 使学习者对本课内容有一个整体的了解。

2. 影视片段学习(Understanding Movie Clip)

1) 剧情介绍(Synopsis)

对该电影剧情作大致介绍, 为学习者提供背景知识, 扫除文化障碍。语言生动, 内容简洁明了。

2) 场景介绍(Introduction to the Scene)

介绍本单元所选剪辑在电影中的场景, 让学习者了解即将观看到的电影剪辑在整个电影情节中所处位置, 从而促进其对剪辑和相关文化内涵的理解。

3) 影片片段对白(Script)

按剧本对白形式, 写出该影视片断的英语对白。

4) 词语列表(New Words; Phrases and Expressions)

含电影剪辑中所涉及的重点和难点生词、短语, 帮助学习者理解影视材料。对列出的词标注国际音标、词性和英汉双语注解。



5) 文化背景 (Cultural Backgrounds)

含该影视片断中出现的体现出文化特点的词 (包括专有名词——人名、地名等)、俚语、难句 (需要特定文化背景才能理解的句子) 以及特定文化场景中的特殊表达等。

6) 练习 (Exercises)

每个影视片断设 2 至 3 个练习 (3 个影视片断共设 6 至 9 个练习)。习题的形式多样, 如填空 (Gap-filling)、选择 (Multiple choice)、简答 (Short answer questions)、复述 (Retelling)、片断理解与复述 (Understanding and reproduction) 等。习题设计的难度由浅入深, 能促进学习者对该片断的理解, 同时检验学习者的听力理解能力。

3. 相关口语交互活动 (Interactive Activities)

该部分基于对影视片段的理解, 以影视场景和所涉及的文化主题为内容设计以学生为中心的口语交际活动。活动形式灵活多样, 包括 Pair work、Group discussion、Role-play、Presentation 等。

4. 相关词汇及短语 (Topic-related Words and Phrases)

该部分列出了与影视主题和讨论话题相关的词汇及短语, 帮助扩大学习者的词汇量。

5. 相关句型及表达法 (Topic-related Sentences)

该部分列出了影视片断中出现的口语句型和表达法, 并补充相关情景或语言功能环境下的口语表达法, 加强学习者的语言输入, 使其在相应的情景下能灵活使用, 自如地“产出”。

6. 影视片段自主学习 (Self-access Learning)

该部分为学习者提供自主学习的影视片段, 同样包括剧情介绍、场景介绍、影视片段对白、词语列表、文化背景、练习。

该套教材由国内十余所大学的英语教育专家历经两年时间合作编写而成。参加编写的院校分别是华南理工大学、上海外国语大学、复旦大学、四川大学、西南交通大学、重庆大学、西南师范大学、电子科技大学、河北大学、西南财经大学、西南石油大学、成都理工大学、四川师范大学、西华大学等, 主编院校为西南民族大学。

本书的编写从内容到形式都有不少新的尝试, 加之编者水平有限, 不妥之处, 敬请读者批评指正。

编 者
2006 年 1 月



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UNIT

1

Festivals

Objectives

- To understand and appreciate three movie clips about "Festivals"
- To learn some topic-related words, expressions, and sentences
- To learn some information about the festivals in western countries
- To discuss the similarities and differences between Chinese and western festivals



Warm-up Activity

Listen to the recording two or three times and then think about the following questions.

- What festivals in English-speaking countries are you familiar with?
- What Chinese festivals are you familiar with?
- What are the similarities and differences between the festivals celebrated in China and those in English-speaking countries?



Understanding Movie Clip 1: Garfield's Halloween Adventure

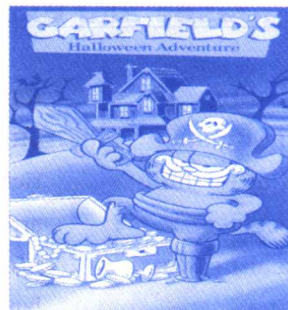
Synopsis of Garfield's Halloween Adventure



In this animated adventure, Garfield the cat learns that today is Halloween, a special day for getting candy. Garfield enlists the help of Odie the dog, hoping to get twice as much candy as he can. They head to their owner Jon's attic and find some pirate costumes. Soon they are out trick-or-treating amongst other children in the neighborhood. Eventually they have gone through the entire neighborhood but Garfield wants more. He notices more houses across the river so he and Odie take a boat to get to the other side. They end up losing the oars and getting lost down the river until they stop at a small port. There is a haunted house nearby and they go in. They come across a creepy old man in a chair. The man tells them that pirate ghosts are coming to reclaim the treasure that they hid inside the house on a Halloween night 100 years ago. Before Garfield and Odie make up their mind to leave, the old man runs off in the boat with their candy still inside! The two then have to find a way to get their candy back and escape the pirate ghosts ...

Introduction to the Selected Scene

This scene is about how Garfield and his companion Odie prepare to set out trick-or-treating on Halloween. Garfield and Odie go to the attic and find some pirate costumes. Soon they are out trick-or-treating amongst other children in the neighborhood and Garfield teaches Odie how to get more candy.



New Words

alien /'eɪljən/ *adj.* strange 陌生的

booty /'buːti/ *n.* things taken by thieves or captured from an enemy in war 掠夺物; 战利品

broadsword /'brɔːdsɔːd/ *n.* large sword with a broad blade, used for cutting rather than stabbing (宽刃的) 大砍刀

drape /dreɪp/ *n.* curtain 帷; 帘

flap /flæp/ *v.* move, swing, wave, etc. up and down or from side to side, usu. making a noise 摆动; 摇动 (通常发出声响)

hobo /'həʊbəʊ/ *n.* homeless person, esp. impoverished vagrant 流浪汉

landlubber /'lænd,lʌbə/ *n.* person who is not accustomed to ships or to being at sea 不习惯坐船或航海的人

lap /læp/ *n.* single circuit of a track or racecourse 跑道的一圈

litter /'lɪtə/ *n.* sand or small pieces of clay for a cat to defecate in 用于给猫排便的沙土

loot /luːt/ *v.* carry off goods (esp. private

property) taken from an enemy in war or stolen by thieves 抢劫; 掠夺

mate /'meɪt/ *n.* (*informal*) pal; friend 伙伴; 好朋友

pillage /'pɪlɪdʒ/ *v.* (*formal*) rob (sb. or sth.) of goods, crops, etc. with violence, as in war 掠夺

pizzazz /pɪ'zæz/ *n.* dazzling style; vigorous spirit, energy or excitement 魅力; 充沛的精力、活力或激情

sassy /'sæsi/ *adj.* (*informal*) disrespectfully rude 无礼的; 莽撞的

tacky /'tæki/ *adj.* (*informal*) in poor taste; shabby or gaudy 俗气的; 破旧的; 花哨的

vampire /'væmpaɪə/ *n.* reanimated corpse believed by some to leave its grave at night and suck the blood of living people 吸血鬼

wig /wɪg/ *n.* covering for the head made of real or artificial hair, worn to hide baldness, or in a lawcourt by barristers and judges, or by actors as part of a costume 假发

Phrases and Expressions

a mite	(<i>informal</i>) a little; somehow 一点点
first mate	officer on a merchant ship ranking immediately below the captain 大副
mother lode	rich source or supply 丰富的源泉
peg leg	artificial leg, usu. wooden 假腿(通常为木制的)
sealing wax	resinous preparation of shellac and turpentine that is soft and fluid when heated but solidifies upon cooling, used to seal letters, batteries, or jars 封蜡
welcome wagon	wagon used to provide newcomers with gifts, local products or information about the neighborhood 向新来邻居提供社区情况、赠送礼物及当地厂商样品等的车辆

Notes

● Halloween

Halloween is a holiday that was originally celebrated by Celtic peoples. They believed that on Halloween dead spirits were allowed to roam the earth. The Celts in Ireland tried to scare the spirits away by dressing up in scary costumes. Introduced by the influx of Irish immigrants into the United States, Halloween in the American practice has little to do with the original meaning. Today on October 31st, American children dress up in costumes of all kinds, some scary and some not at all. At nightfall, the children go out and knock at the doors of everyone in their neighborhood. When the door is opened, the children shout, "Trick or treat!" and their neighbors give them some candy. The meaning of "trick or treat" used to be a threat to the listeners that a trick would be played on them if they did not give a treat. Now most children only want the candy and do not often play mean tricks. Another major feature of Halloween is the use of Jack-o'-lanterns, lit and placed in front of each house when it gets dark. A Jack-o'-lantern is a large, round pumpkin, hollowed out with a face carved into one side and a candle placed inside to light the face.



● yuck

"Yuck" is an interjection used to express disgust, distaste, etc.



● **Eureka!**

“Eureka” is an interjection used to express triumph upon finding or discovering something.

● **'Twas I who had to face the storm.**

It was I who had to face the storm.

● **scaredy cat**

“Scaredy cat” is equal to “fraid cat”, referring to “coward”.

● **I don't do sit-ups to trim my waist.**

A “sit-up” is an exercise in which a person sits up from a lying down position without using the arms for leverage. The sentence here implies that Garfield is very lazy and fat but content with his shape.

● **Gimme.**

“Gimme” is an informal way of saying “give me”.

● **methinks**

“Methinks” means “it seems to me”.

Exercises for Understanding

Exercise 1

Choose the best answer according to the movie clip you have just watched.

1. Which of the following is not among the things Jon has kept?
A) Jon's first bowtie.
B) Aunt Orpha's false teeth.
C) Roy Ogle's root, string, and sealing wax.
D) A vampire.
2. With so many things that he can choose from, Garfield finally decides to dress as a _____.
A) king B) pirate captain C) vampire D) clown
3. What does Jon give Garfield and Odie?
A) He gives them some candy.
B) He gives them some fruit.



- C) He gives them a couple of sacks.
D) He gives them some lasagna.
4. Garfield thinks that he is not _____.
A) lazy B) selfish C) bossy D) scaredy
5. What does the woman give Garfield and Odie when they go trick-or-treating?
A) She gives them some drapes.
B) She gives them some candy.
C) She gives them a broadsword.
D) She gives them a hat.

Exercise 2 Fill in the blanks according to the movie clip you have just watched.

Garfield: (singing) 1) _____?
There's 2) _____ to me.
I could be 3) _____.
A king or a slave.
It's 4) _____.
So what should I be?
What could I be?
What should I be?
I could be 5) _____.
And 6) _____.
Flap, flap!
Or I could put on 7) _____.
Go as 8) _____.
What should I be?
There's so many sides to me.
I could be 9) _____, a robot, a hobo, a clown.
Or 10) _____ going out on the town.
What should I be?
It's all up to me.
What should I be?