普通高等教育“十五”国家级规划教材

新世纪网络课程建设工程项目

大学体验英语®

Experiencing English

高级教程（上）

Advanced Course

《大学体验英语》项目组 编

高等教育出版社
Higher Education Press

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江苏工业学院图书馆
藏书章

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《大学体验英语®高级教程》系列教材

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前　言

《大学体验英语》立体化系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求，加强了实用性英语教学，以培养学生的英语综合应用能为目标，特别突出和加强了听说与交流能力的训练与培养，而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材，供大学英语教学基础阶段使用。《大学体验英语》参照大学英语教学对各级的要求，分为1～6级。每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案等组成。此外，还编写了《大学体验英语——基础教程》一册，供入学水平低于第一级起点要求的学生使用，编写了《大学体验英语高级教程》（上、下册）和《大学体验英语高级听说教程》（上、下册）供达到《大学英语课程教学要求（试行）》“一般要求”的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点，既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点，又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点；既注意打好语言基础，更侧重培养应用能力，特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时，加强听、说、写、译等语言技能的综合训练，尤其注重口头和书面实用表达能力的训练与培养，以适应中国入世以后对外交往的需要。在上述总体思路的指导下，更新教学理念和内容体系，这主要体现在如下几个方面：

1．注重培养表达能力。《大学体验英语》不仅重视语言技能的训练，更注重这些技能的实际运用。以任务为主线进行教材的编排，使课文和练习成为一个有机的整体，有利于培养学生实际使用英语进行涉外交际的能力。

2．强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍，易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点，本教程还特别突出交际内容的实用性，而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

3．课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合，使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学，《扩展教程》(Extended Book)供学生自主学习使用。二者紧密配合，相辅相成。

4．重视文化教学，培养“跨文化意识”。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合，注意对西方文化背景的介绍与教学，专门设计的“文化沙龙”模块就是其特点之一。

5．“教、学、考” 相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题，供学生自我

检测学习《综合教程》和《扩展教程》的效果。

6．立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程，为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

7．图文并茂，版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片，为语言学习提供了形象的立体的训练情景，加强了学生对学习和使用语言的实际体验。

对于中国大学生而言，学习英语的主要目的是为了能够使用英语去进行涉外交际，特别是技术和学术交流。在打下一定的语言基础之后，创造条件将所学的语言运用到实际涉外交际中就成为英语学习的关键。另外，从英语学习的角度来看，使用英语本身其实也是一种极好的学习英语的途径和过程。真所谓读书是学习，使用也是学习，而且是更重要的学习。这也正是我们编写《大学体验英语高级教程》的主旨之一。

《大学体验英语高级教程》是在Braumüller出版的*Best Shots: Projects for Presentation, Simulation, and Role-play*的基础上改编的。它的教学对象主要是已经达到《大学英语课程教学要求》中所规定的“一般要求”的学生，其教学目的是进一步提高他们的英语应用能力。

《大学体验英语高级教程》遵循最新外语教学理念——任务式教学法。教材围绕大学生会面临的涉外交际项目展开的(Project-based)。每个单元完成一个交际项目。项目下再设若干个具有相对真实意义的交际任务。为了完成这些交际任务，学生必须进行一定的听、说、读、写等方面的语言交际活动，运用一定的实用交际技能，如就一定的主题进行陈述、磋商、辩论等。学生通过使用英语进行这些交际活动来提高自己的综合应用语言的能力。

因此，本教程必定坚持以教师为指导、以学生为中心的互动教学原则。在教师精心的指导下，学生积极主动地参与教学的全过程，包括确定自己的学习目标，制定科学的学习计划，探索和改进学习方法，选择符合自己要求的学习材料，认真对待每个教学环节等。学生在参与中使用语言，在使用中学习语言。要确保学生的参与，教师就必须在教学过程中对教学活动进行精心的设计和组织，对学生提供及时的辅导、督促和评估，使每一个学生都能朝着正确的目标前进，按照各自的能力学习、提高和发展。

本教程重视语言的实际使用，强调学生在交际活动中的首要任务是使用英语去完成规定的交际任务。这也是高级英语教程应着重承担的任务。与此同时，还要注意引导学生在使用英语顺利进行任务交际的过程中去提高所使用语言的质量，使所用英语更加准确和恰当。为此，本教程在各个单元也为学习者提供了一定量的语言练习，指导他们在进行交际活动前对相关的语言表达方式进行适当的预习和准备，并在交际活动结束后再对所使用过的语言进行适当的归纳和复习，实现“用中学”“用中提高”的目标。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力，较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶，它的编写和出版得益于以下院校教授、专家的参与和辛勤的工

此为试读，需要完整PDF请访问：www.ertongbook.com

作：北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、浙江大学、南京师范大学、扬州大学、西南财经大学、四川大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有：吴中福（重庆大学校长，教育部现代远程教育资源建设专家组组长）、邹寿彬（电子科技大学校长，教育部现代远程教育资源建设专家组副组长）、樊明武（华中科技大学校长，中国工程院院士）、陈准民（对外经济贸易大学校长、教授）、庾建设（湖南大学副校长，网络教育学院院长）、陈建平（广东外语外贸大学副校长、教授，全国高等学校外语专业教学指导委员会委员，中国英语教学研究会副会长）、王洪（教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编）、顾宗连（中国人民大学网络教育学院院长）、张亚斌（华南理工大学网络教育学院副院长）。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此，编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试，其中定会存在不当和疏漏之处，敬请使用者批评指正。

编　者

2006 年 5 月

Introduction

Why "Experiencing English—Advanced Course"?

Chairman Mao Zedong once said, "If you want to know the taste of pear, you must change the pear by eating it yourself." When applying the idea to English language learning, we may suggest that if you want to learn English well, you must use it in real communication. This represents the main idea behind the two volumes of *Experiencing English—Advanced Course*: the activities serve as a vehicle or springboard for the students to propel themselves forward in their English language learning.

Notice that we speak of the students doing this *themselves*. Language learning doesn't *happen to* you; you have to participate actively in the process. The activities suggested in *Experiencing English—Advanced Course* are designed to involve the students in all stages of this process. This learner-centered approach means that they are active all the time, completing a range of tasks which give them practice in all aspects of language use: speaking, reading, listening (to others), writing, as well as communication skills such as presenting, negotiating, and debating.

The emphasis is clearly laid on *using* the language, and less on treating it as subject of study. This means, in real terms, that students are encouraged to "experience the use of English" by worrying less about the grammatical accuracy of their next sentence and concentrating all of their energy on successfully getting their ideas across or fulfilling the communicative tasks that have been set.

Does this mean no grammar lessons?

Not necessarily. We believe that a fundamental awareness of how language works is necessary for students of English. The two volumes are designed to provide a resource bank of communicative, learner-centered lessons that may form the body of the courses; it can also be supplemented by any existing lessons one may consider necessary, e.g. grammar revision or listening comprehension.

The two volumes do, however, include tasks which encourage the students to analyze the language, either in the form of "language activities" designed in each module or by getting them to "evaluate" their own or their classmates' performance required by the tasks. That is also why the two volumes contain a variety of language styles (American and British English) and orthography in the selected authentic texts and in the modules themselves.

So, how do we evaluate it?

If we believe that successful language learning is made up of many different components, of which grammatical accuracy is just one small part, it is logical that the latter alone cannot prove the ability of a particular student. Neither can the knowledge of certain vocabulary on its own. Indeed, it is the *overall* ability that must be considered—not an easy task! A communicative approach to testing does, however, exist and is already being used all over the world (cf. Cambridge examinations), in which criteria such as task achievement, fluency, accuracy, range of vocabulary, communicative ability are combined to reach an *overall grade* that reflects more than just the student's ability to correctly formulate certain items.

OK, but I've never done lessons like this before!

Don't worry. No previous experience with these types of activities is necessary. Each module is described step-by-step in both the student's book and, in more detail, the teacher's book. Just follow the instructions.

It may take the students a few lessons to get used to the approach if they haven't encountered such activities

before. If this is the case, don't simply give up after one lesson; talk to the students about it and try *at least two* modules. By then, the students will see that they will feel much more comfortable with these activities.

How does this module system work?

Each volume is divided into 8 modules and each is a separate, individual unit, which would require about 4–6 class hours or lessons. The modules are not intended to be done in any kind of order. The students can pick and choose which one they would like to do, depending on their interests, as well as the resources and the time available.

Flexibility is a key feature of *Experiencing English—Advanced Course*: not only can you select the modules according to the situation; the modules themselves are—in the main—flexible in structure. The students can also pick and choose from the individual steps within most modules and construct different lessons out of the various combinations. Again, it depends on their particular situation. The module can be, of course, simply followed as it stands.

We understand that each classroom is different—heterogeneity is what makes our world interesting—and, therefore, the timing of each step is given in the form of a possible range of time it could take, from the quickest time we can imagine, to the most generous time that can still be considered effective. The modules have been tried and tested in many colleges and universities, and it is on the basis of our experience that we have made these estimates. They are to be seen as guidelines only—feel free to "break the rules!"

Finally, the authors would like to wish you all the best in working with this textbook and hope that, not only for the students, but for the teachers—as for us—it can encourage us all to "find the real taste of pear"!

The authors

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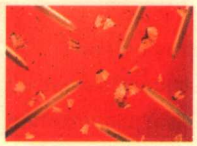

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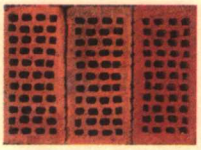

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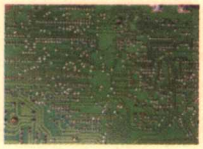

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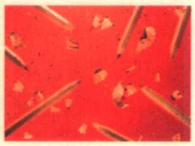

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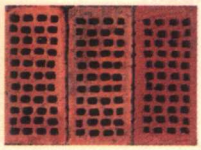

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MODULE 1

The Product Is You!

INTRODUCTION

In this module you will learn some basic ideas about presenting yourself, products, and companies. You will first design a poster to inform your classmates about yourself. After this, you will practice some of the skills used in making a good presentation.

STEPS

1. Working on your presentation style
2. Brainstorming
3. Designing a poster
4. Presenting your poster
5. Self-evaluation
6. Designing a logo and business card
7. Designing a trade fair booth and presenting your company
8. Debriefing for tasks and language
9. Questions for further study
10. Analyzing a company report
11. Language activities
12. Extended activities

1 Working on your presentation style

With a partner, work through the checklist, filling in each blank with the word or phrase that fits best. Remember that there are three major points about presentations which you must take care to do well — how you plan and organize your talk, how you make and use visual aids, and how you act and the way you talk. Watching and working on these areas will make you a good presenter — but not overnight!

A. Development of Your Presentation

Use these words to complete the sentences below:

memorable	main points	preview
three	attention	audience
previews	explain	summaries

1. Analyze the _____.
2. Begin with an _____ getter.
3. _____ the main points of your talk.
4. Limit the discussion to no more than _____ points.
5. _____ who, what, when, where, why, and how.
6. In longer presentations, include _____ and _____ as you go along.
7. Close by reviewing your _____ and making a _____ statement.

B. Visual Aids

Use these words to complete the sentences below:

equipment	simple	interest	work
large	short	small	look
three or four	important	readable	major occasions

1. Use visual aids to show how things _____, _____ or relate to each other.
2. Use visual aids to highlight _____ information.
3. Use visual aids to create _____.
4. Select appropriate visual aids.
   a. Use flipcharts, boards, or transparencies for _____, informal groups.
   b. Use slides or films for _____ and _____ groups.
5. Limit each visual aid to _____ graphed lines or five or six points.

6. Use _____ phrases.
7. Use large _____ type.
8. Keep charts and graphs _____.
9. Make sure the _____ works.

C. Delivery

Use these words to complete the statements below:

natural	appropriate	criticism
small	fast	hear
questions	without	large
clearly	straight	eye contact

1. Establish _____.
2. Speak _____ and distinctly.
3. Do not go too _____.
4. Be sure everyone can _____.
5. Speak in your _____ style.
6. Stand up _____.
7. Use gestures in a _____ and natural way.
8. Encourage _____.
   a. Allow questions during the presentation if the group is _____.
   b. Ask the audience to hold their questions until the end if the group is _____ or hostile.
9. Respond to questions _____ getting sidetracked.
10. Maintain control of your feelings in spite of _____.

2 Brainstorming

What would you like people to know about you? What can you tell them in a two-minute presentation? Brainstorm about these questions, take notes, and discuss your ideas with a partner. How do your ideas differ?

3 Designing a poster

Use a piece of paper and write down five important things about yourself in one or two sentences each.

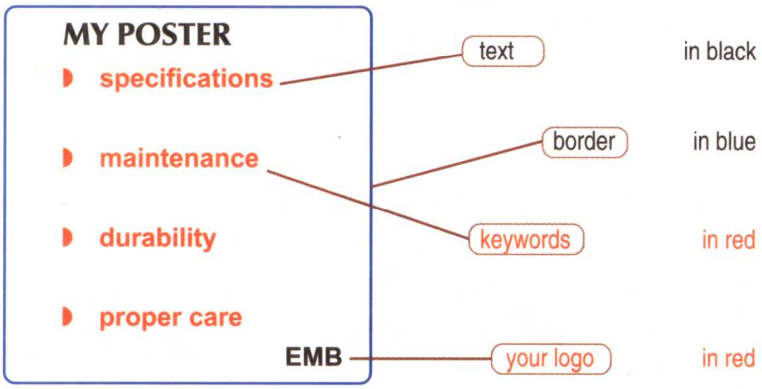
Take this piece of paper and reduce the sentences to three to five words for each important point.

Take these words and reduce them to one unusual keyword each, e.g. "specifications" to describe

yourself, your family, your date and place of birth.

Write these words on a piece of poster paper in red, the signal color. Make a blue border around your paper for orientation. Other text should be in black.

Remember KISS — Keep It Short and Simple, like the following example:

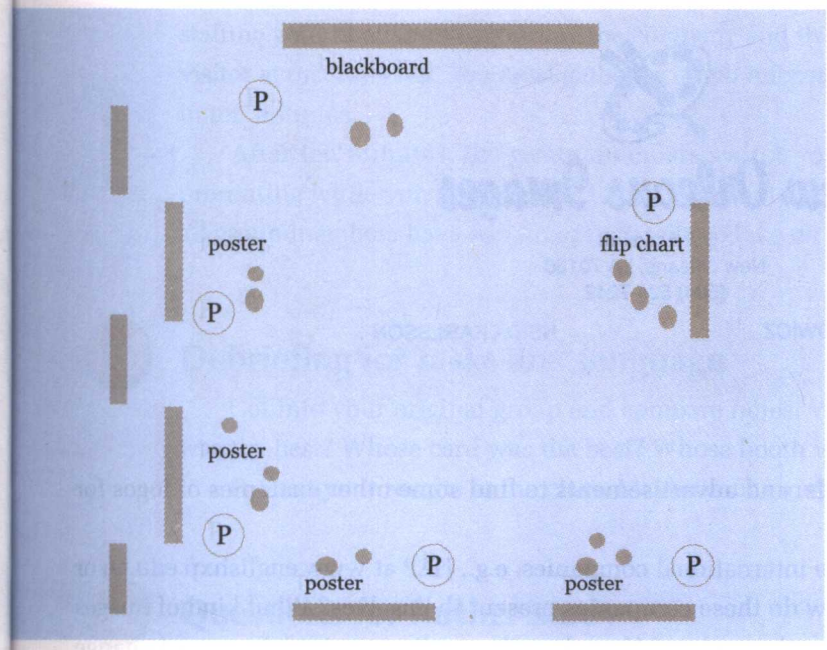


4 Presenting your poster

Use the blackboard, wall, or the flip chart for this activity.

One third of the class will put up their personal posters on the wall or the board. The other two thirds will "circulate" around the room listening and asking questions about the presenter after his/her short talk. This is done until all class members have had a chance to present themselves to the small groups.

The setup in your classroom could look like the following picture:



The P stands for the presenter. Note that each presenter stands to the left of his/her poster from the perspective of the audience. Use your left hand. Palm side down, to point to keywords on your poster. This will help you look at your listeners.

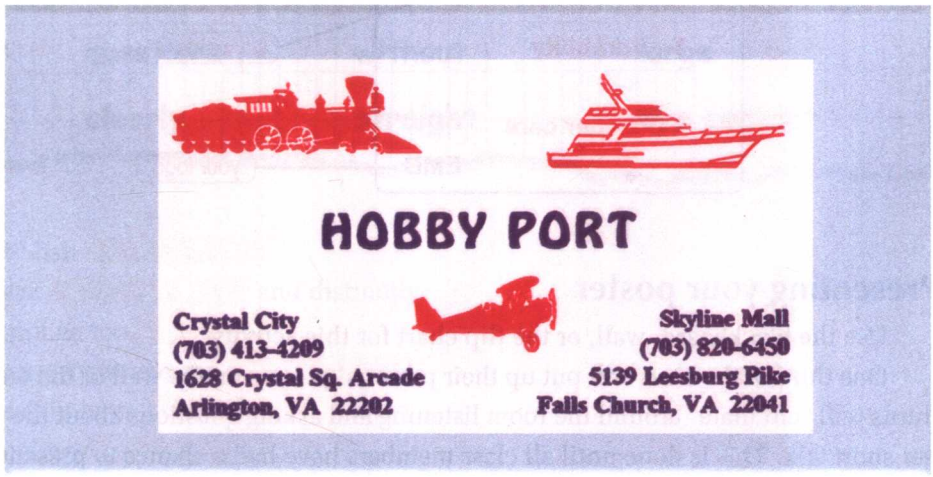
Make sure you have no papers or pencils in your hands. This is a presentation. Talk to your audience.

5 Self-evaluation

Start a logbook about the things you do well in a presentation, e.g. gesture, poster designs. List one thing you want to improve. When you can do this well, list another thing to improve. After some time, review your list. Look how many things you can do well!

6 Designing a logo and business card

Every business and business person has some type of a logo and a business card. Here are a few examples:



Look at the posters, billboards, and advertisements to find some other examples of logos for products and companies.

Look up the homepages of the international companies, e.g., HEP at www.englishxp.edu.cn or of a company you know well. How do these companies present themselves? What kind of images do they use? How do they describe themselves? How does the medium (print, electronic) change the message?

In a group of three to four persons, look at the short company descriptions on pages 18 and 19. They are taken from a brochure, *Inside UK Enterprise*, published by the Department of Trade and Industry in the UK. Select one company and its products. You will be the representatives of this company in the following simulation. First, design a logo for the company which best represents its idea and products. Then, design and make a few business cards for yourself, i.e., with your name and position, company name, telephone, fax, and e-mail or Website. You can hand these out to interested persons at the trade fair.

7 Designing a trade fair booth and presenting your company

In this simulation you will convert your classroom into a trade fair. If possible, move tables and chairs so you can make a booth for your company and have chairs for visitors.

Design a display for the company in the area provided in your classroom. Remember what you have learned about poster design. Use pictures and large headings and slogans for your posters. Talk to your partners in English to help you with your preparation and presentation.

Tips for presentations

Before you start, look at the friendly faces in your audience. Smile. Breathe in deeply and exhale. Now begin with your presentation.

You will be yourself in this simulation, but you will have two roles. You will be responsible for staffing your booth and explaining the company and its products to visitiors, and you will also be a visitor at the trade fair. You must gather as much information as possible about the other companies in ten minutes.

After ten minutes, the group members switch roles, i.e., someone else is at the booth and presenting while you are listening to other presentations and gathering information. Do this until all group members have had an opportunity to take on both roles.

8 Debriefing for tasks and language

Get into your original group and compare notes. Who had the best presentation? Whose logo was the best? Whose card was the best? Whose booth was the best? Why do you think so?

Present your results to the class. Maybe your group will win all the rewards!

9 Questions for further study

What kind of problems did you have doing this task? What was easier — staffing your booth or

finding out about the other companies, i.e. presenting your company or listening to others? Why do you think so?

What did you want to say, but did not know how to express? Make a list of vocabulary or structures you would need the next time you do a presentation.

10 Analyzing a company report

Using the company annual report which appears on pages 20 to 23, fill out the worksheet "Analyzing Company Annual Reports" on page 24. When this is done, compare your analysis with your classmates in small groups and make necessary changes during the discussion. Some of the groups may present the results of their discussion to the class.

11 Language activities

A. Study the language related to companies and company activities.

1. Find all the statements relating to Total Quality Management (TQM) in the company descriptions on pages 18 and 19. What does a company have to do to produce quality products? What is important for a company to represent itself in public? Which similarities do you see in the company profiles?
2. There are several companies which use computers in manufacturing. Find all the computer and information technology terms and abbreviations in the company descriptions, e.g. CNC. Use your dictionary or other textbooks to find out what these abbreviations and terms mean. Make a grid with the terms, the abbreviations, and the definitions or explanations, as in the following example:

Abbreviation	Meaning	Explanation
JIT	Just in Time	manufacturing something just when the customer orders it

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