

# 视听说教程

## Viewing, Listening and Speaking

*Student's Book*

主编 周榕 冯茵

学生用书



# 4



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学生用书 *Student's Book*

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# 总序

2009年7月,在上海召开了一次“师范院校英语专业教学和发展圆桌会议”。参加本次会议的有来自全国18所师范院校的22位外语学院院长、系主任和出版界的代表。本次会议全面、深入地讨论了当前形势下师范院校英语专业的学科定位、人才培养目标、课程设置、教学内容与方法、教材建设、师资队伍、学生就业等方面的问题,并且在很多重要方面达成了共识,为今后师范院校英语专业的建设与发展提供了重要的参考意见。

师范教育关系到国家未来的人才培养,具有深远意义。与其他专业的师范教育相比,英语专业的师范教育责任更大,负担更重。英语专业的师范生不仅需要学好英语,还需要学习如何教英语。所以,师范英语专业应该是英语学科+教学能力的培养,既不能局限于语言的学习,也不应局限于教学技能的培养。

在中国语境下,各级各类的教育都非常重视教材的作用,师范教育也不例外。可以说,教材的编写质量和水平直接关系到教师的教学和学生的学习,直接关系到人才培养的质量和规格。

由于师范教育的特殊性,供师范生使用的教材也应该具有特殊性。但是,目前大多数师范院校仍使用综合性大学的教材,突出不了其师范教育的专业性。所谓师范特色,主要是指教材在培养学生语言能力的同时,还应合理渗透教师教育的相关内容。说得具体一点,师范生的英语教材不仅要使学生学好英语,还要使他们直接或间接地从教材中体会、感受到教英语和学英语的过程与方法。比如,语法教材以及综合教材中的语法部分,可以适当地渗透“如何教语法”或“如何学语法”的内容。当然,师范专业的教材本身也应体现新的教学理念。同时,师范教育的教材还应加强人文教育,提高师范生基本人文素养。

根据2009年圆桌会议的建议,上海外语教育出版社决定邀请国内部分师范大学的专家编写一套符合新时期师范院校英语专业本科教学需要的系列教材。此决定得到了北京师范大学、南京师范大学、华南师范大学等师范院校的积极响应。该套教材除了包括基础阶段主要课程的教材(如综合教程、读写教程和视听说教程)以外,还包括一些专业课程教材。

我们希望更多的师范院校加入本套教材的编写、试用、研究和推广,并以此为契机,结合课堂教学实际情况,共同探讨师范院校的人才培养目的、教育教学的内容与方法以及师范院校英语专业的建设与发展。

程晓堂

2013年3月

于北京师范大学

# 编者的话

## 一、编写宗旨

英语专业师范方向的学生除了掌握全面、系统的英语语言知识,拥有过硬的英语语言技能之外,还应该具备有效教授英语的能力。《师范英语视听说教程》是一套既遵循外语教学规律与学习者的认知特点,又充分突出英语师范教育专业性的新型教材,供师范英语专业基础阶段的教学使用。

本套教材四册学生用书在选材、编排与任务设计上循序渐进,符合英语专业学习者的知识水平与认知特点,提供大量丰富、贴近大学生活的视、听、读输入材料和生动多样的口头表达任务,使学生通过获取筛选、判断释义、归纳总结、重构信息,以及陈述看法、评论观点等做法培养与提高英语听力与口头表达能力。

本套教材凸显以学生为本、自主学习、探究性学习等教学理念,并将新课标倡导的一些基础教育理念融入到教材的主题选择、活动设计中,展示如何获得听、说各种微技能以及如何教授这些技能,使面对新时期英语听说教学的师范生掌握必需的教学理念、资源、技术、工具与有效方法。

## 二、编写原则

### 1. 总体思路

- 使学生获得大量真实生动的英语语言知识、文化背景知识,并注重输入的可吸收性;
- 注重视、听与说的有效结合,通过大量的听说活动,使语言输入充分内化,转化为输出能力;
- 注重使口语和听力教学理论充分体现在实际的任务设计中;
- 注重激发学生对输入内容的兴趣,培养他们自主学习、独立思考、检索信息及利用资源的能力;
- 注重循序渐进地提升学生听与说的语言技能与素养,培养听与说的元认知策略,侧重对听说技能作适当和实时的呈现与分析,以隐性与显性的方式促进听说技能的提升;
- 充分体现英语专业师范方向的知识结构,循序渐进、从点到面地将听与说微技能的教学知识传授给学生,丰富他们的教学知识,提升他们的教学意识,培养他们的教学能力。

### 2. 选材与编排

• 材料选择与编排上既突出“功能为纲”又兼顾“语境特色”,一方面循序渐进地穿插凸显语言功能的语言材料与任务,另一方面注重采用体现英语专业师范方向特色的教学环境、教学知识、教学技能。此外,注重人文综合知识与多元文化内涵材料的介绍与导入。



每单元以某种主题为纲来展开,题材源自现实生活,覆盖领域广泛,如校园语境(新生入学、学校制度、师生关系、海外留学、学术社团和学术讲座等)、城市生活、娱乐时尚、旅游、友谊/社团、价值观、职业规划/专业发展/兼职生活、图书资源/信息技术、生态与环境保护、社会热点话题等。

- 体裁力求多样,使学生适应各种真实语境下的小故事、报道、叙述、访谈和对话等。

- 在材料难度的控制上,第一、二册视听材料选择生词比例一般不超过2%的小片段,且话题比较容易理解;第三、四册提供更长的完整视听片段,话题与活动内容较前两册稍难。全套教程通过生词释义、背景注解以及练习设计从易到难等手段控制难度。

- 四册均体现主题驱动下的循序渐进选材原则。

### 3. 活动设计

- 遵循教育目标层次理论的分类(knowledge, comprehension, application, analysis, synthesis, evaluation; Bloom, 1956),逐级设计听说活动,使教学活动涵盖各种能力层次的培训和提升。

- 遵循建构主义理论,注重培养学生从视听材料获得英语语言和文化知识的习惯,使他们通过对视频、音频信息的感知、筛选、加工、建构、重构和储存等积极学习过程,有效地提高听力理解水平。视听练习类型丰富多样,包括问答题、选择题、判断题、填空、表格制作、完成句子、配对等。

- 在口头能力的培养上,所设计的活动主题与现实生活紧密联系,在形式上有看图说话、两人对话、小组讨论、演讲、口头报告、小组辩论等,能有效激发学生的表达欲望,使他们逐步达到高等学校英语专业新大纲关于高级阶段口头表达的要求,即能够“连贯、正确地表达思想”。他们的口头输出能在质量上得以提高和深化,具体表现为内容充实、语篇条理清晰、观点明确和重点突出等,而且能够有“自己的见解”、“自己的思想”。

- 本教程的活动设计旨在让学生系统学习听与说微技能及其教学所涉及的资源选取、材料准备、教学任务设计、教学过程等各个环节。

## 三、内容结构

全套教程共四册,每册配有教师用书、相应的视频、音频材料。每册书由十个单元组成,每单元分为以下五个部分:

### 1. Warming-up

导入部分用音频或图片等引出话题并设计填补信息与口头互动等任务,引导学生在正式学习听力和视频材料之前激活相关知识背景和语言表达,为接下来的学习做充分准备。

### 2. Watching and Listening

第二大部分为教学主要内容,包括Part A、Part B和Part C三个小部分,主要围绕本单元话题,通过体裁不一的三段视频或音频材料来展开。每一篇视听材料配有若干项听力与口语活动,旨在使学生深入理解所学内容,培养他们的听说能力,包括从视听材料中筛选获取特定信息、进行整体理解、判断释义、建构重构知识等能力,以及有条理地归纳总结要点、陈述看法、评论观点等口头能力,以期学生能将语言输入有效转换为自己的输出,形成扎实的语

言综合运用能力。

### 3. Speaking

第三大部分是根据单元主题进行拓展的口头活动,旨在通过提供更多的相关资源(视频、音频、文字材料、语言使用介绍等),使学生掌握更多话题知识和语言知识,培养学生紧扣本课话题,进行口头互动和深入讨论,培养长段表述观点、发表感想、进行演讲等高层次口语能力。

### 4. Skill Focus

第四大部分着重于师范生的特点和需求,根据单元材料在内容和体裁上的特点,显性呈现听说的元认知策略与各项微技能知识,以期使学生获得一些听说教学的知识和技能,在提升自己听说能力的同时提升听说技能的教学能力。该部分提供关于听说技能知识的视频、音频及文字材料,在编排上做到单元与单元之间逐步深入。每单元该部分的三小节(呈现、练习与应用)之间系统有序:“呈现”一节可以使学生获得有关听说微技能的知识,形成听说技能的元认知意识;“练习”一节进行相关听说技能教学的练习,体验听说教学的过程;“应用”一节则是让学生应用本单元学到的技能知识进行针对性听说教学设计,提升教学水平。不同单元在呈现听力与口语知识时各有侧重,学完整套四册书后,学生将对听说技能的教学具备相当完善的意识和能力。

### 5. Self Assessment

第五部分是学生的自我评估,旨在让学生学会反思和总结,提高自主学习的能力。

本教程由华南师范大学外国语言文学学院负责编写。周榕教授负责全书框架设计、统稿及审阅,徐曼菲、莫咏仪、刘英杰、黄红兰、冯茵各负责每册书中两个单元的具体材料收集和编写。此外,徐曼菲、莫咏仪、刘英杰、冯茵分别参与了第一、二、三、四册的主编工作。在本教程的编写过程中,我们参阅了大量国外原版文献、书籍与杂志,并从国外相关广播、电视、电影和互联网上选取了大量文字材料与有声资料。由于篇幅所限,在此未能一一列出,我们谨向国外有关出版社和作者表示谢忱。

编者

2015年7月



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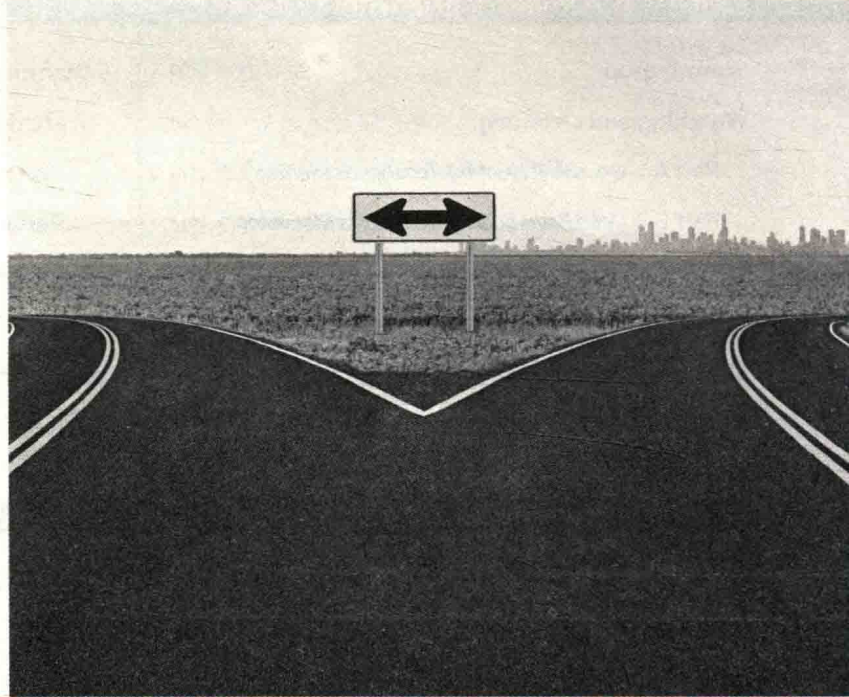


# 1

## Choices in Life

It is our choices that show what we truly are, far more than our abilities.

— J. K. Rowling



If you believe it is a world of choice, you regard your life as a product of your own decisions. If you believe in destiny, you suspect there are greater forces defining your life's story. Even if you are a part of some great master plan, your unique journey has more personal meaning when you choose it for yourself. Fate doesn't decide everything. You get to choose. You make many choices every day. Some choices are easy, and some aren't. Those are the really important ones, the ones that define us as people. Fortunately, you always have the choice to do what's right.

In this unit, we will come to some situations where people have to make tough choices. Think what you would do in such cases. Would you make sacrifices for a family member in trouble? Or would you sell out a friend for your own good? Or would you like for anyone against you to suffer and for those who obey you to benefit? Or would you choose to sacrifice a few in order to save more? Sometime in life, you may have to make a hard choice like these, and bear the consequences. Finally, in Skill Focus, we shall learn to understand irony in speech.



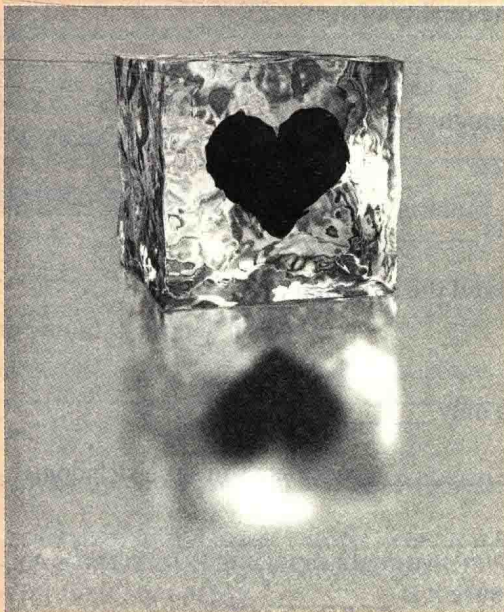
# WARMING-UP

Watch a movie clip from *My Sister's Keeper* and discuss the questions below.

1. Are you for or against Anna's taking legal action? Why or why not?
2. Do you think Anna will win the case? Why or why not?
3. If you were Anna, would you do the same thing? Why or why not?

## Background Information

Conceived by means of in vitro fertilization, Anna Fitzgerald was brought into the world as a savior sister at the informal suggestion of Kate's doctor. Anna is conceived to be a genetic match for her older sister, Kate, who suffers from leukemia, to donate compatible organs, blood and tissue in order to keep her sister alive. Eleven-year-old Anna knows that she will be forced by her parents to donate one of her kidneys. She also realizes that she may not be able to live the life she will want to lead — she may be unable to cheerlead, play soccer, or be a mother. Anna tells her parents that she does not want any of this and proceeds to sue them for medical emancipation and the rights to her own body. Her domineering mother, Sara, who leads an obsessive campaign to keep Kate alive, is indignant at Anna's decision. Attorney Campbell Alexander agrees to help Anna to sue for partial termination of parental rights.

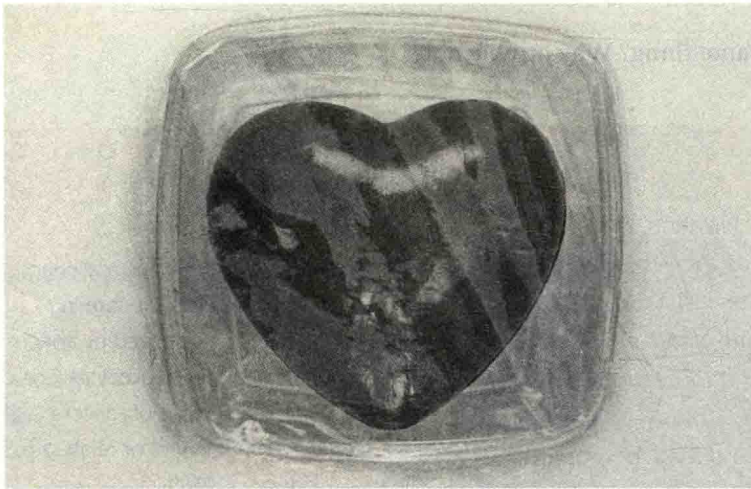


## New words

- leukemia** [ lɔˈki:mɪə ] *n.* malignant neoplasm of blood-forming tissues, characterized by abnormal proliferation of leukocytes; one of the four major types of cancer 白血病
- renal** [ ˈri:n(ə)l ] *a.* of or relating to the kidneys 肾脏的
- lymphocyte** [ ˈlɪmfəʊsaɪt ] *n.* a type of white blood cell formed in lymphoid tissue 淋巴细胞
- bone marrow** the fatty network of connective tissue that fills the cavities of bones 骨髓

# WATCHING AND LISTENING

## Part A To Give or Not to Give



1. Watch Clip One with the court scene involving a debate between Attorney Campbell Alexander and Sara, the mother. Fill in the blanks with the missing words.

### *The doctor's opinion:*

- 1) Kate was a \_\_\_\_\_. She should have never made it past \_\_\_\_\_ years old.
- 2) Despite the psychological \_\_\_\_\_ of donation, losing a kidney would \_\_\_\_\_ the quality of Anna's life.
- 3) When put to the test, almost everyone thought that Anna \_\_\_\_\_ give Kate her kidney.
- 4) The only benefit that Anna has received is \_\_\_\_\_.
- 5) Anna was too \_\_\_\_\_ to understand the situation fully.

### *Sara's opinion:*

- 1) Her sister needed help and Anna was the only \_\_\_\_\_.
- 2) When it comes to medical care, Kate \_\_\_\_\_ because she's the sick one.
- 3) Anna isn't the only person in this \_\_\_\_\_.
- 4) Looking at it only from Anna's situation, sure it is \_\_\_\_\_.
- 5) It is awful. But it's not as awful as putting your child \_\_\_\_\_.

### New words

- granulocyte** [ 'grænjələ(ʊ)sart ] *n.* a leukocyte that has granules in its cytoplasm 粒细胞
- aspiration** [ æspə'reɪʃ(ə)n ] *n.* the drawing of tissue 抽吸术
- innocuous** [ ɪ'nɒkjʊəs ] *a.* unlikely to harm or disturb anyone 无害的
- hash out** talk (something) over in detail or have a discussion in order to solve a problem 经过长时间讨论后解决
- triage** [ trɪ'ɑ:ʒ ] *n.* the process of quickly examining sick or injured people, so that those who are in the most serious condition can be treated first 优先治疗鉴别法
- recess** [ 'ri:sɪs ] *n.* a suspension of the court 休庭
- notoriety** [ ˌnɒtə'rɪəti ] *n.* the state of being known 名声
- epileptic** [ ˌepɪ'leptɪk ] *n.* a patient who suffers from a disorder of the central nervous system characterized by loss of consciousness and convulsions 癫痫患者



**Campbell's opinion:**

- 1) The medical procedures are not so \_\_\_\_\_, judging from the complications.
- 2) Taking into account Anna's \_\_\_\_\_, the mother might have \_\_\_\_\_.
- 3) The mother is \_\_\_\_\_ one child's health on behalf of the other.
- 4) So where's the \_\_\_\_\_ for Anna?
- 5) Despite the mother's intention for \_\_\_\_\_ family, who stands up for Anna?

**2. Watch Clip One again and fill in the following table.**

Age	Donation	Medical procedures and/or consequences
1) _____	start donating	/
2) _____	lymphocytes, blood	stick the needles in arm; two nurses 3) _____ because she was fighting so hard
4) _____	granulocytes	more needles
/	5) _____	put big needles into Anna's 6) _____; some complications arose; 7) _____ afterward for 6 days
now	8) _____	affect the quality of life

**3. Pair discussion: Whose side do you take, Campbell's or Sara's? State your reasons.**

**4. Watch Clip Two and answer the questions.**

1) Why does Anna sue for her body emancipation?

.....

2) How does Jesse feel about Kate's decision?

.....

3) What does Sara think about Kate's decision?

.....

4) Why would Campbell help Anna?

.....

**5. Imagine how the story will end and tell why you think so.**

**6. What choice has each character in the movie made? Do you think they've made the correct choices for their own parts?**



## Part B Betrayal or Loyalty



### Background Information

Charlie Simms and George Willis, Jr. at Baird, a preparatory school, witness several students setting up a prank for the school's headmaster, Mr. Trask, who is not quite popular with the students. Mrs. Hunsaker reports that Charlie and George may know about the prank. Mr. Trask presses Charlie and George to divulge the names of the perpetrators.

### New words

**conniving** [ kə'naɪvɪŋ ] *a.* making secret plans in order to get things for themselves or harm other people 共谋的, 阴谋的

**crass** [ krɑ:s ] *a.* stupid and not showing consideration for other people 愚蠢的, 粗暴的

**tarnish** [ 'tɑ:nɪʃ ] *v.* make dirty 玷污

**convene** [ kən'veɪn ] *vi.* call together 召集

**transpire** [ træn'spaɪə ] *vi.* happen 发生

**perk** [ pɜ:k ] *n.* special benefits that are given to people who have a particular job or belong to a particular group 特殊待遇

**sheaf** [ ʃi:f ] *n.* a package of things held or fastened together 一叠, 一捆

1. Watch a movie clip from *Scout of a Woman*, and decide whether the following statements are True (T) or False (F).
  - 1) ( ) Charlie takes part in the prank.
  - 2) ( ) Mr. Trask is smart and a man of integrity.
  - 3) ( ) The Jaguar was given to the headmaster by the Board of Trustees.
  - 4) ( ) Mrs. Hunsaker says that Charlie and George saw the ones who did the stunt.
  - 5) ( ) George denies being present at the spot that night.
  - 6) ( ) Students in Baird will not be allowed to do anything until the truth comes out.
  - 7) ( ) Usually all student applicants submitted by Baird are guaranteed admittance by Harvard.
  - 8) ( ) Like most of his fellow students in Baird, Charlie comes from a rich family.
  - 9) ( ) Mr. Trask offers to recommend Charlie to Harvard because Charlie is an excellent student.
  - 10) ( ) Mr. Trask expects that Charlie will accept his offer.

2. Watch the clip again and answer the questions.

1) What do the students do to make fun of the headmaster?

.....

2) What can be inferred from the video about Mr. Trask?

.....

3) How does Mr. Trask deal with this incident?

.....

4) What choices are Charlie faced with?

.....

3. Discuss the questions below with your group-mates.

1) What do you think of Mr. Trask's offer?

2) If you were Charlie, would you choose to tell the truth? Why or why not?

4. Have a role play with your partner, conducting a conversation between Charlie and his parent about this incident.

