



新思维本科公共基础课系列规划教材

# APPLIED COLLEGE ENGLISH

## 应用型大学英语

### 视听说教程 *Level 2*

(第三版) 教师用书

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总主审 孔庆炎  
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# 前言

在全体作者与本系列教程使用院校同仁的共同努力下,尤其是在大连理工大学出版社的大力支持下,《应用型大学英语》系列教程被成功评选为“十二五”普通高等教育本科国家级规划教材。在新的起点上,本系列教程编委会感到更大的责任,我们要以更高的要求,更广阔的视野,更加体现“以学生为中心”的服务精神,为广大学生与老师呈现一套高质量的教材。由此决定全面修订本系列教程。

在当今全球化时代,一个国家要想在国际舞台上有所作为,就必须拥有自己民族的、独特的东西。只有大力弘扬中国优秀的传统文化,才能得到世界的承认。因此,在大学英语教学中,我们应该充分反映中国国情,反映我们博大精深的优秀文化,引导大学生在英语学习中树立文化自觉和文化自信。同时,在前进的道路上,我们要时刻注意学习其他国家先进的文化和科学技术,而英语语言有着强大的影响力,正是学习吸收先进科技和优秀文明的便捷的桥梁。

我们将继续贯彻上述思想理念,确保本系列教程既具有国际视野,又具有中国特色。在设计、编写和制作上,贯彻教育部对大学英语教学的指导精神,与社会对大学英语的教学要求保持高度一致。

除了保持和发扬本套教程原有特色和亮点之外,本次修订更加注重大学生创新思维、批判性思维的能力培养。在编写过程中,我们精选课文材料,对于每一个话题做深入思考。本次修订增加了“批判性思维与写作(Critical Thinking & Writing)”模块,目的是加强培养思维方法,提升思维品质,使学生在学英语的过程中,勤于思考,提高思辨能力。

此外,我们把原来的“在线研究”(Online Research)模块改为“研究型学习”(Research Study)模块,目的是加强培养学生“学习与研究”的能力,在学习课文之前,为学生设置相关问题,要求学生不仅要做好预习,而且要对相关问题进行探索和研究。在单元学习结束时,要求对该单元话题做批判性的思考并写出一篇思辨型文章。

在编写过程中,我们力求做到精雕细刻、精益求精,吸收并借鉴国内外同类教材的精华,努力打造精品。尤其是努力提炼课后练习部分,使学生在英语语境中进行丰富有趣的探索实践活动。

本次修订重点考虑了应用型本科院校对于英语的教学需求。在选材和练习编写上充分体现应用型特色。本系列教程延续了原有的特点,即:低起点、缓上坡、高接轨。注意各册之间内容与难度的衔接,体现循序渐进。从第五册开始结合单元内容,系统安排与全国大学英语四级考试相关的题型,并逐渐增加难度,针对性地提高学生实用能力,达到国家对英语学习的一般要求。

本系列教程具有如下特色:

**1. 语言地道,材料新颖。**除个别经典主题文章,课文材料均选自近几年新发表的英文材料,原作者均为英语为母语的学者。

**2. 话题全面,系统一致。**本系列教程全面覆盖大学生必须了解的各类话题,尤其是做到了《综合教程》与《视听说教程》话题的完全对应,“听、说、读、写、译”等语言技能围绕同一话

题展开,更加有益于语言知识的重现、记忆与积累。

3. 循序渐进,规范系统。“语法板块”系统分布于1~4册;“写作板块”由易到难,系统分布在1~6册中。

4. 中国元素,体现精华。精心选取“中国文化”,触及现实生活内容,弘扬民族文化,体现跨文化型属性。

5. 形成能力,用英语做事。本系列教程着力营造培养“学生具有运用语言的能力”。考虑学生“学业与就业”结合的需要,专门设计“项目作业(Project Work)”任务,从“认识大学”“如何学习”到“就业准备”和“出国深造”等,体现了“学以致用”与“学以致用”并举的实践教育理念。

6. 培养研究型学习能力。为了提高学生学习兴趣,增强钻研精神,扩大学习视野,形成深厚功底,特别增加了“研究型学习(Research Study)”模块。

7. 培养批判性思维能力。专门设立“批判性思维与写作(Critical Thinking & Writing)”模块,针对不同话题启发学生思考不同观点,引导学生用不同视角分析、思考问题,形成思辨能力。

8. 搭载现代化教学手段,培养自主学习能力。本系列课程配套网络教学管理平台,该平台囊括纸质教材同步数字化课程,实现教学一体化管理的同时,将学习资源互动重组,从而支持院校将教学空间从课堂延伸到课下,让学生能够更多地利用PC、iPad、手机终端等完成学习和自主训练。同时利用二维码技术,使学生可以随时随地扫码跟读课文及单词音频,并对学习难点、重点、亮点扫码获取文本、图片、视频等资源,优化教学手段及模式,提升教学效果。

《应用型大学英语综合教程》(1~6册):每册由10个单元组成,包括两个中国元素单元。每5个单元后安排一个“项目作业”(Project Work)。

《应用型大学英语视听说教程》(1~6册):每册由10个单元组成,包括两个中国元素单元。主题与《综合教程》同步,其中3~6册包括两个测试单元,与四级考试听力题型完全接轨。

本系列教程作为大学英语教学改革实践的成果呈现给广大读者。由于编纂工作浩繁,疏漏在所难免,望广大读者不吝指正,以求共同进步。

王 志

2016年7月

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# 编写与使用说明

## 一、编写宗旨

本教程为《应用型大学英语视听说教程》系列中的第二册。教程的编写以提高学生的英语综合应用能力为教学目标,依托现代教学理念及数字化多媒体教学手段,旨在循序渐进地提高学生的英语听说能力,以满足学生在学习及工作中对英语交流能力的需求。

## 二、框架设计

本教程共有6册,每册共设10个单元,每单元设计为5个部分,“Listening, Viewing, Speaking”三项任务贯穿其中。每单元5个部分如下:

### 第一部分 导入(Lead-in)

本部分用相对简单有趣的练习导入本单元的话题。其练习顺序以“Listening, Viewing, Speaking”逐步展开。“视”的部分,特别提供了与主题相关的各类视频,为学习者提供真实的英语使用环境。“说”的训练,运用了应用语言学和语料库语言学最新的成果,重视预构成语块、仿说和会话策略的学习。本部分以功能、题材、情景为主线,注重交互式训练,凸现跨文化交际能力的培养。

### 第二部分 交际功能(Communication Skills)

本部分旨在使学生系统了解英语的交际功能,积累大量的高频使用语料。在遵循“实用为主,够用为度”的基本原则下,通过模拟对话练习使学生真正学会使用语言。

### 第三部分 输入与输出(Input & Output)

本部分旨在通过向学生输入大量的语言信息,使其在接受相关话题的同时,将所涉及的内容(包括知识型与语言型)转化为外向表达,即完成信息输出。练习的设置依然是“Listening, Viewing, Speaking”三部分。其中“Viewing”“Listening”两个部分目的旨在让学生能接受由泛到精的视听训练,分别设置了主旨题和细节题两种类型的练习,视听的语速各册呈梯度上升。而“Speaking”的部分则注重学生的外在表达,要求学生能够将第二部分的交际功能与第三部分的相关信息结合起来流利表述自己的观点。

### 第四部分 递进活动(Follow-up Activities)

本部分可以看作对第三部分的有效补充。练习形式更为多样,包括短文、对话和听写练习、基于视频内容的听写填空以及从多个话题角度展开的对话练习及自由讨论等形式。

### 第五部分 寓学于乐(Entertainment)

本部分通过幽默、诗歌、实用贴士、漫画等多种形式,让学习者可以真正体会到语言学习的乐趣。

## 三、使用建议

本册教程分为10个单元,其中包括两个中国元素单元,供一个学期使用。各单元主题与本系列教材的《应用型大学英语综合教程》主题一致,可以与之配套使用,也可以单独使用。建议上限课时量:40学时,如每周安排两学时的精读课,则可供使用20周。教师可根据教学实际情况灵活使用。本教程配有《教师用书》与《教学设计书》,数字化教学运行系统及教学PPT,供教学所需。

本系列教材的设计、选材、编写过程是一个充满创新的探索过程,我们诚挚地欢迎广大使用本教程的教师和学生给予批评指正。

编者

2016年7月

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# Unit 1

## The Internet

### Section I

#### Suggested Time Arrangements

LESSON PLAN		
Period One (45 Minutes)	Part 1: Lead-in	10 Minutes
	Part 2: Communication Skills	20 Minutes
	Part 3: Input & Output	15 Minutes
Period Two (45 Minutes)	Part 3: Input & Output	15 Minutes
	Part 4: Follow-up Activities	15 Minutes
	Part 5: Entertainment	10 Minutes
	Review Checklist	5 Minutes

### Section II

#### Keys to the Exercises





## To what extent is the Internet part of your life?

### Teaching Tips

- ◆ Teachers are expected to make the students open their minds to think about how close we are to the Internet. Teachers may raise some examples of using the Internet and then finish the warm-up exercises.

## ACTIVITY 1 LISTENING

### Directions

*Listen to the following news and answer the following questions.*

### Tapescript:

#### Amazon.com

In 1995, a small company began selling books from its headquarters in the western cities of Seattle and Washington. It was an unusual company. It did not have a store you could visit. The only way you could buy a book from the company was to use a computer linked with the Internet. The name of the company was Amazon.com. It was one of the first businesses that offered products or sales using the Internet.

### Keys:

1. What was the name of this company?  
Amazon Company.
2. When did the small company begin selling books?  
In 1995.
3. What was the only way to buy a book from this company?  
The only way to buy a book from this company was online.

### Teaching Tips

- ◆ Teachers make the students know something about the Amazon Company.
- ◆ Teachers let the students listen to the passage from the beginning to the end once to see to what extent that the students can take notes of the questions.
- ◆ Then let the students listen to the passage again and leave enough span of pause, making sure the students take down the answers.

## ACTIVITY 2 VIEWING

### Directions

Watch a video clip about the history of the Internet, and then choose the best answer to each question.

### Video Transcript:

#### The Internet in the Year 2009

We send emails, make calls over the Internet and discuss topics we take interested in. Even our banking is going virtual, but what we take for granted today was only a vague idea 50 years ago. In order to understand how we got this far, let's go back to 1957 when everything began.

### Keys:

1. B
2. A
3. A

## ACTIVITY 3 SPEAKING

### Directions

What are the most important roles of the Internet in our daily life? Rank the following ideas in order of preference and discuss your opinions with your partner.

### Teaching Tips

- ◆ Require the students to work in groups, and then ask one or two groups to present their own discussions.
- ◆ Survey the students to see how many of them share the same opinion.

## Communication Skills



## ACTIVITY 1 ORAL FUNCTIONS

**Directions**

Sometimes we need to give hope or support to someone. How to encourage people? Study the following expressions.

**Teaching Tips**

- ◆ Go over the listed expressions one by one.
- ◆ Lead the class to read these expressions, and pay special attention to sound linking.
- ◆ Give the students enough time to practice.

## ACTIVITY 2 ORAL PRACTICE

**Task1 Listening****Directions**

Listen to the conversation and fill in the blanks.

**Tapescript:**

A: Hey, Dee, what's up? You look very upset.

B: Oh, I ... I just feel ... Well, not very well.

A: What happened?

B: Lucy, I am worrying about my paper just handed in this morning. I know I will fail it.

A: Don't worry. You are so brilliant and you are a hard-working student. You will make it.

B: I hope so. Thank you, Lucy!



## Task 2 Viewing

### Directions

Watch the film clips and then pick out three sentences for the encouragement.

### Video Transcript:

Gina: Ugh, Joey, they called you in. You should just audition for the dad.

Joey: But I don't know if I can pull it off. I have all these heavy scenes with my kids in the show. I don't know how to do that.

Gina: Look, I know this isn't the kind of role you're used to doing, but you can't just give up because you're afraid to fail, and I don't think you're gonna fail.

Joey: Really?

Gina: Oh, I hate doing this stuff to your face. Are you gonna make me compliment you?

Joey: I need it.

Gina: Turn around. Joey.

### Keys:

You can't just give up because you're afraid to fail. / I don't think you're gonna fail. / Are you gonna make me compliment you?

## Task 3 Speaking

### Directions

Suppose you are Lily, you want to get a job in a company. But you have no confidence. Now, please talk about it with your friend Katie. You need to include the following information.

### Teaching Tips

- ◆ Divide the students into several groups. Give them enough time to prepare an introduction and present the introduction in front of the other students.
- ◆ Encourage them to explore more information.

## Input &amp; Output



## 1

## LISTENING TO LEARN

**Tapescript:**

Lisa: David, can you tell me some advantages of the Internet?

David: Well, there are quite a lot. Er, er...Like if you shop online, you will have more opportunities at any time of the day, and any day of the week. There are a lot of Internet marketing methods which you can use that are virtually no-cost or at a very low cost when compared to offline marketing methods. For example, e-mail marketing is so much cheaper than sending promotional mails by post, and so on.

Lisa: You are quite right. Have you ever thought of the disadvantages of the Internet?

David: Of course, everything has double sides. While a large number of people do surf the net and shop online, there are still a vast number of potential customers that do not use the Internet. Also, some people still do not trust online shopping and prefer to buy things from physical stores. This is why businesses cannot altogether ignore advertising methods that are done offline. Many people are hesitant about online transactions because of the question of security. Some people don't want to use their credit cards online because of the risk of credit card fraud and identity theft. Thus, instead of purchasing your products or availing of your services, people may choose not to do business with you online.

**Task 1 Listening for Information****Directions**

*Listen to the conversation once and decide whether the following statements are true(T) or false (F).*

**Keys:**

1. (F) You will have less opportunities at any time of the day, and any day of the week if you shop online.
2. (T) Some people still do not trust online shopping and prefer to buy things from physical stores.
3. (T) Many people are hesitant about online transactions because of the question of security.

## Task 2 Listening for Details

### Directions

*Listen again and finish the sentences taken from the dialogue.*

### Keys:

1. If you shop online, you will have more opportunities at any time of the day and any day of the week.
2. Some people don't want to use their credit cards online because of the risk of credit card fraud and identity theft.
3. Thus, instead of purchasing your products or availing of your services, people may choose not to do business with you online.

## Task 3 Oral Practice

### Directions

*Work in groups and fill in the following questionnaire. Then report your results to the whole class.*

### Teaching Tips

- ◆ Divide the students into several groups, and encourage them to fill in the questionnaire.
- ◆ Give the students enough time to do it. If it is necessary, teachers may let the students leave their seats.
- ◆ Select a student to report the results.

## ACTIVITY 2 VIEWING TO LEARN

### Video Transcript:

#### The State of the Internet

In 1995, we have 45.1 million users. In 2000, we have 420 million users. In 2005, we have 1.08 billion users. In September 2009, Internet users worldwide are over 1.73 billion. In Asia, there are 738,257,230 users as so on, Europe 418,029,796, Africa 67,371,700, Oceania/Australia 20,970,490, Latin America/Caribbean 179,031,479, North America 252,908,000. The number of emails sent on the Internet in 2009 is 90 trillion. The average number of emails sent per day is 247 billion. The average number of spam emails sent per day is 200 billion. The number of email users worldwide is 1.4 billion.



## Task 1 Viewing for Information

### Directions

*Watch the video once and try to answer these questions.*

### Keys:

1. What is the video talking about?

The video is talking about the state of the Internet.

2. What is the general state of the Internet?

The number of the Internet users rises up gradually.

3. What is your feeling?

Surprised, astonished or unbelievable.

## Task 2 Viewing for Details

### Directions

*Watch the video again. Then answer the following questions.*

### Keys:

1. 1.73
2. 247
3. 200

## Task 3 Oral Practice

### Directions

*King is from Korea. He wants to know something about the state of the Internet using in China. Work in pairs and make a conversation to talk about the Internet using situation in China. The following statistics may be helpful.*

### Teaching Tips

- ◆ Pay attention to the expressions of numbers.
- ◆ Encourage the students to use different ways to express numbers.

# Follow-up Activities



## ACTIVITY 1 LISTENING TO LEARN

### Task 1 Listening for Information

#### Tapescript:

M: How often do you use the Internet?

W: I use it almost every day, but I usually only use it to check my email. I don't often surf the Internet. You use the Internet a lot, don't you?

M: Yes. I use it to find products and components at the lowest price for my company. It can be frustrating when the connection is poor.

W: So you're online 8 hours a day.

M: Yes, I like the job though. Sometimes I help other people in the office if they're having trouble online.

#### Keys:

1. A
2. C
3. A

### Task 2 Oral Practice

#### Directions

*Discuss with your classmates the frustrating things you have ever met when you are using the computer, and then share your ideas with other pairs or with the class.*

#### Teaching Tips

- ◆ Ask the students to prepare for this part before class.
- ◆ Let the students limit their presentations to three minutes.
- ◆ Presentation skills are expected to be introduced to the students.
- ◆ Evaluation is necessary after the students' presentations.

**Tapescript:**

Brian Russell, a podcaster says, "Today, I'm interviewing Marty Kearns. He's the executive director and co-founder of Green Media Toolshed." "Thanks, for having me on ... it's kind of exciting to have my first podcast interview," says Marty Kearns. Brian Russell began podcasting last August. He says it doesn't take much to get started. "You need a microphone, you need a device to record your audio, and then you need access to a computer," says Brian Russell. And you need an idea. Brian felt traditional media outlets were not talking about topics that interested him, so he decided to take a crack at broadcasting his own show on the Internet. "And the constants are my lefty politics, my creative spirit, audio and activism," says Brian. "If you're planning advocacy and you can't plan like you did in the '70s and '80s," says Marty Kearns. Podcasting began to take off last summer when Adam Curry, best known as a former veejay for MTV, the cable music channel, wrote a computer program iPodder that automatically downloads podcasts to any portable device capable of playing MP3 audio files. The program allows podcast listeners—like Shea Shackelford—to scan through thousands of Internet podcasts. "Then if I got to take off I just synch it up with iPod, pop the head phones in and then I'm out for the day. I just found this the other night...it was great, I was just listening to all the shows I downloaded that day, and all of a sudden next thing I know I'm listening to this guy talking to this women who runs a coffee shop in his hometown," says Shea Shackelford. The quality and content of podcasts vary broadly. "You want to listen to ukulele sonnets someone out there may have that podcast for you," says Chris MacDonald. Chris MacDonald is the founder of an independent music podcast—Indiefeed. "Listen up we expect you to be hearing a lot about Taxi Doll in the coming months," says Chris MacDonald. "I'll adjust the levels of the people talking, and then adjust the levels of the people going out and we'll have wham bam a whole show," says Brian. Politicians, companies, and traditional news corporations have begun to show interest in podcasts, some even have their own, because they see a potential to reach millions. "Every party I go to, every reception, every whatever I find myself running into several folks, who are just like, I'll say, 'blah...blah...blah...I'm trying to get into radio,' and they're like oh you know about podcasting," says Shea Shackelford.