



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 1*

(第三版) 教师用书

顾问 王守仁
总主审 孔庆炎
总主编 王 志
主 编 任 嫣
审 校 Marion Wyse



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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3月

所有意见和建议请发往:dutpwy@163.com

欢迎访问教材服务网站:<http://www.dutpbook.com>

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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》系列中的第一册。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3月

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Unit 1

College Life

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
	Reviewing Checklist	5 Minutes

Section II

Keys to the Exercises



The Education System in China

In China, education is divided into three categories: basic education (基础教育), higher education (高等教育), and adult education (成人教育). *The Compulsory Education Law* (《义务教育法》) demands that each child should have nine years of formal education (正规教育).

Basic Education

Basic education in China includes pre-school education (学前教育), primary education (小学教育) and regular secondary education (中等教育).

A preschool/kindergarten can last up to three years, with children entering as early as age three, until age six, when they enter a primary school in general.

Secondary education is divided into academic secondary education (学术性中等教育) and specialized/vocational/technical secondary education (职业性中等教育).

Vocational schools offer programs ranging from two to four years and train medium-level skilled workers, farmers, and managerial and technical personnel.

Higher Education

Higher education at the undergraduate level includes two-and three-year junior colleges (sometimes also called short-cycle colleges), four-year colleges, and universities offering programs in both academic and vocational subjects. Many colleges and universities also offer graduate programs (研究生培养) leading to the master's (硕士) or Ph.D. (博士) degree (学位).

Adult Education

Adult education partly covers all three of the above categories. Adult higher education includes radio/TV universities (广播电视大学), cadre institutes (干部学院), workers' colleges (职校), peasant colleges (农校), etc.

Teaching Tips

- ◆ Teachers are expected to make students understand the categories of the education system in China.
- ◆ Students should try to find out the specific names in the passage to identify different education levels and schools.
- ◆ It is better to lead students to identify the similarities and differences in education between China and one of the other countries in the world.

WARM-UP EXERCISES

Sound Recognition

Directions

Listen carefully. Draw a circle around the letter beside the word you hear.

- | | |
|---|---|
| 1. <input checked="" type="radio"/> a. heat | b. hit |
| 2. a. bed | <input checked="" type="radio"/> b. bad |
| 3. a. sleep | <input checked="" type="radio"/> b. slip |
| 4. <input checked="" type="radio"/> a. dead | b. dad |
| 5. a. sick | <input checked="" type="radio"/> b. seek |
| 6. <input checked="" type="radio"/> a. set | b. sat |
| 7. a. cheek | <input checked="" type="radio"/> b. chick |
| 8. a. led | <input checked="" type="radio"/> b. lad |
| 9. <input checked="" type="radio"/> a. hill | b. heel |
| 10. a. peck | <input checked="" type="radio"/> b. pack |

Teaching Tips

If time allows, it would be better for teachers to get students to identify more comparative vowels.

Directions

Listen to the passage and then fill in the blanks.

Harvard University**Tapescript:**

Harvard University, which celebrated its 350th anniversary in 1986, is the oldest institution of higher learning in the United States. Founded 16 years after the arrival of the Pilgrims at Plymouth, the University has grown from 9 students to an enrollment of more than 18,000 degree candidates, including undergraduates, and students in 10 graduate and professional schools. An additional 13,000 students are enrolled in one or more courses at the Harvard Extension School. Over 14,000 people work at Harvard, including more than 2,000 faculty members.

Teaching Tips

- ◆ Teachers ask students to be familiar with the new words in the column.
- ◆ Teachers ask students to listen to the lecture from the beginning to the end once to see to what extent that students can understand the passage with blanks. Then play the tape again and leave enough time, allowing students to write down all the missing numbers.
- ◆ If there are any problems in identifying the numbers, play the tape once more.
- ◆ Offer students more ways to identify numbers.

Directions

Watch the video and then choose the best answer to each question.

Video Transcript:

Man: I wonder if this is going to be an interesting class.

Woman: Yeah. Me too. So, what's your major?

Man: Well, I've been batting around the idea of going into business, but I haven't decided yet.

Woman: Ah, that's what happened to me in my freshman year.

Man: Oh, so what year are you in school?

Woman: I'm a senior, and I only have to take 10 more credits to graduate.

Man: Well. That must feel great to be almost finished with school.

Keys:

1. B
2. D

SPEAKING

Directions

What are the most important factors in choosing a college major for you? Rank the following ideas in order of preference and discuss your opinions with a partner.

1. the honor of the job
2. the possible earning of the future job
3. chances for development in the field
4. the possibility of the work
5. personal interest

(Answers may vary.)

Teaching Tips

- ◆ Teachers are expected to require students to work in pairs, and then ask one or two groups to present their own discussions.
- ◆ Ask students to survey to see how many of them share the same opinion.



1

ORAL FUNCTIONS

When we meet someone we know, we usually greet him/her. A greeting is a way of being friendly to someone. It is a way of being polite. It is also a way of starting a conversation.

Greetings***Key structures*****1. Greeting people**

- ◆ Nice to see you again, Jack. How are you?
- ◆ Hello. It's a lovely day, isn't it?
- ◆ Hi, Jack. How are things going/ you doing ?
- ◆ Hi, Jane. What's up / new?
- ◆ Hello, Maria. How's it going / everything with you?
- ◆ Good morning, Mr. Smith. How are you today?
- ◆ Good afternoon, Mrs. Black. You are looking very well today.

2. Answering greetings

- ◆ Very well, thank you. How are you?
- ◆ Good, thanks. How about you?
- ◆ Couldn't be better / worse!
- ◆ Just so-so.
- ◆ Same as ever.
- ◆ About the same as usual.
- ◆ Awful!

3. Asking about the other people

- ◆ How's your family?
- ◆ How's everybody doing at the office?

Teaching Tips

- ◆ Go over the listed expressions one by one. If necessary, translate them into Chinese.
- ◆ Lead the class to read these expressions, and pay special attention to sound linking.

2

ORAL PRACTICE

Task1 Listening

Directions

Listen to the conversation and then fill in the blanks.

Tapescript:

Mike: Good heavens ..., Jane! I haven't seen you for ages.

Jane: Right, I've been away for the past two months. Good to see you again, Mike. How are you keeping?

Mike: Very well, thanks. And you're certainly looking brown and healthy. Where have you been? Hawaii?

Jane: Yes. I had a wonderful time there.

Mike: Oh, what did you do exactly?

Jane: Hmm, I went swimming and jogging every day.

Mike: Really?

Jane: Yes. And sometimes I went climbing.

Mike: How interesting! You must tell me all about it later. It's really nice to see you again. I'm afraid I've got to go now. I must get back to my office at once. See you later.

Jane: See you later.

Task 2 Viewing

Directions

Watch the video and then fill in the blanks.

Video Transcript:

1. — Bella, you remember Billy Black.

— Yeah.

— Wow, you're looking good.

— Well, I'm still dancing. I'm glad you're finally here. Charlie here hasn't shut up about it since you told him you were coming.

2. — Hi, I'm Jacob.

— Hey.

— We used to make mud pies when we were little.

— Right. Oh, I remember. Are they always like this?

— It's getting worse with old age.

— Good.

Task 3 Speaking

Directions

Make up dialogues based on the following situations.

1. James is washing his car on Saturday morning. A friend from the neighborhood walks by, carrying her shopping bag. James greets her first.
2. Miss Li meets her boss, Mr. Black, on Saturday afternoon outside the department store. It is very windy. They greet each other and say something about the weather.
3. Susan is just going into the school library, when she meets her English teacher Mr. Johnson. She greets him first.
4. Maggie is sitting in the school canteen alone. Bob comes to her and greets her first.

Teaching Tips

- ◆ Prepare several groups of words related to the possible topics that may be discussed by students. Advise them to focus on just one topic.
- ◆ Leave enough time for students to work in pairs.
- ◆ Invite volunteer pairs to show their dialogues to the whole class.
- ◆ Encourage students' progress in oral practice.

Suggested Answers:

1. James: Hi, Jane. It is a nice day, isn't it?

Jane: Yeah, a marvelous day. So I'm going shopping.

James: Good idea. I'm washing my car for tomorrow's outing.

Jane: Oh, terrific! I've got to go now. See you!

James: See you! Have a nice weekend.

Jane: Thank you! You too!

2. Miss Li: Oh, Mr. Black. How nice to see you here!

Mr. Black: Yes, what a surprise. Are you shopping?

Miss Li: Just window-shopping. The terrible windy day makes me unhappy.

Mr. Black: I agree with you. I also feel awful.

3. Susan: Good afternoon, Mr. Johnson. Nice to meet you here!

Mr. Johnson: Nice to meet you too, Susan.

Susan: I want to borrow an English novel. Could you recommend one to me?

Mr. Johnson: I think *Harry Potter* series are good for you. They won't make you feel bored.

Susan: OK. Thank you very much.

Mr. Johnson: You are welcome.

4. Bob: Hi, Maggie.

Maggie: Hi, Bob.

Bob: Do you mind if I sit down here?

Maggie: Of course not. Be seated, please.

Bob: Thanks.

Input & Output



1

LISTENING TO LEARN

In this section, you are going to hear a conversation between a father and a daughter.

Tapescript:

Daughter: Uh, Dad. Are you going to miss me when I leave for college next week?

Father: Yahoo!

Daughter: No, Dad ... seriously. I mean you're always talking about how much money you'll save on food, hot water, and gas while I am gone.

Father: Of course I will... no, uh, well, I mean I'll miss you, of course. You know, I'm proud of you for that. Getting a university degree is a real accomplishment.

Daughter: Exactly.

Father: Do you have everything ready? I mean, did you pay your tuition and housing fees by the deadline?

Daughter: Yeah, I paid for that a few days ago.

Father: Okay, did you sign up for the meal plan at the university so you don't have to eat instant noodles every day?

Daughter: Yeap. But Mom said I could take some food from home to get me started.

Task 1 Listening for Information**Directions**

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

Keys:

1. F
2. T