

总主编 石 坚 向前进

COLLEGE INTERACTIVE ENGLISH FOR A NEW ERA

新时代 大学互动英语

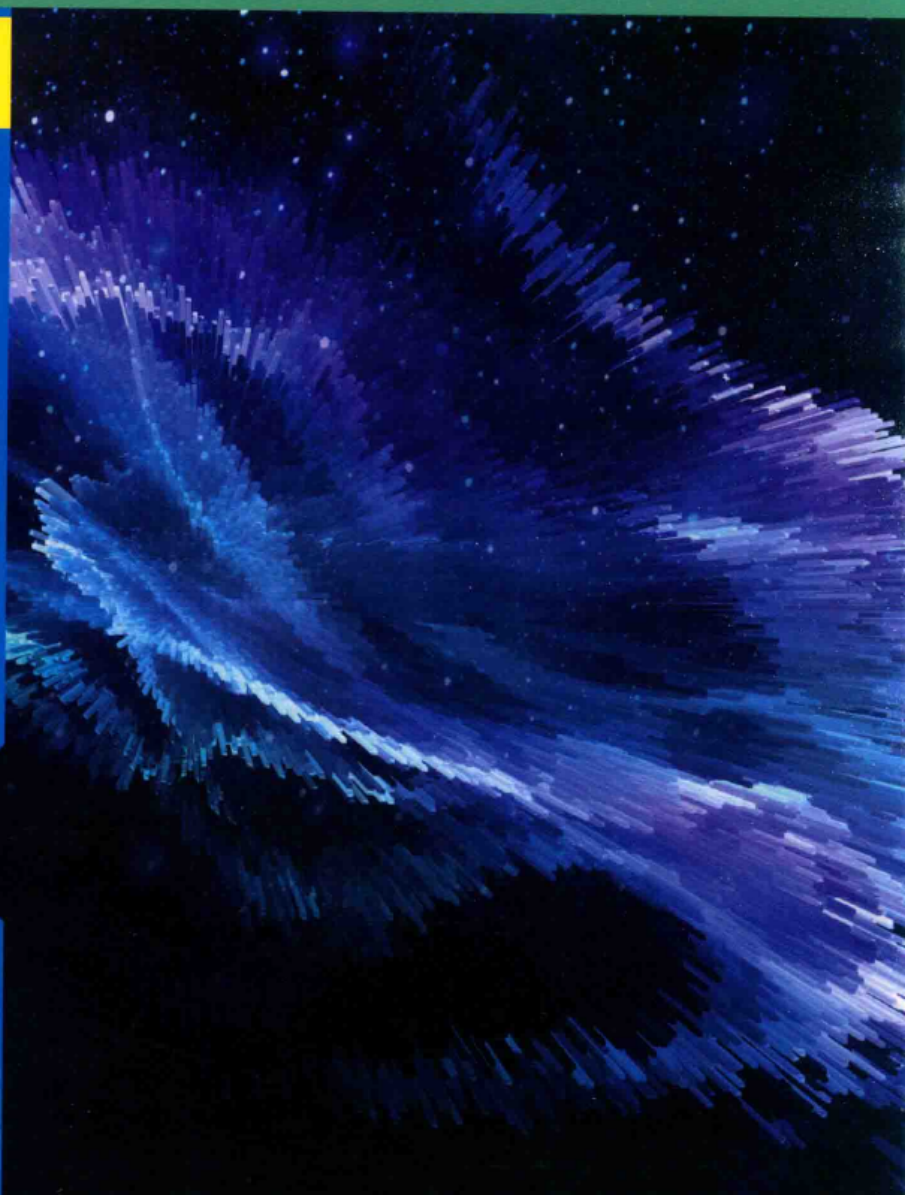
STUDENT'S BOOK

主 编 黄运亭

学生用书



重庆大学出版社



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《新时代大学互动英语》系列教材即将付梓，这套具有新理念的英语教材从构思、调研到样课编写，从分册设计到系列教材整体构架，再到教材的编写与试用，历时两年有余。为了让教材使用者更好地了解本系列教材的编写思路，特在此分享我们的整体考虑和编写工作。

一、编写背景

随着我国改革开放不断深入和“一带一路”战略的实施，国家对外语人才的需求越来越大，对外语人才的素质要求越来越高。《大学英语教学指南》提出：大学英语的教学目标是培养学生的英语应用能力，增强跨文化交际意识和交际能力，同时发展自主学习能力，提高综合文化素养，使他们在学习、生活、社会交往和未来工作中能够有效地使用英语，满足国家、社会、学校和个人发展的需要。

学生通过学习英语，应该达到以下目标：立足本国，了解世界文明、文化、历史和当今国际社会，形成关注人类共同命运的自觉性；以开放姿态参与国际交流合作，增强团队合作意识和发展共赢意识；掌握明辨是非、求同存疑、融通见解的本领，学会和他人一起解决问题，实现资源共享，互助互惠。《中华人民共和国高等教育法》规定，高等教育的任务是培养具有创新精神和实践能力的高级专门人才，发展科学技术文化，促进社会主义现代化建设。换句话说，不管学生获得什么学位，最终都要走向社会，用自己的知识和技能为社会做贡献，所以，职场能力应该是他们必须具备的首要能力。

在职场所需的诸多能力中，语言能力是基础，跨文化能力是助推器，软技能（适应能力、人际交往能力、分析问题和解决问题的能力等）是腾飞的翅膀。《中共中央关于全面深化改革若干重大问题的决定》要求：为亿万学生提供多样化的学习选择和成长途径，构建衔接沟通各级各类教育、认可多种学习成果的人才成长“立交桥”。本套教材就是要致力于为学生软技能的提升打造一座英语学习的“立交桥”。

大学英语教学是我国高校素质教育的重要组成部分，在创新型人才培养上发挥着不容忽视的重要作用。随着日益高涨的教育改革，应用型教育改革引领“中国教育的战略性调整”已成为现实，普通大学中有 600 余所正在转型为应用型高校，加上独立学院和民办院校，应用型本科院校已达 1000 余所，占有本科院校的数量近三分之二。同时，英语教学的使命也发生了颠覆性变革，由早期把发达国家

先进的科学技术和管理经验引进来,转变为把中国优秀的传统文化和新时代中国特色社会主义伟大成就传播出去,讲好中国故事。

目前,我国的大学英语教材呈现多样化但同质性的特点,大多适用于学术型大学本科教育,缺乏“中国元素”,显然无法满足应用型大学人才培养的需要。在这个背景下,编写一套顺应应用型教育改革,满足新时代大学英语教学需求,以就业为导向、以培养学生职场外语交互能力为教学目标的现代应用型大学英语教材迫在眉睫。

《新时代大学互动英语》融合了“项目教学法”“互动教学法”“产出导向法”等多种理念,在《大学英语教学指南》指导下进行设计和编写;注重培养和提高学生运用英语的综合能力、跨文化交际能力、思辨能力和综合学习能力;突出职业特色和语言应用能力,注重在教学模式中融入信息技术,兼顾中国背景与国际趋势,是顺应新时代大学英语教学改革发展趋势的产物。

二、教材特色

《新时代大学互动英语》具有以下特色:

1. 针对职业需求,注重应用实效

《新时代大学互动英语》由4册构成,主题以职业需求为导向,内容贴近学生生活,针对学生毕业后就业所需各项技能的重点语言项目进行操练,突出英语语言的“工具性”,兼顾“人文性”。

2. 着重培养学生的“双基+双能”

“双基”指语言基础知识和语言基本技能;“双能”指跨文化交际能力和职业(做人做事)能力。教材既注重语言基础知识的讲解与传授,也注重语言技能、跨文化交际能力、职业能力和思辨能力的培养。每单元以主题为轴心,以项目为主导,以听、说、读、写、译各项任务为抓手,以学生间和师生间互动为手段,以提高学生实际应用能力为目标,进行教材的设计和编写。

3. 既注重跨文化元素,又注重中国元素

教材各单元的听说读写素材体现多国文化,呈现多元文化特点,以此提高学生的跨文化交际意识和能力。随着我国国际地位日益提升,与各国交往日益频繁,向外国输出我国优秀文化日益重要。因此,教材在各单元恰当体现中国元素,介绍中国文化,并设计相关的练习形式,帮助学生提高传播我国优秀传统文化的英语能力。

4. 融合现代教育技术, 凸显现代教育特点

以纸质教材为主体, 又不局限于纸质教材。根据学生的学习需求和时代特点, 教材配套与纸质版内容相对应的移动应用, 为学生随时随地学习英语提供方便的同时, 也为教师对学生的过程进行实时监管提供便利。此外, 教材还辅以两门自制的“阅读技巧”和“语法”慕课课程, 为教材提供有益补充, 满足学生全方位的学习需求, 帮助学生提升其自主学习能力, 同时方便教师进行创造性教学设计, 采取线上线下相结合的教学方式, 实施课堂翻转, 促进教学效果提升。

5. 听、说、读、写、译五位一体, 齐头并进

教材中每篇课文的长度大都在 800~1100 个单词之间, 除拓展阅读(网络版)和辅助慕课外, 不再编写视听说教程、阅读教程、快速阅读教程和写作教程, 既减轻学生购买教材的经济负担, 又确保教材为学生能提供足够量的语言输入, 为语言输出提供支持。

三、教材结构和单元安排

为方便学生和教师整体把握教材特点, 了解教材内容, 特对教材结构和单元安排进行简单介绍。

1. 本教材共 4 册, 1—3 册每册 8 个单元, 第 4 册 6 个单元, 每单元围绕一个主题分别设置听、说、读、写、译各项技能型任务。

2. 第 1 册 8 个单元主题分别是:

Unit 1 适应大学生生活	How to Adjust to College Life
Unit 2 在团队中成长	How to Grow in Teamwork
Unit 3 提升展示技巧	How to Improve Presentation Skills
Unit 4 进行职业规划	How to Approach Career Planning
Unit 5 加强人际沟通	How to Develop Interpersonal Skills
Unit 6 遵守职业道德	How to Observe Work Ethics
Unit 7 遵循社交礼仪	How to Follow Social Etiquettes
Unit 8 应对不同文化	How to Behave in Different Cultures

3. 单元结构

每单元围绕一个主题, 由 3 篇文章组成。以第 1 册第 1 单元 How to Adjust to College Life 为例, 各部分教学设计如下:

Project 1 Preliminary Exploration: Discovering by Searching, 包含 3 个 Tasks。

项目 1 是为学生设计的课前小组任务。学生需要在课前预习课文, 并以小组

为单位对3个以上的入校新生进行采访，了解他们在刚进入大学时遇到的困难，然后根据采访得到的信息准备一个PPT，并在课堂上进行展示。这一部分旨在引导学生进入主题并为课堂学习做好准备，培养学生自主查找资料和团队协作的意识和能力。

Project 2 Subsequent Exploration: Discovering by Listening, 包含4个Tasks。

项目2为视听任务，共包含3段与课文主题相关的听力和视频材料。Task 1列出听力材料中出现的生词，旨在帮助学生听前学习，以便理解听力内容。听力材料以和单元主题相关的知识型或技能型内容为主。Task 2为“填空听写”任务，要求学生在听力播放2~3遍后补全10个空。Task 3为判断正误的练习任务，学生需要在听力播放1~2遍后判断6个statements的正误。Task 4则是一个与单元主题相关的视频材料，教师可以布置学生在课前完成视频的观看任务，写出summary，并在课堂上复述视频主要内容。该任务旨在锻炼学生借助信息输入进行有效口语输出的能力。

Project 3 Insight Exploration: Discovering by Reading, 包含6个Tasks。

项目3与Passage A阅读理解任务相关。Task 1是Passage A的生词表。Task 2为阅读前问题，要求学生读前思考并讨论。Task 3是阅读理解题，学生需要在读完课文后回答相关问题。Task 4是文章提纲填空题。Task 5是文章内容概括的填空题。Task 6是英译中段落翻译任务，旨在巩固和锻炼学生对话题内容的理解程度及翻译能力。

Project 4 Language Exploration: Use and Usage, 包含3个Tasks。

项目4与Passage A的语言应用任务相关。Task 1要求学生配对具有中国特色的词汇及其翻译，旨在帮助学生积累与中国相关的英语表达。Task 2是选词填空题，目的在于夯实学生的词汇和语法基础。Task 3是模仿翻译题，帮助学生掌握和应用本单元的重要句型及其表达。

Project 5 Further Exploration: Interactions, 包含7个Tasks。

项目5引导学生进行互动交际。Task 1列出对话生词。Task 2为两篇听力对话内容，要求学生听对话并朗读，然后以小组为单位进行角色扮演。此任务旨在锻炼学生的听说演的能力。Task 3要求学生根据题目给出的情景和要求自编对话，使学习与实际生活情景相结合，提高学生学习的动力及语言运用的能力。Task 4则在Task 3自编对话任务的基础上，进行交替翻译任务的操练，进一步提升学生

在真实交际情景下语言转换的能力。Task 5 是演讲任务，旨在巩固学生对该单元主题知识的消化，并锻炼学生的口语能力和演讲能力。Task 6 和 Task 7 为应用文写作任务。

Project 6 Follow-up Exploration: Language and Culture, 包含 4 个 Tasks。

项目 6 主要用于翻转课堂的教学。Task 1 是 Passage B 的阅读理解“大纲填空题”。Task 2 则是 Passage C 的阅读理解“归纳填空题”。这两个 Tasks 都可以结合 Task 3 提供的阅读技巧慕课和 Task 4 提供的语法慕课课程进行翻转课堂教学。

本书在编写过程中，得到总主编石坚教授和向前进教授的指点，他们对教材编写提出的方向性建议和高屋建瓴的指导让编者受益匪浅；向前进教授对全书进行了审阅和相关内容的修改；郭庆、余潇潇等老师在书稿编写过程中也提出了非常有价值的建议。另外，本书在编写过程中，借鉴和参考了不少资料，编者在此对他们一并表示诚挚的谢意！

由于编者水平有限，本书难免存在不足之处，恳请广大师生批评指正！

编者
2018 年 6 月

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UNIT	Project 1 Preliminary Exploration: Discovering by Searching	Project 2 Subsequent Exploration: Discovering by Listening	Project 3 Insight Exploration: Discovering by Reading
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2 HOW TO GROW IN TEAMWORK PAGE 28	<p>The common types of team building activities</p>	<ul style="list-style-type: none"> • 2 passages about how to build up a good team • A video: The TED Talk by Margaret Heffernan 	<p>Passage A: Teams That Get These Factors Right Succeed</p>
3 HOW TO IMPROVE PRESENTATION SKILLS PAGE 52	<p>Some guidelines for preparing a good presentation</p>	<ul style="list-style-type: none"> • 2 passages about presentation skills • A video: How to Do a Presentation—5 Steps to a Killer Opener 	<p>Passage A: Inspiring Presentations Can Change the World</p>
4 HOW TO APPROACH CAREER PLANNING PAGE 78	<p>Successful career planning stories</p>	<ul style="list-style-type: none"> • 2 passages about career development • A video: How to Make a Career Plan 	<p>Passage A: 4 Steps to Choose a Career</p>

Project 4 Language Exploration: Use and Usage	Project 5 Further Exploration: Interactions	Project 6 Follow-up Exploration: Language and Culture
<ul style="list-style-type: none"> • Socialist core value of China • Words and expressions • Sentence patterns 	<ul style="list-style-type: none"> • Conversations and role-playing <ol style="list-style-type: none"> 1) Hello, I am your roommate 2) The grading system of a course • Writing: A form / schedule 	<ul style="list-style-type: none"> • Passage B: Some Ways in Which College Is Different from High School • Passage C: What I Wish Someone Had Told Me about Freshman Year • SPOC lectures <ol style="list-style-type: none"> 1) Reading skill: Skimming 2) Grammatical competence: Word formation
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<ul style="list-style-type: none"> • Some functional departments of the State Council of China • Words and expressions • Sentence patterns 	<ul style="list-style-type: none"> • Conversations and role-playing <ol style="list-style-type: none"> 1) What we should do to prepare a good presentation 2) How to organize a group presentation • Writing: A sick leave letter and a product introduction 	<ul style="list-style-type: none"> • Passage B: Seven Pillars of a Powerful Presentation • Passage C: Why Are Presentation Skills Important • SPOC lectures <ol style="list-style-type: none"> 1) Reading skill: Predicting 2) Grammatical competence: Conjunctions
<ul style="list-style-type: none"> • Some functional departments of the State Council of China • Words and expressions • Sentence patterns 	<ul style="list-style-type: none"> • Conversations and role-playing <ol style="list-style-type: none"> 1) Making a career plan ahead of time 2) Having a clear career path • Writing: A short-term career plan 	<ul style="list-style-type: none"> • Passage B: Planning the Next Step to Make It Toward Your Career Goal • Passage C: A 5-year Plan for Career Success • SPOC lectures <ol style="list-style-type: none"> 1) Reading skill: Finding the main idea 2) Grammatical competence: Auxiliaries & modals

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<ul style="list-style-type: none"> • The hot political terms • Words and expressions • Sentence patterns 	<ul style="list-style-type: none"> • Conversations and role-playing <ol style="list-style-type: none"> 1) What's your attitudes toward work ethics 2) What do you mean by saying "be professional" • Writing: A report and the code of ethics 	<ul style="list-style-type: none"> • Passage B: Why a Strong Work Ethic Is the Most Important Asset • Passage C: Kobe Bryant's Insane Work Ethic • SPOC lectures <ol style="list-style-type: none"> 1) Reading skill: Identifying key words 2) Grammatical competence: Verb phrases and phrasal verbs
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学生用书



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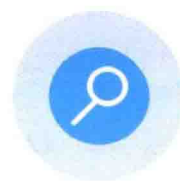


HOW TO ADAPT TO COLLEGE LIFE



Project 1

Preliminary Exploration: Discovering by Searching



Task 1 Interviewing

Interview at least three students to find out their main difficulties in adapting to college life and fill in the table with the information you have got.

Name	Sex	Birthplace	Main Difficulties
	M <input type="checkbox"/> F <input type="checkbox"/>		
	M <input type="checkbox"/> F <input type="checkbox"/>		
	M <input type="checkbox"/> F <input type="checkbox"/>		

Task 2 Teamwork

Discuss your findings in your study group and prepare a PPT presentation of the findings in the group discussion.

Task 3 Presenting

Make a PPT presentation to share your group findings in class according to the teacher's arrangement.

Project 2

Subsequent Exploration: Discovering by Listening



Task 1 Word-attacking

Listen to the following words and expressions and then repeat each of them after the recording.

incredibly /ɪn'kredəbli/	adv. 难以置信地; n. 非常地	awkward /'ɔ:kwəd/	adj. 尴尬的
experience /ɪk'spiəriəns/	vt. 经历; 经验	speak up	大声说
attend /ə'tend/	n. 定期去(某处); 出席	apply /ə'plai/	v. 适用; 申请
degree /di'gri:/	vt. 学位; 度	lecture hall	n. 大教室; 演讲厅
point out	vi. 指出; 指明	limit /'lɪmɪt/	vt. 限制; 限定
recognize /'rekəɡnaɪz/	vi. 认出; 承认	call on	号召; 拜访
participate /pɑ:'tɪsɪpət/	参与; 参加	distract /dɪ'strækt/	vt. 分心; 转移
engage /ɪn'geɪdʒ/	vt. 使参加; 吸引		

Task 2 Gap-filling

Listen to the passage and fill in the blanks with the words and expressions you have just heard.

College is an incredibly fun experience, especially when it's your first time being away from home. The dorms, the people, the parties, the food; it's all super 1)_____. But let's not forget the real reason why we attend college: to get good 2)_____ and leave with 3)_____!

Whether it's a small class or a lecture, a professor will always be able to point out and recognize those who actively 4)_____ and seem engaged. As you'll soon learn, most classes use 10-15% of the final grade as participation. Do you raise your hand? Do you work well in a group? Do you do your homework? It's always awkward if a professor asks a question and no one raises their hand. Be that person to 5)_____, you and your professor will be so glad you did.

This rule also applies in high school as well, but is much more important when you're in college. 6)_____ sometimes have more than 100 people in them. If you're sitting all the way in the back, where your professors can't see you and you can't see them, think how much work you're going to get done... NONE. Be sure to sit 7)_____ the classroom. Knowing that the teacher can see you will 8)_____ your phone usage during class, and will keep you more engaged as the professor may call on you or make 9)_____ with you since you're within reach. It's also easier to 10)_____ when sitting in the front, that way you never miss a word and aren't distracted by people in the back who may not take the class as seriously.

Task 3 Inferring

Listen carefully and then decide whether each of the following statements is true or false based on the information you have just heard.

1. ☐ True ☐ False You should begin planning your semester before the courses start.
2. ☐ True ☐ False Planning early may not only help you stay on track but also allow you to spread out the work.
3. ☐ True ☐ False Your schedule should be both realistic as well as challenging.
4. ☐ True ☐ False When planning your schedule, you should allow little room for unexpected events such as a party or a date.
5. ☐ True ☐ False Finding a good study place is not so important as making a study schedule.
6. ☐ True ☐ False Some students regard the library as a good study place because it is silent and full of various materials.

Task 4 Retelling

Watch the following video clip and fill in the blanks with the information you have got. Then prepare to retell what the speaker said.

Five Reasons to Go to University

There are five reasons to go to university. But there's no right or wrong. It's

1) _____ that matters.

I. Learning

- The ultimate goal of going to university is to 2) _____, which means studying the subject that you really love.
- You get to specialize in the subject and take modules from 3) _____.

II. Career

- Having a degree will give you more 4) _____ and value in the job market.
- Many companies have graduate recruitment schemes, so there are lots of 5) _____ out there for graduates.

III. 6) _____

- Going to university means you have to leave home. So you have to do loads of things that normal real life adults do such as washing your own clothes, 7) _____, etc.
- You have got the independence but not so much the 8) _____.

IV. Meet New People

- University is a great place to meet people 9) _____ that you may have never met otherwise.

V. 10) _____

- You'll 11) _____ during university and probably for the better.
- You'll learn more about the world and yourself.
- You'll get involved in loads of 12) _____.
- You may find your one true passion and calling in life.