

Practical College English
Viewing, Listening and Speaking

新实用英语 视听说教程

Students' Book 学生用书

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下册

PRACTICAL COLLEGE ENGLISH



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使 用 说 明

根据目前大多数高职高专学校英语课程开设的实际情况,《新实用英语视听说教程》共设计编写上下两册。上册按照《基本要求》交际范围表中日常交际功能和情景编写,以语言交际功能为核心,以培养基本交际能力为目标;下册按照其中的交际情景和一般涉外业务活动的要求来设计,并适量安排一些抽象性内容的描述或表达,以进一步提高学习者的语言运用能力。全书可供两到三个学期(或 72—96 学时)使用。

教程每册设计 12 个单元,每个单元由 Lead-in、Listening、Viewing、Speaking 和 Useful Expressions 共五个部分组成,每单元均包含 10 个任务或活动。考虑到各个学期教学要求不同,各册设计的任务或活动的设计也有所区别:

Section One Listening

- | | | |
|--------|--------------------|---------------------|
| Task 1 | Listening Focus | (Book 1) |
| Task 2 | Listening Practice | (Book 1 — Book 2) |
| Task 3 | Listen & Enjoy | (Book 1 — Book 2) |
| Task 4 | Listen & Relax | (Book 1 — Book 2) |

Section Two Viewing

- | | | |
|--------|-----------------|---------------------|
| Task 5 | Listen & Read | (Book 1 — Book 2) |
| Task 6 | Watch & Think | (Book 1 — Book 2) |
| Task 7 | Watch & Answer | (Book 1) |
| Task 8 | Watch & Discuss | (Book 1 — Book 2) |

Section Three Speaking

- | | | |
|--------|--------------|---------------------|
| Task 9 | Listen & Act | (Book 1 — Book 2) |
|--------|--------------|---------------------|

- | | | |
|---------|----------------------|--------------------|
| Task 10 | Situational Dialogue | (Book 2) |
| Task 11 | Look & Describe | (Book 1 — Book 2) |
| Task 12 | Design Speech Cards | (Book 1 — Book 2) |
| Task 13 | Map Your Mind | (Book 1) |
| Task 14 | Read & Recite | (Book 1 — Book 2) |

Lead-in: 主要提供文化背景知识,为进一步训练做准备。

Listening Focus: 主要训练元音、辅音、重音、连读等语音基本功,培养学生听音、辨音和音形结合记忆单词的习惯。

Listening Practice: 每单元安排 Mini-dialogues 和 Conversations, 主要训练学生对简单对话的理解和判断能力及听音抓重点的习惯; Passage 主要训练学生的听写能力和篇章理解能力。听力材料的选择与功能和情景密切相关。

Listen & Enjoy: 选材主要来自国外广播、电视等新闻节目播报,旨在培养学生搜集信息的能力和习惯,增强学生的鉴赏力。为了便于学生理解,文后还附有适当的注释。

Listen & Relax: 选择了大家耳熟能详的英文歌曲或诗歌,目的是培养学生的学习兴趣,帮助学生尝试另外一种学习英语的方法。

Watch & Think: 该部分选择了一些电影、动画片、电视新闻等的片段,以进一步培养学生的学习兴趣、语言鉴赏力和文化意识。

Watch & Answer: 在观看电影、动画片、电视新闻等后回答相关的问题,训练学生的观察力和理解力及表达能力。

Watch & Discuss: 根据电影设计一个或多个能反映主题的综合性题目供学生讨论,以培养学生的观察能力、归纳能力和思辨能力。

Listen & Act: 精心设计了一些对话,内容与情境密切相关,主要训练学生的表达能力。

Situational Dialogue: 情境内容的设计一般与功能或情境相关,旨在训练学生模仿、编写和表达的能力。

Look & Describe: 英语口语测试的主要形式之一,主要训练学生观察图片并对其进行描述的能力。

Design Speech Card: 旨在训练学生思维、编写和表达的能力,培养学生在陈述前列提纲、陈述中抓重点的习惯。

Map Your Mind: 提供与功能或情境主题相关的“脑图”,教师通过提问或启发学生相互提问来联想更多与主题相关的词或短语,目的是拓展学生的计划、概括、提炼和表达中发散型思维的能力。

Read & Recite: 根据众多外语教育专家的经验和建议,安排了一些地道的英语散文、诗歌或小品文。这些文章既有教育意义,又非常适合朗读和背诵,目的在于培养学生的语感和良好的学习习惯。

Useful Expressions: 提供一些与各单元主题相关的常用词汇、短语和句子,作为单元核心内容的有效补充,意在巩固学习成果。

本套教材的上下两册相互独立又相互联系。在编写过程中,我们既考虑了内容的难度,又遵循了由浅入深和循序渐进的原则。由于各个学校情况不同,教师可进行适当调整,有选择地使用本教材的内容。

为方便教学,本套教材还配有多媒体课件,供教师上课时使用。

前 言

为适应目前高职高专英语教学的迫切需要,依据教育部高教司颁发的《高职高专教育英语课程教学基本要求》(试行)(以下简称为《基本要求》),我们组织专家学者和一线教师编写了这套《新实用英语视听说教程》。教程共上下两册,供高职高专非英语专业的学生使用。本书为学生用书下册。

《基本要求》对听力的要求是:学生能听懂在日常和涉外业务活动中使用的结构简单、发音清楚、语速较慢(每分钟 120 词左右)的英语对话和陈述,并对这些内容的理解基本正确。对口语的要求是学生能用英语进行一般的课堂交际,并能在日常和涉外业务活动中进行简单的交流。本教程在设计和编写时尽可能地满足上述要求。

教材的编写力求体现教学目标、教学理念、教学原则和教学方法,达到教师和学生使用起来满意等目标(刘润清,2003)。教材认真设计每一单元的题材、功能、结构和任务,力求能够达到培养学生语言技能、语言知识、情感态度、学习策略和文化意识的目的(梅德明,2008)。

教材编写遵循“实用为主,够用为度”的基本原则,突出了语言的交际功能,充分体现了中国外语教学的特色,注重内容的实用性和适用性。教材还以第二语言习得最新理论为依据,注重任务和活动的策略性和开放性。

本教程由杨登新、袁敬之和孙晓艳担任总主编,由复旦大学翟象俊教授主审。参加下册编写的有辛恺(主编)、廉德刚(主编)、马德玲(副主编)、李晓冉(副主编)、朱庆妮(副主编)、李小敬(副主编)和李君玲、任艳娜、刘苹、姚海涛、李瑞红、徐斌、郝伟、朱静静等。

本书的编写得到了复旦大学出版社的大力支持,在此一并致谢!

本书的编写既是教学理念改革的尝试,也是英语学习理念上的探索。因水平所限,时间仓促,不足之处在所难免,还请读者朋友指教。

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Unit 1

The Internet



Lead-in

Computers and the Internet have become an important part of our life. To some extent, the Internet is changing our economy, our society and our life greatly. People use computers more and more both at work and at home. Surfing the Internet is very common and popular among young people. People can get information, do shopping, send e-mails, or chat online. In the Information Age, it is difficult to imagine what life would be like without the Internet.



Section One Intensive Listening

Task 1 Listening Practice

A. Mini-dialogues

Listen to the following five mini-dialogues, and then for each question below, choose the best answer from the four choices given.

Dialogue 1

- | | |
|------------------------|------------------------|
| A) A business plan. | B) A working schedule. |
| C) A computer problem. | D) A computer class. |

Dialogue 2

- | | |
|---------------|--------------------|
| A) Expensive. | B) Interesting. |
| C) Exciting. | D) Easy and quick. |

Dialogue 3

- A) It is interesting.
B) It can help them improve their English.
C) They can make friends online.
D) It can save their time.

Dialogue 4

- | | |
|--------------------------|------------------------------|
| A) More than four hours. | B) Not less than four hours. |
| C) Four hours. | D) Less than four hours. |

Dialogue 5

- | | |
|----------------|-------------------------|
| A) Colleagues. | B) Husband and wife. |
| C) Classmates. | D) Teacher and student. |

B. Conversations

Listen to the following conversations, and then for each question below, choose the best answer from the four choices given.

Conversation 1

Words and Expressions

consumptive /kən'sʌmptɪv/ a.

消费的

1. What's the probable relationship between the man and the woman?

- | | |
|----------------------|---------------|
| A) Husband and wife. | B) Roommates. |
|----------------------|---------------|

- C) Classmates. D) Father and daughter.

2. Which of the following statements is TRUE?

- A) Father remembers Mary's birthday clearly.
B) They agree to buy a pink computer as a gift.
C) The computer cannot work well.
D) They finally buy the gift online.

Conversation 2

Words and Expressions

split up	分手,断绝关系
help out	帮助解决难题(或摆脱困境)
in a word	简言之,总之,一句话
informative /ɪn'fɔ:mətɪv/ a.	提供信息的;增长见闻的

3. Why does Tony look so happy?

- A) Because he has got his girlfriend's e-mail.
B) Because he will go to America.
C) Because he has got a phone call from his girlfriend.
D) Because he has written e-mail to his family.

4. Which of the following is NOT true according to the conversation?

- A) E-mail can save money.
B) E-mail is convenient.
C) E-mail helped Tony and his girlfriend split up years ago.
D) E-mail can keep people in touch with each other.

5. What else does Emma do with the Internet besides e-mailing?

- A) Playing computer games.
B) Making friends.
C) Searching for information and chatting with people.

D) Earning money.

C. Passage

Listen to the following passage, and then complete it by filling in the missing words.

Online shopping is really becoming 1 around the world, and I have a friend who does all of her buying online. She says she can find whatever she needs from online stores and communities like Taobao, eBay, and Amazon. In many cases, 2 stores have a limited selection of products on 3 whereas an online store often has a wide selection of goods from which to choose. My friend says she can also look up product reviews and 4 prices much easier from her house than travel from store to store. 5 important, she can shop whenever she likes since online stores never close.

Task 2 Listen & Enjoy

Study the words and expressions listed below. Then listen to an education report and try to imitate the reporter.

Words and Expressions

disrupt /dɪsˈrʌpt/ vt.	分散; 使分裂, 使瓦解
innovation /ɪnəˈveɪʃən/ n.	革新, 创新, 改革
laptop /ˈlæptɒp/ n.	笔记本电脑
individualize /ˌɪndɪˈvɪdʒʊəlaɪz/ vt.	赋予个性; 个别处理; 使具有……特征
enrollment /ɪnˈrəʊlmənt/ n.	登记; 入伍; 入会; 登 记人数

Computers have been used in teaching for more than 20 years. But a new book says that only now are they changing education. And it predicts that a lot more is about to happen. The book is called *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*.

“Disruptive Innovation” is a theory developed by lead author Clayton Christensen, a professor at Harvard Business School. He says organizations almost always use new, creative technology only to continue what they already do.

New technology should change organizations, he says, disrupt them in a good way. They should use the technology to do things differently — for example, to serve more needs.

The new book says the needed disruptive force in education is computer-based learning.

Michael Horn, another author of *Disrupting Class*, told us about a Boston public school that he had visited. Every student at Lilla G. Frederick Middle School in Dorchester, Massachusetts, has a laptop computer.

One class was learning about storms. Michael Horn says the laptops made it possible to truly individualize the lessons, to divide materials by ability level and learning style. At the end, the students all took part in a discussion led by the teacher.

Computer-based learning offers a way for students to take advanced courses not offered at their school, or to retake classes they failed. It also serves those who cannot physically attend school, and students who receive home-schooling or need tutoring.

Computer-based learning includes online courses. Enrollments in online courses have grown sharply. In 2007, the United States had about one million enrollments, not including college courses. Students could

be enrolled in more than one course, through schools or education companies.

High school students make up about 70% of the enrollments. Still, nationally, only about 1% of all high school courses last year were taught online.

But the authors of *Disrupting Class* predict it will be 10% in about six years. And their research suggests that the number will be about 50% by 2019. And Michael Horn says the future of online learning could be even greater in developing countries.

Notes

1. Harvard Business School: 哈佛商学院
2. Massachusetts: (美国州名) 马萨诸塞

Task 3 Listen & Relax

Listen to the English song **My Love** by following the lyrics below. Sing it along.

My Love

An empty street
An empty house
A hole inside my heart
I'm all alone
The rooms are getting smaller
I wonder how
I wonder why
I wonder where they are

The days we had
The songs we sang together
Oh, yeah
And oh, my love
I'm holding on forever
Reaching for a love that seems so far
So I say a little prayer
And hope my dreams will take me there
Where the skies are blue to see you once again, my love
Overseas and coast to coast
To find a place I love the most
Where the fields are green to see you once again, my love

I try to read
I go to work
I'm laughing with my friends
But I can't stop to keep myself from thinking
Oh, no
I wonder how
I wonder why
I wonder where they are
The days we had
The songs we sang together
Oh, yeah and oh, my love
I'm holding on forever
Reaching for a love that seems so far
So I say a little prayer
And hope my dreams will take me there

Where the skies are blue to see you once again, my love
Overseas and coast to coast
To find a place I love the most
Where the fields are green to see you once again, my love

To hold you in my arms
To promise you my love
To tell you from the heart
You're all I'm thinking of
I'm reaching for a love that seems so far
So I say a little prayer
And hope my dreams will take me there
Where the skies are blue to see you once again, my love
Overseas and coast to coast
To find a place I love the most
Where the fields are green to see you once again, my love

Say a little prayer
Dreams will take me there
Where the skies are blue to see you once again
Overseas and coast to coast
To find a place I love the most
Where the fields are green to see you once again, my love



Section Two Viewing

Task 4 Listen & Read

Listen to the following words and expressions. Read them three times before you watch the movie clip.

Words and Expressions

galaxy /'gæləksi/ <i>n.</i>	星系, 银河
fantasy /'fæntəsi/ <i>n.</i>	想象, 幻想
beckon /'bekən/ <i>v.</i>	召唤, 示意
dissect /dɪ'sekt/ <i>v.</i>	解剖
raging /'reɪdʒɪŋ/ <i>a.</i>	狂暴的
nomad /'nɒməd/ <i>n.</i>	流浪者
<i>a.</i>	游牧的, 流浪的
eliminate /ɪ'lɪmɪneɪt/ <i>v.</i>	排除
butt /bʌt/ <i>n.</i>	屁股
sigh /saɪ/ <i>n.</i>	叹息(声)
doze /dəʊz/ <i>n.</i>	瞌睡
sorrow /'sɒrəʊ/ <i>v.</i>	感到悲伤
homecoming /'həʊm,kʌmɪŋ/ <i>a.</i>	返校节的
cyberspace /'saɪbəspeɪs/ <i>n.</i>	虚拟信息空间, 网络空间
escort /'eskɔ:t/ <i>n.</i>	护卫者, 护送者
brat /bræt/ <i>n.</i>	小家伙, 小鬼, 小子
salmon /'sæməŋ/ <i>n.</i>	鲑, 大马哈鱼

Jag /dʒæɡ/ *n.*

(口) 捷豹汽车(商标名 Jaguar 的缩略)

suck /sʌk/ *v.*

吮吸; 〈俚〉糟糕, 太烂了

Task 5 Watch & Think

Watch the movie clip and decide whether each of the following statements is true (T) or false (F).

1. Sam and Austin have not talked for a long time. ()
2. Austin misses Sam very much because they haven't seen each other for ages. ()
3. Sam and Austin know each other in the real world, but they don't know their identifications in the cyberspace. ()
4. Austin's father always encourages Austin to pursue the dream to be a writer. ()
5. Sam is eager to meet her admirer in the cyberspace. ()

A Cinderella Story

...

Terry: Greetings. Samantha, you look absolutely stunning today, as per usual.

Sam: Thank you, Terry.

Terry: Excuse me, I must get back to my galaxy now. Zion, Lieutenant Terry here. Hello? Can you hear me? Captain? You're going in and out.

Carter: Poor guy.

Sam: At least he's happy.

Carter: Happy? Guy lives in another world.