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大学英语立体化网络化系列教材

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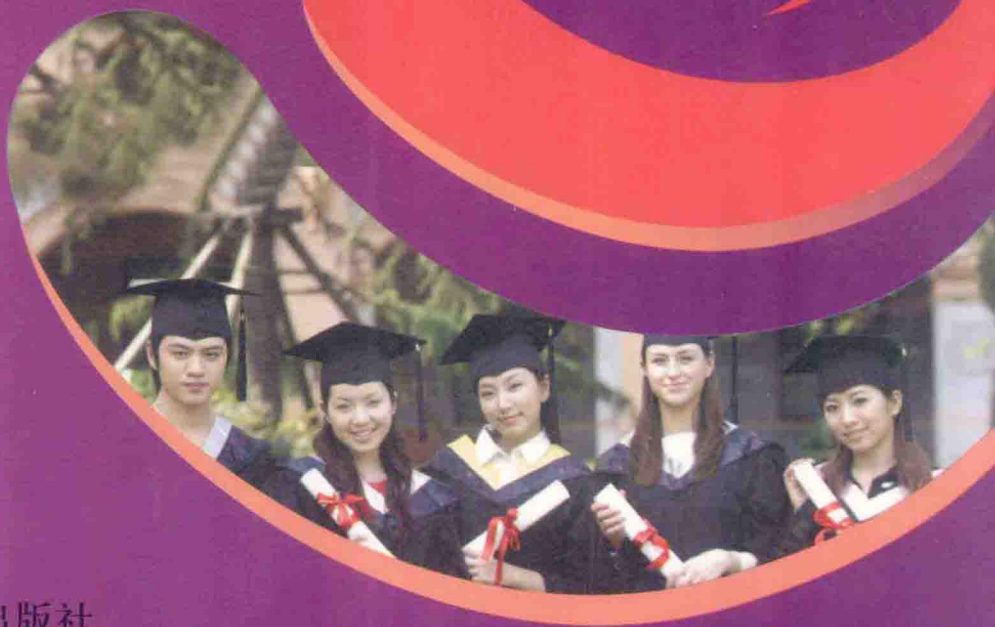
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教师用书

(第二版)

College English
Listening and Speaking

李正栓 都建颖 ©主编



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大学英语实用 视听说教程

第四册

（第二版）

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李 颖 主编

李 颖 副主编

李 颖 副主编

李 颖 副主编

李 颖 副主编

李 颖 副主编

李 颖 副主编

李 颖 副主编

李 颖 副主编

李 颖 副主编

李 颖 副主编

清华大学出版社

教师用书

大学英语实用视听说教程

(第二版)

主 编 李正栓 都建颖
副主编 彭启敏
编 者 黄 婷 周超英 王 婧
李伟平 [伊朗] Fatemeh Bagheri



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著作责任者: 李正栓 都建颖 主编

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举报电话: 010-62752024 电子信箱: fd@pup.pku.edu.cn

总序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语听说能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的《大学英语课程教学要求》,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了“大学英语立体化网络化系列教材”的编写和出版工作。

本套教材被评为“十二五”普通高等教育本科国家级规划教材,根据《大学英语课程教学要求》,我们又在原书基础上进行了修改。

北京大学教材建设委员会将本套教材列为重点教材建设项目,重点支持。我国英语教学研究权威胡壮麟教授担任本套教材总顾问,北京大学英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。

编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了北京大学、北京师范大学、北京航空航天大学、中国农业大学、复旦大学、南京大学、北京交通大学、武汉理工大学、华中科技大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、重庆大学、云南大学、河北师范大学、西安电子科技大学、山东农业大学、山东青年管理干部学院、淮南师范学院、江西财经大学、西北大学、福州大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们也特别感谢本系列教材几十位中外英语教学专家在编写过程中认真细致、富有成效的工作!

中国大学英语改革任重道远,大学英语教材建设未有止境。本套教材循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

大学英语立体化网络化系列教材

总 顾 问 李赋宁 胡壮麟

总 主 编 黄必康

网络版主编 李建华

编委会名单 (以姓氏笔画为序)

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前言

《大学英语实用视听说教程(第二版)》是以教育部颁发的《大学英语课程教学要求》为指导,结合非英语专业大学生的实际语言能力而编写的视听说系列教材。该教程旨在帮助学生增强语篇理解能力,强化听说训练,全面提升学生的情景会话能力和跨文化交际水平。

全教程共四册,每册配有教师用书和教学光盘。每册书分为十二个单元,每个单元由六部分组成。前四个部分(Section A ~ Section D)按照大学英语四、六级考试设计听力训练,听力类型分为短对话、长对话、短文和复合式听写。第五部分(Section E)为视听和仿说训练,旨在培养学生整体理解以及摄取特定信息的能力,要求学生通过模仿和角色扮演,提高言语输出的准确性。第六部分(Section F)为拓展会话训练,配有与主题相关的英汉对照词汇、常用句型、经典英诗、流行歌曲和名言警句,旨在帮助学生扩大个人语库,掌握各种会话策略并使之内化,从而达到用英语自如地进行交流的目的。

《大学英语实用视听说教程(第二版)》的主要特点如下:

1. 体现科学性:每册书的难度循序渐进,每个单元围绕一个主题,先做内容准备和语言输入,再安排会话训练和语言输出的步骤,练习设计由浅入深,而且注重听说能力的平衡发展。

2. 具有实用性:教程的题材丰富多样,包括校园生活、西方节日、运动与休闲、友谊与关系、求职与职业、家庭代沟、文化习俗、自然灾害、互联网等内容,涵盖现实生活的诸多方面。置英语学习于真实语境之中,辅以全球多元文化背景,这样学生在视听说训练的同时,会加深对目标语文化的感性认识,外语听说能力和跨文化意识相得益彰。

3. 注重便捷性:学生用书提供英汉对照词汇和常用句型,便于学生自学,互帮齐练,并熟练掌握各种语言形式;教师用书配有教学光盘,所有的教学内容集成在一个PPT文件中,只需按键即可做到无缝连接,方便教师的课堂教学。当然,教师也可以根

据教学安排,适时增减相关教学内容。

4. 突显趣味性:教材中的影视片段节选自近几年的经典英美影片,具有时代性,而且语言原汁原味,题材真实风趣。寓教于乐,不仅有效激发学生的学习兴趣,拓展文化视界,也可以充分调动师生双方的积极性。

5. 强调整体性:教材的使用将计算机、互联网、视讯终端等人工智能和人类智能融于一体,通过视、听、说三位一体开展“以视助听、以听促说、听说结合”的训练,满足个性化教学需求,搭建立体化教学资源平台。

鉴于编者水平有限,教程中难免存在疏漏和错讹之处,敬请广大同仁和学习者批评指正,以期不断完善教材。

编者

2014年6月



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Unit One Culture Shock

Section A

Listen to the conversations and choose the right answers to the questions you hear.

Conversation One

M: Alice, I was invited to my Chinese friend's wedding. I am going to send him a fancy envelope with 400 yuan. What do you say?

W: Oh, 400 is inappropriate, and it is a bit low in amount. Chinese people prefer even numbers but not 4 because it sounds like death in Chinese.

Q: How much would the man put in the fancy envelope? (D)

Conversation Two

M1: Hey, Fred. I'm going out with some Chinese friends to eat roast duck tonight. You should tag along, what do you say?

M2: Hi, John! It sounds tempting, but I don't have a lot of money right now, and roast duck is kind of expensive.

M1: Don't worry, Fred! My friend will take care of it.

M2: Really? That's great! I'm so used to going Dutch with my American friends.

Q: How will John and Fred pay for the roast duck? (C)

Conversation Three

M: Jennifer, I heard that you've been a student in two different countries. It sounds really interesting.

W: Yeah, that's right. Well, I got my bachelor's degree in Manchester, in the United Kingdom, and my master's in Japan.

M: Wow, that sounds really interesting. Do you think there are big differences in these countries in terms of student life?

W: Yeah, I think it is quite different. In Manchester, it was a very serious study environment and a lot of my classmates were really interested in the subject they were studying, and it's more like autonomous learning. I felt in Japan it was more teacher-fronted style of teaching so students taking notes and perhaps not participating so much.

Q: What was the student life in Manchester like according to Jennifer? (B)

Conversation Four

M: Well, Jennifer, how about daily life for students? Did students also have part-time jobs?

W: Right. Most of my classmates had part-time jobs or even full-time jobs and we would study sort of in our free time.

Q: What did Jennifer say about daily life of students? (C)

Section B

Listen to the dialogues and choose the right answers to the questions you hear.

Dialogue one

M: So, Hana, how long have you been living in China?

W: Well, in total it's been almost three years.

M: Do you feel like you are totally used to it?

W: I think so. Occasionally there are still some things that are a little bit difficult, but for the most part, I don't have a culture shock anymore.

M: For example?

W: Hmm, do you mean something that I still struggle with? Well, there's still the language barrier because I'm not fluent in Chinese.

M: You said you had gone back to the UK and did you have some kind of reverse culture shock when you went back?

W: Yes, I did actually. I returned to the UK about one and a half years ago, and I was so used to living in China and I guess I had to change my thinking and behaviors a little bit while I was in China so when I went back to the UK, I felt like, "OK, now I have to switch back."

M: And also, you're planning to come back soon again?

W: Well, I'm going to be back to the UK in the summer holidays but then I'll come back in China.

M: Oh, I see. What do you think you'll miss the most while you're gone?

W: What will I miss about China? I think I'll miss the food the most. I really love Chinese food.

Q1. What does Hana still feel difficult living in China? (B)

Q2. How did Hana say about her reverse culture shock? (A)

Dialogue two

M: Hi, Alison. You've lived in two great cities: Beijing and San Francisco, and you speak both English and Chinese, so can you tell me about the people in the places?

W: Hi, Sam. Thanks for inviting me to your program. Well, in San Francisco, the people are friendly. If you're lost in the subway or you're not sure which bus to take, local people would be willing to tell you which way you are supposed to go. When you go into the stores, the people in the stores like to make small talk with you. They're interested in where you're from or what you are looking for and why you are looking for that item. While in Beijing, if you are in the subway station, the working staff would be very helpful in terms of providing information you inquire, but when you go shopping in the stores, the clerks are very helpful in terms of finding whatever you're looking for, but I think because of the culture, they don't dig into your personal life.

M: So in terms of food, how does it differ between Beijing and San Francisco?

W: I think Beijing and San Francisco both have various cuisines. In both cities, you can find foods from all over the world. I think that because San Francisco is a city of immigrants, you get very... the people who cook the foods are from that country, while in Beijing I feel like if you go to a French restaurant and you can see a local chef cooking the food.

Q1. What does Alison say about people in the two cities? (D)

Q2. What does Alison say about food in the two cities? (B)

Section C

Listen to the passages and choose the right answers to the questions you hear.

Passage One

Good morning class. Today I'd like to talk about culture shock. Now, many students think they know what culture shock is, but often they are confused by the real meaning of the term "culture shock". For example, I've heard students say, "I know what culture shock is. Culture shock is a kind of surprise that you get when you travel. You might be surprised by something such as cars with their lights on during the daytime. You might notice that Canadians take off their shoes in their houses or that they usually eat sandwiches for lunch."

Well, those aren't really examples of "culture shock". They are what I like to call "cross-cultural surprises". Actually, culture shock is quite different from a "cross-cultural surprise". Culture shock is the feeling of anxiousness and confusion caused when a person tries to adapt to a new environment. Culture shock also involves a physical and psychological reaction to a new environment. When you live in a new country, it is common to feel sad, lonely, or disoriented. You might feel very tired or you might have difficulty sleeping. You may have sore muscles and you might even lose your identity and wonder "who am I". All of these types of reactions can be signs that you are suffering from "culture shock".

Many people feel that culture shock has stages. The first stage is often called the "honeymoon period". Just like the holiday that newlyweds take after marriage, you might feel very happy and excited when you arrive in a new country. You look around and are amazed by all of the new things that you see. This happy period can last a short time or it may last for months or even years depending on the

individual. Some students have said that they never had a honeymoon period. They were sad from the moment they arrived in the country. Many of them weren't here because they wanted to be here, but because their parents sent them here. However, I think most people do have a honeymoon period.

The second stage of culture shock is often called the "transition period". During this period of time you may begin to feel frustrated. You may get angry or sad. Typically, people start to think about how easy life was at home. When you look around your new country, you can't believe how crazy people are. Why can't they be just like you? Why can't they speak your language? How can they live in this awful climate and eat that disgusting food? Everything starts to get on your nerves. If only you were at home.

Later, you will move on to the integration stage and you'll finally become comfortable with the new culture and the new environment. You'll come to accept that the new environment is different, but you'll start to understand that there are some good things as well as bad things about the culture. Things won't be so difficult for you then. In fact, you might actually start to prefer some parts of the new culture to parts of your own culture. Then, when you return home, you'll probably go through a whole new stage called "reverse culture shock". We'll talk about that tomorrow.

Q1. Which of the following is NOT a symptom of culture shock? (D)

Q2. When does reverse culture shock happen? (D)

Passage Two

One thing to remember about culture shock is that people experience it in many different ways. Each person adapts to new environments differently and each

stage of culture shock can last for varying periods of time. Before you travel to another country, it might be helpful to do some research on culture shock so that you will be mentally prepared for the emotional and physical reactions that you may have. As well, it may help you to understand the behavior of the other travelers around you.

Well, I think generally speaking, we could say that there are four stages to culture shock. First of all, the “honeymoon” stage. Uh, to the visitor, everything seems new, quaint, and novel. The food, the surroundings, the buildings. And it produces a feeling of euphoria: a desire to look around, to experiment, to explore.

The next stage is the “horror” stage, where the newness wears off, and the visitor sees the country from a different light, and often begins to criticize the country, the life, and the values of the people.

The next stage, we could say, is the “humor” stage, where people begin to reflect back and laugh at their mistakes in the earlier stages.

And the final stage, we could say, is the “home” stage where people begin to feel at home, enjoy living in that foreign country.

Q1. What are the symptoms of the second stage of culture shock? (C)

Q2. What statement by the visitor best describes the “home” stage? (C)

Section D

Compound Dictation

Directions: Listen to the passage three times and supply the missing information.

When you are preparing for your college adventures abroad, it's easy enough to get your stuff ready and packed, but how do you prepare for the (1) adjustment

to a new place? Especially, how to survive culture shock?

If your native language is not the main language spoken in the target county, make sure you pass the (2) required language proficiency test before going. When you get on the plane, (3) set your watch to the new time zone, and try to place yourself in it.

When arriving at your school, you are supposed to (4) use the university resources available to you. Be diligent about attending things like (5) orientation and prepare a list of questions. “How do I get a driver’s license? How can I open a bank account? Where is the nearest medical center?” Many colleges offer a mentor, and if you are not staying with a family, making new friends can really help you (6) settle in. Go for short walks to (7) familiarize yourself with your area.

Remember, culture shock takes a while to (8) get used to, so give yourself time. Even the most simple things aren’t always the same in another country. To (9) get the most out of your study abroad experience, find a happy (10) medium between your home and your new environment. It’s important to look for the balance which makes sense to the students who study at another country.

Section E

Imitation and Role Play

Fiona: Excuse me.

Shrek: Better out than in, I always say, eh, Fiona? That’s good. I guess not.

Donkey: What do you mean, “not on the list”? Don’t tell me you don’t know who I am. What’s happening, everybody? Thanks for waiting. I had the hardest time finding this place.