



普通高等教育“十一五”国家级规划教材（第一版）

大学**体验**英语[®]

Experiencing English

视听说教程

（第二版）

学 生 用 书

1

Viewing,
Listening &
Speaking

Coursebook

《大学体验英语》项目组

x p e r i e n c i n g

高等教育出版社



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DAXUE TIYAN YINGYU SHITINGSHUO JIAOCHENG

《大学体验英语》项目组

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第二版前言

《大学体验英语视听说教程》自2010年出版以来，陪伴莘莘学子在美妙的英语影音世界遨游，受到广大师生的普遍赞誉。《大学体验英语视听说教程》在主题上与《大学体验英语综合教程》尽可能贴近，为学生创造“学以致用”的快乐；在设计上坚持主题导航、任务驱动模式，为学生创造“在做中学”的体验；在素材上精选真实自然、原汁原味的视听资料，为学生带来“身临其境”的感受。

在广泛听取师生反馈、认真总结使用情况的基础上，结合当前大学英语教学改革的新形势，《大学体验英语视听说教程》（第二版）进一步完善了教材的总体框架，更加充分地体现了启发式、参与式、探究式的教学理念；更换了部分单元主题，使其与《大学体验英语综合教程》（第三版）主题编排完全一致，选材更具时代性、思辨性、趣味性，更利于就同一主题从不同视角展开听、说、读、写等语言技能训练；引入了更为生动、自然、实用、鲜活的视听资料，除视频外，音频也全部采用英美广播、电视、网络等媒体的真实素材，原音重现，真实自然；新增了注重微技能训练及学术英语能力培养的任务类型，如辨音（Sound Club）、记笔记（Note-taking）。此外，为满足90后学生颠覆传统的在线学习模式，开发了教材配套使用的课程学习网站及视听说学习平台等数字化学习媒介，在极大丰富课内外教学资源的同时，为翻转课堂的实现创造条件。

《大学体验英语视听说教程》（第二版）主要在以下方面进行了修订：

1. 更新了部分单元的主题，与《综合教程》（第三版）保持一致

本次修订更换了部分单元主题，以与《综合教程》主题一致，视角不同。如两套教程第一册第一单元主题都是College Life。《综合教程》该单元两篇文章的标题分别是My First Week at Harvard和Wish for the Freshman Year，《视听说教程》相同单元两篇文章的内容与之高度契合，《综合教程》所选用文章与《视听说教程》所选用音视频互为补充、相得益彰，共同支撑起基于话题的语言输入、输出训练。

2. 音、视频全部采用原音，难度适宜，真实自然

本次修订更换了第一版中大部分音、视频，素材选用要求严格，综合考虑主题、视角、语速、难度、画面、音质等各种因素，精挑细选。为满足不同英语水平学生的学习需求，同时为便于课堂操作，音频提供常速、慢速两个版本，视频提供字幕可现版本，教师和学生可根据实际情况，灵活选择使用。

3. 丰富了视听选材和任务设计

本次修订在保留教材主体框架的基础上，对Audio Studio和Video Studio部分的任务设计作了较多优化与调整。Audio Studio扩充为2段音频，每段音频各2个任务。在任务类型上，调整为既强调理解，也注重听说微技能训练的5种任务类型，分别是：Note-taking, True or False, Short Answer Questions, Sound Club和Dictation。Video Studio部分的任务类型换成了Note-taking, Short Answer Questions, Idea Box, Summary等，与第一版相比，更注重对视频所传递思想的深入挖掘。

4. 整合了“听”“说”训练，注重输入与输出有效配合

本次修订在Audio Studio和Video Studio视听任务前新增了口语热身活动（Warm-up），引导学生带着问题、思考和预测进入视听任务环节。这一设计可以大幅度提高学生的参与度，同时有助于培养学生带着问题听、带着目的听、带着预测听的好习惯。此外，在视听任务后新增了讨论和角色扮演等口语活动，同时将Summary移到Video Studio部分，引导基于视听素材所获取信息的口语表达，鼓励“现学现练”、“学以致用”。

5. 整合多种配套数字化学习资源

第二版的另一大特色是整合多种配套数字化学习资源，以满足教育信息化日益发展背景下教学双方的多元需求。配套数字化学习资源包括：可读写PPT课件，教师可以根据具体教学需要随意调整课件内容；自主学习资源平台，提供与纸版教材各单元主题相契合的丰富多样的扩展资源，包括音视频资源以及配套练习，供学生课下自主学习使用。配套数字化学习资源为课堂教学的延伸提供了资源的保障，为课堂的成功“翻转”保驾护航。

《大学体验英语视听说教程》（第二版）是在大学英语教学改革新形势下，在充分考虑使用院校师生反馈的基础上，在坚持第一版编写理念和整体框架的前提下，对第一版教材在视、听选材和任务设计方面的全面升级。我们希望更加鲜活地道、原汁原味的素材，更加灵活多样、富于创意的任务，更加贴近学生、符合时代的数字化学习方式，能带给广大使用院校师生更愉悦的教与学的体验。

《大学体验英语视听说教程》（第二版）凝聚着编者、出版社以及广大师生的共同智慧和劳动。我们十分感谢老师们提出的宝贵意见和建议。我们期待着经过全新改版和修订的这套大学英语教材更加适用实用、新颖活泼，能更好地为师生服务，为我国大学英语教学服务！

限于作者水平，疏漏与错讹之处在所难免，敬请读者批评指正。

编者
2014年6月

第一版前言

《大学体验英语视听说教程》是普通高等教育“十一五”国家级规划教材——《大学体验英语》立体化系列教材的重要组成部分。《大学体验英语视听说教程》在充分贯彻体验式、研究性教学理念的前提下,依据《大学英语课程教学要求》,针对学生开展有效视听和口语交际的训练,重点培养学生的英语综合运用能力,提高学生用英语独立思考和自由表达的能力以及终身自主学习、自我发展的能力,真正实现大学英语教学的培养目标。

《大学体验英语视听说教程》的编写采用主题导航模式,各单元音视频材料、视听活动、口语任务、补充阅读及项目设计等均围绕同一主题展开。本教程单元主题总体与《大学体验英语综合教程》保持一致,选材注重实用性和教育性,兼顾知识性与趣味性,力求将思想内涵、语言、文化和技能有机融合。

《大学体验英语视听说教程》以最新原版英语视听资料为载体,以学生自主性与探究性学习为手段,以英语综合应用能力及多元人文素质培养为目标,依托项目化语言技能训练培养学生的英语综合学习能力,依托独特的任务驱动设计提高学生的研究能力与创新能力,依托网络自主式学习模式开发学生的学习潜能。

本系列教程主要具有以下特色:

1. 自主探究式学习与团队协作式学习相结合

本系列教程突出强调培养学生的自主学习意识,提高其自主学习能力,开发学生的学习潜能。不同于传统视听说教程,本系列教程在单元内容编排上打破“视、听、说”的局限,在单元热身部分引入以自主探究式学习方式为主的课前阅读和与主题相关的搜索任务。每个单元还包含一个精心设计的团队项目,从项目实施到成果展示配有一系列相关任务,通过组织团队相互质询与评议锻炼学生信息搜索、团队协作、英语口语表达等能力。这些拓展和尝试旨在为学生创造一个自主探究式学习与团队协作式学习紧密结合、相互促进的英语学习环境,有效提高学生的综合素质。

2. 人文素养提高与品格教育兼顾

本系列教程从主题确定到篇目选择都充分考虑到学生人文素养的提高和优秀品格的培养,力求实现寓人文素养与品格教育于外语学习之中。本系列教程在单元开篇引入与主题相关的名人名言,在主题选择中有意识地选取了名人演讲、访谈、大学生心理问题探讨、濒危动物保护与老龄化问题、科技与商业以及网络问题等内容融入教学中,开展励志、解惑、公益、劝诫等方面的教育,以提高学生人文素养,健全品格。

3. 独特的口语任务驱动设计保证交流的有效性

本系列教程充分考虑到90后大学生接受新生事物快、乐于参与的特点,采用独特的口语任务驱动设计,通过模拟现实的情景和辩论,加强学生独立分析问题、解决问题的能力,拓展学生的批评性思维,鼓励独到见解,培养会思考的一代。此外,本系列教程在任务设计上注重不同专业学生的可参与性、活动的趣味性和启迪性,激发学生在活动中主动运用所学知识,在知识运用中检验自己所

学，弥补不足。

4. 自然真实的视听资料营造逼真的语言学习环境

本系列教程视听说材料选材新颖，内容丰富，大多取自最新英美广播、电视、网络或其他真实交际场景，题材接近生活，真实自然；视听及口语训练有机结合，相互促进，使学习者有置身英美异域文化之感。

5. 教学活动设计经学生试用，操控性强

本系列教程中所有活动任务都经过编者在所在院校教学中反复试用检验，并通过学生反馈作进一步修改完善，因而具有极强的可操作性。

6. 与大学英语四、六级机网考接轨

本系列教程在单元编排设计上充分考虑到国内当前大学英语四、六级机网考的特点，把视频听力确定为各单元的重点，编排有助于提高学生处理视频听力信息能力的任务，同时在口语部分引入对音视频内容进行总结的任务。这些编排和设计都有利于帮助学生适应网络环境下的大学英语四、六级考试。

7. 教学资源设计人性化，教材与网站相互支撑

本系列教程的编写秉承以人为本的理念，以使用对象的实际需求为出发点，在选材和任务设计上反复推敲，力求做到激发学生学习兴趣，实现知识性与趣味性的有机结合。为便于全国各地的师生共享授课资源和学习资源，交流经验，携手共进，本系列教程还在高等教育出版社外语出版中心的中国外语网（www.cflo.edu.cn）上开发了专门针对本系列教程的课程教学备课平台，供全国教师相互交流、下载授课资源和各单元模块课堂活动组织设计方案，供学生下载学习资源并展示各高校学生自己的任务设计成果。

《大学体验英语视听说教程》由北京科技大学张敬源、彭漪教授担任总主编，北京科技大学、华中科技大学等院校参加编写。北京科技大学兼职教授、英国剑桥大学博士Mark Buck为本书编写做出了突出贡献；美籍专家Monica Li和英籍专家Lin Lee、Raffaella S. A. Buonocore审阅了书稿，并提出了宝贵的意见和建议。高等教育出版社的领导和编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作，在此一并表示感谢。

《大学体验英语视听说教程》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试，其中定会存在不当和疏漏之处，敬请使用者批评指正。

编者

2010年4月28日

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UNIT

1

College Life



Famous Quote

In the world of knowledge, the idea of good appears last of all, and is seen only with effort.

— Plato

Unit Overview

In this unit, you will

- learn about college life through listening and watching
- talk about your preparation and plan for college life
- conduct a real-life project on student clubs
- pick up useful words and expressions about college life
- learn to reflect on your own learning and comment on that of your peers
- learn to think independently, critically and creatively



Lesson One

Are You Ready for College?

Lead-in

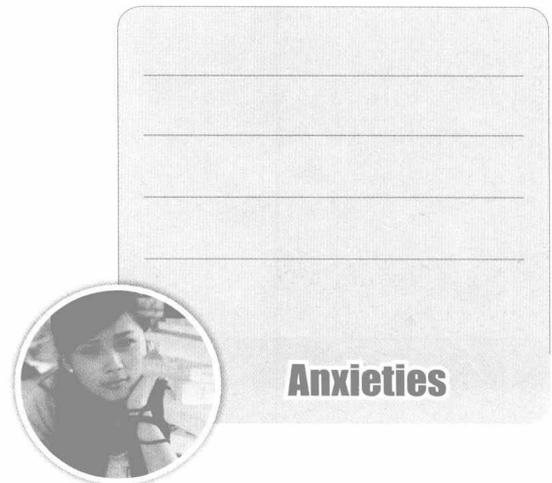


Task 1 Brainstorming

What are your expectations of your college life, acquiring new knowledge, meeting new people, or other exciting things? Are you feeling any anxiety over the unfamiliar environment? Writing down your expectations and anxieties might help you better adjust to your new life.



Expectations



Anxieties

Task 2 Expanding Your Vocabulary

Read through the words in the left-hand column, and match each of them with the appropriate meaning in the right-hand column.

- | | |
|-----------------|---|
| 1. assign | A. to encourage sth to develop |
| 2. distinctive | B. having a quality or characteristic that makes sth different and easily noticed |
| 3. diverse | C. to give sb sth that they can use, or some work or responsibility |
| 4. foster | D. to make sb want to do sth, especially sth that involves hard work and effort |
| 5. academic | E. an official group of people who have joined together for a particular purpose |
| 6. intimidating | F. connected with education, especially studying in schools and universities |
| 7. association | G. frightening in a way which makes people less confident |
| 8. motivate | H. very different from each other and of various kinds |

Audio Studio



Word Bank

- | | |
|----------------------------------|-------------------------------|
| 1. vaccine <i>n.</i> 疫苗 | 5. theatrical <i>adj.</i> 戏剧的 |
| 2. residential <i>adj.</i> 提供住宿的 | 6. seminar <i>n.</i> 研讨课 |
| 3. intimate <i>adj.</i> 亲密的 | 7. faculty <i>n.</i> 全体教师 |
| 4. multi-purpose room 多功能厅 | 8. stipend <i>n.</i> 生活津贴 |

Clip 1

Warm-up

- Do you recognize the man in the two photos?
- What do you know about his education?



At Harvard University, 1990



In the White House, 2008

Task 1 Note-taking

Listen to audio clip 1, and fill in the gaps.

In the speech, Obama focuses on the 1) _____ students have for their education.

To be a writer, you need to 2) _____

To be an innovator or inventor, you need to 3) _____

To be a mayor or a senator or a Supreme Court justice, you need to 4) _____

No matter what kind of career you want to start, surely you will need 5) _____ and put in a great deal of effort.



Task 2 Sound Club

Word stress and intonation within sentences are very important to correct English pronunciation. Listen to two parts of the audio clip again and underline the stressed words. The first two sentences have been completed for you as an example. The key content words are in **bold** type and the words for emotional impact are CAPITALIZED.

Word Stress and Intonation

I want to **start** with the **responsibility** you have to **YOURSELF**.

EVERY SINGLE ONE of you has **SOMETHING** that you're **good** at.

Every single one of you has something to offer.

And you have a responsibility to yourself to discover what that is.

That's the opportunity an education can provide.

You want to a doctor, or a teacher, or a police officer?

You want to be a nurse or an architect, a lawyer or a member of our military?

You're going to need a good education for every single one of those careers.

You cannot drop out of school and just drop into a good job.

You've got to train for it, and work for it and learn for it.

Clip 2

Warm-up

- What do you know about Yale University? Visit its homepage (www.yale.edu) and share the information that attracts you the most with your classmates.
- A coat of arms is a set of pictures or patterns painted on a shield and used as the special sign of a family, town, university etc. Look at the the eight Ivy League universities' coats of arms. What do you think their implications are? What is the design of your university's coat of arms and what is the implication?



Brown University



Columbia University



Cornell University



Dartmouth University



Harvard University



Princeton University



The University of Pennsylvania



Yale University

Task 1 Note-taking

Listen to audio clip 2 and write down the missing information.

Note Residential college is an organizational pattern for a division of a university that places academic activity in a community setting of students and faculty.

Yale College

It is the heart of the university.

Its residential college system provides 1) _____ of a small college and the 2) _____ of the university.

Each college has its own facilities, such as 3) _____, libraries, gyms etc.

The colleges offer various events and services.

4) _____

It is the first school to award PhD in the US.

It offers doctoral and 5) _____ programs.

It attracts students from abroad because of its academic excellence, extraordinary resources and 6) _____.

Task 2 True or False

Listen to audio clip 2 again and decide whether the following statements are true or false. Pay attention to the numbers in the statements.

1 Yale College has been setting the standard for educating American leaders for over a century.

2 Yale's residential college system provides services for 400 students.

3 The 20 colleges assist students to perform plays, give concerts and publish newspapers.

4 Half of the students in Yale's Graduate School come from abroad.

5 PhD students in Yale pay one third of their tuition fees.



Follow-up

Work in pairs and discuss the preparation that you have done for your college life. You can refer to the following questions.

- Did you visit our university when you knew that you were admitted?
- Have you visited our university's website?
- Did you find anything useful or interesting on the website?
- Which part of college life do you think will be the most challenging?
- Do you know where to ask for help if you need any?

Video Studio



Word Bank

- | | | |
|-----------------------------|-------|---------------------------|
| 1. journalism <i>n.</i> 新闻学 | | 5. spar <i>v.</i> 练习拳击 |
| 2. mezzanine <i>n.</i> 夹楼层 | | 6. vibe <i>n.</i> 氛围 |
| 3. table <i>v.</i> 列入日程 | | 7. sensei <i>n.</i> 空手道教练 |
| 4. plug <i>v.</i> 宣传 | | |

Warm-up

- Look at the student club logos below. What kind of events do you think these clubs hold?



- Can you think of some catchy slogans for the clubs above or for the club you would like to join in your university? For example, for a drama club, the slogan can be "All the World is a Stage", which is a quotation from William Shakespeare.

Task 1 Note-taking

Watch the video clip and write down the missing information about the three student clubs introduced in the student report video made by Concordia University.

Note Concordia University is a Canadian public research university in Montreal, Quebec, Canada.

CJLO	HILLEL	SHOTOKAN
<ul style="list-style-type: none"> <input type="radio"/> It's the universities 1) _____. <input type="radio"/> Brian commented that over a year, this club 2) _____. <input type="radio"/> Cassandra, who studies journalism, is a news reader in the club. 	<ul style="list-style-type: none"> <input type="radio"/> It's a club which help students 3) _____. <input type="radio"/> David said that many of his friends joined the club because 4) _____. 	<ul style="list-style-type: none"> <input type="radio"/> It's a new club and it teaches karate. <input type="radio"/> Ms. Taylor enjoys teaching here because she found the students are 5) _____. <input type="radio"/> Jean said people in the club treat each other 6) _____.

Task 2 Short Answer Questions

Watch the video clip again and answer the following questions.

1. What is one of the best ways to meet new people when starting college life?

2. What positions are offered to students at CJLO?

3. What do many student clubs and associations present at the mezzanine?

4. What information can students find on the dean of student website?

5. Which club do you think the reporter has probably joined?



Task 3 Summary

Discuss with your peers and complete the following sentences with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Tips

- Universities, especially during a student's first year, can seem like ...
- For students looking to make connections outside their classrooms, clubs and associations can provide ...
- Michel Boyer, a student reporter, visited several clubs and organizations and discovered ...
- For example, at CJLO, students volunteer as ...
- He found joining a club can be an enriching part of a student experience and provide ...

Your summary:

Speaking Workshop



Expressions & Structures to Use

Phrases		Sentence Patterns	
focus on	Audio 1	I guarantee that ...	Audio 1
come up with	Audio 1	It ensures that ...	Audio 2
along with	Audio 2	One of the best ways is ...	Video
touch on	Video	When I first started, ...	Video
a wealth of	Video	As far as ... is concerned, ...	Video

Solving the Problem

Work with your peers on the situation below and try to come up with a solution to the problem described. You are expected to share your ideas and justify yourself in this process. Use as many phrases from the “Expressions & Structures to Use” box as possible.

Situation

You have just started college and are excited to meet new people and try different activities. After you have got a bit familiar with college life, with some careful thinking, you decide to set up your own student club. You have already gathered a group of students who share the same interest and you are confident that the club will be a success. But when you tell your parents about your plan, they are rather worried and suggest that you should drop the plan and focus on your academic study for the time being. You try to persuade your parents, but it seems that your parents have a strong point, too.

- You have 15 minutes to discuss within your group.
- Role-play the situation by making up conversations between you and your parents.
- Several groups will be selected to present their role plays. The rest of the class will vote for the group they feel happiest to support in their performance.

Project Bulletin



Real-life Project

Start a student club.

You are a group of college students who want to start a student club. Draw up a detailed plan for the club, such as ancient Chinese literature, movies, aerobics, cycling etc.

Your plan should cover the name of the club, slogan, location, regular events, and other considerations such as advertising, recruitment, funding etc. You will present a report on your club; tell the class why you can succeed.