



Cultural Learning

the Smart Way to Study English

教师用书

大学英语视听说教程

卢志鸿 Loren Steele 编著

上册

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

大学英语听说教程

Campus Learning: the Fastest Way to Study English

改革开放以来,我国大学英语的教学取得了显著的成绩,大学生的英语水平同10年、20年前相比,有了明显的提高。迈入新的世纪,尤其是我国加入WTO后,社会各界对人才的培养有了更高的要求。在英语已逐渐成为世界性语言的今天,谁能完全驾驭这种交际工具,谁就能在国际大舞台上具有主动性,就能更有效地参与竞争。这就要求我们培养出来的人才具有较强的跨文化交际能力。

作为英语教师,作者经常扪心自问、反省自己的教学:我都教给了学生什么?我又能够做些什么来帮助今天的学生——明日的国家栋梁打下坚实的语言基础,使他们在与世界的接轨中,能够运用英语这一全球性交际工具与人沟通,并在各种交际场合中充满自信地表达自我?

于是,一种责任感和使命感促使我们——一位从事大学英语教学实践多年,近年来主要从事网络教学和运用多媒体手段进行课堂教学与研究的中国教育工作者,与一位有着丰富人生阅历、从事过写作、创办了ESL语言学校、有着几十年大中学教学经历、了解中国学生、热爱中国(创办了“中国之友协会”——Friends of China, Inc.)的美国教育工作者,一起构思、编写并制作了一套顺应时代发展,符合当今中国学生实际需要的英语视听说立体化教材。

我们将本套教材的核心部分——情景对话中的人物、事件和场景设定在美国,以突出语言在实际生活中的具体运用。在写作视听素材之前,我们就语言、教育、留美学习生活、与美国人的接触、对美国社会的了解等内容对100多位中国赴美留学人员进行了问卷调查,还与填写问卷的许多人就问卷中的某些内容展开了讨论。在这套教材中,我们将自己对留美学生现实生活的观察、思考和对他们用英语进行交际活动的分析,以及我们自己在生活中的体验,融入了赴美留学生王欣这一典型的人物以及伴随着她的一个个情景会话和背景知识的视听素材中,力图使教材内容贴近真实生活,语言上保持“原汁原味”和针对学生学习生活上的切实需要与表达能力方面的薄弱点。每单元之后,我们还附上由Loren Steele亲自朗读的对学习者的附言。

我们真诚希望通过循序渐进的语言学习与技能的训练,随着学习者对每一单元语言内容的把握及相关文化背景的了解,以作者的心声同学习者进行更深层次的思想沟通,用作者自己对生活的体验、对人生的感悟来激发和唤起学习者对一些问题的思索,激励学习者在人生道路上积极进取。

有关语言和文化的关系,国内外不少专家、学者都有专门的论述。教育部有关文件也明确指出,“文化与语言有着密切的联系,一定的文化背景知识有助于促进语言应用能力的提高”。如何将这一理念落在实处,贯穿在这套视听说教材里,始终是我们考虑的重点,因此我们将本套教材的整体构思与写作定位在“文化学习”这个层面上,力求做到在传达语言知识与训练语言技能的同时,传输相关的背景文化知识。学习语言最终要达到的目的是具有参随语境变化的语言交际能力,我们在写作对话内容、视听材料和设计训练语言交际技能的活动中,注意组织语言表达所需要的不可缺少的各个细节,注重语境的创造,使学生在话语规则的框架中去理解语言并操练语言技能。

在语音方面,尽管人们普遍认为以英语为母语的本族人一般都会宽容外国人在语音方面的错误,然而不容忽视的一点是,不正确的语音语调常常会导致说话者缺乏说英语的自信,有时会影响语言沟通过程中的自然流畅,也会使说话者缺乏进一步用语言交流的主动意识。针对语音方面的问题,本套教材通过练习发音、单词、绕口令、诗歌以及歌曲,循序渐进地对学习者进行语音语调系统而正规的训练。

值得庆幸的是,我们能够借助现代高科技手段,使我们的教学观念得以体现,使许多想法和创意得以实现,使语言的听说基本技能的训练具有了可操纵性,使语言的学习过程变得轻松有趣、简单易行,使大量的标准英语语言信息的输入成为可能,为促进学习者英语会话能力的提高提供了保证。

我们衷心希望通过我们的视角与努力,为英语学习者掌握英语学习的技巧开辟新的学习思路,提供便捷有效的学习途径,训练扎实的语言听说技能。我们坚信,只要坚持不懈地努力下去,我们的大部分学生最终能够实现用英语这一国际交际工具熟练而准确地与世界上不同国籍、不同肤色的人进行有效的交流,从而实现真正意义上的人与人之间的沟通。

我们同时也殷切地希望这套英语视听说教材能够为推动我国21世纪大学英语教学改革做出贡献,并为正在实行大学英语课程改革的学校助一臂之力。

全套教材由卢志鸿整体构思、策划与统稿，由卢志鸿和 Loren Steele 撰写，Jeol Lintner 参与了部分对话的编写，最后的文稿由 Loren Steele 审定。此外，以下教师还参加了部分单元 Part A 练习的编写：贾海梅（第一册 Unit 3、4 和第二册 Unit 4 至 Unit 8 的大部分练习、词汇及总词表）；李小莉（第一册 Unit 7、8 及第二册 Unit 1、2、3 的部分练习和词汇）；马隽（第一册 Unit 5、6 和第二册 Unit 4、5、6 的词汇）；朱莉莉和霍亚玲（全部书稿的校对）。

本套教材的 CD-ROM 电脑制作人员有：卢志鸿（课程主编、策划、监制），文福安（技术顾问），赵长山（程序），许冰、王海波（制作），李霞（美术）。拍摄并整理视频及音频素材由卢志鸿（摄像、剪辑、图片、字幕、录音及配乐合成）和焦志（剪辑对话部分）完成。参加录音的美国人员有：Dave Ponath, Loren Steele, Laurie Schiller, Marlys O’Riordan, E. John Frederick, Lynelle Schleusener。参加录像的中国留学生和美国人员有：王蔚（王欣），Shannon Bohme (Bill), Marcus Birkholz (Jim), Sherilyn Birkhol (Betty), Loren Steele (GD and Telephone man), Laurie Schiller (teacher), E. John Frederick (student), Heidi Amdt (student), William Krug (professor), Christa Holub (roommate), 张旭 (roommate), 章健 (Li Ming)。

本套视听说立体化教材在写作、拍摄、整理及电脑合成的整个过程中得到过许多美国同行、美国朋友、中国留学生、中国同仁以及其他各界朋友的热情鼓励与支持；在课件的开发中也得到了北京邮电大学语言学院的大力支持。在此我们对所有关心、支持和积极参与我们工作的中外人士深表谢意。

编者
2003 年 9 月

Introduction to

a Great Future Through the Book

Learning a foreign language has one main purpose, that a speaker is able to work, function, and understand the people of the culture. Merely learning a foreign language does not enable you to do these things. However, learning a foreign language will prepare you so that you will be able to do these things. To fit into and understand people in a foreign society, you will have to learn beyond the language, using the language as a tool to get into the culture.

I have known many Chinese international students who have come to America. They are extremely intelligent, eager, and hard working. They are wonderful people, many of whom I call my friends. The sad thing is that many of those students never “make it” in America. By “make it” I mean that they are never able to really establish deep and meaningful friendships, understand the American people, and become truly happy in American society.

There are several reasons for this. One is that Chinese international students are often too busy. They want to be the best, and often have to be the best because they need a scholarship or a teaching assistantship. This keeps them studying day and night, so that they never really make American friends. They are simply too busy. And they miss a great part of being an international student.

Another reason is shyness. In my limited experience, it seems Chinese culture and education frowns on mistakes. It seems that many Chinese students are fearful of making mistakes, either in speaking English, or in classroom discussions. Thus, they keep silent and never improve their English or develop deep relationships with American students through discussions. Americans do not care about making mistakes in the same way as Chinese do. They “laugh off” their mistakes and go on.

A third reason is comfort. As exciting as it sounds, being in a foreign country for an extended period is difficult. You will get tired of hearing English. Then you will be tempted in your free time to find a few Chinese friends and relax by speaking Chinese. This is

comfortable, but again, you will miss out on a great opportunity to understand a different people.

Our hope is that this book will provide you with two opportunities to overcome these problems. The first is to learn the language of modern America. We will make an effort to introduce you to real English that is spoken in people's daily life. Yes, you will learn the normal rules and sounds of English. But in any living language you will find that people do not follow all the rules in daily conversation. This was frustrating for me when I tried learning Mandarin. I would learn the “right way” to say something, and then find people out on the street did not follow the rules. They spoke a “living language” which confused me. In this book we will work to give you both the rules and the “living language”; that is why this book is written by both Chinese scholars and Americans like me.

The second thing we will do for you is to end each chapter with a few encouraging paragraphs on life. We have picked subjects of practical value for your life, whether you stay in China, and come to America or some other country. We hope this will be fun, and open your thinking beyond the textbook.

Our goal is to help prepare you for getting to know the world better, as an international student, scholar, or a future international businessman or woman. We want your dreams to become a reality. One way that dreams can become realities is through the tool of language. May your journey through this book help you reach your fullest potential as a human being, open new doors of opportunity for you, and help you grow in your thinking. Isn't that what education is all about?

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Unit 1

Arriving in the US

Part A Learn and Practice

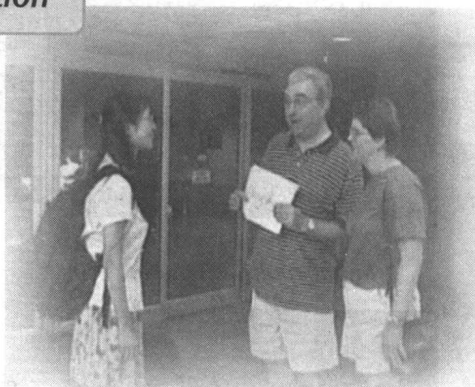
Dialogue One: ▶▶▶

At the Airport

(Wang Xin meets her American host family)

Communicative Focus Greetings and Introduction

Xin arrives at Minneapolis-St Paul¹ International Airport. She is looking for the people who promised to meet her. A man and a woman are holding up a sign. It has a name on it that looks like hers, but it's spelled "Wong Sheen". He is asking anyone who looks Asian if he or she is "Wong Sheen".



Jim: Are you Wong Sheen?

Xin: I'm Wang Xin. Are you Mr. Jenkins?*

Jim: I'm Jim Jenkins. Did I get your name right?

Xin: Close.

Jim: I wrote what I thought I heard. This is my wife, Betty².

Betty: Hi, nice to meet you! Welcome to America!

Xin: I'm glad to meet you, too.

Jim: Welcome! How was your flight?

Xin: It was long, but it's okay.

Jim: Are you tired?

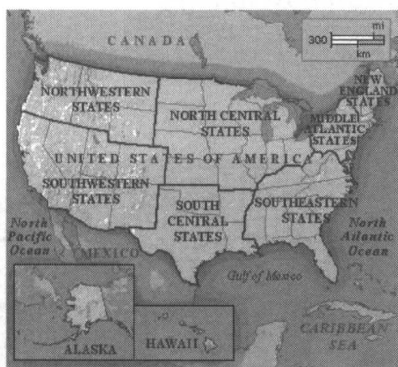
Xin: Sort of.³

Jim: Well, let's go to the car. I'll take this suitcase.

Xin: Thank you.

Notes

- 1. **Minneapolis-St Paul:** Minneapolis and St. Paul are twin cities in the state of Minnesota.



Minneapolis-St. Paul



Minneapolis, Minnesota



The city of Minneapolis in Minnesota is a center for commerce, finance, transportation, and manufacturing. It is also an important cultural center for the Midwest. The site of Minneapolis was inhabited by the Lakota Indians long before the arrival of Europeans.

Minnesota State Capitol

Saint Paul has been the capital of Minnesota since 1849. At that time, the state has had three capitol buildings. The first was destroyed by fire in 1881. State officials outgrew the second and commissioned construction of the present building, shown here; it opened in 1905.

● 2. **This is my wife, Betty.**

Note here when people introduce other people, they don't say, "she is..., he is ...", they would say, "this is".

● 3. **sort of:** 有几分地; 在一定程度上 (用于口语中与 kind of 意思一致。)

Cultural Tip

Are you Mr. Jenkins?

North Americans often like to call each other by their first name (the given name) as soon as possible, not their surname or their full name like most Chinese people do. It's a good way to "break the ice" (begin a conversation in a friendly way). People call each other by their full name or put Mr., Miss, or Ms. before their surname, like Mr. Smith or Ms. Storm only when they meet for the first time or on a formal occasion.

Key to the Exercises

1. 1) B 2) C 3) A 4) D 5) C

2. The man: I'm Jim Jenkins. Did I get your name right?

Xin: Close.

The man: I wrote what I thought I heard. This is my wife, Betty.

.....

The man: Welcome! How was your flight?

Xin: It was long, but it's okay.

The man: Are you tired?

Xin: Sort of.

The man: Well, let's go to the car. I'll take this suitcase.

Xin: Thank you.

Dialogue Two: ►►►

Arriving at the Host Family's

Communicative Focus Greetings and Introduction

*Xin has arrived at her host family's home.
While Jim is carrying in her suitcase, a neighbor comes over to greet them.*



Neighbor: Hello! Are you the new girl Jim was to pick up? Jim, Betty, how ya' doin'?'¹

Xin: How do you do. My name is Wang Xin.

Neighbor: "How do you do?" "Oh, so formal, we just say "Hi" around here.

Xin: Sorry.

Neighbor: Don't worry about it. I'm George Donovan. People call me GD. I'm the informal neighbor.

Xin: Nice to meet you, GD.

Neighbor: Ah, still too formal. Just say, "Yo, GD." That's informal. Mrs. Davenport there across the street is different. You'd better call her Mrs. Davenport. And heavy on the MRS.² She used to be an English teacher and she still thinks everyone is her student.