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A Viewing, Listening and Speaking Course





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大学活活 MOFIL 教程 College English

A Viewina. Listenina & Speaking Course

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・学生用书・

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出版说明

为了满足高等院校大学英语教学改革的需要,我们专门组织编写了这套专门针对应 用型本科院校的教材,供高等学校非英语专业本科生及同等程度的学习者使用。

随着全球化的日益发展,国际间的政治、经济、商业和文化交流活动越来越频繁,社会需要既掌握专业技能又懂外语的人才。新时代的大学生必须在学好本专业知识的同时,提高外语水平和实际运用能力,这样才能在激烈的竞争中站稳脚跟。因此我们所编的这套大学英语教材,既包含当前教学所需的最新、实用的内容,又融入新的教学理念和教学方法,以期从容应对日益增长的社会需求。

本套教材的编写十分注重构建真实的交际语境,以学生的需要为中心而设计,强调实用性,即为学生设计贴近实际应用的交际任务,通过互动练习,激发、鼓励学生的自主思考。本教材还通过设置目标、设置问题,让学生在达成目标、解决问题的过程中,以积极主动的态度来达到最佳的学习效果。此外,还特别针对应用型本科院校学生的实际需求,设计了不少生动有趣的模块。这些设计都是为便于学生理解、掌握和运用。

本系列教材邀请来自各高等院校的外语专家组成编写委员会。为了编好这套教材,我们曾多次召开编写会议。北京外国语大学、上海外国语大学、广东外语外贸大学、华中科技大学、华东师范大学、北京交通大学、华南理工大学、华东理工大学、东南大学、四川外国语学院、湖南师范大学、中南财经政法大学、上海理工大学、浙江工商大学、曲阜师范大学、扬州大学、上海海事大学、上海师范大学、北京第二外国语学院、三峡大学、北京师范大学珠海分校、九江学院、黄山学院、安阳师范学院、黄冈师范学院、合肥学院、嘉兴学院等高校的英语教育专家和一线教师,对教材的编写工作提出了宝贵的意见,在此谨表示衷心的感谢。

最后,我们希望本教材能为我国大学英语教学改革和创新作出一点贡献,同时真诚 地希望英语教学专家、学者、大学英语教学一线教师以及广大读者对本套教材提出宝贵 意见,以便不断改进,精益求精。

华东师范大学出版社 2009 年 6 月

前言

《大学英语视听说教程》第一至四册为公共英语教材,供非英语专业本科学生使用,也可供程度相当的自学者使用。

强化英语听说能力是大学英语教学改革的重要方向之一。但由于学生入学时英语 水平程度差异较大,不少大学英语听说教材在应用型本科院校中使用起来普遍偏难,教 师授课困难较大。针对这些状况,我们编写本系列教材,希望能对解决这些问题作出我 们微薄的贡献。

本教程以应用型本科院校学生入学水平的中等程度为起点,即在学习本教程之前, 学生已掌握基本的英语语音和语法知识,能认知中学大纲中的大部分英语单词,并在听、 说、读、写等方面受过初步训练。在学完本教程后,力争做到:中上等水平的学生在英语 语言知识和语言的实际运用能力方面,可以达到大学英语第六级的水平;中等水平的学 生能够达到大学英语四级水平,能够在工作中运用英语进行与工作相关的交际。

教材的质量关系到国家人才的培养。为了编写出高质量的教材,本教程编写者怀着强烈的质量意识,踏踏实实、一丝不苟地工作,在整体编写中遵循如下理念:

丰富而实用的选材。本教程的所有主题贴近生活与工作实际,视角触及面广,关注实用性。

精心而系统的练习。练习设计的重要性不亚于课文。丰富多样的练习活动能体现各种技能训练的要求,可为学生提供更多提高听、说等各项技能的机会,极大地增强学生学习语言的兴趣。

结构清晰,易于教学。教程形式活泼多样,与众不同,图文并茂,互动性强。每册教材的侧重点不同,但注意系统性和独立性的有机结合。本系列教程可成套使用,亦可根据使用者的实际情况选择使用。

本教程共分4册,即每学期一册。每课授课时间可根据教学对象的水平和课程总体安排等情况,由教师酌定。本教程与读写译教程(1-4)配合使用可获得更理想的教学效果,读写译教程以课文为中心,由浅入深,循序渐进,进行语法、词汇等基础知识的综合教学;对学生的读、写、译等基本技能进行全面的训练,培养学生准确运用所学知识进行语言交际的能力。

最后,本教程在编写过程中得到多位英语教学界专家的支持,在此一并对他们表示 衷心的感谢。

> 大学英语系列教材编委会 2009 年 6 月

- 3. 有些练习题形式力求有所创新。例如导入部分(Lead-in)含有大量图片,并配以十分简单的练习,比较适合英语表达能力还不是很强的同学进行简单的口语练习。教程第一至四册每课都配有与主题相关的图片。图片之后提供六条相关的信息,让学生在摄入这些信息后,更好地用英语表达自己的思想。本教程提供充足的信息,便于学生打开思路,言之有物。
- 4. 每个单元前面的5个短对话必须同时满足该课的主题和某个特定的听力技能,虽然制作难度大,但有利于学生系统掌握听力技能。
- 5. 为了解决学生在听说课后不能灵活运用并内化为积累或成就感,我们在每段视频 对话后面提供了替换短语或替换表达,使学生在英语语言方面能有扎扎实实的收获。
- 6. 对听说材料(对话与短文)进行了反复修改加工,尽可能适合学生实际水平。口语问题设计注重简单可行,基础差的学生也能开口。

王大伟 2009 年 6 月

编者说明

一、教材特点

本教程偏重实用性,讲究学习效率,特别适合应用型院校学生;注重口语练习,对话多于短文,有利于学生发展听说能力;含有大量实用性材料,包括不少当今热点话题,对学生今后工作岗位上使用英语帮助较大;严格控制课文中的语言难度,绝大部分词汇是大纲内的词汇(只有少量热点新词汇和专用名词超纲),这有利于提高英语学习的效率。此外,我们还大量使用图片,提供英语笑话,增大学习的趣味性,以适应当代大学生的心理需求。

二、教材内容与结构

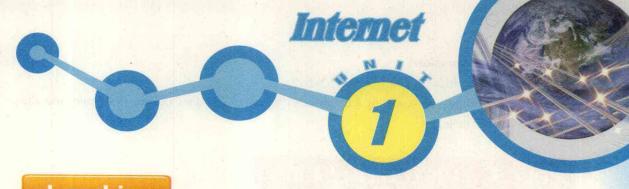
- 1. 每个单元的视听说对话、短文(以及配套的《读写译教程》中的课文)都围绕同一话题而且内容各不相同,便于学生不断深入学习。
- 2. 由于教材含有很多实用性、应用性的材料,能让学生学以致用,在现实社会中有实用价值。具体来说,本教程的第一、二册中大约有一半的话题属于实用性的话题,三、四册的大部分话题属于实用性的话题。
- 3. 本教程不但包括商务英语中的一些话题(如买卖、广告、公司运作等),还注意内容的新颖性,例如第二册 Unit 1 介绍 Facebook、iPod,第三册 Unit 7 介绍美国次级贷款危机等新鲜内容以增强教材的时代感,贴近 90 后青年学生的兴趣爱好及生活;也注意当今中国社会的热点问题,如房地产、新型小汽车(如多功能运动车 SUV)等。将炒房地产、炒股票等热点话题编成对话,并配有视频。相关研究显示,如果学生对某一话题很感兴趣,他们参与会话的积极性就会大大提高。
- 4. 大学英语教学改革的方向是要加强听力,以听力为突破口,发展听说能力和运用语言的综合能力。换言之,应用能力不仅要体现在文章的内容方面,还要体现在听说的语言技能方面。根据这一思路,本教程的前两册安排了5个短对话、3个长对话、2篇听力短文。对话多于短文,以充分体现口语特征。第三、四册安排3个长对话,3篇听力短文,其中包括讲座、新闻报导、访谈等内容。
 - 5. 教材中对话质量较高,含有典型的口语表达法,适合学生模仿学习。
- 6. 在大部分单元的听力短文中安排一个与该单元话题相关的短笑话,以活跃课堂气氛。
- 7. 视频中的演员来自美国、英国、加拿大、澳大利亚、新西兰,以便学生熟悉不同的口音。

三、练习题的编写

- 1. 练习形式多样化,难度逐步加大。例如,第一、二册的填空题多为简单的机械填空,三、四册则以改编过的灵活填空题为主。
 - 2. 训练效果好,包含大学英语四、六级考试的题型。

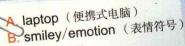
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Lead-in

A. Match the words to the pictures. Then answer the questions.



- C. chat room
- D. keyboard
- E. mouse
- F. desktop
- G. website
- H. cyber café (网吧)

Questions:

When did you first use the Internet? About how many hours a week do you use the Internet? For what purposes?



B. Six people are talking about what they do on the Internet. Listen and fill in the blanks with the missing words. Then discuss the questions.

Information 1. I surf the net to _____ at the lowest prices for her company. 2. I use the Internet to ____ online ___. 3. I go online to ____ to customers and friends. 4. I log on to the Internet to ____ the latest ___ and TV series. 5. I am online to ____ with her family and friends. 6. I access the Internet to ____ for useful ____.

Questions for discussion:

Which of those activities do you like best? Why?

Interview your partner; be ready to tell the class what he/she does online. You may use the expressions in the table.

Part 1 Listening Skills

Skills

- Identifying large numbers;
- Sound linking practice

Exercise A

Word Tips

google

v. 在著名搜索引擎 www. google. com 中搜索信息 to visit www. google. com to search for online information

alternative

adj. 可供选择的 other; that can be used instead of sth. else

promote

v. 促销 to attempt to sell by advertising

log

v. 登录 to enter a computer for the information required

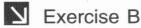
Listen to the short dialogues and choose the best answers to each question.

- 1. A) 1,850,000.
- B) 1,815,000.
- C) 21,500,000.
- D) 21,800,000.

- 2. A) \$675.
- B) \$1,350.
- C) \$1,530.
- D) \$2,700.

- 3. A) 8,950.
- B) 17,050.
- C) 4,500.
- D) 13,000.

- **4.** A) 3,300.
- B) 3,000.
- C) 324.
- D) 1, 296.
- 5. A) Over 10,500 people listened to the woman in the chatroom.
 - B) Over 15,000 people listened to the woman in the chatroom.
 - C) The woman chatted with a man over 10,500 km away.
 - D) The woman chatted with a man over 15,000 km away.



Phonetic Tip

Whenever a word ending in a consonant sound is followed by a word beginning with a vowel sound, the consonant sound is linked to the vowel sound as if they were part of the same word. For example: "Put on your coat". The consonant sound /t/ is linked with the vowel sound /p/.

2		
3	*	
1	1	
5.		
	Če.	
D 2 F		
Partz R	leal Listenir	ng
☑ Conversati	on 1	
		Word Tip
Facebook	著名社交网站 a social net	tworking website
invasion of privacy	侵犯隐私权 entering sb's	
underwear	n. 内衣裤 clothing worn	next to the skin
		next to the skin . secretly
underwear spy on	n. 内衣裤 clothing worn i 侦查, 暗中监视 to watch	next to the skin . secretly
underwear spy on be related to A. Jane and Tim ha	n. 内衣裤 clothing worn n 侦查, 暗中监视 to watch 涉及 be about; be concern ave different ideas ab	next to the skin secretly ned with out Facebook. Watch the video clip
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Listen carefully. Repeat the sentences silently. Write down the sentences. Listen

again, and check your answer.



3.	What	does	Tim	finally	decide to do?		
	He'll			Tom's	Facebook.	after	all.

- C. Pair work, watch the video clip again, repeat it sentence by sentence, and then role-play it in pairs. After the practice, change roles.
- D. In the following box of substitution expressions, tick those you heard in the conversation. Memorize all the expressions in the box. Then make a new conversation with your partner by using any of the expressions. You don't have to repeat all the details in the original conversation:

Substitution Expressions

What happened? What's up? What's the problem?

It's an intrusion into my privacy. They're prying into my private life. It is an invasion of privacy.

not to find out/unearth their secrets not to spy on them not to uncover intimate details

What makes you say that? Why do you say that? What prompts you to say so?

It doesn't matter.
I don't care.
So what?

There's some truth in your words. You're right. There's something in what you say.

find out what friends, you and I have in common discover who are our shared friends decide what friends we share

- E. Pair work: Work with your partner and answer the questions.
- 1. Is it dangerous to meet people on the Internet? Why?
- 2. Do you think that meeting people online is easier than meeting people face to face? Why?

✓ Conversation 2

You don't think that is going to help much.

he/she knows anyone who is good at computers.

You think it's best to leave this to the experts and ask B if

magan broke			
1/1/0	word	Tim	100
Wo	I G SIL		200
		THE REAL PROPERTY.	

	E	Beats me.	[口]这真叫我莫名其妙;这可把我难住了	o "I don't understand it."			
ð	A. Watch the video clip and answer the questions with Y (Yes) or N (No).						
1. Can Tim use his computer now?							
	2.	Does T	im understand why anyone would crea	te a virus?			
	3.	Will Su	san's mother be upset if she does not	write her parents every day?			
	4.		usan know how people got along when	- · · · · · · · · · · · · · · · · · · ·			
	B.	Watch the	video clip again and answer the	questions by completing the blanks.			
	1.	Why does T	Fim ask Susan for help?				
		Because he	has a due next week, and a	a virus has just his computer.			
	2.	Why does not Tim want to use the library computers? are using the library computers. What's more, that's probably where he the virus.					
	3.		on does not Susan understand?				
		She does not understand why anyone would do that — create to and people they've never met.					
	4.	. When can Tim use Susan's computer?					
			her computer as soon as she	to her parents.			
0	C.	partner. A		d repeat the conversation with your your partner to create your own			
-			A	В			
	Yo		problem with your computer and ask B for	You believe A's computer has got a virus.			
	Yo	u don't know v	what to do.	You are no computer expert either.			
	Yo	u are worried,	for the virus is erasing all your files.	You pull out the plug.			

n. 病毒 A computer virus is a destructive code sent to your computer.

You believe if the computer is turned off, it

You are going to call your cousin. He's a

programmer. You bet he'll know what to do.

can't do as much damage.

D. In the following box of substitution expressions, tick those you heard in the conversation. Memorize all the expressions in the box. Then make a new conversation with your partner by using any of the expressions. You don't have to repeat all the details in the original conversation:

Substitution Expressions

Sorry to bother you, but I wonder if you could help me out.

Sorry to trouble you, but could you help me?

Sorry to disturb you, but could you lend me a hand?

What's the matter?

What's the problem?

What's the trouble?

Moreover, it's likely to be the place where I got the virus.

What's more, that's probably where I picked up the virus.

That's probably where the virus came from in the first place.

Beats me, too.

It's beyond me.

I can't understand either.

Mother will go ape.

My mother will go crazy.

Mom will go mad.

She loves you.

You're close to her heart.

She cares about you.

E. Group work: Form a group of four students and brainstorm as many solutions as possible to the question: How can we protect our computers from being infected with virus? Report your solutions to the rest of the class. You may refer to the keywords.

anti-virus programs email attachments

keep . . . up to date

download files with caution (小心)

backup (备份) the data click a link from someone

vou don't trust

Nonversation 3: Additional Listening and Speaking

	vvora rips
legitimate	adj. 真实的;合法的,正当的 authentic; genuine; correct or allowable; according to the law
Paypal	贝宝(一种网上支付方式,可以付钱给任何有 email 的人,主要用于个人之间的网上交易)
scam	n. 骗局 a fraudulent business scheme; a swindle

Word Tips

hacker

n. 电脑黑客 one who illegally enters another's electronic system to get secret information or steal money

cracker

- n. 解密高手 one who makes illegal use of a computer, especially to alter data or programs
- A. Put the conversation in order by matching the sentences in Column A with those in Column B. Then exchange answers with your partner.

(0	Column A			Column B
1.	Bob: Hi, John, I just responded to what looked like a legitimate email from Paypal, an online payment service. They asked for my user name and password.	R	A.	John: That's terrible. They may get into your Paypal account.
		F	В.	John: Oh, be careful, it may be a scam.
	Bob: I gave them the information, and as it turned out, it wasn't the	C.	John: You're welcome.	
	real Paypal.	0 0	D	John: Sure. If we just type "password
3.	Bob: What's worse, no matter what I bought on the Internet, I used the same user name, and the same password.		υ.	cracker" into Google, we get back all sorts of results. Tons of sites are trying to find out what people's passwords are.
4.	Bob: Is it possible for people to use the computer and get my password?	33333	E.	John: You used only one password for different accounts? Hackers always count on that pattern.
5.	Bob: So they can break into my accounts?		F.	John: Yep. To protect yourself, you
6.	Bob: Thanks for your suggestions. They're very helpful.	R		have to use long passwords, or combine words with numbers.

- Listen and check your answer.
- B. Pair work: Listen to the conversation again, repeat it sentence by sentence, and then role-play it in pairs.
 - C. Pair work: Work with your partner and discuss the questions.
 - 1. Have you ever bought anything online? What was it?
 - 2. Should you be careful about giving out personal information to people that you meet in chat rooms? Why?

Part 3 Focus Listening

	Nassage 1						
	-	As	sk Je	eves		网站	名
0	A.	L	isten	to th	ne j	oke	ar

Word Tips

0	A.	Listen to the joke and mark the statements T (true) or F (false).				
	1.	Nancy's grandmother knew the magic of the Internet.				
	2.	Ask Jeeves is a website which could answer questions people have.				
	3.	Nancy's grandmother did not believe the website could answer her questions.				
	4.	Ask Jeeves would certainly reply to the question Nancy's grandmother raised.				
٩	B. Listen to the joke again and retell it to your partner.					
	C.	C. Communication Task: Discuss the questions with your partner.				

What can you learn from the joke? Do you think Internet has unlimited power? What things can it do?

Nassage 2

Word Tips

broadband	n. 宽带 electronic method of carrying a wide range of frequencies
virtual	adj. 虚拟的 not existing in the real world; online
socialize	v. 参加社交活动 to take part in social activities
MySpace	微软提供的网络空间服务 networking site where 118 million members exchange personal data, photos, videos, etc.
MSN Messenger	微软提供的网络在线通讯服务 Windows Live Messenger allows instant exchange of text messages
surpass	v. 胜过或超过 to be or go beyond
download	v. 下载 to move sth. from the Internet to your computer

- A. Listen to the passage and choose the best answer to each question.
 - 1. Who are the main users of social networking sites?
 - A) Young people.

B) Women.

C) Men.

D) Elderly people.

2.	Which social networking sites are med. A) MySpace.	entioned among the broadband users' favorites?					
	C) Facebook.	B) Paypal.D) Both A and C.					
3.	Which online activity is more popular than virtual networking?						
	A) Surfing the net.	B) Online shopping.					
	C) Banking.	D) Sending e-cards.					
4.	Which of the following is the best tit	tle for the passage?					
	A) Surfing the Net.	B) British Broadband Users.					
	C) Virtual Networking.	D) Virtual Networking Overtakes Real Socializing.					
B.	Listen to the passage again a sentences.	and answer the questions by completing the					
1.	What did the recent survey show?						
	It showed that many broadband users	s in Britain spend more time on virtual networking than					
	they do on						
2.	How many broadband users were que	estioned in the survey?					
2	Who was social network in the	C. O. W.					
3.	Who uses social networking sites mo						
	percent.	es more, percent compared to					
4.	Which has virtual networking surpass	sed as one of the most popular online activities?					
		ine shopping, and as one of the					
	most popular online activities.						
C.	Communication Task: Discuss t	he questions with your partner.					
1	. Do you think that some people	spend too much time on the Internet, and					
	does this stop them from seeing t	heir friends? Where should the line be drawn					
	between casual use and obsessiv	ve use?					
2	. In Japan, many young men lock	themselves in their bedrooms, sometimes					
		es of study. They refuse to meet people, but					
		obile phones. Could this happen in China?					
	Why?	obiio profilos. Codid tilis flappeti ili Offilia į					
198							

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