



普通高等教育“十一五”国家级规划教材

Stand Out

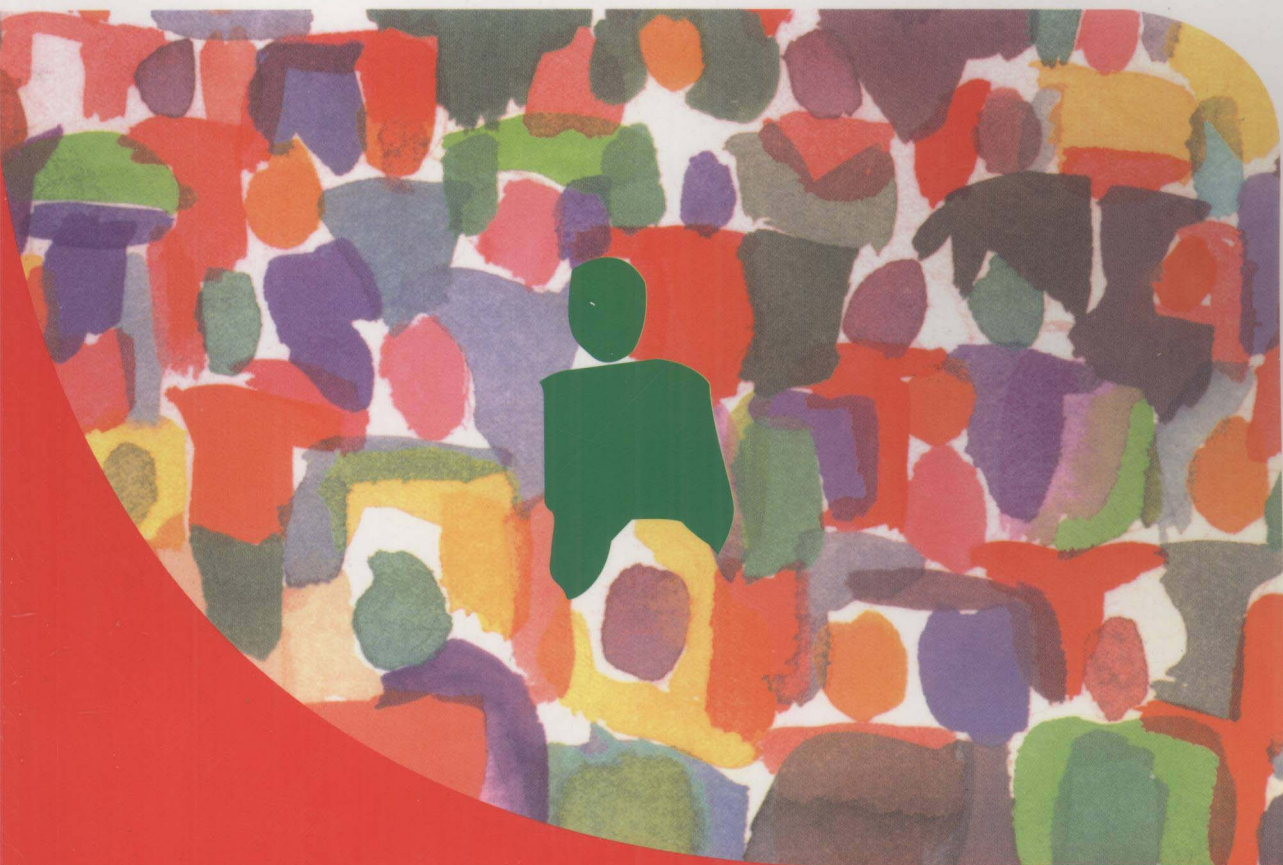
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学生用书

大学英语 实用视听说教程

(修订版)

主编 李志岭 武丽娜
[美]Rob Jenkins Staci Lyn Sabbagh



北京大学出版社
PEKING UNIVERSITY PRESS

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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、策划了本套“大学英语立体化网络化系列教材”的编写和出版工作。

本套教材被评为普通高等教育“十一五”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订。

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李赋宁教授、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、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。本套大学英语系列教材循改革步伐,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。

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UNIT 1

Balancing Your Life

GOALS

- Discuss schedules and routines
- Use future time clauses with *when*
- Write a paragraph
- Improve your study habits
- Use clauses with *because*
- Discuss values
- Use an outline

Lesson

1

Everyday life



Look at Luisa's schedule with a partner, ask and answer questions using "What time...?", "When...?", "What...?" and "How often...?" with the help of the frequency expressions in the box.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Morning 6-8 A.M.	Go running	Go to grocery store	Go running	Clean house	Have breakfast with co-workers	Go running	
8-12 A.M./ P.M.	Day off	Work 10:00	Work 10:00	Work 10:00	Work 10:00	Work 10:00	Day off
Afternoon 12-1 P.M.	Go shopping with Mary	Go to bank on lunch break				Go to library on lunch break	Have lunch with family
1-5 P.M.		Finish work 5:00	Finish work 5:00		Finish work 5:00	Finish work 5:00	
Evening 5-9 P.M.		ESL class 7-8	Computer class 6:30-7:30	Finish work 6:00	ESL class 7-8	Rent a video	

once a week twice a week three times a week every morning
 every weekday every other day every Saturday on Fridays

EXAMPLE:

Student A: What time does Luisa start work?

Student B: She starts work at 10:00 A.M.

Student A: How often does Luisa rent a video?

Student B: She rents a video every Saturday night.



Look at the following tables, talk to your partner about Eric's schedule using the frequency adverbs in the first table in italics and fill in the blanks.

0%	50%			
never	rarely	sometimes	usually	always

Frequency Adverbs	
Example Luisa <i>always / usually / often</i> goes running. She <i>sometimes / seldom / never</i> makes dinner.	Placement rule Before the main verb
She <i>is usually</i> busy on the weekends.	After the main verb <i>be</i>
<i>Usually / Sometimes</i> Luisa studies in the library. Luisa studies in the library <i>sometimes / usually</i> .	<i>Sometimes / usually</i> can come at the beginning or at the end of a sentence.
Yes, <i>I always do</i> . / No, <i>he usually isn't</i> .	Between subject and verb in short answers
Correct: He <i>never</i> goes to the movies. Incorrect: He doesn't never go to the movies .	<i>Rarely</i> and <i>never</i> are negative words. It is incorrect to use <i>not</i> with <i>rarely</i> or <i>never</i> in the same sentence.

Eric's Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 a.m.	eat / get ready	eat / get ready	eat / get ready	eat / get ready	eat / get ready
8 a.m.	ESL class	ESL class	ESL class	ESL class	go shopping
9 a.m.	ESL class	ESL class	ESL class	ESL class	
10 a.m.	study	study	study	study	study
11 a.m.	study	study	study	study	study
12 p.m.	lunch	lunch	lunch	lunch	lunch
1 p.m.	computer class	computer class	computer class	computer class	computer class
2 p.m.	nap	pronunciation	nap	pronunciation	nap
3 p.m.	pick up kids	pick up kids	pick up kids	pick up kids	pick up kids
4 p.m.	study with kids	study with kids	study with kids	study with kids	go running
5 p.m.					
6 p.m.	dinner	dinner	dinner	dinner	dinner
7 p.m.					
8 p.m.	read to kids	read to kids	read to kids	read to kids	read to kids
9 p.m.	work	work	work	work	work
10 p.m.	work	work	work	work	work
11 p.m.	work	work	work	work	work

1. Eric _____ reads to his children.
2. He _____ plays soccer on Wednesday mornings.
3. Eric _____ takes a nap after his computer class.
4. He _____ studies after his ESL class.
5. Eric _____ eats lunch right before he picks up his kids.
6. He _____ goes running before dinner.



Look at Eric's schedule again and talk to your partner about how you think about Eric's life.

Eric's Schedule

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7 a.m.	eat / get ready	eat / get ready	eat / get ready	eat / get ready	eat / get ready
8 a.m.	ESL class	ESL class	ESL class	ESL class	go shopping
9 a.m.	ESL class	ESL class	ESL class	ESL class	
10 a.m.	study	study	study	study	study
11 a.m.	study	study	study	study	study
12 p.m.	lunch	lunch	lunch	lunch	lunch
1 p.m.	computer class	computer class	computer class	computer class	computer class
2 p.m.	nap	pronunciation	nap	pronunciation	nap
3 p.m.	pick up kids	pick up kids	pick up kids	pick up kids	pick up kids
4 p.m.	study with kids	study with kids	study with kids	study with kids	go running
5 p.m.					
6 p.m.	dinner	dinner	dinner	dinner	dinner
7 p.m.					
8 p.m.	read to kids	read to kids	read to kids	read to kids	read to kids
9 p.m.	work	work	work	work	work
10 p.m.	work	work	work	work	work
11 p.m.	work	work	work	work	work



Watch the animated video and fill in the missing parts.

- Sara:** Luisa, do you want to go to the movies this week?
- Luisa:** Sure. When do you want to go?
- Sara:** What about Thursday? We get _____ for the movies _____.
- Luisa:** I can't. I'll _____ at that Internet café I told you about.
- Sara:** So you did get that job after all! That's great news! _____ will you be working there?
- Luisa:** At the moment, just _____.
- Sara:** So _____ then?
- Luisa:** Let's see... I have tennis lessons every Wednesday after class and Friday's out because of work. _____ Tuesday after Sociology?

Sara: OK. _____?

Luisa: _____. They're usually hard to get tickets for. What about a matinee? Then we can go grab something to eat after that.

Sara: Sounds like a plan!



Make a schedule of everything you do in a week and talk to your partner about your schedule.


Watch the animated video and fill in the missing parts.

Zhou's life is going to change very soon. His wife, Huixen, _____ in July. His parents are going to come from China to live in the United States. _____, but his apartment will be too small for everyone. _____, but his boss won't _____ him because he doesn't _____.

Zhou has three _____. When his parents come to the United States, he will _____. His father will work and _____ the house. His mother _____ the children. Then he _____. When he graduates, he will _____ a new position at work. _____.


Watch the animated video again, complete the sentences with ideas of your own paying particular attention to the future tense and talk to your partner about your answers.

EXAMPLE:

When his parents come to the United States, Zhou's apartment will be too small.

1. When _____, they will buy a two-family house.
2. When Zhou's mother comes to stay, _____.
3. When _____, his boss will promote him.
4. When Zhou gets a better job, _____.


Listen to the following paragraph about Kamilah and fill in the missing parts.

Kamilah _____ New York because she gets a new job there. When Kamilah moves, _____. She will buy a new house when she gets to New York. _____.

Kamilah is from Long Beach, California, _____.

When it gets cold in New York, _____.

A new house, new furniture, new clothes— _____.

New York!



Listen to the paragraph about Kamilah again, complete the sentences and talk to your partner about your answers.

1. When Kamilah _____ (start) her new job, she _____ (meet) many new people.
2. She _____ (fly) home to visit her family when she _____ (get) lonely.
3. She _____ (train) for the New York marathon, when she _____ (find) a park close to her house.
4. When she _____ (have) free time, she _____ (see) some Broadway shows.



Share with your partner your future goals and write them in the chart below.

Personal	Educational	Occupational
Ex. get married	Ex. take an English course	Ex. get a raise at work
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

Goals, obstacles and solutions

**Listen carefully and fill in the missing parts.**

Sometimes in our life, we _____ in advance for a better ending. We _____ them step by step and _____ these goals. However, _____. We may _____ obstacles which are very tough and not easy _____. To make goals _____ good and satisfactory, we always work hard to _____ our solutions.

**Listen to Tuba and Lam, identify their goals, obstacles and solutions and write them in the blanks.**

Goal — something I want to achieve	
Obstacle — something that stops you from getting to your goal	
Solution — a way to overcome the problem	

Goal: Tuba wants to get a job to help her husband.

Obstacle: Her obstacle is _____.

Solutions:

1. Maybe she can _____.
2. Maybe her mother can _____.



Tuba



Lam

Goal: Lam wants to send his grandchildren to college.

Obstacle: His obstacle is _____.

Solutions:

1. Maybe his grandchildren can _____.

2. Maybe his grandchildren can _____.



Listen and do the following true or false exercises.

1. He has formed the habit of writing his goals down.
2. He's been working in the stock room of a clothing store for twelve years.
3. The reason why he could not be a sales associate is that he isn't able to speak English well.
4. His dream is to have his own store.
5. He posted his goals on his wall and looked at them at least three times a day.



Look at the components of a paragraph, study a paragraph written by Tuba and try to write a paragraph of your own with the title of "My Goal". Share with your partner your goals.

Components of a paragraph

- A paragraph is a group of sentences about the same topic.
- A topic sentence is usually the first sentence and it introduces your topic or main idea.
- Supporting sentences are the sentences that follow your topic sentence. They give details about your topic.
- A conclusion sentence is the final sentence of your paragraph. It gives a summary of everything you wrote before.

The diagram shows a paragraph on lined paper. The title "My Goal" is centered at the top. The first sentence is indented and labeled "topic sentence". The following two sentences are labeled "support sentences". The final sentence is labeled "conclusion sentence".

My goal is to get a job to help my husband with money. I have an obstacle—time. It will be difficult to work because I have to take care of the children and the house. One solution is to work part-time while my children are in school. Another solution is to have my mother help take care of the children. If we all work together, we will achieve our goal.

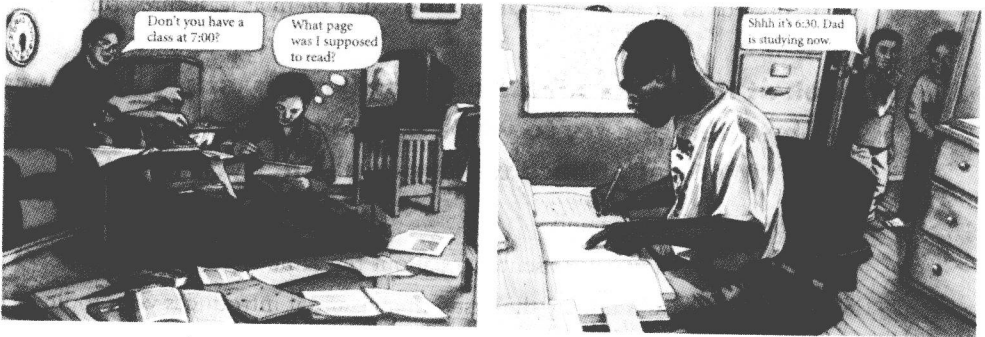


Watch the video, take notes and role-play.

Lesson 4 Study habits



Look at the pictures and talk to your partner about what they are doing. Look carefully at the first picture, do you think Luisa is learning something? Why or why not?





Listen to the paragraph and do the following exercises.

1. According to the listening, what are bad study habits? Write them below and add one more ideas. Read aloud what you have written to your class.

2. According to the listening, what are good study habits? Write them below and add one more ideas. Read about what you have written to your class.
