

Applied College English

应用型大学英语

视听说教程

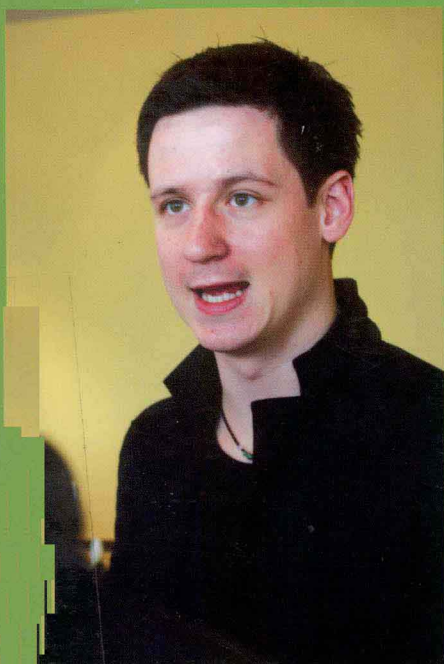


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图书在版编目(CIP)数据

应用型大学英语视听说教程. 第3册 / 杨昆主编. —
大连: 大连理工大学出版社, 2010.8
ISBN 978-7-5611-5734-3

I. ①应… II. ①杨… III. ①英语 - 听说教学 - 高等
学校 - 教材 IV. ①H319.9

中国版本图书馆CIP数据核字(2010)第156582号

大连理工大学出版社出版

地址: 大连市软件园路80号 邮政编码: 116023

发行: 0411-84708842 邮购: 0411-84703636 传真: 0411-84701466

E-mail: dutp@dutp.cn URL: <http://www.dutp.cn>

大连日升印刷有限公司印刷

大连理工大学出版社发行

幅面尺寸: 185mm×260mm 印张: 10.25 字数: 166千字

附件: DVD光盘一张

2010年8月第1版

2010年8月第1次印刷

责任编辑: 李欣

责任校对: 贝海鑫

封面设计: 季强

ISBN 978-7-5611-5734-3

定价: 34.90元

前言

大学英语教学在经过20多年的改革发展之后,无论在教学理论还是在教学实践上都取得了很大的成绩。大学英语教材作为大学英语教学改革的平台,也逐渐发展到了“百花齐放、百家争艳”的阶段。随着我国中小学教育的进一步发展,高等院校学生的英语入学水平不断提高,同时不同类院校之间学生英语水平也存在明显的差异性,目前本科教育鼓励分类、分层次办学。面对新的教育形式,要适应新的教学局面,实现新的教学目标,就需要建立新的教材体系,“应用型大学英语”系列教材就是在这样的情况下研发出来的。

“应用型大学英语”系列教材是根据教育部颁布的《大学英语课程教学要求》(试行)及《大学英语四级考试大纲》(2006修订版)而设计与编写的。本教材编写的指导思想是:(1)科学性。教材力求符合教学规律和学习的认知规律。课文内容要积极、健康、向上,有思想深度、文化内涵及生活哲理。吸纳国内外各类教材的编写理论和编写经验;严格贯彻《大学英语课程教学要求》,而针对艺术类及较低层次学习者的第1册和第2册则力求与《中学英语课程标准》相衔接。(2)务实性。从学生的实际水平出发,迎合应用型人才的培养目标。(3)创新性。集广大教学一线教师丰富的教学经验,在编写过程中,力求在内容、形式上有所创新。

“应用型大学英语”教材分为《综合教程》和《视听说教程》两个系列,每个系列分为6册。第1册和第2册主要针对本科阶段艺术类学生及英语水平偏低者而编写,以使其完成从中学英语课程到大学英语课程的过渡;第3册~第6册是针对独立学院本科学生及大学本科阶段学习者而编写,与《大学英语课程教学要求》的“一般要求”相接轨。特别是第6册,完全按照《大学英语四级考试大纲》的要求而设计,使学生能顺利通过大学英语等级考试,即第3册~第6册学完后,学生可以达到大学英语四六级水平。教材具体分为:

《综合教程》(1~6册):每册由10个单元组成,包括2个中国元素单元和2个“任务作业”。

《视听说教程》(1~6册):每册由10个单元组成,包括2个中国元素单元。

“应用型大学英语”系列教材具有以下特色:

1. 外版引进,本土化设计

本教材以外版教材为依托,结合本土实际教学而改编设计,既保留原文之纯正地道,又体现国内教学与检验之要求。

2. 低起点,缓坡度,软着陆

本教材的第1册与第2册以中学英语为起点,实现低起点“导入”,使学生为进入大学英语的学习做好充分准备;第3册~第4册“平缓过渡”,与《大学英语课程教学要求》

接轨;第5册~第6册力争实现“软着陆”,按照《大学英语四级考试大纲》要求,实现与大学英语等级考试的对接。

3. 系统设计语言知识

本教材的“语法项目”安排在第1册~第4册中;“写作项目”则按难易度在第1册~第6册中系统地做了安排,如:第1册、第2册为句子写作、第3册、第4册为句子和段落写作、第5册、第6册则重点训练与四六级考试相关的各类短文写作;而“阅读与翻译”等训练项目则相应融在第3册~第6册中。

4. 课文话题整齐一致

本系列教材的《综合教程》与《视听说教程》的课文话题完全对应,即针对同一个话题为学生提供“听、说、读、写、译”各种语言技能的训练,较好地体现了对特定话题“多层次”、“多角度”训练的设计思想。

5. 融入“中国元素”

本系列教材的每册教程均加入两个“中国元素”单元,精选中国传统文化内容,如:中国功夫、中国戏剧、中国饮食与服饰等,旨在培养学生用英语介绍中国文化的能力,体现跨文化性。

6. 增加实践教学内容

本教材系统设计了“学业规划”内容,以“任务作业(Project Work)”的形式呈现,旨在加强英语学习的实践环节。任务从“认识大学”、“如何学习”到“就业准备”和“出国准备”等,体现了“学以致用”与“学以致用”并举的实践教育理念。

7. 体现数字化、信息化

本教材每个单元都设有关于课文内容的“文化背景”链接(Background Link)和“网络搜索指引”(Online Resources)。课文后提供的所有网站,都是编者亲身实践查询得来的,这些丰富的资料,便于学生自学及深入学习研究。

教材使用建议:

- (1)每2周(8~10课时)完成《综合教程》和《视听说教程》的一个对应单元;
- (2)两个“中国元素”单元是否适合自己学生的水平,由各学校视情况而定。

作为大学英语教学改革的实践成果,我们在本系列教材的设计、选材、编写过程中虽竭尽全力,但难免存有疏漏谬误之处,恳请专家、同仁及广大读者给予批评指正,以使本教材在修订中日臻完善。

王志

2010年7月

编写与使用说明

一、编写宗旨

本教程是“应用型大学英语”系列教程《视听说教程》的第3册。是根据教育部颁布的《大学英语课程教学要求》(试行)及《大学英语四级考试大纲》(2006修订版)而设计的。教程的编写以提高学生的英语综合应用能力为教学目标,并与未来大学英语能力测试网络化发展方向相接近,以培养应用型本科人才为定位。使用对象为独立院校本科非英语专业学生。基本教学目标是让使用者在视听说方面有所提高,具体目标为:能听懂英语谈话和讲座;能基本听懂题材熟悉、篇幅较长的英语广播和电视节目,语速为每分钟120词左右;能掌握其中心大意,抓住要点和相关细节;能用英语就一般性话题进行比较流利的会话;能基本表达个人意见、情感、观点等;能基本陈述事实、理由和描述事件,表达清楚,语音、语调基本正确。

二、框架设计

本教程共10个单元,每单元设计为5个部分,“Listening、Viewing、Speaking”三项任务贯穿其中。各单元主题与本系列教材的《综合教程》第3册相对应,其题材的选择注重信息化、时代感及实用性,所提供的英语原声音频与视频充分考虑到该阶段学生语言能力的层次,其练习的设计也是按“Listening、Viewing、Speaking”的顺序逐步递进,使学习者在欣赏原声音频、视频的同时接受从易到难、由泛至精的训练,从而达到迅速而准确地输入信息、顺畅而正确地输出信息。

本教程每个单元均分为5个部分,其功能为:

第一部分 导入(Lead-in)

本部分用相对简单有趣的练习为学习者导入本单元的话题。其练习顺序以“Listening、Viewing、Speaking”逐步展开,其中在“视”的部分,特别提供了与主题相关的新闻视频,虽然有一定难度,但对今后针对网络考试所作的准备而言,这样的练习会使学生受益颇丰;同时,“说”的训练,运用了应用语言学和语料库语言学最新的成果,重视预构成语块、仿说和会话策略的学习,以功能、题材、情景为主线,注重交互式训练,凸现跨文化交际能力的培养。

第二部分 交际功能(Communication Skills)

本部分旨在使学生系统了解口语的交际功能,积累一定量的语言模式,学会地道的英语表达方式。在遵循“实用为主,够用为度”的基本原则下,通过模拟对话练习使学生真正学会使用语言。本册所涉及的主要交际功能为:how to express like and dislikes; how to express hopes and wishes; how to express determination; how to express duties and abilities; how to express agreement and disagreement; how to express allow and not allow; how to express negative ideas; how to express the degree of being in favor of sth.; how to make complaints, etc.

第三部分 输入与输出(In-putting & Out-putting)

本部分旨在通过向学生提供大量的输入信息,使其在接受话题相关信息的同时,将所涉及的内容(包括知识型与语言型)转化为外向表达,即完成信息输出。练习的设置依然是“视、听、说”三部分。其中“视”、“听”两个部分目的是让学生能接受由泛到精的视听训练,分别设置了主旨题和细节题两种类型的练习,视听的语速控制在每分钟120词左右。而“说”的部分则注重学生的外在表达,要求学生能够将第二部分的交际功能与第三部分的相关信息结合起来流利表述自己的观点。

第四部分 递进活动(Follow-up Activities)

本部分可以看做是对第三部分的有效补充。练习形式更为多样,分别涉及了短文、长对话和听写练习、基于视频内容的听写填空以及从多个话题角度展开的对话练习及自由讨论。

第五部分 寓学于乐(Entertainment)

本部分形式多样,有英文歌曲赏析、校园海报制作、幽默小故事欣赏等。通过多样化练习形式的设置,可以使学习者真正体会到语言学习的乐趣。

三、使用建议

本册教程分为10个单元,其中包括2个中国文化元素单元,供一个学期使用。建议上限课时量:40学时,如每周安排2学时的精读课,则可供使用20周。教师可根据教学实际情况灵活使用。

本册主编:杨昆。参加编写人员有:杨昆、陈智淦、周宜丹、王淑娥、胡晓倩等。

本系列教材的设计、选材、编写过程是一个充满创新的探索过程,是否能真正实现“以《大学英语教学要求》为纲,以学生为中心,以教学为根本”的理念,有待今后实际教学实践的检验。我们诚挚地欢迎广大使用本教程的教师和学生给予批评指正。

编者

2010年7月

Contents

Unit 1 (Page 1 ~ 15)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Nature or Nurture	Listening Viewing Speaking	Learn how to express likes and dislikes	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 2 (Page 17 ~ 32)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Friendship	Listening Viewing Speaking	Learn how to express hopes and wishes	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 3 (Page 33 ~ 50)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
History of Sports	Listening Viewing Speaking	Learn how to express determination	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 4 (Page 51 ~ 65)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Chinese Language	Listening Viewing Speaking	Learn how to express duties and abilities	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 5 (Page 67 ~ 78)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Cyber Security	Listening Viewing Speaking	Learn how to express agreement and disagreement	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 6 (Page 79 ~ 92)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Health	Listening Viewing Speaking	Learn how to express allow and not allow	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 7 (Page 93 ~ 106)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Food and Nutrition	Listening Viewing Speaking	Learn how to express negative ideas	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 8 (Page 107 ~ 122)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Education in China	Listening Viewing Speaking	Learn how to express the degree of being in favor of something	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 9 (Page 123 ~ 138)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Children Education	Listening Viewing Speaking	Learn how to make complaints nicely/ rudely and respond to complaints	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 10 (Page 139 ~ 154)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Modern Technology	Listening Viewing Speaking	Learn how to express opinion and decision	Listen for information	Listening for information Oral practice Viewing for information Oral practice
			Listen for details	
			Viewing for information Viewing for details	
			Oral practice	

Unit 1



Nature or Nurture

UNIT PREVIEW

In this unit, you will:

Content

- learn how to express likes and dislikes
- listen to a discussion on the importance of IQ and EQ
- know Britain's youngest member of high-IQ club
- watch and listen to scientific reports on genetic engineering

Communication Skills

- learn how to express likes and dislikes

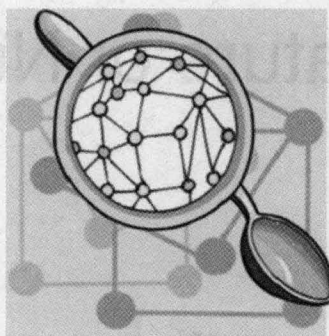
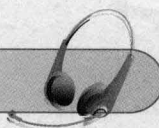
Listening Skills

- practise numbers
- listen for information
- listen for details

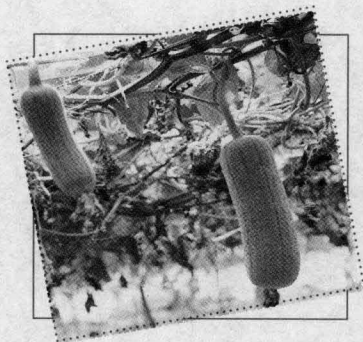
Are you connected to biology?

Biology is one of the life sciences. It's the study of living things and their environments. Biologists study plants, animals and humans. Biologists also improve food crops, develop medicines, and work with animals and their habitats. Biology has many areas. Some of them are:

- △ plant biology
- △ marine biology
- △ ecology
- △ genetics
- △ biochemistry
- △ cell biology
- △ microbiology

**ACTIVITY 1 LISTENING****Directions**

Listen to the following dialogue and choose the best answer for each question. Before that, please check (✓) the words and phrases that you know.

Are You Interested in Gardening?**Tips****Words**

- ☐ organic
- ☐ bed
- ☐ terrace
- ☐ border

Phrases

- ☐ green finger
- ☐ a trend
- ☐ all year round
- ☐ water feature
- ☐ grass lawn
- ☐ summer house

1. What does “have green fingers” mean?
 - A. Being good at gardening.
 - B. Having beautiful finger prints.
 - C. Being good at gardening and growing plants.
 - D. Being fond of plants.
2. Why do British like to grow vegetables in their gardens?
 - A. Because it is organic.
 - B. It is due to recession.
 - C. For children and for enjoying growing vegetables.
 - D. All of the above.
3. Why don't so many Chinese people grow their own food?
 - A. Because in big cities, most cannot have a personal garden.
 - B. Because people are busy at work.
 - C. Because there are lots of vegetable planters.
 - D. Because growing vegetables would be tiring.

ACTIVITY 2 VIEWING



Directions

Watch the video twice and then answer the four questions of the newsman in this interview.

A Newsman's Spot Coverage

Questions	Answers
Were there any other mammals cloned by scientists?	
Is it possible to clone humans?	
What is the purpose of cloning so many animals?	
Is it possible to clone any human organs?	

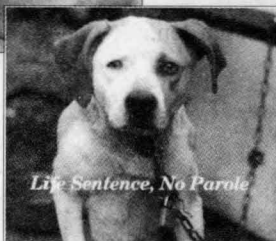
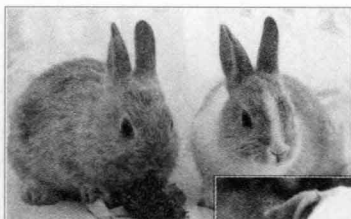
ACTIVITY 3 SPEAKING



Directions

Work in pairs, discuss the following questions and then share your opinions with the whole class.

Are You Interested in Pet-raising?



- ☐ Do you raise any pets in your house? Why do you raise a pet? Do you think it is a crime to confine your pet to a cage or a chain?
- ☐ How do you deal with your pet when you are far away from your house? Do you think your way is reasonable? Why or why not?

- ☐ How will you deal with your pet if it dies for one reason or another? Why?
- ☐ How will you deal with your pet if it is lost or it destroys something or it hurts you? Why?



Part

2

Communication Skills

ACTIVITY 1 ORAL FUNCTIONS



There must be things in our lives that we like or dislike. How to express our feelings toward them properly? The followings are some useful sentence patterns to express our love or hate to something.

Directions

Read the following sentences. Underline those words expressing Likes and Dislikes.

Likes and Dislikes

Expressing likes	Expressing dislikes
◆ I love eating ice-cream.	◆ She doesn't like cooking very much.
◆ I adore sun-bathing.	◆ He's not very fond of doing the gardening.
◆ She's crazy about Latin dance.	◆ I dislike wasting time.
◆ She's fond of chocolate.	◆ I don't like sports at all.
◆ I am keen on reading romance.	◆ He can't stand his boss.
◆ I like swimming very much.	◆ She can't bear cooking in a dirty kitchen.
◆ He quite likes going to the cinema.	◆ I hate crowded supermarkets.
	◆ He detests being late.
	◆ She loathes celery.

ACTIVITY 2 ORAL PRACTICE

Task 1 Listening

Directions

Listen to the conversation and fill in the blanks.

On Classmates

- A: What do you think of the people in our class? I think most of them are fine.
 B: I think so, too. I don't like Mark. He's so arrogant. I _____ arrogant people.
 A: Mike is fascinating. I'm _____ people who have something intelligent to say.
 B: Carol's fun to be with. I really _____ hearing her jokes. What

do you think of Tom?

A: He's all right. I don't _____ him, but I don't really like him much either. What do you think of him?

B: I think he's OK. He's very quiet, so it's hard to know what kind of person he really is.

A: I'm fond of Jane. She's a very interesting girl. She's _____ boy-bands.

B: Really? I'm _____ them, too. I should get to know her better. Are you _____ music?

A: I think that dance music is excellent. I _____ to a disco and dancing to the music. I _____ new people there.

B: My parents _____ dance music. If I play it at home, they always complain. Are your parents the same?

A: My mom _____ it, but my dad thinks it's OK. He doesn't _____ as long as I don't play the music too loud.

B: Are you hungry? Let's go and get some pizza. I think pizza is delicious.

Task 2 Viewing

Directions

Watch the video *The Family* twice, and then give three examples to show like or dislike of something.

The Family

Sentence 1: _____

Sentence 2: _____

Sentence 3: _____

Task 3 Speaking

Directions

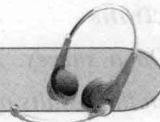
Interview four classmates in your class and try to put the information in the following table.

Write down the answers and report to the class on the topic *On My Classmates*.

On My Classmates

Topics	Student 1	Student 2	Student 3	Student 4
What do you enjoy doing after class?				
Who's your favorite celebrity?				
What food do you like the best?				
Is there anything you dislike?				

ACTIVITY 1 LISTENING TO LEARN



In this section, you will hear two friends, Zhang Jin and Lin Yun, talking about the importance of EQ. Before you listen to their dialogue, think about the following questions:

- ☐ What is IQ? And what is EQ?
- ☐ Which one do you think is more important for job hunting, IQ or EQ?



A BALANCE OF EMOTION : INTELLIGENCE

The Importance of EQ

Task 1 Listening for Information

Directions

Listen to the dialogue once and decide whether each of the following statements is true or false. If it is false, correct it.

Statements	True/ False	Correct Answers
1. According to Zhang Jin, some young men committed suicide because they got a disappointing score and failed the exam.		
2. EQ is a test to measure how smart you are.		
3. Too much attention has been paid to IQ.		
4. EQ is important for one's success.		

Task 2 Listening for Details

Directions

The following broken sentences are taken from the dialogue. Listen carefully and complete each of them with a verb phrase in the right form.

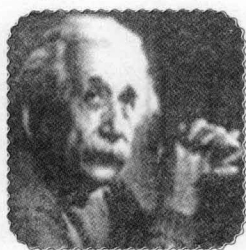
- I read the news yesterday that a young man killed himself by _____ a building.
- Or they might just _____ their boyfriends or girlfriends.

3. It seems to me that the education has _____ too much _____ IQ,
and maybe that's part of the reasons things _____ so bad sometimes.
4. Yes, I can't _____ you more.

Task 3 Oral Practice

Directions

Do a survey. Ask your classmates about their opinions on The Importance of IQ. Then explain the results of your survey to the class.



The Importance of IQ

1. In your opinion, is intelligence the result of nature or nurture?

Person 1 Answer: _____

Person 2 Answer: _____

Person 3 Answer: _____

2. Of all the persons you know or learn in the world, who do you think is the cleverest? Why?

Person 1 Answer: _____

Person 2 Answer: _____

Person 3 Answer: _____

3. Will a high IQ promise a successful life? Give an example.

Person 1 Answer: _____

Person 2 Answer: _____

Person 3 Answer: _____

4. Is intelligence necessary for happiness? Explain it.

Person 1 Answer: _____

Person 2 Answer: _____

Person 3 Answer: _____