



普通高等教育“十一五”国家级规划教材

新通用大学英语 视听说教程

□ 《新通用大学英语视听说教程》项目组

4

College English

VIEWING, LISTENING AND SPEAKING



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前 言

“大学英语的教学目标是培养学生的综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。”《新通用大学英语视听说教程》正是根据教育部颁布的《大学英语课程教学要求》这一具体教学目标设计和编写的。本教材着眼于大学英语教学改革的新趋势，结合《大学英语课程教学要求》的内涵，以培养和提高学生的英语听说能力为目标，通过题材多样、场景各异的语言输入，尽可能为学生营造真实的语言学习环境，借助形式多样的练习，为学生的英语听说能力打好坚实的基础，充分利用现代计算机技术、多媒体声像技术和先进的教学手段有效地帮助学生提高视听及实际交流能力，从而有效地帮助其达到《大学英语课程教学要求》对学生英语听说能力的要求。本套教材广泛借鉴了国内外优秀英语视听说教材的编写经验，注重采用真实的场景、地道的语言、丰富的资源、生动的形式以及针对性的训练来进行编写。本书既可以作为《新通用大学英语综合教程》的配套教材使用，也可以配合其他英语综合教程使用。

《新通用大学英语视听说》具有以下几个特点：

一、选材真实，内容丰富

本套教材所选的视听材料兼顾多样性、实用性及语言的真实性，内容多以国外原版材料为主。每个分册的主题均与《新通用大学英语综合教程》完全一致，主题的特色贴近学生的生活现实，其情景的设计与学生在学校、社会以及未来的生活密切相关，语言贴近现实生活。每单元又分为交际技能、主题听说、主题看说和课后活动4大模块，每个模块的内容均与主题相关。多样化的专项练习既涵盖了四六级书面考试的各种题型又兼顾到其网考的一些考试形式。

二、任务导向，交际为本

本套教程采用了多技能交际大纲的编写原则，融语言知识、技能与听、看、说为一体，并辅以先进的多媒体与网络教学手段，以任务为驱动，通过多样化的练习形式帮助学生进行知识构建，使所练内容与视听内容紧密联系，看、听、说、写有机融为一体，能更加有效地操练语言输出技能，充分激发学生的学习兴趣 and 动力，全面提高学生的英语听说综合应用能力。

三、形式新颖，循序渐进

教材版面生动新颖，图文并茂。各单元的选材遵循由易到难、由浅入深的原则。充分考虑了与高中英语的衔接，体现听说技能提高的系统性与连续性。活动形式灵活丰富，使教学成为视、听、说、讨论、口头报告等多种形式的有机结合的活动。

四、产品形式实用，便于操作

每本《新通用大学英语视听说教程》书后随附多媒体学习光盘一张，内容包括课后自主学习内容（After-class Activities）及所有音频资源，视频资源放到中国外语网（www.cflo.com.cn）提供下载使用。为方便教学，本课程还配有内容丰富、指导详尽、方便使用的教学参考书，包括学生用书的全部内容，并提供教学参考、建议、听力原文、练习答案等，大大减轻了教师的备课量和备课难度。教学参考书采用电子书的产品形式，方便查阅，并便于教师自行设计制作其他电子授课资源。

五、知识性、趣味性与文化性并重

教材中的音频和视频材料原汁原味，语料真实、语言地道、内容新颖，并且题材广泛、体裁多样，融知识性、趣味性与文化性于一体，相关的文化视点都做了注解，使学生在语言学习的同时能吸收大量与语言相关的社会、文化等知识，同时为他们创造一个轻松、活泼的语言学习氛围。

教材具体构成如下:

整套教材包括学生用书和教师用书,各4册,每一册有10个单元,每个单元都由四大部分组成,分别为交际技能(Communication Skills)、主题听说(Topic-related Listening & Speaking)、主题看说(Topic-related Watching & Speaking)和课后活动(After-class Activities)。各部分具体编排如下:

Communication Skills

交际技能部分由3个任务组成,分别是Warm-up, Listening和Speaking Up。本部分以简短的热身(Warm-up)引出单元的主题,通过问题提问、场景规定并配以精美的图片,激活学生原有的语言知识和技能。在Task 2 Listening中,一或两个听力对话既为学生提供了该交际技能的样例,又规范了学生表达该技能的语言,并且在学生的新旧知识间构筑有机的联系。Task 2后面的Useful Expressions给学生提供一定场景下的交际活动所需要的词语,为学生进一步开展口语活动提供了语料。Task 3 Speaking Up为学生提供机会,进一步操练会话,拓展会话内容,提高口语表达能力。

Topic-related Listening & Speaking

主题听说部分由两个任务组成,每一个任务由听前活动(Pre-listening Activity),听后练习(Exercise)和口语实践(Oral Practice)三部分组成。听力任务的选材尽管形式广泛,题材多样,但是和主题密切相关。听前活动主要以问题回答、小测试、讨论、脑筋激荡等形式引发学生对本单元所听内容的预测和兴趣。听后练习的形式设计多样,主观题和客观题相结合,既考查学生对所听语篇的整体理解,又考查其对语篇的细节掌握,基本涵盖大学英语四、六级听力考试以往出现的所有题型及目前正在试点四级网考的考试题型。口语实践部分练习形式既有Pair Work, Group Work,也有引导学生思考辩论的Presentation, Debate,并特别设计个人词汇库(Personal Word Bank)和相关语言表达(Useful Language)两个板块,个人词汇库的目的是激发学生的表达欲望,加强师生、生生之间的互动,相关语言表达旨在为学生提供相关的语料信息和范例,活跃学生的思维,拓宽其语言文化知识,使学生有话想说,有话会说,提高其口语表达水平。

Topic-related Watching & Speaking

主题看说部分和主题听说部分的编排基本一样,所不同的是第二部分的音频听力在这里换成视频听力,视频的介入活跃了课堂气氛,可提高学生的英语学习兴趣,使英语学习资源图文并茂,声色兼具。

After-class Activities

本部分主要是为学生课后自主学习而设计编写的,其中听力策略(Listening Strategy)针对某项听力技能的训练,娱乐时间(Fun Time)包括英语歌曲、美文欣赏、影视片段等,使学生在轻松愉快的气氛中结束一个单元的学习,有效地提高学习效果。本部分内容放在学生用书后的多媒体学习光盘中,供学生课后自主学习使用。

本套视听说教材由中国海洋大学外国语学院张德玉教授和杨红教授担任总主编。第一册由中国海洋大学张德玉教授和杨红教授担任主编;第二册由青岛理工大学罗炜东副教授和中国海洋大学赵群教授担任主编;第三册由中国海洋大学刘静副教授/博士和张德玉教授担任主编;第四册由青岛农业大学杨红英副教授和王玉环教授担任主编。中国海洋大学美籍专家Michael S. Bullock, Nancy O. Bullock和Jeff Klein以及青岛农业大学美籍教师Paul Dean审阅了书稿,并提出了许多宝贵的意见和建议;同时中国海洋大学外国语学院博士生导师杨连瑞教授、梁红副教授、徐德荣讲师和美籍教师Craig Paxman也提供了很多宝贵意见;高等教育出版社的领导和编辑在整套教材的前期策划、编写、版式设计、插图选配、编辑加工等方面做了大量艰苦细致的工作。在此,编者一并表示谢意。最后,需要说明的是,由于编者经验和水平所限,书中一定存在一些不尽如人意之处,欢迎广大师生在使用过程中批评指正。

《新通用大学英语视听说教程》项目组

2011年2月

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Unit

1

New Perspectives

Learning Objectives

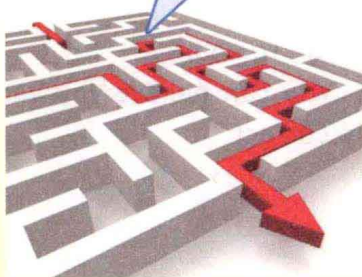
- ❑ To listen and watch for main idea and specific information
- ❑ To compare different life attitudes
- ❑ To talk about changes in life attitudes
- ❑ To discuss how to handle depression and stress

Part I

Communication Skills

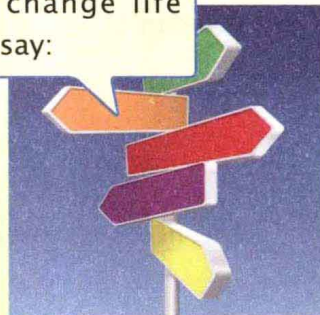
Task 1 Warm-up

When talking about life attitudes that you hold, you say:



When talking about benefits of a positive life attitude, you say:

When talking about whether you want to change life attitudes, you say:



Task 2 Listening 

Exercise 1

Listen to the audio clip and fill in the blanks with the missing words.

Nicole: Hey, Nancy, have you heard Margaret _____?

Nancy: Yes, I have. The achievement is awesome considering of all the hardships she's been through.

Nicole: Yeah, I really admire her. She is such an optimist.

Nancy: Me, too. It's inspiring to see how much an optimist achieves. They are _____ while pessimists are the losers.

Nicole: I can't agree with you more. When there are dark clouds in life, optimists search for the silver lining of opportunity while pessimists _____.

Nancy: Uh-huh. It's amazing how one's attitude affects his or her achievements. A positive attitude really _____.

Nicole: Do you know attitudes also _____?

Nancy: No. I don't. Enlighten me.

Nicole: A certain group of researchers are said to have taken personality tests of some people, and they _____ their health status for 30 years. You can guess for the result.

Nancy: The optimists turned out to be healthier?

Nicole: Yeah. The optimists are reported to have better _____ functioning. Meanwhile, they also lived longer on average than pessimists.

Nancy: Wow, that's incredible. I think sometimes I am a little bit _____. It's time for a change.

Nicole: Yes. Actually, it's not that difficult to change. Just remember, whenever you _____, immediately replace it with a positive one. Keep training yourself like this, and then you will become an optimist.

Nancy: That's good news for all the pessimists. It's not too late to change.

Nicole: No, it's not. And remember Henry Ford once said, "You can believe you can, or you can believe you can't. _____ you will be correct."

Word Tips

a silver lining n. It is a metaphor for optimism in the well-known English-language idiom "Every cloud has a silver lining."

track v. 跟踪

Exercise 2

Listen again and repeat sentence by sentence without referring to the script. Then role-play it with your partner.

Useful Expressions

Comparing optimism and pessimism

Opinions	Further Discussion
I think optimists are winners in life while pessimists are the losers.	I can't agree with you more. Yeah. I think so, too. I quite agree with you. That's just what I was thinking. I understand your point completely.
When there are dark clouds in life, optimists search for the silver lining of opportunity, while / whereas pessimists merely complain. Optimists tend to persevere in the face of difficulties. On the contrary / In comparison / Conversely / However, pessimists are more likely to quit at the first sign of trouble.	Uh-huh. Optimists and pessimists are completely different from each other. The two attitudes contrast strikingly. Optimism and pessimism are opposing mindsets.
It's amazing how one's attitude affects his or her achievements. We should note that optimism and pessimism are both powerful forces. The way one looks at life determines how he or she feels, how the person performs and how well he or she gets along with other people.	Yeah, a positive attitude really makes a big difference. Conversely, negative thoughts, attitudes and expectations lead to an unfruitful and disappointing life. There seems to be a natural cause-and-effect relationship between optimism and success. The same rule works for pessimism and failure.
Therefore each of us must / It's our decision to choose between the two opposing life attitudes / perspectives. So will we look up in hope or down in despair?	We should change to a more positive / optimistic life attitude. It's never too late to change.



Task 3 Speaking Up

Pair Work

Are you an optimist or a pessimist? Discuss with your partner and use some concrete examples from your daily life to support your opinion.

Useful Language		
<i>hopeful</i>	<i>hopeless</i>	<i>trustful</i>
<i>doubtful</i>	<i>cheerful</i>	<i>cheerless</i>
<i>insistent</i>	<i>give up halfway</i>	<i>ambitious</i>
<i>easily frustrated</i>	<i>humorous</i>	<i>cynical</i>

Part II Topic-related Listening & Speaking

Task 1

In this task, you will listen to an audio clip entitled “World Laughter Day” and then complete the exercises as required.

Pre-listening Activity

1. Please share a memorable incident that made you laugh.
2. What benefits does laughter bring to us?

Word Tips

pulmonary *adj.* 肺的

hormonal *adj.* 激素的

suppress *v.* 抑制

allergy *n.* 过敏症

Exercise 1

Listen to the audio clip and then decide whether the following statements are true or false. Write T for true and F for false.

1. Few people know about World Laughter Day. So there are few people who celebrate it.
2. People are gathering for a day of just pure laughter to celebrate the day.
3. Advocates of World Laughter Day want everybody around the world to enjoy laughing.
4. People usually schedule time for everything except a laugh together.

Exercise 2

Listen to the audio clip again. Fill in the blanks with the missing words and see the connection that laughter has to the body.

The connection that laughter has to the body	
Feelings	Well, we all know from kids, it just makes you 1) _____.
Appetite	It can stimulate appetite, particularly in people who are living with 2) _____, who have lost the will to eat.
The cardio and pulmonary parts	It can also 3) _____ the cardio and pulmonary parts of the body.

Hormonal 4) _____	It helps to suppress bad hormones and helps to elevate good hormones.
Allergy	Allergy sufferers, after laughing and 5) _____, actually experience fewer allergy symptoms.

Oral Practice

What are the signs of high EQ? Between EQ and IQ, which one is more important in contributing to achieve success? Please discuss with your partner and state your reasons.

Useful Language

A person with high EQ:

He is independent, self-reliant and morally autonomous.

He is not afraid to express his feelings.

He does not internalize failure.

He balances feelings with reason, logic, and reality.

He is not dominated by negative emotions such as fear, worry, guilt, shame, embarrassment, obligation, disappointment, hopelessness and other negative feelings.

He is not motivated by power, wealth, status, fame, or approval.

He is empathetic and cares for other people's feelings.

(<http://eqi.org/signs.htm>)

EQ vs. IQ

IQ may be based on a person's level of knowledge.

EQ is the level of a person's ability to emotionally judge situations and fit into groups by managing their personal interactions.

People with high IQ have the intelligence and potential to work well.

People with high EQ can control their emotions, so they can put their ability into practice and achieve success.

A student may have received good grades on tests in school classes, but without a high level of EQ, they are unable to function as adult people in an adult world.

Task 2 

In this task, you will listen to a lecture entitled “Row Across the Oceans” and then complete the exercises as required.

Pre-listening Activity

1. Do you like taking adventures? Why?
2. Can you recall an adventurous experience in your life? Please shared it with your partner.

Exercise 1

Listen to the lecture and then choose the best answer for each question.

1. What has Roz Savage achieved so far in terms of rowing?
 - A. She has only rowed across the Atlantic.
 - B. She has only rowed across the Pacific.
 - C. She has finished rowing across the Atlantic and the Pacific.
 - D. She has finished rowing across the Atlantic and will soon finish the Pacific.
2. How does she describe her relationship with the ocean?
 - A. She loves the ocean.
 - B. She detests the ocean.
 - C. It's a combination of a love-hate relationship.
 - D. Not mentioned.
3. What is NOT the stereotypical image of an ocean rower in people's eyes?
 - A. An ocean rower is supposed to be very tall.
 - B. An ocean rower is supposed to be very wide.
 - C. An ocean rower is supposed to be a strong man with a beard.
 - D. A woman like Roz Savage can also be an ocean rower.
4. Before rowing, what was true about Roz Savage?
 - A. She didn't think she could be an ocean rower.
 - B. She liked her job as a management consultant.
 - C. She was quite sure about the purpose of her life.
 - D. She was proud of her nice normal pleasant life.

Word Tips

solo *adv.* without a companion

accumulatively *adv.* 累积地

oar *n.* 桨

stroke *n.* (游泳或划船的)一下

rower *n.* someone who rows a boat

muster *v.* gather; collect

management consultant *n.* 管理顾问

obituary *n.* 讣闻

conform *v.* to obey or be in accordance with established rules

trappings *n.* often derogative articles or decoration to show rank

Exercise 2

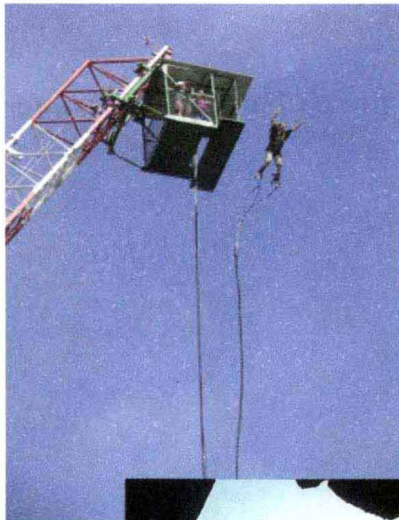
Listen again and put Roz Savage's life experiences listed below in the right order.

- A. She decided to row across the Atlantic Ocean
- B. She realized she was not getting any younger and wondered about the purpose of her life
- C. She rowed from San Francisco to Hawaii
- D. She wrote two versions of her own obituary
- E. She had a very strict math teacher
- F. She rowed from Hawaii to Kiribati
- G. She knew from day 1 that it wasn't the right job for her
- H. She rowed solo across the Atlantic
- I. She finished rowing across the Pacific

1. _____ 2. _____ 3. _____ 4. _____ 5. _____
 6. _____ 7. _____ 8. _____ 9. _____

Oral Practice

How much do you know about Extreme Sports? Why do you think people take up extreme sports? If you had a chance, would you try them? Please discuss with your group and state your reasons why or why not.



Useful Language

Extreme sports are different from traditional sports.

They are more risky than traditional sports.

They are taken up in natural environment while traditional sports are taken up in controlled environment like fields and gyms.

Extreme sports produce high thrill and allow men to push the limits.

Extreme sports often cause injuries, including sprains, fractures, cuts and bruises.

More and more young people have shown interest in extreme sports.

They want to change their usual lifestyle.

If I got the chance, I would try ...

I will never try extreme sports because they are too dangerous

Part III Topic-related Watching & Speaking

Task 1 1.1

In this task, you will watch a report entitled "Blackman Depression" and then complete the exercises as required.

Pre-watching Activity

1. What're the symptoms of depression?
2. Can you suggest some effective ways to get out of depression?

Word Tips

motivate v. to provide with a reason

take in stride 轻松地胜任

acknowledge v. to admit

problematic adj. causing a problem

Exercise 1

Watch the report and then choose the best answer for each question.

1. Why did Lance Thompson always fall asleep at home?
 - A. He was always exhausted from work.
 - B. It was so dark in his house that he could not see.
 - C. There was nothing to do in the house.
 - D. He wanted to escape from reality.
2. What do we know of Thompson's wife from the video?
 - A. She wanted him to take care of the baby.
 - B. She complained and was not happy about Thompson's severe depression.
 - C. She understood and supported Thompson's dream.
 - D. She thought Thompson should fix his problems and provide for her.
3. What would black men suffering from mental problems most likely experience?
 - A. They would be encouraged.
 - B. They would be protected.
 - C. They would be considered weak.
 - D. They would share their emotional problems with friends.

Exercise 2

Watch the report again and decide whether the following statements are true or false. Write T for true and F for false.

1. Thompson couldn't pursue his dream because of his poor family.
2. None of Lance's family members have ever suffered from depression.
3. Thompson's wife wants him to pursue comedy even at the price of quitting his job.
4. According to Dr. Morrow, most men don't share their personal feelings.
5. About 7 percent of Americans experience serious depression in their lifetimes.
6. After getting out of depression, now Lance Thompson wants to help other people who suffer from depression.

Oral Practice

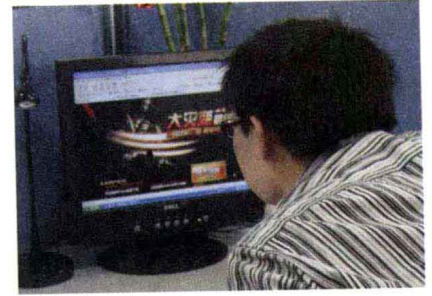
Nowadays, psychological problems among college students are causing increasing damage to the society and drawing attention from all aspects of society. What do you think are the causes of students' psychological problems? How should society deal with this phenomenon?



anxiety disorders



depression



computer addiction

Useful Language

A growing number of college students show psychological disorders.

The post-1980s' generation and the post-1990s' generation are spoiled as most of them are the only child in their family.

They have not been taught to be independent, responsible and to express gratitude. Families have failed to develop their children's mental toughness.

They usually face serious challenges, such as unemployment, purchasing houses and other pressure of life.

As migrant workers flow from the countryside to cities, and there are 58 million children left behind without the guidance of parents.

Parents need to teach their children to be more self-reliant and to foster their ability to solve problems.

Courses on psychological health should be open to all students.

Counseling centers should be set up on campus and play a more effective role.

Young generations need to learn to care for each other.

Task 2 1.2

In this task, you will watch a report entitled "Avoid Burning Out" and then complete the exercises as required.

Pre-watching Activity

1. Discuss with your partner what "burnout" is.
2. Can you recall a time when you were exhausted by work or study?