

PRACTICAL ENGLISH:
FROM CAMPUS TO CAREER

知行英语

总主编：杨治中 主 编：李霄翔

视听说
教程

教师用书

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

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“发展职业教育是促进转方式、调结构和民生改善的战略举措。”这是国家赋予职业教育的责任，是社会给予职业教育的期待。2014年，职业教育的战略地位被提升到前所未有的高度。面对新形势、新要求、新发展和新挑战，英语，作为高职高专重要的基础教育，将进入发展的关键阶段。

在这一关键时期，如何将英语课程建设成学生喜欢、教师热爱、学校重视、社会需要的优质课程？如何让英语教育成为学校教育质量的一根标杆、一面旗帜、一个品牌、一份骄傲？这不仅需要我们认清方向和需求，明确课程目标与定位，同时，还需要拓展教学内涵，创新人才培养方式，以凸显现代职业教育体系中英语教学的职业性、实践性和应用性。

基于目前的改革形势、社会需求和发展现状，外研社精心策划并开发了《知行英语》立体化系列教材，将“先行后知，以知促行”的教育理念开拓性地融入语言教学，learning by doing, learning for doing，“做中学，学中用”，不仅尝试在方式方法上为高职院校的英语教学开启一扇“行动”的大门，同时希望通过汇聚近年来教学改革的成功经验与教学实践的优秀成果，进一步推动高职高专英语教学厚积薄发，登高远行。

《知行英语》系列教材被评为“十二五”职业教育国家规划教材。该系列教材关联校园与职场，融通教学内容与工作体验，强调语言知识、交际能力、文化意识和职业技能的综合培养，旨在为学生搭建从校园通向职场的桥梁，同时为教师的教学改革和科研提升提供机遇与空间。

《知行英语》系列教材由两条主线（《综合教程》和《视听说教程》）、两种载体（课本和光盘）和多种资源（《同步训练》、《教师用书》、助教资源和评估资源）构成。根据高职院校英语课时现状，《综合教程》和《视听说教程》各分为三级，每级八个单元，以学生成长的不同阶段和未来职业需求为主题线索。三个级别循序渐进，为学生从校园走向职场奠定良好的基础。

本教材在内容选择和教学设计上力求体现以下特色：

一、满足新型人才培养需求

着重培养学生职场环境下的语言应用能力、文化意识和职业技能，为提升学生的就业竞争力及未来的可持续发展打下必要的基础。

二、实现英语课程教学目标

教材以“行”为驱动，将英语语言基础知识学习、语言应用技能训练和影响交际效能的文化背景知识有机地融为一体，通过“做、学、用”的过程，真正实现高职英语课程的教学目标和基本要求。

三、教材设计符合教学实际

按照学生成长的不同阶段和未来职业需求安排主题内容。《综合教程》与《视听说教程》在单元主题上相呼应，但单元结构各有特色。《综合教程》每个单元设计两组教学循环，《视听说教程》每个单元则安排五个教学步骤。语言训练和应用技能培养各有侧重，可满足不同授课习惯和需求。

四、体现以学生为主体的教学模式

每个教学单元都围绕特定的主题展开，设计丰富多样的课堂活动。学生是活动的实践者，教师是组织者与指导者。学生通过互动与协作式学习，在实际使用语言的过程中习得语言。每个单元的练习形式多样，教师可根据学生实际情况，有所取舍，灵活处理。

五、有效处理输入和输出的关系

以阅读和视听为导入，以多种技能训练为手段，以口头和书面表达为驱动。教学设计以“输入输出环环相扣，体验式操练贯穿始终”为基本原则，运用由浅入深、针对性强的阅读和视听素材为语言输入，在理解和领悟的基础上，强化交互性强的听说和读写技能转换训练，使学生首先能有效地接受和领会有关的语言信息，然后在实际任务中兴趣盎然地加以运用，最终实现语言应用能力的提高。

六、教学材料均经过严格遴选

各级别在语言材料的难易度和篇幅上呈现出适当的梯度。素材生动鲜活，体现社会发展、时代特色和职业要求，既注重时代感和生动性，符合高职学生的兴趣和需求，又注重可读性和可思性，鼓励学生传承经典，提高人文素养及职业素养。

七、帮助学生自主学习和主动学习

将语言应用能力、学习方法和学习策略、学习兴趣和自主学习能力的培养进行有机的结合。教材的教学环节、语言素材、练习活动和版面设计均注重提高学生主动学习的积极性，让学生学会学习，逐步养成终身学习的习惯。

八、教材编写兼顾教师专业发展

教学设计注重启发教师思考和调动教师的教学积极性，为教师带来教学与科研上的启示；丰富的教学资源不仅为教师提供全面系统的教学支持，也给予教师广阔的自主设计和发挥空间，教师可根据学生特点和水平因材施教，有助于教师开展基于教学的科研活动，促进教师职业发展。

本教材在编写过程中得到了众多高职高专院校教师以及外语教学与研究出版社的领导和编辑们的大力支持，在此谨向他们表示衷心的感谢。由于编者水平有限，书中的疏漏和不妥之处在所难免，恳请使用者不吝指正。

《视听说教程》是《知行英语》的主干教程之一，与《综合教程》主题融通，技能互补，构成一个整体。《视听说教程》共分三级。第一级主要围绕学生的校园生活展开；第二级着重培养学生处理与生活和学习相关事务的能力；第三级在力求满足学生未来职场的语言应用需求的同时，帮助学生拓展文化和职业视野。

《视听说教程》力求从编写理念、课程结构、素材选篇和练习设计上反映当代外语教育的教学思想和研究成果，在编写过程中着重体现以下特点：

一、结合输入和输出，螺旋式提升语言能力

教材设计借鉴国内外英语教学的优秀理论和基本原则，强调语言输入、研习和输出在教学中的重要作用，并将三者螺旋状结合：以视频和音频素材的听力理解、听说技能转换、语音和口语技能的层层递进为主线，通过精心选择和编写的视听素材作为语言输入，辅之以针对视听内容的学习策略和方法的训练。学生在理解素材内容的基础上，进一步完成听说技能转换训练，然后加以模仿和体验式操练，最终实现听说技能的提高。

二、兼顾语言与文化，培养学生综合素养

教材在加强英语语言知识学习的同时，兼顾语言应用能力的训练以及文化背景的了解和掌握：既强化视听和语音等基本功训练，又注重口语交际技能的培养，为视听说技能的转换和均衡发展提供了保障。在练习设计中，基于视频和音频的听力训练遵循由通篇大意理解向具体细节理解过渡的教学原则，口语技能训练由简单模仿操练向提示性重复练习过渡，最终实现特定语境下的自由表达。语境设置凸显高职学生所处的学习环境、文化氛围和未来可能遇到的职场情境。力求使英语学习做到知行结合，以使学生“有话可说，有话要说和有话会说”。

三、精选主题和素材，激发学生主动学习

主题和素材力求从学生的语言学习认知特点、英语语言基础、个人兴趣爱好、实际交流需求出发，将时代感、趣味性、实用性和可思性融合在一起：各单元素材是学生既熟悉又陌生的内容。在这种贴近生活的氛围里，学生能够兴致盎然地习得有用表达，并加以有效运用。语言素材的提供不求一步到位，依表达需要而逐步展现，旨在优化语言输入的质量，降低学习者心理和情感的焦虑，使学生能够充满信心地运用所学的语言知识和交际技能表达自己的观点。这同样有助于学生从学习中获得充实感和成就感，从而保持良好的学习热情和主动投入的精神，提高学习效率。

在教材结构上，每级下设八个单元，单元主题与《综合教程》相呼应，内容涉及与该主题相关的场景、情境、功能和意念，以及与相关交际场景有关的文化背景知识。每个单元包含五个教学步骤，各步骤的练习各有侧重，在课堂教学中可结合实际情况和需求进行取舍。教学中提倡“课前预习是前提，课堂操练是关键，课后巩固是根本”。

First Sight: 多样、有趣的热身活动激发学生的学习兴趣，在唤醒学生对于该主题的已有认知的同时，为新知识的学习做好铺垫。

Watching: 包含两段视频及相应练习。实景拍摄的视频更加直观生动，且难度和语速适中；练习涉及大意理解、细节考查以及口语输出等，环环相扣，层层递进。

Listening: 包含两段音频及相应练习。听力素材语言地道，可供学生反复学习模仿，从而纠正发音；练习设计除考查听力理解外，同时还以小组讨论、演示和报告等丰富的形式实现听说并举。

Communication Skills: 包含多段音频，是凸显交际技能的专项训练，培养学生在真实语境下能够用英语流畅、达意、得体地进行表达。

Culture Show: 包含多段视频和音频，在语言教学中传授文化知识，培养文化意识。本部分的音视频及脚本可以从 www.heep.cn 上下载。

每级均配有相应的教学参考用书，内容丰富，指导性强。教学参考用书中除听力原文和参考答案以外，还提供了丰富的文化背景介绍、补充练习、教学重点注释、教学提示和建议，以丰富课堂教学活动，提升教学效果，提高教师的教学能力。

在教材的编写过程中，由于编者水平有限，加上时间仓促，难免存在不足之处。恳请各位专家、同仁和广大读者提出批评建议。

目 录

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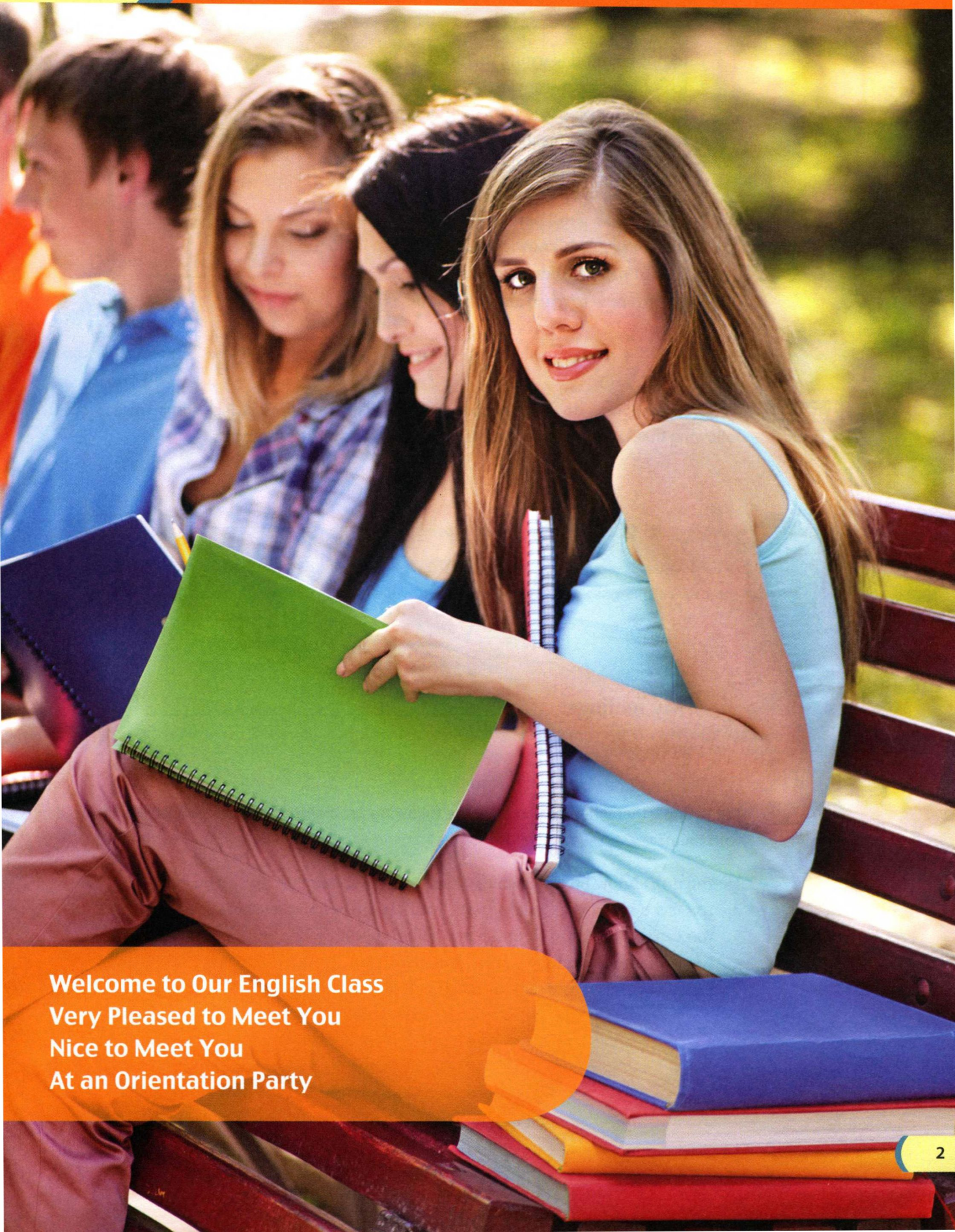
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A Wonderful Start in Life



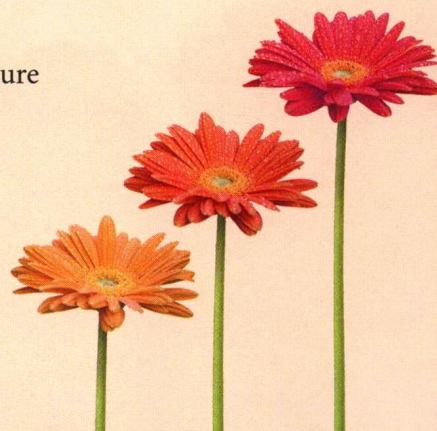
Welcome to Our English Class
Very Pleased to Meet You
Nice to Meet You
At an Orientation Party

First Sight

Task 1

Going to college is a very important part in our life, which will prepare us with more knowledge and skills for a better life in the future. Read the following and tick (√) those that can best match your hope for going to college and then exchange your ideas with your partner.

- ☐ 1 to master good learning methods
- ☐ 2 to enjoy a colorful social life
- ☐ 3 to be better prepared for a good job in the future
- ☐ 4 to further my education
- ☐ 5 to work hard for excellent academic scores
- ☐ 6 to make as many friends as possible
- ☐ 7 to develop a good personality
- ☐ 8 to gain as much knowledge as possible
- ☐ 9 to gain more professional skills
- ☐ 10 to learn how to learn and what to do



Task 2

As a freshman, how do you feel about your new life on campus? Pick some words from the following that can best reflect your feelings and try to make sentences.



excited

homesick

confused

hopeless

sad

relieved

unsatisfied

happy

lucky

tired

My feelings: _____

Task 3

Tell your partner whether you have the following problems. If yes, how would you like to deal with them?

- 1 You don't know how to manage your time for so many activities on campus.
- 2 You feel uneasy when talking with your classmates and teachers.
- 3 You can't adjust yourself to the new environment.
- 4 You sometimes feel lonely and homesick.
- 5 You always miss the delicious meals at home.

Teaching Focus

Structure of the Unit	Contents	Unit Objectives
Part One Video Clips & Follow-up Exercises	I. Welcome to Our English Class II. Very Pleased to Meet You	<ul style="list-style-type: none">• Understand the goals for going to college• Cope with problems• Introduce oneself
Part Two Audio Clips & Follow-up Exercises	I. Nice to Meet You II. At an Orientation Party	<ul style="list-style-type: none">• Introduce oneself and others• Take notes and retell information collected
Part Three Communication Skills	Addressing People	Get familiar with addressing different people in English
Part Four Culture Show	Video Clip: That's Why I Chose Yale	Have a glimpse of Yale

Task 1

Answers for Reference

Open-ended.

Task 2

Teaching Steps

Step 1: Get students familiar with these words and the corresponding expressions such as:

- be excited about (doing) sth.
- be tired of (doing) sth.
- feel homesick
- be curious about sth.
- be confused about sth.

Step 2: Provide students with some sentence patterns as shown by the Answers for Reference.

Answers for Reference

I'm very happy/lucky to study at this college.

I sometimes feel homesick and miss my parents.

Task 3

Answers for Reference

- Turn to my teachers for help, advice or suggestions.
- Talk it over with my parents or close friends.
- Take part in Student Union's activities.
- Adjust my own state of mind and work out a new action plan.
- Eat out once in a while with my friends.
- Stay in touch with old friends and make new friends.
- Stay in touch with my parents and close friends by telephone or e-mail, or visit them on weekends.

Watching I Welcome to Our English Class

Task 1 Warm-up exercises.

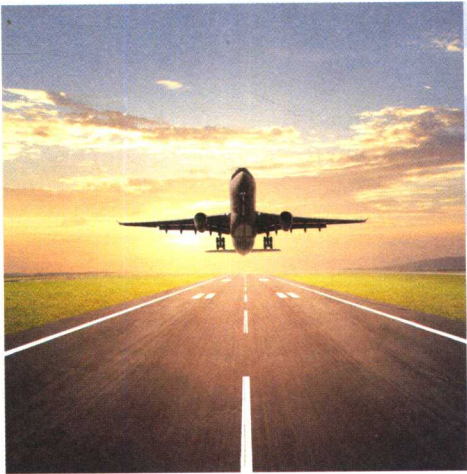
- 1 Do you remember your teachers in the kindergarten, primary school and high school? Describe them to your partner.



- 2 What kind of teacher do you hope your English teacher will be? And what do you expect to do in your first English class?

My English Teacher	My First English Class
•	•
•	•
•	•
•	•
•	•

- 3 Study the following before watching.



advice /əd'vaɪs/	n. 建议; 忠告
counselor /'kaʊnsələ/	n. 辅导员; 顾问
direction /dɪ'rekʃən/	n. 指导; 方向
fellow /'feləʊ/	a. 同伴的; 同类的
handbook /'hændbʊk/	n. 手册
imagine /ɪ'mædʒɪn/	v. 想象; 猜想
scenario /sɪ'nɑ:riəʊ/	n. 情形; (剧本) 情节
a helping hand	帮助; 帮手
get along with	与……相处很好
more than happy	非常高兴

Watching I Welcome to Our English Class

Scripts

Good morning, boys and girls! Welcome to our English class! My name is Zhang Ying, and my English name is Rebecca. You can call me Miss Zhang, or simply, Rebecca.

I guess you may be feeling excited about being at college for the first time but maybe you are also feeling a bit nervous?

I can imagine that you have many questions about what to do and how to do it, and some of you may even be experiencing problems. This is a big step, living away from home. You have to work out how to look after yourselves, how to get along with your fellow students and how to study on your own.

It will take time, but you will soon find your way around campus. Don't be afraid to ask for directions and help. Everyone here was new once and will be happy to help you. If you have a problem, there are people who you can talk to and who will be able to give you help and advice. Look in the student handbook for the name and number of your student counselor. And as your teacher, I will be more than happy to give you a helping hand.

Today, in this very first unit, we will learn how to greet each other in English and how to introduce ourselves. OK?

In English, in the following scenarios, we say...

Task 1

1 *Answers for Reference*

Open-ended.

2 *Answers for Reference*

Most freshmen hope to have an English teacher who is knowledgeable, humorous, understanding, and easy-going.



Task 2 Watch the video clip and fill in the blanks with the information you've got.

- 1 The teacher starts her opening speech with _____ and _____.
- 2 Being at college for the first time, the students must be feeling _____ and also a bit _____.
- 3 _____ is a big step for the students.
- 4 Students can find _____ of their counselor in the student handbook.
- 5 The teacher willingly gives _____ to the students.

Task 3 Watch the video clip again and decide whether the following statements are true (T) or false (F).

- ☐ 1 The teacher prefers her English name to her Chinese name.
- ☐ 2 The teacher has a good understanding of the students' situation and feelings.
- ☐ 3 The students are quite sure about what to do and how to do it in college.
- ☐ 4 The teacher encourages the students to ask for directions and help if necessary.
- ☐ 5 There is information about every student in the student handbook.

Task 4 Watch the video clip a third time and exchange your answers to the following questions with your partner.

- 1 What would you like to call the teacher in English?

- 2 What do you think of the English teacher?

- 3 Do you have any problems mentioned in the video clip so far? If yes, what are they?

- 4 How did you or how would you solve the problems?

Task 2**Key**

- 1 The teacher starts her opening speech with a greeting and a self-introduction.
- 2 Being at college for the first time, the students must be feeling excited and also a bit nervous.
- 3 Living away from home is a big step for the students.
- 4 Students can find the name and number of their counselor in the student handbook.
- 5 The teacher willingly gives a helping hand to the students.

Task 3**Key**

- 1 F 2 T 3 F 4 T 5 F

Task 4**Answers for Reference**

- 1 Miss Zhang./Rebecca. (Not “Teacher Zhang.”)
- 2 She is kind, understanding, considerate, easy-going, helpful...
- 3 Open-ended.
- 4 Do more physical exercises with my classmates, call home less frequently, get involved with club or Student Union’s activities, talk to or turn to teachers and friends for advice if necessary.

Watching II Very Pleased to Meet You

Task 1 Warm-up exercises.

- 1 It is very exciting to go to college. Everything may be new to you. Do you have any idea about how to start a new life there? Here are some suggestions. Discuss with your partner what you would like to do first.
- ☐

to get to know the teachers
- ☐

to get to know the classmates
- ☐

to find out if there are any former classmates or schoolmates there
- ☐

to get familiar with the new campus
- ☐

to make a daily or weekly plan for study and other activities
- 2 If you see many new faces around on campus and you hope to make some new friends, the best way to do so is to introduce each other first. Write in the blanks what you hope to know most about your roommates or classmates.

3 Study the following before watching.

competition /ˌkɒmpɪˈtɪʃən/ n. 竞赛; 比赛	schoolmate /ˈskuːlmert/ n. 同窗; 同学
former /ˈfɔːmə/ a. 以前的	sophomore /ˈsɒfəmoː/ n. 大学二年级学生
freshman /ˈfrefmən/ n. 大学一年级学生	Electrical Engineering 电子工程
genius /ˈdʒiːniəs/ n. 天才	Not exactly. 并非如此。不完全是。
major /ˈmeɪdʒə/ v. 主修 n. 专业; 主修科目	So far, so good. 到目前为止一切顺利。

Task 2 Watch the video clip and decide whether the following statements are true (T) or false (F).

- ☐

1 Both Li Ming and Wang Lin are freshmen.
- ☐

2 Li Ming studies the same major as Wang Lin.
- ☐

3 Li Ming has not been to Canada yet.
- ☐

4 Li Ming is very good at computer games.
- ☐

5 Allen likes computer games very much.