



College English: Listening and Speaking

(第一册)

大学英语教程：视听说

(政法类院校版) (学生用书)



余素青 薛朝凤 主编



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Student's Book

第一册
Book One

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本套教材获华东政法大学校级教材立项,也是主编余素青副教授主持和主编薛朝凤博士参与的国家社会科学基金项目(12BYY040)、国家教育部人文社会科学研究规划基金项目(10YJA740118)、上海市教育委员会科研创新项目(人文社科类)(10YS147)、上海市市本级财政部门预算学科建设项目(A-2801-13-00204)、华东政法大学科学研究项目(11H2K014)以及主编薛朝凤博士主持华东政法大学项目(JY201243)等的阶段性成果。

前言

《大学英语教程:视听说》(政法类院校版)是根据国家教育部和全国高校外语教学指导委员会最新制定颁布的《大学英语课程教学要求》(试行)以及上海高校大学英语教学指导委员会在决定开展以专业英语(ESP)和学术英语(EAP)为核心的大学英语教学改革试点工作时推行的《上海市大学英语教学参考框架》(试行)并结合政法类院校自身的特色设计和编写的,旨在结合国内外优秀英语教材的编写经验,解决目前政法类院校大学英语教材中存在的问题与不足,在大学英语教学中逐步渗入法律英语的内容,使政法类院校的大学英语教材具有专业性、系统性、衔接性和可持续性,为政法类院校的广大师生提供一套专为其量身定做,同时又保证场景真实、语言地道、形式多样且能学以致用大学英语教材。与本套教材配套并已经出版发行的《大学英语教程:读写译》既可以作为“政法类院校英语系列教材”的一部分,可与本套教材配合使用,也可独立使用。

本教材的编委有中国法律语言研究会会长广东外语外贸大学博士生导师杜金榜教授、副会长中国政法大学沙丽金教授、副会长西北政法大学刘蔚铭教授、副会长西南政法大学肖云枢教授以及华东政法大学外语学院王嘉禔副教授等。

本教材在2010年12月由华东政法大学外语学院主办的“香港、澳门、内地、美国法律翻译及法律英语教学专家研讨会”上,得到专家们的意见、建议和良好评价。

1. 理论指导

本系列教材的编写以著名语言学家、国家级突出贡献专家、原中国修辞学会会长、上海外国语大学博士生导师王德春教授的“建构主义外语教学论”为理论指导,重视对学生语言能力与言语能力的综合培养。语言学习一方面要学会利用语言材料建构话语,表达思想;另一方面又从话语中学习新的语言材料,建构个体掌握的语言体系。学生在理解新话语的同时,也学到新的语言材料,并尝试用这些新的语言材料建构新的话语,使语言能力和言语能力得到相应的同步发展。

2. 编写原则

1) 符合外语教学规律。言语材料难度不能过深,要求新词汇在课文的出现率不超过10%,新语法现象要有一定的重复率。

2) 编写内容以日常语言为核心,让学生在话语中掌握最基本的听说读写译能力的同时领会法律语言的词语、句式和风格。

3) 保证听说教程与阅读教程的衔接性。阅读教程与听说教程的同一单元的语言素材尽量做到了围绕同一主题,这样可以解决学生口语和书面语互相转换的问题。

4) 练习的编写分为语言练习和言语练习,以言语练习为主,活用学到的词汇、语法等语言现象,适当归纳语言规律。倡导脚踏实地、循序渐进、不断提高。设计的



任务形式多样,以交际中传递和获取信息的实际需要为重。

5) 结合全国大学英语四、六级考试的要求,在语言各个层面对全国大学英语四、六级考试要求的词汇和语法进行覆盖,循序渐进地帮助学生适应考试。

本教材的教学对象为大学本科一、二年级学生,法律英语特色突出,彰显政法类院校特色。本教材每个单元的新闻听力主要包括与法律相关的时政、财经和案件报道,对于其中出现的法律知识背景作了简明扼要的介绍;特别是每个单元最后一部分的视频多数取材于热播的法律类英语短剧。本教材是编写人员十多年来大学英语视听说课程教学的结晶,在教学过程中深受学生喜爱。

本教材的主编为余素青副教授和薛朝凤博士,副主编分别有张朱平、余志红副教授和张纯辉副教授(博士),其他编写人员还有甘翠平(博士生)、李燕秋(博士生)、方芳(博士生)、范鹏(博士生)、张培智、邓群芳、刘雁、潘苏悦、李海燕等。本教材的编写工作还得到了王嘉禔、姚骏华、屈文生等的大力支持。

最后,非常感谢北京大学出版社对本套教材的出版支持!由于时间仓促,加之经验有限,如出现差错及纰漏之处,恳请各位专家予以批评指正。

余素青

2013年5月20日

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Unit 1

Campus Life



Part One Speaking

Task 1

Directions: Mechanical memory training. Listen to 5 groups of words and answer the questions asked orally. (Note-taking is not allowed)

1. _____
2. _____
3. _____
4. _____
5. _____

Task 2

Directions: Listen to some interesting questions and answer them.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Part Two Listening

A. Short Conversations

Word Bank

mode	<i>n.</i>	模式, 方式
possess	<i>v.</i>	具备; 拥有
adopt	<i>v.</i>	采用
potential	<i>n.</i>	潜力
beneficial	<i>a.</i>	有益的
definitely	<i>ad.</i>	当然
auditorium	<i>n.</i>	礼堂
emphasize	<i>v.</i>	强调
employ	<i>v.</i>	采用
relevant	<i>a.</i>	相关的
faculty	<i>n.</i>	全体教员
reflect	<i>v.</i>	反映
target	<i>v.</i>	瞄准
carefree	<i>a.</i>	无忧无虑的
psychology	<i>n.</i>	心理学
theft	<i>n.</i>	盗窃
stealer	<i>n.</i>	小偷
spot	<i>v.</i>	找出, 辨出;
	<i>n.</i>	地点
awareness	<i>n.</i>	意识
aid	<i>n./v.</i>	帮助
crook	<i>n.</i>	(行窃的)老手



Useful Expressions

Modules Technology

模块技术

the Student Union

学生会

Task 1

Directions: You are going to hear four short conversations. There will be a question for each conversation. Listen carefully and choose the best answer from the four possible choices given.

1. What is the teaching method for the student's major?
 - A. Continuous practice
 - B. Self-study method
 - C. Research method
 - D. Potential developing practice
2. What is the identity of the male speaker?
 - A. He's the chairman of the Student Union.
 - B. He's a police officer from London Police Station.
 - C. He's a lecturer of the university.
 - D. He's an expert on crime.
3. Which of the following measures is NOT taken by the university?
 - A. The university stressed heavily on crime precaution.
 - B. The university took relevant measures to protect the students, staff and visitors.
 - C. The university collected crime data of each year.
 - D. The university invited famous experts on crime prevention to give lectures for the students on how to prevent campus crime.
4. What does the male speaker propose to tackle the campus theft?
 - A. The policemen should always know exactly how to spot a student house.
 - B. The students should be trained to protect themselves and their personal property in the first place.
 - C. The professional thieves should be watched closely 24 hours a day.
 - D. The school faculties should protect the students from being stolen.

Task 2

Directions: Listen to the four conversations again one by one and finish the following exercises.

Exercise 1 *Listen to Conversation One again and fill in the blanks according to what you've heard.*

The man is a _____ and wants to know the teaching _____ in his school. His _____ is Modules Technology, which needs a lot of _____. What the students in this major should _____ is great _____ ability and _____ capacity. Thus, the university will _____ a certain method to develop the _____ of the students.

Exercise 2 *Listen to Conversation Two again and fill out the chart. Write NO MORE THAN THREE WORDS for each blank.*

LECTURE NOTICE				
Topic	Lecturer	Time	Place	Organizer
_____	_____	_____	_____	_____

Exercise 3 *Listen to Conversation Three again and identify the following statements True (T), FALSE (F), or NOT GIVEN (N).*

1. The man is the headmaster of the university. _____
2. Campus crime is the biggest problem of our society. _____
3. The university employs security officers to make the students, faculties and visitors free from various threats to their safety. _____
4. The university has crime statistics every two years. _____
5. The crime rate on campus decreases. _____

Exercise 4 *Listen to Conversation Four again and find out the English counterparts of the following Chinese expressions.*

1. 人生中最无忧无虑的时光

2. 你被(小偷)盯上了,仅仅是因为你是个大學生。

3. 犯罪心理学专家



4. 小偷总是明确知道如何能找到(适合下手的)学生住所。

5. 年轻人缺乏(防范)意识,这似乎是这些惯偷得手的最大助力。

B. Longer Conversation and Short Passage

1. My Face Gets So Red

Word Bank

embarrassed	a.	尴尬的
blush	v.	脸红
exit	n.	出口
involuntary	a.	无意识的
supposedly	ad.	据说

Task 1

Directions: Listen to the conversation and answer the following questions.

1. How about Sarah's presentation in the history class?

2. Why did Sarah perform like that in her presentation?

3. What is the man's suggestion to her to solve this problem?

4. Is blushing an instinct according to the man's psychology class?

5. What would probably happen if the man's friend Brain talks to a stewardess in an airplane?

Task 2

Directions: Listen to the conversation again and interpret the following Chinese phrases or sentences into English.

1. 我站在那里,脸变得通红,而且当我知道所有的人都看到我的脸红了的时候,我会更加紧张。

2. 如果教授提问,我明明知道答案,当他一叫到我的时候,我的脸就拼命地红。这种事也发生在你身上吗?

3. 尽管脸红是不受意志控制的,但它或多或少是后天习得的。

4. 在成人当中,女性比男性脸红的现象较多。

Task 3

Directions: Role-play the conversation with your partner according to the tips in Task 1 and Task 2.



2. Day One on Campus

Word Bank

Minnesota	<i>n.</i>	(美国)明尼苏达州
neat	<i>a.</i>	整洁的
Bangladesh	<i>n.</i>	孟加拉国
Bangladeshi	<i>a.</i>	孟加拉国的
fulfill	<i>v.</i>	满足
curry	<i>n.</i>	咖喱
depend on		依靠
Malaysia	<i>n.</i>	马来西亚
scared	<i>a.</i>	担心的;害怕的

Useful Expressions

Winona State University	威诺纳州立大学
depend on	依靠

Task 1

Directions: Listen to the passage and summarize the narrator's first day on campus by filling out the following chart.

University Name	_____
narrator's hometown	_____
local weather	covered with _____; very _____
personal feelings about campus	_____; sort of _____
narrator's Day One schedule	1. _____ 2. _____ 3. _____ 4. _____
impressions on the roommate	he is _____

Task 2

Directions: Talk about your Day One experience in your college according to the clues given in the above chart.

C. Longer Passage

Campus Location

Word Bank

suburb	<i>n.</i>	郊区
extra-curricular	<i>a.</i>	课外的, 业余的
urban	<i>a.</i>	城市的
rural	<i>a.</i>	农村的
transportation	<i>n.</i>	交通
available	<i>a.</i>	可得到的
entertainment	<i>n.</i>	娱乐
expense	<i>n.</i>	费用
setting	<i>n.</i>	环境
isolation	<i>n.</i>	隔离, 隔绝
boredom	<i>n.</i>	无聊
groan	<i>n.</i>	呻吟, 抱怨

Useful Expressions

tempt ... away from...	引诱(某人)离开(某事)
pass up	错过, 不去利用(机会)
adjust to	适应

Task 1

Directions: Listen to the passage and figure out the general idea by answering the following question.

The passage can be divided into 5 parts. Part 1 opens the topic. Part 2 and Part 3 talk