



普通高等教育“十一五”国家级规划教材

*Learning English Through Culture:
Viewing, Listening, Speaking*

英语视听说教程

卢志鸿 编著
Loren Steele (美)

拓展 高等学校英语拓展系列教程



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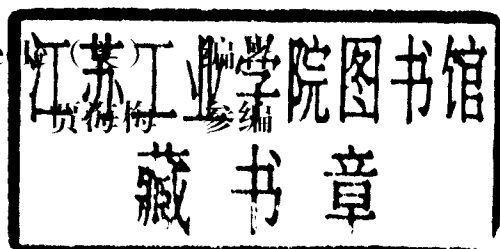
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Introduction

Learning a foreign language has one main purpose, that the speaker is able to work, function, and understand the people of the culture. Merely learning a foreign language does not enable you to do these things. Learning a foreign language prepares you to be able to do these things. To fit into and understand people in a foreign society, you will have to learn beyond the language, using the language as a tool to get into the culture.

I have known many Chinese international students who have come to America. They are extremely intelligent, eager, and hard working. They are wonderful people, many of whom I call my friends. The sad thing is that many of those students never “make it” in America. By “make it” I mean that they are never able to really establish deep and meaningful friendships, understand the American people, and become truly happy in American society.

There are several reasons for this. One is that Chinese international students are often too busy. They want to be the best, and often have to be because they need a scholarship or a teaching assistantship. This keeps them studying day and night, so that they never really make American friends. They are simply too busy. And they miss a great part of being an international student.

Another reason is shyness. In my limited experience, it seems Chinese culture and education frowns on mistakes. It seems that many Chinese students are fearful of making mistakes, either in speaking English, or in classroom discussions. Thus, they keep silent and never improve their English or develop deep relationships with American students through discussion. Americans do not care about making mistakes in the same way as Chinese do. They “laugh off” their mistakes and go on.

A third reason is comfort. As exciting as it sounds, being in a foreign country

for an extended period is difficult. You will get tired of hearing English. Then you will be tempted in your free time to find a few Chinese friends and relax by speaking Chinese. This is comfortable, but again, you will miss out on a great opportunity to understand a different people.

Our hope is that this book will provide you with two opportunities to overcome these problems. The first is to learn the language of modern America. We will make an effort to introduce you to real English that is spoken in people's daily life. Yes, you will learn the normal rules and sounds of English. But in any living language you will find that people do not follow all the rules in daily conversation. This was frustrating for me when I tried learning Mandarin. I would learn the "right way" to say something, and then find people on the street did not follow the rules. They spoke a "living language" which confused me. In this book we will work to give you both the rules and the "living language", that is why this book is written by both Chinese scholars and Americans like me.

The second thing we will do for you is to end each chapter with a few encouraging paragraphs on life. We have picked subjects of practical value for your life, whether you stay in China, and come to America or some other country. We hope this will be fun, and open your thinking beyond the textbook.

Our goal is to help prepare you for getting to know the world better, as an international student, scholar, or a future international businessman or woman. We want your dreams to become a reality. One way that can make it happen is through the tool of language. May your journey through this book help you reach your fullest potential as a human being, open new doors of opportunity for you, and help you grow in your thinking. Isn't that what education is all about?

Loren Steele

前 言

《英语视听说教程》根据教育部《大学英语课程教学要求（试行）》中的较高要求和更高要求编写，是普通高等教育“十一五”国家级规划教材。这是一本顺应时代发展和教学改革需要，同时针对目前我国大学生英语口语实际水平和语言学习中由东西方文化差异引发的问题而精心构思、策划、撰写、拍摄和录制的英语多媒体立体化教材。教材融汇了作者多年来的教学经验、科研成果和东西方文化背景下的生活观察。与同类教材相比，本书最大的特点是：从文化差别的独特视角设计教材的内容和形式，提供丰富的背景文化信息，将人文素质教育贯穿在整个语言学习和训练的过程中。这些特点具体体现在以下几个方面：

1. 内容丰富，形式多样

视的内容：每单元提供三段篇幅较长的情景会话和一两段相关背景文化短片，内容涉及校园生活、课外活动、饮食购物、钓鱼打猎、娱乐运动、朋友聚会、节假日等日常生活的各个方面。生动、真实的内容有助于学生进一步认识和了解异国的风土人情、文化特色和生活方式。

听的内容：每单元安排两至三篇与视频主题相关的听力理解短文，用于欣赏和训练语音的名人诗句和诗歌，此外还提供一篇作者与学习者心灵沟通的人生漫谈——Life-link: Our Words to You。

说的内容：精心设计由视听内容拓展出的讨论话题以及与学生日常生活联系紧密的话题，提供常用表达方式，引导学生积极思考，表达看法。

练习内容：编写了选择、填空、角色扮演、复述、跟读、问答、编对话、口头作文等形式丰富、图文并茂的练习题，综合训练学生的听说能力。

2. 语境真实，语言地道，强调应用

本教材中的场景包括机场、家庭、校园、课堂、宿舍、图书馆、商店、餐馆、公园等等，背景文化短片由作者在美国拍摄到的生活素材整理而成。由于设计了贯穿教材始终的核心人物——赴美留学生王欣，各个场景能够有机串连起来，再加上会话内容带有普遍性，语言具有实用性，为中国学生提供了全方位真实的语

言学习环境以及真实场景中不同人物所使用的“原汁原味”的语言,有助于学生开拓视野,提高在实际情境中的交流和应变能力。

3. 融知识性和趣味性于一体

本教材在内容和语言上注重知识点与学生的薄弱点和兴趣点相结合,将语言知识和技能以及东西方文化融入到每一个场景对话和相关文化介绍中,始终把对学生文化素质的培养贯穿到各种交际活动的训练过程中,同时注重营造轻松活泼的学习氛围,通过生动的语言、有趣的内容以及便捷的互动操练激发学生学习英语的兴趣,使他们能够在自然轻松的状态下循序渐进地提高英语听说能力。

4. 活动设计互动性强,便于操作

教材中大量的视听内容和跟读训练以学生课下在光盘上自主操练为主,而需要与同伴合作完成的交际活动则由教师在课堂上组织进行。教材整体围绕着学习者的各种语言交际活动内容来设计,强调以学生为中心,侧重训练学生的英语听说技能;讨论、问答、根据给定信息编对话、口头作文等交际活动的设计有助于教师在课堂教学中展开“以学生为中心”的互动教学,推动“以学生为中心”的教学模式。多媒体光盘突出视频和音频的表现力,充分发挥计算机的视频、音频、录音、多媒体同步能力和交互功能,通过角色扮演、跟读、录音回放、听写、交互练习等手段,使学生可以随意选择所学内容,边看、边听、边学、边思考、边做题,及时得到反馈,调动学生多种感官参与多媒体活动,使语言操练成为多层次、多角度的动态过程,给学生最大限度的实践机会。

5. 提供多种载体,满足不同教学模式

本教材包括学生用书、多媒体光盘和教师用书。纸介教材以突出文字信息为主,光盘则最大限度地发挥声、像、图的功效。从编写理念、文化视角、整体构架、内容编排、媒体衔接等纸介教材的交际活动设计到光盘上的功能设计、技术合成、交互功能实施、各媒体素材表现方式,从文字到声、像、图,都保证了教材结构体系的统一、完整,课本与光盘互为依托、各具特色,实现了立体化教材全方位的创新。教材的设计是基于计算机和课堂的英语多媒体教学模式,强调个性化教学,注重培养学生语言运用能力与自主学习能力。

教材内容及使用建议

由于教材中的视听说内容非常丰富,教师可以根据所在学校的课程设置和学生的实际学习情况,选择全部内容或挑选感兴趣、易操作的内容。教材可供一个学期使用,也可供一学年使用。建议小班授课,课内以说为主,课外以视听为主。本教材共有十个单元,每单元由六大部分组成:

部分	内容	练习形式	使用建议
Watching (视频) 三段真实场景会话	以赴美留学生王欣一年的学习与生活为主线,安排30个情景会话,展现美国日常生活的不同方面	选择,正误判断,填词,跟读,Role Play	主要以学生课下操练为主;对程度较好的学生,课上教师可将视频中的原音关闭,由学生进行看视频配对话的角色扮演
Listening (音频) 两至三篇听力短文	视频内容的延伸,提供与主题相关的背景文化信息	选择,正误判断,填词	以学生课下操练为主
Speaking (含视频)	话题涉及学生生活的各个方面,是视听内容的拓展和延伸;提供的短片旨在拓展教材的语言文化内容,加深学生对美国文化的了解	讨论,看图/视频讨论,提问与回答、编对话,Oral Presentation	主要以课上活动为主,教师可组织pair work、4-5人的小组讨论、辩论,以及每次3-5人的Oral Presentation等
Time for Fun (音频)	名人诗句、Jazz chant、绕口令	通过诗歌吟诵辨别语音语调,跟读、朗读诗歌	以学生课下操练为主,课上教师可抽查学生朗读情况并提供诗歌作者的相关信息
Further Information (文字)	与本单元内容相关的词汇、用法,以及相关的文化信息	没有设计相关练习,主要由学生自学掌握	光盘上提供更为详细的词汇和信息,学生可以学习和存储
Life-Link: Our Words to You (音频)	作者以自己对生活的体验和人生的感悟同学习者进行更深层次的思想沟通,激发和唤起学习者对一些人生问题的思索,并激励他们积极进取	提供作者Loren Steele本人的朗读	以学生课下听为主

使用对象

本教材既可供高等学校非英语专业学生选修课使用,也可供英语专业学生必修课使用,还可作为各种出国预备班的培训教材使用。

编写队伍

本教材在写作中得到了美国朋友 Lorelei Steele Drkula 和 Tony Drkula 的帮助;参加录音的美国人员有: Dave Ponath, Loren Steele, Marlys O'Riordan, E John Frederick; Speaking 部分的短片在拍摄过程中还得到过祝万斌、王蔚、马玉新、杜卫红、Shannon Bohme、Marcus Birkholz、Laurie Schiller 等许多中美朋友的大力支持。在此我们对所有关心、支持和积极参与这本教材的中外人士表示衷心的感谢。

编者

2006年10月于北京

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Unit One

Arriving in the US



Communicative Focus

- Greetings and Introductions
- Giving Directions and Information



Watching

Videos

1. Meeting the Host Family

New Words and Expressions

stuff	<i>n.</i>	东西；(总称) 家庭或个人用品
layover	<i>n.</i>	(旅行) 中断/逗留期间，临时滞留
behind schedule		落后于计划或进度；迟于预定时间
attendant	<i>n.</i>	服务员
cabin	<i>n.</i>	小屋；船舱
around the corner		不远，很近

Notes

1. **Minneapolis-St. Paul:** Minneapolis and St. Paul are two large cities next to each other in the state of Minnesota. St. Paul is the capital of the state.
2. **This is my wife, Betty:** Note here when people introduce other people, they don't say, "She is..." or "He is..."; they would say, "This is..." or "Here is...".
3. **The first flight was a little behind schedule, ...:** The flight from Beijing to Tokyo was a little late. Some relevant expressions: ahead of schedule (提前), on schedule (准时, 按时间表).



Exercises



1 Listen to the dialog and choose the best answer to each of the following questions.

- 1) How did the man write down Wang Xin's name?
 - A. He wrote it down according to the pronunciation.
 - B. Someone wrote down the name for him.
 - C. Someone told the man how to write the name.
 - D. Wang Xin sent him an email to tell him her name.
- 2) Which of the following statements is true about Wang Xin's flight to America?
 - A. The flight to the US was about 18 hours.
 - B. Wang Xin switched to another plane in Tokyo.
 - C. The flight from Tokyo took off a little late.
 - D. The flight to the American airport was delayed.
- 3) What did Wang Xin see from the air according to the dialog?

A. Night scene of Japan.	B. Almost nothing.
C. Some winding rivers.	D. Mountains with snow.
- 4) What can we learn about Jim and Betty?
 - A. Alaska must be one of Jim's favorite places.
 - B. Alaska must be Jim's hometown or birthplace.
 - C. They are planning a month-long trip to Alaska.
 - D. Betty always accompanies Jim to Alaska.