



普通高等教育“十一五”国家级规划教材

大学**体验**英语®

Experiencing English

视听说教程

学 生 用 书



— Viewing,
— Listening &
— Speaking
Coursebook

— 《大学体验英语》项目组

x p e r i e n c i n g



高等教育出版社
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1

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DAXUE TIYAN YINGYU SHITINGSHUO JIAOCHENG

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前 言

《大学体验英语视听说教程》是普通高等教育“十一五”国家级规划教材——《大学体验英语》立体化系列教材的重要组成部分。《大学体验英语视听说教程》在充分贯彻体验式、研究性教学理念的前提下,依据《大学英语课程教学要求》,针对学生开展有效视听和口语交际的训练,重点培养学生的英语综合运用能力,提高学生用英语独立思考和自由表达的能力以及终身自主学习、自我发展的能力,真正实现大学英语教学的培养目标。

《大学体验英语视听说教程》的编写采用主题导航模式,各单元音视频材料、视听活动、口语任务、补充阅读及项目设计等均围绕同一主题展开。本教程单元主题总体与《大学体验英语综合教程》保持一致,选材注重实用性和教育性,兼顾知识性与趣味性,力求将思想内涵、语言、文化和技能有机融合。

《大学体验英语视听说教程》以最新原版英语视听资料为载体,以学生自主性与探究性学习为手段,以英语综合应用能力及多元人文素质培养为目标,依托项目化语言技能训练培养学生的英语综合学习能力,依托独特的任务驱动设计提高学生的研究能力与创新能力,依托网络自主式学习模式开发学生的学习潜能。

本系列教程主要具有以下特色:

1. 自主探究式学习与团队协作式学习相结合

本系列教程突出强调培养学生的自主学习意识,提高其自主学习能力,开发学生的学习潜能。不同于传统视听说教程,本系列教程在单元内容编排上打破“视、听、说”的局限,在单元热身部分引入以自主探究式学习方式为主的课前阅读和与主题相关的搜索任务。每个单元还包含一个精心设计的团队项目,从项目实施到成果展示配有一系列相关任务,通过组织团队相互质询与评议锻炼学生信息搜索、团队协作、英语口语表达等能力。这些拓展和尝试旨在为学生创造一个自主探究式学习与团队协作式学习紧密结合、相互促进的英语学习环境,有效提高学生的综合素质。

2. 人文素养提高与品格教育兼顾

本系列教程从主题确定到篇目选择都充分考虑到学生人文素养的提高和优秀品格的培养,力求实现寓人文素养与品格教育于外语学习之中。本系列教程在单元开篇引入与主题相关的名人名言,在主题选择中有意识地选取了名人演讲、访谈、大学生心理问题探讨、濒危动物保护与老龄化问题、科技与商业以及网络问题等内容融入教学中,开展励志、解惑、公益、劝诫等方面的教育,以提高学生人文素养,健全品格。

3. 独特的口语任务驱动设计保证交流的有效性

本系列教程充分考虑到90后大学生接受新生事物快、乐于参与的特点,采用独特的口语任务驱动设计,通过模拟现实的情景和辩论,加强学生独立分析问题、解决问题的能力,拓展学生的批评性思维,鼓励独到见解,培养会思考的一代。此外,本系列教程在任务设计上注重不同专业学生的可参与性、活动的趣味性和启发性,激发学生在活动中主动运用所学知识,在知识运用中检验自己所学,弥补不足。

4. 自然真实的视听资料营造逼真的语言学习环境

本系列教程视听说材料选材新颖,内容丰富,大多取自最新英美广播、电视、网络或其他真实交际场景,题材接近生活,真实自然;视听及口语训练有机结合,相互促进,使学习者有置身英美异域文化之感。

5. 教学活动设计经学生试用,操控性强

本系列教程中所有活动任务都经过编者在所在院校教学中反复试用检验,并通过学生反馈作进一步修改完善,因而具有极强的可操作性。



6. 与大学英语四、六级机网考接轨

本系列教程在单元编排设计上充分考虑到国内当前大学英语四、六级机网考的特点,把视频听力确定为各单元的重点,编排有助于提高学生处理视频听力信息能力的任务,同时在口语部分引入对音视频内容进行总结的任务。这些编排和设计都有利于帮助学生适应网络环境下的大学英语四、六级考试。

7. 教学资源设计人性化,教材与网站相互支撑

本系列教程的编写秉承以人为本的理念,以使用对象的实际需求为出发点,在选材和任务设计上反复推敲,力求做到激发学生学习兴趣,实现知识性与趣味性的有机结合。为便于全国各地的师生共享授课资源和学习资源,交流经验,携手共进,本系列教程还在高等教育出版社外语出版中心的中国外语网(www.cflo.edu.cn)上开发了专门针对本系列教程的课程教学备课平台,供全国教师相互交流、下载授课资源和各单元模块课堂活动组织设计方案,供学生下载学习资源并展示各高校学生自己的任务设计成果。

《大学体验英语视听说教程》由北京科技大学张敬源、彭漪教授担任总主编,北京科技大学、华中科技大学等院校参加编写。北京科技大学兼职教授、英国剑桥大学博士Mark Buck为本书编写做出了突出贡献;美籍专家Monica Li和英籍专家Lin Lee、Raffaella S. A. Buonocore审阅了书稿,并提出了宝贵的意见和建议。高等教育出版社的领导和编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作,在此一并表示感谢。

《大学体验英语视听说教程》是在大学英语教学内容和课程体系改革方面所作的一次大胆尝试,其中定会存在不当和疏漏之处,敬请使用者批评指正。

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2010年4月28日

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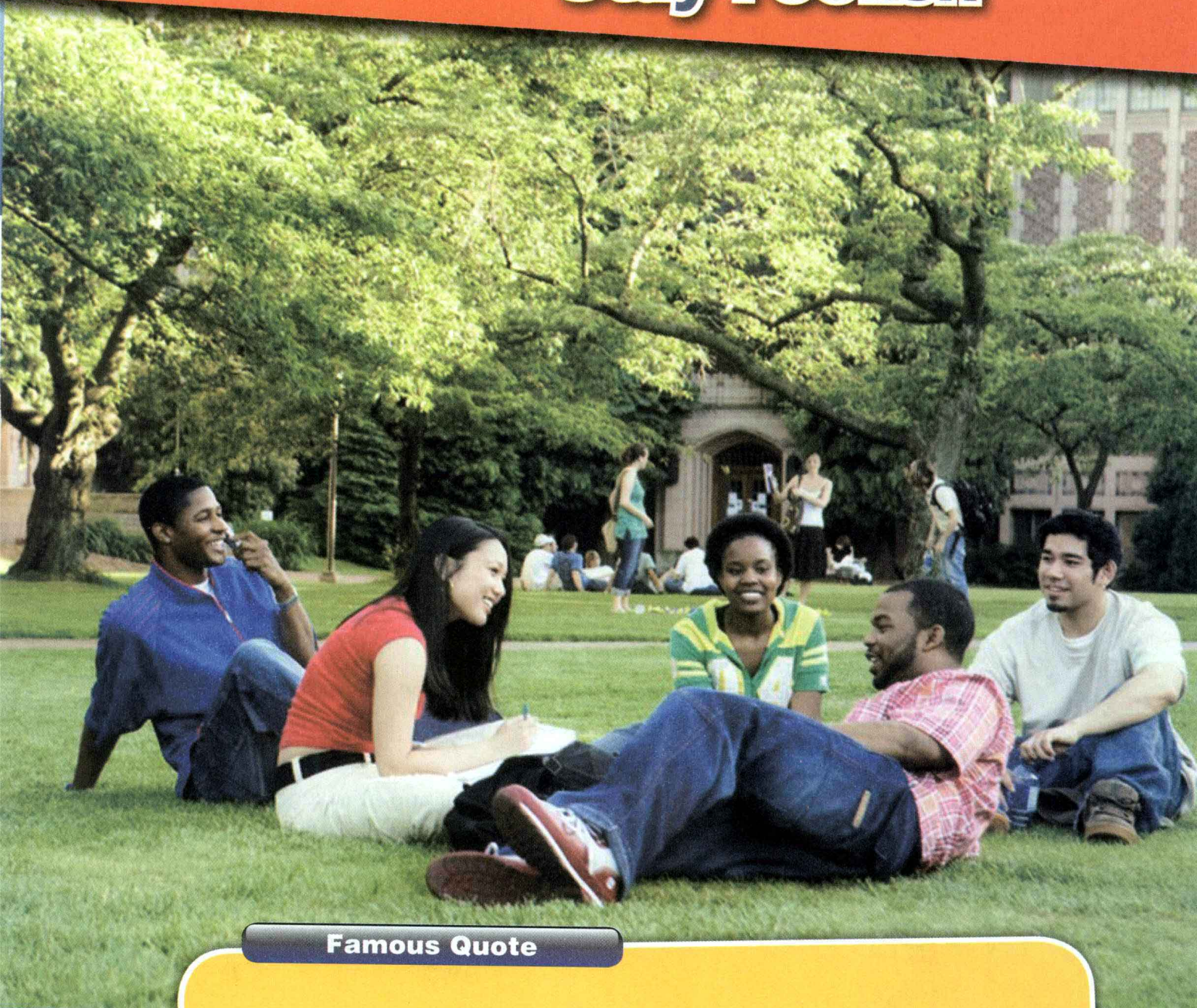
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Unit

1

Stay Hungry, Stay Foolish



Famous Quote

Stay hungry, stay foolish.

— Steve Jobs

Unit Overview

In this unit, you will

- ❖ get to know the story of Steve Jobs and the suggestions given by a careers expert on how to plan your four years at college
- ❖ talk about college life through guided activities
- ❖ conduct a real life project with your peers on how you chose your majors before you were enrolled by universities and on your four-year college plans
- ❖ pick up useful words and expressions
- ❖ learn to reflect on your own learning and comment on that of your peers
- ❖ learn to think independently, critically and creatively

Topic Preview

- ① Read the passage on page 123 and learn useful expressions related to college life.
- ② Go online and research information concerning college life or life on campus in the West and Steve Jobs, the CEO of Apple Inc.
- ③ Compare the life in high school and at college both in China and in Western countries.



LESSON ONE



Lead-In

Task 1 Describing the Picture

Describe the pictures first and then discuss extracurricular activities that you enjoy.



Task 2 Reflecting on the Reading

*Read through the **Supplementary Reading** on page 123, and answer the following questions.*

1. What impressed the author when he was 17?
2. What happened to the author about a year before he wrote this passage?
3. What did the doctors find when they performed a biopsy on the author?
4. According to the author, what is the most important thing in one's life?
5. What advice does the author give young graduates?

Task 3 Expanding Your Vocabulary

Read through the words in the left-hand column, and match each of them with the appropriate meaning in the right-hand column.

- | | |
|-----------------|--|
| 1. associate | A. to remove sb/sth and put another person or thing in their place |
| 2. release | B. an idea or a picture in your imagination |
| 3. replace | C. to make a connection between people or things in your mind |
| 4. vision | D. to make sth available to the public |
| 5. convince | E. great in amount, size, importance, etc. |
| 6. considerable | F. to make sb/yourself believe that sth is true |



Video Studio

Word Bank

1. diverge *v.* (formal) (of opinions, views, etc.) to be different 相异
2. devastating *adj.* causing a lot of damage and destruction 毁灭性的
3. baton *n.* a small light stick that one member of a team in a relay race passes to the next person to run (接力赛的) 接力棒
4. dawn *v.* to become clear or enter one's consciousness or emotions 渐悟
5. animation *n.* a film/movie in which drawings of people and animals seem to move 动画片
6. renaissance *n.* a situation when there is new interest in a particular subject, form of art, etc. after a period when it was not very popular 复兴

Task 1 Matching & Predicting

Complete the following statements with the phrases given below. Predict what will be talked about in the video. Then check your answers after watching the video clip.

lose faith turned out turn of events screwing up falling out

1. But then our visions of the future began to diverge and eventually we had a _____.
2. I met with David Packard and Bob Noyce and tried to apologize for _____ so badly.
3. The _____ at Apple had not changed that one bit.
4. I didn't see it then, but it _____ that getting fired from Apple was the best thing that could have ever happened to me.
5. Don't _____. I'm convinced that the only thing that kept me going was that I loved what I did.



Task 2 Bridging the Gap

Watch this part of the video clip and fill in the blanks.

We worked hard, and in 10 years Apple had _____ just the two of us in a garage into a two-billion-dollar company with over 4,000 employees. We'd _____ our finest creation — the Macintosh — a

1

2

Well, as Apple grew, we hired someone who I thought was very _____ to run the company with me, and for the first year or so things went well.

year earlier, and I'd just turned 30.



When we did, our Board of Directors sided with him. And so at 30, I was out, and _____ out.

3

4

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down, that I had dropped the baton as it was _____ me.

Task 3 Checking Your Comprehension

Watch this part of the video clip and answer the following questions.

1. What were Jobs' feelings when he was fired from Apple?
2. When Jobs started NeXT and Pixar, what happened to his personal life?
3. What is the world's first computer-animated feature film created by Pixar?
4. What does Jobs believe would have happened if he had not been fired from Apple?
5. What analogy does Jobs use when discussing how students should find the right job?



Speaking Workshop

Expressions & Structures to Use

- | | | | |
|---|-------------------------|-----------------------|------------------------|
| 1 make an impression on | 8 have the courage to | 16 let ... down | 24 the only thing that |
| 2 in a row | 9 begin anew | 17 screw up | keeps me going is ... |
| 3 follow one's heart | 10 become interested in | 18 start over | 25 the only way to |
| 4 get ... in order | 11 get a job as | 19 It turns out that | |
| 5 live with | 12 save enough money to | 20 I'm pretty sure | |
| 6 live through | 13 work hard | 21 I guess | |
| 7 clear out the old and
make way for the new | 14 get fired | 22 don't lose faith | |
| | 15 have a falling-out | 23 I'm convinced that | |



Project Bulletin

Work on the following real-life project with your group members and present your report in the next class.

Real-Life Project

Work in a group of six to eight. Design a questionnaire to collect information from freshmen on how they chose their majors before they were enrolled by universities and on their four-year college plans. The following questions may be included in the questionnaire:

- Who chose the major for you: your parents, your teacher, your relatives or yourself?
- Is your major what you love most?
- What suggestions would you give to those about to graduate from high school regarding choosing their university majors?
- Do you have a plan for your four years at college?
- What do you love best about college life?

Summarize and analyze the answers. Then present a report in the next class.

LESSON TWO



Lead-In

Task 1 Brainstorming

Work in pairs and compare your life in high school and at college. Share your opinions with your peers.

High School	College

Task 2 Expanding Your Vocabulary

Read through the words in the left-hand column, and match each of them with the appropriate meaning in the right-hand column.

- | | |
|----------------|--|
| 1. involve | A. to give attention, effort, etc. to one particular subject, situation or person rather than another |
| 2. pessimistic | B. to make a formal request, usually in writing, for sth such as a job, a place at college, university, etc. |
| 3. academic | C. to take part in |
| 4. essential | D. concerned with studying from books, as opposed to practical work |
| 5. focus | E. expecting bad things to happen or sth not to be successful |
| 6. apply | F. extremely important in a particular situation or for a particular activity |



Audio Studio

Word Bank

1. transition *n.* the process of changing or a period of change from one state or condition to another 过渡



Video Studio

Word Bank

1. priority *n.* sth that you think is more important than other things and should be dealt with first 优先考虑的事
2. guideline *n.* sth that can be used to help you make a decision or form an opinion 指导方针
3. sophomore *n.* a student in the second year of a course of study at a college (大学的) 二年级学生
4. commitment *n.* a thing that you have to do 不得不做的事
5. internship *n.* a period of time during which a student gets practical experience in a job, for example during the summer holiday/vacation 实习
6. cut-off *n.* the point below which employers will not consider anyone for a job 取舍点
7. underway *adj.* at way 在进行中的
8. click *v.* to choose a particular function or item on a computer screen etc., by pressing one of the buttons on a mouse 单击
9. GPA grade point average 平均分数 (美国四分制考试成绩的计算方法)

Task 1 Matching & Predicting

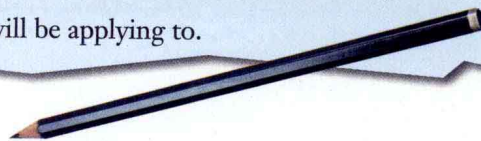
Complete the following statements with the phrases given below. Predict what will be talked about in the video. Then check your answers after watching the video clip.

done an internship
become involved in

in terms of
at the start of

take on

1. _____ the freshman year, finding a job after graduation is probably the last thing on your mind.
2. You also want to narrow your options _____ your extracurricular activities to focus on your biggest commitments.
3. Junior year is a time to _____ leadership positions in the extracurricular activities that you've chosen.
4. And finally if you haven't _____ already, it's essential to have at least one on your résumé by the end of your junior year.
5. I strongly encourage you to _____ your career services centre to make sure you are clear on the deadlines and requirements for any jobs you will be applying to.



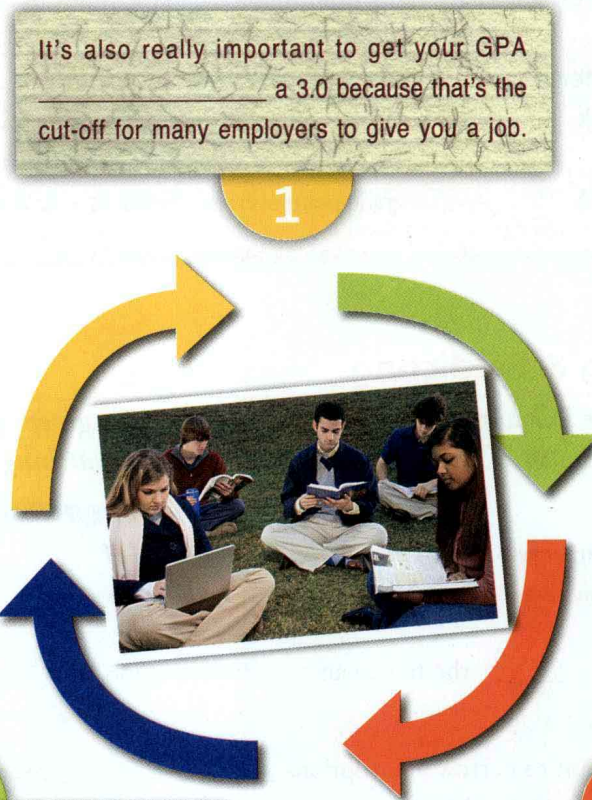
Task 2 Checking Your Comprehension

Watch this part of the video clip and decide whether the following statements are True (T) or False (F).

1. Lindsey is the author of a book called *Getting from College to Career*.
2. Lindsey Pollak is standing on the campus of California University and talking about a four-year plan.
3. Freshman year is the time for students to make their career plans.
4. Students should try a lot of activities in their sophomore year.
5. Lindsey recommends students get a professional internship during their senior year.

Task 3 Bridging the Gap

Watch this part of the video clip and fill in the blanks.



During your senior year, your goal should be to _____ among the leadership positions you've taken on in your extracurricular activities, keeping up your grade point average in your college major and focusing on the job search for a position _____.

Now that you've got your four-year college _____ underway, let's talk about that dorm room situation. For tips on decorating in small spaces, check out the Back to School series on fncimag.com. I'm Lindsey Pollak. Thanks for _____.



Speaking Workshop

Expressions & Structures to Use

- | | | |
|-----------------------------------|----------------------|-------------------------|
| 1 make ... easier | 8 worry about | 15 at least |
| 2 be in charge of | 9 narrow down | 16 find a balance |
| 3 be highly recommended | 10 focus on | 17 I strongly encourage |
| 4 in advance | 11 I recommend | 18 become involved in |
| 5 keep an open mind | 12 take on | 19 make sure |
| 6 be the last thing on one's mind | 13 It's important to | |
| 7 be top priority | 14 It's essential to | |

Task 1 Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the audio and video clips. Then make an oral presentation with the help of the tips.

TIPS

- Lindsey Pollak, who is a ..., advises students how to ...
- She suggests that students should ...
- In their freshman year, students should try ...
- The sophomore year is the time to ...
- ... is highly recommended prior to the junior year.
- During the junior year, it is important to ...
- The senior year is the time to ..., keeping up ..., and searching for ...
- They should also enjoy ...

Task 2 Debating

Debate on the motion *China should reduce the number of students at university.*

- Brainstorm together in groups, and produce as many arguments as you can on both sides of the motion. Two arguments for and against are provided below to help you get started.
- When you have listed as many arguments as you can, decide which arguments you think are most convincing. Then turn to the Appendix B and read through the full list of arguments provided there. Compare them with the arguments you thought up yourself.
- During the debate, you are expected to justify yourself, challenge the opposite view and respond to your opponents properly.