

新目标大学英语系列教材

总主编 / 束定芳 总策划 / 庄智象

主 编 徐锦芬 郭燕

视听说教程 4

NEW TARGET COLLEGE ENGLISH
VIDEO COURSE

学生用书
Student's Book

 上海外语教育出版社
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主 编 徐锦芬 郭 燕
副主编 汤小川 文灵玲
编 者 耿 菲 李 琼 彭啟敏 王汉英 朱 茜
审 读 Paul Wright

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总序

随着高等教育国际化的不断推进,各高校在特色办学、内涵发展和国际化人才培养等方面不断提出新的需求;同时,随着数字网络技术和移动通讯的持续创新,大学生英语学习需求呈现出多元化、多层面的变化和发展趋势。

教育部最近制定的《大学英语教学指南》对接国家发展战略需求,对大学英语教学提出了全新的目标与要求。

为满足各高校全面贯彻执行《大学英语教学指南》提出的提高大学生英语能力、培养国际化人才的要求,我们在上海外语教育出版社的帮助下,组织全国十多所高校设计、编写了这套“新目标大学英语系列教材”。

本系列教材参照《国家中长期教育改革与发展规划纲要(2010—2020年)》、《教育部关于全面提高高等教育质量的若干意见》以及《大学英语教学指南》的精神与要求进行设计、编写,充分参照当今外语教学理论,并基于对中国大学英语现状与发展趋势的充分调研。

一、教材特色

“新目标大学英语系列教材”之“新目标”包含三层含义:1.全球化和高等教育国际化发展趋势以及中国新的国家发展战略对中国大学生英语能力提出的新目标和新要求;2.《大学英语教学指南》对大学英语提出的新的多元化课程目标;3.各个大学根据学校办学定位、特色、人才培养规格对学生英语能力设定的新目标和新要求。

教材设计同时体现以下特色:

1. 以学生为本

各教程注重语言知识的讲解与传授,以及语言技能、学习技能和思维能力的培养,通过任务、活动及练习的设置引导学生在做中学,在真实的语言交际环境中提高学习技能和语言技能。教材主题的选择对接学生的年龄特点和时代特点,符合学生认知和情感能力发展的需求,可帮助学生拓宽国际视野及提升综合素养。练习类型包括主题拓展、语言知识、思维训练、自主学习能力培养等方面。

2. 多维度多层次的立体体系

教材继承传统的“《综合教程》+其他”教材体系,根据新时期大学英语教学的特点以及英语学习的最佳路径,构建全新的“《综合教程》+《视听说教程》+《阅读教程》+‘主题英语教程’”教材体系,不仅全面培养学生的英语听说读写能力,而且注重提高大学生科学人文素养和跨文化交际能力,并培养他们以英语为媒介从事专业学习和国际学术交流的能力。

二、教材结构

本系列教材的结构体系按照《大学英语教学指南》提出的“通用英语”、“专门用途英语”和“跨文化交际英语”三大板块进行设计、编写。

通用英语

通用英语教材旨在全面提高学生的英语语言技能,为后续课程——特别是专门用途英语课程或全英语专业课程——的学习打下基础。

《综合教程》：1—4册（刘正光主编）

《综合教程》通过帮助学生阅读符合其认知和情感特点的优秀范文，掌握基本阅读技能和语言基础知识，逐步形成系统的组织和表达思想的能力，同时利用阅读材料所提供的英语语言素材和相关主题知识，培养学生综合使用语言的能力。

《视听说教程》：1—4册（徐锦芬主编）

《视听说教程》通过各种口头的语言交际活动，特别是学术交流活动，帮助学生获得听懂专业课程、参与学术交流的能力。

《阅读教程》：1—4册（束定芳主编）

《阅读教程》的主题完全对应《综合教程》的主题，教材内容不仅增加了相同主题选文的体裁和数量，更重要的是帮助学生进一步巩固和拓展相关主题知识和语言技能，熟练掌握阅读技巧，提升阅读速度。

专门用途英语

《科技英语教程》（王腊宝主编）；《人文社科英语教程》（文旭主编）

这两本教材是专门为理工科和人文社科专业方向学生进入全英语专业课学习或阅读专业文献而编写的过渡性教材，也可作为不同专业学生的拓展阅读教程。

跨文化交际英语

《中国文化英语教程》（束定芳主编）；《西方文化英语教程》（殷企平主编）

这两本教材的设计充分考虑到中国学生对中国传统文化和西方文化的兴趣，能满足学生加深对中国传统文化和西方文化了解的需求。

三、教材使用建议

本系列教材可充分满足《大学英语教学指南》提出的通用英语课程中基础级和提高级的教学要求，各高校可根据本校学生的实际情况和教学目标选择使用。

本系列教材中的《综合教程》、《视听说教程》、《阅读教程》可作为主干教材用于基础阶段和提高阶段的教学；《科技英语教程》、《人文社科英语教程》、《中国文化英语教程》和《西方文化英语教程》可作为提高阶段教材，或作为学生自主学习的拓展资源。

新生英语基础相对较好的高校可加快各基础阶段的教学进度，并补充主题英语的内容；对于新生英语基础相对比较薄弱的高校，建议使用基础阶段教材帮助学生打好语言基本功，再视学生语言能力开设拓展课程。

本系列教材在策划和编写过程中得到了上海外语教育出版社社长兼总编辑庄智象教授的全方位支持和专业指导，此外还得到其他多方面的支持，特别是教育部大学外语教学指导委员会、外语界许多知名专家学者、高校一线教师和上海外语教育出版社高等教育事业部的编辑等，在此一并表示衷心的感谢！

由于编者水平所限，编写时间仓促，教材中难免有疏漏与不足，欢迎专家、广大教师和学生批评指正。

束定芳

Preface

The *New Target College English* series is the most comprehensive English language textbook series that I have seen. The whole series is based on the new college English curriculum guidelines set by the Ministry of Education, which emphasizes both training in basic skills and the development of cross-cultural awareness and some ESP skills. The contents of the textbooks are ideal for achieving these goals.

There is a primary focus on reading and writing in the *Integrated Course* but the reading texts also serve as a basis for creative thinking and developing speaking skills. The topics of each unit have been very carefully chosen to reflect the global role that English now plays. I was especially pleased to see that the reading passages were extensive rather than the fashionable short texts that figure in many contemporary textbooks. There is – very rightly – a major emphasis on developing students' vocabulary, including both words and phrases.

The *New Target College English* series also focuses on academic listening and speaking with the specially designed *Video Course*. *Readings in Western Culture* and *Readings in Chinese Culture* provide extensive reading materials in both Chinese and Western cultures while *Readings in Science and Technology* and *Readings in the Humanities and Social Sciences* are designed as ESP materials to enhance students' academic skills in English. This series will appeal to a wide range of teachers with its blend of traditional type and communicative activities.

A key feature of the series is that it aims to cater to the different needs of Chinese students at different levels and locations. There is a rich array of learning activities in each course that will allow teachers the opportunities to select those activities that they consider best suited to their own students. Teachers can also elect to use one, two or all of the courses in the complete series based on their students' English proficiency and the aims and objectives of the English curriculum in their own college. My hope, however, is that they will take advantage of the whole series.

The textbook series also takes account of the fact that many Chinese college students will need to use English to further their own academic studies. Thus there are activities specifically directed at the English language skills and strategies that students will need to study through the medium of English.

My lifelong work in second language acquisition points to one key principle that needs to inform the design of language courses – namely, the importance of providing as much input in the second language as possible. Language learning is a slow and gradual process that can only be successful if learners are exposed to massive amounts of input. Most language courses consist only of the main textbooks, which by themselves can never ensure the quantity of input needed to achieve high levels of proficiency. The *New Target College English* series is a very welcome exception.

I am very happy to endorse the *New Target College English* series.

Rod Ellis
Distinguished Professor, University of Auckland
Changjiang Scholar, Shanghai International Studies University

编者的话

《视听说教程》根据教育部制定的《大学英语教学指南》编写，旨在培养和提高学生的通用英语交际技能和学术英语听说能力，使学生在今后学习、工作和社会交往中能运用英语进行有效交流。

一、编写理念及特色

教程的编写融合了“多元智力理论”、“互动教学法”、“任务型教学法”等多种理念，并注重让学生通过自主学习、合作学习和项目式学习提高听说能力。

本教程体现以下特色：

1. 主题广泛有趣

围绕“了解自我”、“了解环境”、“了解人际关系”、“了解科学与文化”四大主题编写，每册各有侧重，体现难度的进阶和从通用英语到学术英语的过渡。单元主题生动有趣，契合大学生的学习心理，能激发他们的探究欲望。

2. 传统与创新相结合的视听练习

除传统视听练习外，还专门设计了帮助学生习得听力素材中一些重要语言形式的练习，包含 *noticing activities* 和 *restructuring activities*。前者引导学生关注听力素材中的语言本身，后者是前者的进一步拓展和延伸，训练学生灵活运用所学语言的能力。

3. 真实语境的任務型口语练习

通过围绕主题的各类任务来引导和帮助学生在真实语境中运用英语进行交流，听与说有机结合，相互呼应。

4. 形式多样的项目学习

项目学习是本教程的另一大特色，其基本理念是创造一个理想的环境，使学生在真实的语境中把本单元所学知识和技能应用于实际任务，这样不仅使学生内化语言知识，巩固学习技能，还将有效培养他们探索、思考、解决问题的能力以及与人协作的能力。

二、教程结构和单元结构

本教程共四册，每册分八个单元，每单元围绕一个主题提供三个视听材料，并以此为基础设计听说活动。

单元结构如下：

1. Famous Quotation

与主题相关的名人名言，以激发学生对本单元主题的兴趣和思考。

2. Unit Goals

单元教学目标。

3. Lead-in

轻松的视听资料，包括幽默小故事、笑话、歌曲等，用以引入本单元话题。

4. Active Listening & Speaking I

视听练习，侧重语音、听力技巧、笔记技巧、演讲技巧等的训练。

5. Active Listening & Speaking II

进一步培养本单元所涉及的技能。

6. Supplementary Listening & Speaking

进一步培养本单元所涉及的技能。

三段视听材料包括校园环境、日常生活、工作场景等，形式丰富多彩，有独白、电影片段、演讲片段、访谈节目、纪录片等。该部分包含以下练习：

- **Listening as Comprehension:** 对听力材料的理解。
- **Listening as Acquisition:** 在理解材料基础上帮助学生注意和掌握材料中的语言形式和结构。
- **Further Development: Speaking:** 进一步思考并延伸口语活动及练习，通过输出培养学生的批判性思维能力。

7. Putting into Practice: Project

让学生以小组形式独立完成一个project，引导学生复习巩固所学语言知识、语言技能和语言策略，并以过程为导向提供大量学习机会帮助学生运用所学知识，从而发展综合能力。

8. Goal Checking

学生个人反思本单元所学，与教师（或同伴）交流，教师（或同伴）提供相关指导和帮助。

三、教程使用建议

各高校可根据各自的课堂学时数、具体教学目标以及学生的实际情况有选择地使用视听部分的内容。

对于英语基础相对薄弱的学生，课堂上可重点进行Active Listening & Speaking I的技能操练，引导学生理解各种技能并运用技能理解听力素材，然后进一步习得与主题相关的语言形式，最后让学生以小组为单位完成口语活动。Active Listening & Speaking II是课外必须完成的任务，而Supplementary Listening & Speaking则可由学生自主选择使用。

对于英语基础较好的学生，若时间允许的话，Active Listening & Speaking I和II都可以在课堂上完成，Supplementary Listening & Speaking可作为课外必须完成的任务。学生在一周内完成与本单元主题相关的project，并在下次课堂上参与汇报和评价，通过这些活动让学生学会自主学习和协作学习。

本教程在编写过程中，经过数次研讨并在部分高校试用。华中科技大学客座教授Paul Wright对全稿进行了系统的审阅。外教社社长兼总编辑庄智象教授、本系列教材总主编上海外国语大学束定芳教授从宏观策划到具体细节都提出了许多宝贵的意见。另外，本教程在编写过程中得到了华中科技大学外语学院领导的大力支持，吴亮老师给予了技术上的支持，谨在此一并感谢。

由于编者水平有限，教材中难免还存在不少问题与不足，欢迎业内同仁批评指正。

编者

2016年3月

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Discussion Skill	Presentation Skill
Giving Your Opinion and Asking for the Opinion of Others during a Discussion	Speaking to Inform – Explaining a Concept
Supporting Your Ideas by Paraphrasing and Quoting Others	Speaking to Inform – Explaining a Method or a Process
Expressing Interest and Asking for Elaboration during a Discussion	Speaking to Persuade – Reasoning with Evidence
Asking for Clarification during a Discussion	Organizing Your Presentation and Outlining It
Agreeing and Disagreeing during a Discussion	Beginning and Ending Your Presentation
Expanding on Your Own Ideas during a Discussion	Building Up Credibility
Compromising and Reaching a Consensus during a Discussion	Using Visual Aids
Keeping the Discussion on Topic	Delivering Your Presentation

Unit 1



The Pursuit of Happiness

The most important thing is to enjoy your life – to be happy – it's all that matters.

— Audrey Hepburn (1929–1993, British actress and humanitarian)

Unit Goals

In this unit, you will

- pick up useful words and expressions related to happiness;
- develop your own thinking about happiness;
- learn to use outlines in note-taking;
- learn to give your opinion and ask for the opinion of others during a discussion;
- learn to explain a concept when making a presentation.

Lead-in

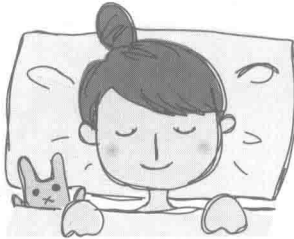
Work with a partner and discuss the pictures below. Pick the ones that suit you. Then draw your own pictures to reflect what happiness is to you.

HAPPINESS IS



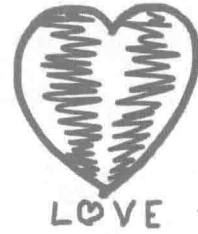
... being a grown-up and therefore allowed to eat as much chocolate as you wish.

HAPPINESS IS



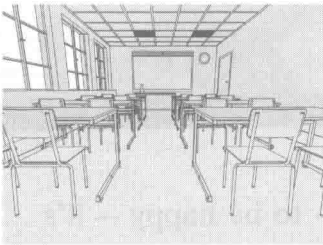
... going back to bed after breakfast.

HAPPINESS IS



... following your heart.

HAPPINESS IS



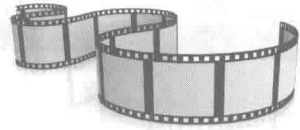
... when you forget to do your homework ...

HAPPINESS IS



... having a man in your life who loves you and cares about you.

HAPPINESS IS



... finding an old family album.

HAPPINESS IS



... doing something stupid and laughing about it for weeks.

HAPPINESS IS



... a cup of coffee and a good book.

HAPPINESS IS



... a package you ordered online waiting for you when you get home from work.

Active Listening & Speaking I

Word Bank

appoint /ə'pɔɪnt/ *n.* 任命

cabinet /'kæbɪnɪt/ *n.* 内阁

analytics /,ænə'lɪtɪks/ *n.* 分析

humanity /hju:'mænɪti/ *n.* 人类

precursor /pri:'kɜ:sə/ *n.* 前导; 先兆

neuroscience /,njuərəʊ'saɪəns/ *n.* 神经科学

stem /stem/ *v.* 来自; 起源

pebble /'pebl/ *n.* 鹅卵石

ripple /'rɪpl/ *n.* 波纹; 涟漪

infectious /m'fektʃəs/*adj.* 有感染力的; 有传染性的

catalyst /'kætəlɪst/ *n.* 催化剂; 促使变化的人或事

audacious /ɔ:'deɪʃəs/ *adj.* 大胆的; 无畏的

Listening as Comprehension

Task 1

Watch a video clip and answer the following questions.

1. What is the video clip mainly about?

.....
.....

2. What is the speaker's view?

.....
.....

Taking Notes: Outlines

In Book 3 Unit 1, we learned to take notes using the outlining method. In this unit, we are going to reinforce the use of this method. Please review the key concept of it as follows:

When outlining your notes, space and indentation are used to show which ideas are main points and which are supporting points, which can help you easily differentiate main points from supporting details. You can also mark your notes with numbers and letters. Usually Roman numerals (I, II, III ...) will be used as the most important, followed by capital letters (A, B, C ...), Arabic numbers (1, 2, 3 ...), and lower-case letters (a, b, c ...).

Task 2

Watch the clip again and take notes in the outline style below.

I Introducing topic: Happiness

A. Why it's worth discussing:

II Happiness in the US

A. As a nation, the US is

B. Is it happy? According to the most recent

During the

III Why people need to be happy

A. Happiness success.

B. Study showed that people perform better in lives:

1. earn higher incomes

2.

3.

4.

5. are more energetic

6.

C., our bodies release chemicals that

IV How to be happy

A. How you feel and your attitude toward life all

B. Happiness is You can choose

V Conclusion

.....

Task 3

There are many numbers in this clip. Use your notes to explain what they refer to.

Number	What the number refers to
30	
17th	
18%	
1,000	

Listening as Acquisition

Task 1

Six sentences from the clip will be read to you. Compare them with the sentences below. Do you notice any differences? Note down the exact words or expressions from the clip.

1. Governments are choosing cabinet positions to supervise it.

.....

2. Research proves happiness is actually a precursor to success, not vice versa.

.....

3. Neuroscience proves that we are born to perform in our best when we are happy.

.....

4. How you feel and your attitude toward life all come from your thoughts, actions and where you focus your time and energy.

.....

5. It only takes one to create the waves of happiness.

.....

6. Happiness is brave, fearless and demanding.

.....

Task 2

Use the expressions you've just learned in Task 1 to complete the following sentences.

1. Politics reflects culture, not

2. His remarks sent a of laughter through the audience.

3. Martin is the kind of person who is to be sociable.