



普通高等教育“十一五”国家级规划教材

Stand Out

4

学生用书

大学英语 实用视听说教程

主编 李正栓 王成云
〔美〕Rob Jenkins Staci Lyn Sabbagh



北京大学出版社
PEKING UNIVERSITY PRESS

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总 序

新世纪之初,我国的大学英语教学正面临着一个新的起点:提升英语听说能力,走向英语实际运用。这是一个立足于社会现实,尊重语言社会功能的学习视界。知识经济的到来,信息社会的产生,全球化的趋势,多元文化的共存,这些人类现象共同构筑了我们今天的社会现实,而英语作为国际通用语言,正是一个国家或个人有效地参与国际竞争和文化交往的重要工具。而最能表现语言的工具性质的,莫过于在语言的实际运用过程中了。

英语教材的不断更新和建设历来都是促进大学英语教学改革,提高教学质量的先行任务。目前,国家教育部和全国高校外语教学指导委员会坚定推行大学英语教学改革,制定颁布了新时期的《大学英语课程教学要求》,为新的大学英语教材的编写提供了指导依据,同时也显示了编写新的大学英语教材的必要性和紧迫性。正是在此情势下,北京大学教材建设委员会重点立项“大学英语”教材建设,北京大学出版社具体组织、策划了本套“大学英语立体化网络化系列教材”的编写和出版工作。

本套教材被评为普通高等教育“十一五”国家级规划教材,根据《大学英语课程教学要求》,我们又在原书基础上进行了修订。

北京大学教材建设委员会将本套教材列为重点教材建设项目,重点支持。我国英语教学研究权威李赋宁教授、胡壮麟教授担任本套教材总顾问,北京大学英语系黄必康教授任总主编,中国农业大学外语系李建华教授任网络版主编。

编写过程中我们也得到了各主编所在院校的大力支持和配合,得到了北京大学、北京师范大学、北京航空航天大学、中国农业大学、复旦大学、南京大学、北京交通大学、中山大学、吉林大学、东南大学、大连理工大学、华南理工大学、东北大学、四川大学、重庆大学、云南大学、河北师范大学、西安电子科技大学、山东农业大学、山东青年管理干部学院、淮南师范学院、江西财经大学、西北大学、福州大学等院校数十位专家教授的关注和支持,对此我们深表谢忱。我们也特别感谢本系列教材几十位中外英语教学专家在编写过程中认真细致,富有成效的工作!

中国大学英语改革任重道远,大学英语教材建设未有止境。本套大学英语系列教材既循改革步伐,探索教学新路,缺点与不足乃至谬误之处在所难免。衷心希望得到专家学者的批评指正,听到广大师生的改进意见。

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GOALS

- Use *used to*
- Create a goal chart
- Discuss obstacles and solutions
- Give and respond to advice
- Use adjective clauses
- Write a paragraph
- Understand time management skills

1

Lesson

Where did you use to study?

Listen to this part of the conversation between Bitu and Satoru in Exercise B and fill in the missing parts.

Bitu: Excuse me. Is this Miss Johnson's ESL class? *I'm new here.*

Satoru: I'm new here too. But I'm *pretty* sure this is her class. I used to attend this school five years ago and this is where her class was.

Bitu: Oh good. I *used to* go to school during the daytime before I got a new job. *Here* I'm working during the day, I have to go to school at night. *my other school don't offer night classes so I have to leave there and go to here*

Satoru: I used to go to school in the daytime too, but sometimes I *take care of* my grandchildren, so night classes are better for me. What kind of work do you do?

Bitu: I used to be an architect in Iran. But I don't *have the* *to be a architect* in the United States. So I'm doing administrative work for an engineering company until my English is good enough to go back to college and get the right degree.

Satoru: Wow, *I'm impressed.*







Listen to the whole conversation between Bita and Satoru and do the following exercises.

1. Why does Bita come to this school?
2. What did Satoru use to do?
3. Why are Satoru studying English?



Talk about the pictures below with your partner and write sentences comparing the past with the present.

Subject / verb	Past	Present
1. Suzanne/play piano		
2. Eli and Rosa/live in New York		

EXAMPLE:

Bitu used to live with her family, but now she doesn't.

1. _____
2. _____



Listen to the following sentences and tell what the difference between the past and the present is.

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



Write sentences comparing your past with your present habits and share with your partner.

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

What are your goals?



Listen to Bita's goals and fill in the missing parts.

My name is Bita and I'm from Iran. I've been in the United States for six years. In my country I was an architect and I designed schools and hospitals, but in the United States, I don't have the right qualifications to be an architect. I have a plan. I'm going to learn English, go to school for architecture and become an architect in the United States. Here is my dream. _____

How does that sound to you?



Listen to the paragraph about Satoru and answer the questions.

1. When did he come to the United States?
2. What country did he come from?
3. What did his father do?
4. How about Satoru's goals?



Listen to Satoru's dream and fill in the missing parts.

This is my dream. _____



Watch the video and fill in the table based on what you have heard.

Goal: To become an architect and become a partner in a firm	
Steps	Completion Date
Step 1: Study English.	Spring 2004
Step 2: register	2004
Step 3: get degree	Spring 2008
Step 4: Become an intern.	Summer 2008
Step 5: license	winter 2009
Step 6: partner of a firm	2010



Choose one goal of yours, fill in the chart below and share with your partner after finishing the table.

Goal:	
Steps	Completion Date
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5:	
Step 6:	



Listen to the following situations and try to come up with possible solutions for each.

Situation 1

Solution 1: _____

Solution 2: _____

Situation 2

Solution 1: _____

Solution 2: _____

Situation 3

Solution 1: _____

Solution 2: _____



Watch the video and try to figure out the troubles for each.

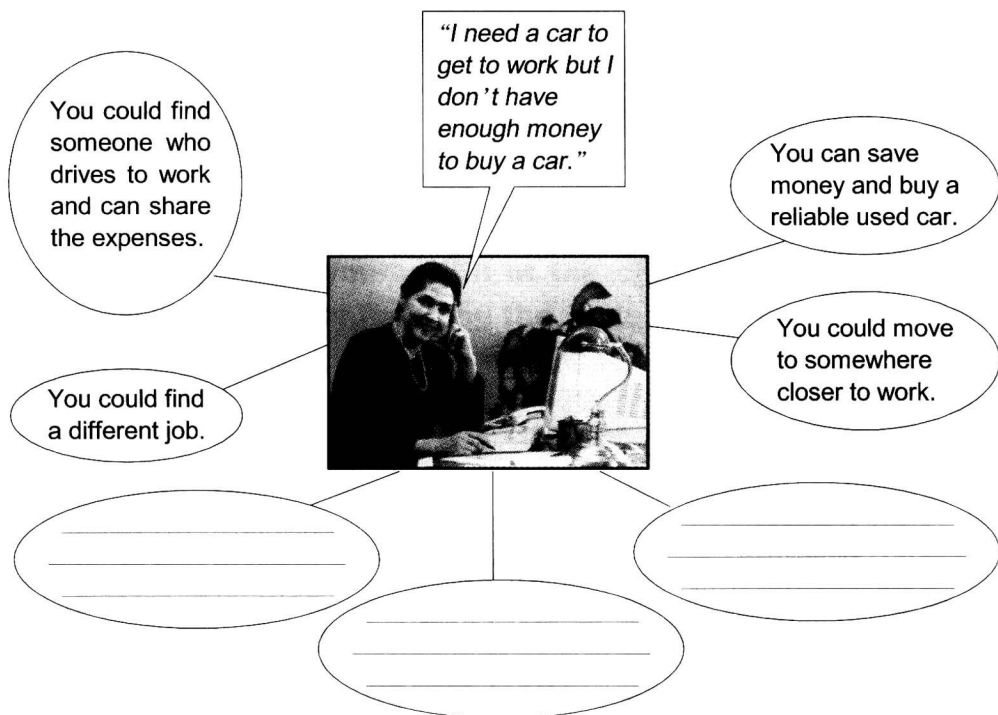
1. What are Eliana's troubles?
2. What is Eliana's teacher's trouble?
3. Are there any troubles for Eliana's family?



Watch the video again and role-play it with your partner about his/her life, taking notes and focusing your attention on his/her obstacles and solutions.



Sometimes we have problems achieving our goals. These problems are called obstacles. In order to overcome these obstacles, it can be a good idea to brainstorm a number of different possible solutions. Look at the example below, fill in lines with one obstacle and several solutions and role-play with your partner.






Please share with your partner one of your goals and tell his/her what troubles you are in and try to ask for his/her help.

Lesson 4

What should I do?



Listen to the following people talking to their friends about their problems. After you listen to each conversation, write the problem and two pieces of advice that each person receives.

Miyuki	Problem	Advice 1	Advice 2
			
Ron			
			
Patty			
			



Listen to the conversations, fill in the missing parts and brainstorm with a group about possible solutions.

Conversation 1

Jenny and her Mom are talking about a problem at work.

Jenny's goal: _____

Jenny's obstacle: _____

Mom's advice: _____

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Conversation 2

Brad is talking to his counselor about a problem with his schedule.

Brad's goal: _____
_____.

Brad's obstacle: _____

_____.

Ms. Jacobs' advice: _____
_____.



Listen and fill in the missing words.

Dear Li Ming,

I'm writing you this letter because you're always _____ and you always have _____. And now I need your advice _____! Right now, I'm working as _____ in an ESL classroom, and I've decided that I want to become a teacher. The problem is I don't have my _____ yet. So I can't even teach part-time. I need to _____ but I won't have time with all the hours I'm working. If I work _____ hours, I won't have enough money to _____. But if _____, I won't have any time to _____. So you see, I'm _____! What do you think I should do? Please write soon!

Sincerely
Maciel



Based on the letter above, please write a letter back to Maciel with solutions for her and share with your partner your letter.



Talk to your partner where you can go to get advice if you have a problem. Make a list of agencies or centers that can offer advice for different problems.

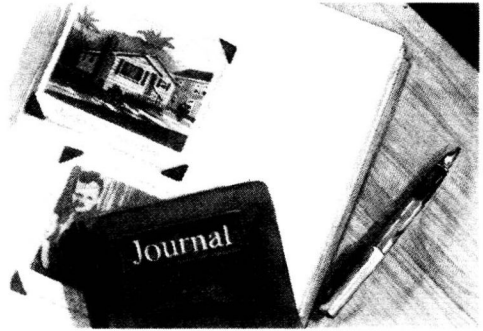
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Lesson

What is most important to me?



Look at the picture and listen to Eliana talking about what is important to her. Then fill in the missing words.



This is a picture of the house _____ I grew up in Argentina. It's very important to me because it holds a lot of memories. This is the garden _____ I played with my brothers and sisters, and the veranda _____ I often sat with my parents in the evenings, listening to their stories, and watching the stars and dreaming about my future.

This is my daily journal. I use it to write about my feelings and hopes and it helps me to understand them better. Sometimes I just write about things _____ happened to me during the day. My journal is something _____ helps me to focus on the important things in my life.

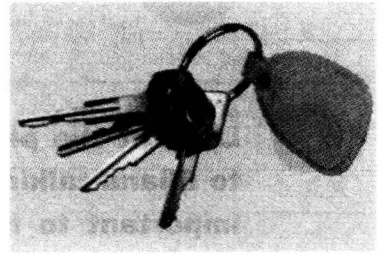
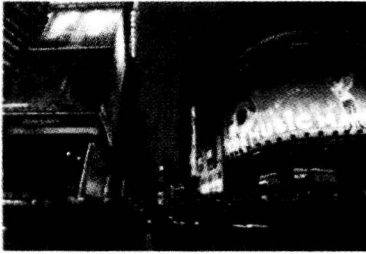


Listen to Eliana talking about her teacher and write it down. Then share with your partner the teacher who is most important to you.





Look at the pictures below and make sentences or even a story with them. Then share your sentences or story with your partner.



1. This is a place where _____

2. This is a person who _____

3. This is a thing that _____



Complete the following sentences with adjective clauses.

EXAMPLE:

This is the house. I grew up there.

This is the house where I grew up.

1. That is the city. I was born there.

2. I have a friend. She helps me when I am sick.

3. Do you know a school? I can learn about computers.

4. She has many problems. They are making her sad.

5. This is a good dictionary. It can help you improve your vocabulary.

6. My son has a new teacher. He gives him a lot of homework.

7. We have some neighbors. They are very friendly.

8. This is a gold ring. It reminds me of my mother.



Share with your partner what is most important to you in your life.