



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

教 学 参 考 书



Viewing,
Listening &
Speaking

Teacher's Book

《大学体验英语》项目组

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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为本书编写做出了很大贡献；美籍专家Monica Li和英籍专家Lin Lee、Raffaela 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》是我们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。

编 者

2010年4月28日

《大学体验英语视听说教程》框架说明及教学建议

《大学体验英语》根据国家对大学英语教学要培养具有很强国际竞争力的人才的要求编写，加强了实用性英语教学，尤其突出和加强了学生的听说与交流能力的训练与培养。

《大学体验英语视听说教程》是《大学体验英语》立体化系列教材的重要组成部分，在充分贯彻体验式、研究性教学理念的前提下，进一步更新观念、更新要求、更新内容、更新体系，力求做到求实创新。本书前言旨在阐明教材编写的主旨，以便于教师领会贯彻教材的编写意图，发扬其长处，避免其短处，使教材更好地服务于大学英语教学目标。

《大学体验英语视听说教程》共4册，每册供一个学期独立使用。每册含8个单元，每单元包括两个主题相同或相近的自成一体的课程。各单元包括教学引导、听力训练、视听训练、口语坊、项目发布、成果展示、课后训练和附录8个部分。这一编排打破了传统视听说教程的仅以视听材料为中心、忽视学生运用语言创造性地学习的教材体系，设计形式多样并能调动学生创造性的项目，充分体现学—练—会—用—做事的完整学习和应用过程。为帮助教师深入了解与掌握本书各环节的编写意图，从而更好地使用本教材，现就上述各部分从框架和教法角度作进一步说明如下：

一、单元教学指导

各单元有名人名言 (Famous Quote)、单元综述 (Unit Overview)、背景介绍 (Background Information)、课前热身 (Topic Preview)。

单元封面页配有与主题相关的言简意赅、深入浅出的名人名言，教学参考书中提供相关名人的简要介绍。该设计旨在拓展学生的视野，激发其学习兴趣，顺利开启整个单元的学习。

单元综述描述本单元预期达到的教与学的目标，引导教师和学生目的明确地开展各项课内外教学活动。

背景介绍出现在教学参考书中，提供与单元主题相关的文化背景知识或相关专业信息，以帮助教师充分了解单元核心话题的文化和科技背景，提高授课质量。

课前热身有两项任务：任务1，课前阅读教材附录中提供的相关文章，以知识和语言两个方面为本单元的学习作好准备；任务2，信息搜索，旨在培养学生有效利用现代信息技术手段获取相关信息的能力，同时激发其学习兴趣，提高学生的课堂参与度。两个任务相互关联，有机结合，共同服务于单元课程的各项学习目的。

二、导入 (Lead-In)

Lesson 1的导入部分有三项任务：任务1，看图说话 (Describing the Picture)，学生在教师引导下，通过描述贴近课文主题的图片，激活头脑中储备的相关知识，导入话题；任务2，阅读反馈 (Reflecting on the Reading)，对相关阅读文章的预习进行反馈，为视听说训练作好信息铺垫；任务3，词汇拓展 (Expanding Your Vocabulary)，采用matching的形式引入音频和视频部分的关键词汇，为后续学习作好语言方面的准备。

Lesson 2的导入部分有两项任务：任务1，小组讨论 (Brainstorming)，以小组活动的形式，引入课文主题；任务2，词汇拓展 (Expanding Your Vocabulary)，形式与Lesson 1相同。

三、视听训练 (Audio & Video Studio)

本系列教程的音频听力 (Audio Studio)包括长度1 ~ 2分钟的音频材料，第一、二册语速每分钟120 ~ 140词，第三、四册语速每分钟140 ~ 160词。视频听力 (Video Studio)包括长度2 ~ 4分钟的视频材料，均选自英美权威媒体，场景真实，语速自然。

本教程围绕音视频听力材料设计了相关主题、细节理解的各项任务，如Identifying the Gist、Checking the Facts、Matching & Predicting、Checking Your Comprehension、Bridging the Gap等，帮助学生提高应对视听原声语料的能力。各项任务以选择、填空、要点记录、正误判断、简答、改错等题型出现，形式多样，富于变化，能有效提高学生的参与热情。



本教材在音视频任务设计中充分考虑了对辨音、数字、主旨大意、细节、推论、总结等听力技巧的训练，寓听力技巧训练于任务设计当中，潜移默化地提高学生的听力技能。

四、口语坊 (Speaking Workshop)

口语部分是教师引导学生有效使用视、听、读部分出现的重点词汇和句型的重要实践环节。学生在完成教材所设计的各项口语任务的过程中，反复操练目标语言点，从而提升实际运用英语的能力，提高语言表达的质量。

口语部分设计三项任务：

任务1, Summarizing 要求学生在开放或者半开放的情景下完成视频部分的总结。第一、二册学生用书中提供参考句型，学生根据对音视频内容的理解，套用重点句型，完成一段表述连贯、完整的总结；第三、四册提供重要信息点，要求学生运用已有语言储备，选择有效的词汇、词组和句型，把提供的信息点连贯地表述出来，口头完成一段类似大学英语四、六级机网考所要求的作文任务。

任务2, Solving the Problem 要求学生在编者精心设计的与单元主题相关的情景中，通过角色扮演等形式，模拟现实，寻找解决方案。

任务3, Debating 在训练语言技能的同时，训练学生的思辨能力，培养其独立、创造性、批判性地思考问题的能力。学生用书每单元的练习部分提供辩题及正反双方可能采用的两类观点，书后附录中提供详尽的参考论据，供教师和学生灵活使用。

Lesson 1和Lesson 2的第二个口语任务可以是Solving the Problem或Debating。

口语部分配合以选自补充阅读和音视频部分的重点短语和句型 (Expressions & Structures to Use)，要求学生在口头表述中最大限度地使用，通过目的明确地操练，循序渐进地提高学生的口语表达质量。

五、项目发布 (Project Bulletin)

项目发布环节布置本单元的策划项目，要求学生在规定时间内完成与主题相关并且有明确要求的项目，并准备参与汇报或评价。

项目发布部分综合训练学生的组织、协作、交流、判断、表达等实用能力，为学生创造一个模拟现实的场景，鼓励学生在虚拟的现实中利用英语进行“真实”的交流。

六、成果展示 (Teamwork Show)

成果展示部分设计三项任务：任务1，小组总结 (Team Review)，项目小组就项目开展过程中遇到的问题及解决方案进行汇报；任务2，项目报告 (Project Report)，由项目小组进行项目成果汇报；任务3，质询与答辩 (Challenging & Defending)，教师及学生代表组成的项目评审团向项目小组发问，项目小组进行答辩。

三项任务紧密关联，顺序进行。对于英语能力较弱的学生，可以只进行前两项任务。而对于英语水平较高的学生，可以延长第三项任务的时间，使更多学生有机会参与提问和回答，从而实现真正意义上的交流。

七、课后练习 (Home Listening)

各单元配有与主题相关的听力练习，作为学生课后听力训练的素材。此部分长度2~3分钟，语速与相应单元的音频听力部分相同，发音标准。

八、附录 (Appendixes)

Appendix A: 补充阅读 (Supplementary Reading)

本系列教程在精心编排单元内容的同时，在书后收入了补充阅读部分。补充读物是该单元音视频内容的热身，帮助学生从语言和知识两个方面为音视频材料的学习做好铺垫。阅读部分提供大学英语四、六级重点短语和超纲词汇的词性和中文释义，采用分栏排版，超纲词汇在阅读文章的右侧标注，便于阅读。

Appendix B: 辩论 (Debating)

为配合每单元练习部分辩论活动的有效开展, 本系列教程1~3册在学生用书后附有详尽的参考论据, 帮助学生拓展思路, 学会思考, 完成内容充实、有的放矢、言之有物的高质量英语辩论。

教学参考书中备有单元综述 (Unit Overview)、背景介绍 (Background Information)、教学贴士 (Teaching Tips)、备选活动设计 (Alternative Situation、Alternative Project和Alternative Debate)、视频概要 (Summarizing)、听力原文及答案 (Scripts of Audio & Video Clips, References to Tasks), 供教师备课时参考使用。

本系列教程1-4册分别适用于大学英语1-4级视听说课, 每册可独立使用。每册包括8个单元, 每个单元包括2课, 供一个学期16周使用。

建议学时分配: 每个单元课堂教学4学时; 每课课堂教学2学时。

在本系列教程的使用过程中, 建议视听和口语训练并重, 在课堂教学中可各占1学时。视听部分以信息输入为途径, 以提高学生的英语理解能力为目的; 口语部分以信息输出为手段, 通过强化训练在阅读、视听部分接触到的重要语言现象, 提高学生的口语表达质量。

为保证教学效果, 同时培养学生的自主学习意识和能力, 本系列教程设计形式多样的学习任务: Supplementary Reading、Project Bulletin以及Speaking Workshop部分的Solving the Problem和Debating等, 要求学生提前准备, 课堂面授要求学生展示、交流、互评并进行教师反馈; Home Listening要求学生在课后完成, 以巩固课堂教学效果。

此外, 教师可登录高等教育出版社外语出版中心的中国外语网 (www.cflo.edu.cn)上的备课平台, 与全国各地教师进行交流, 同时可下载与本系列教程相关的授课资源以及单元各模块课堂活动组织设计方案等。

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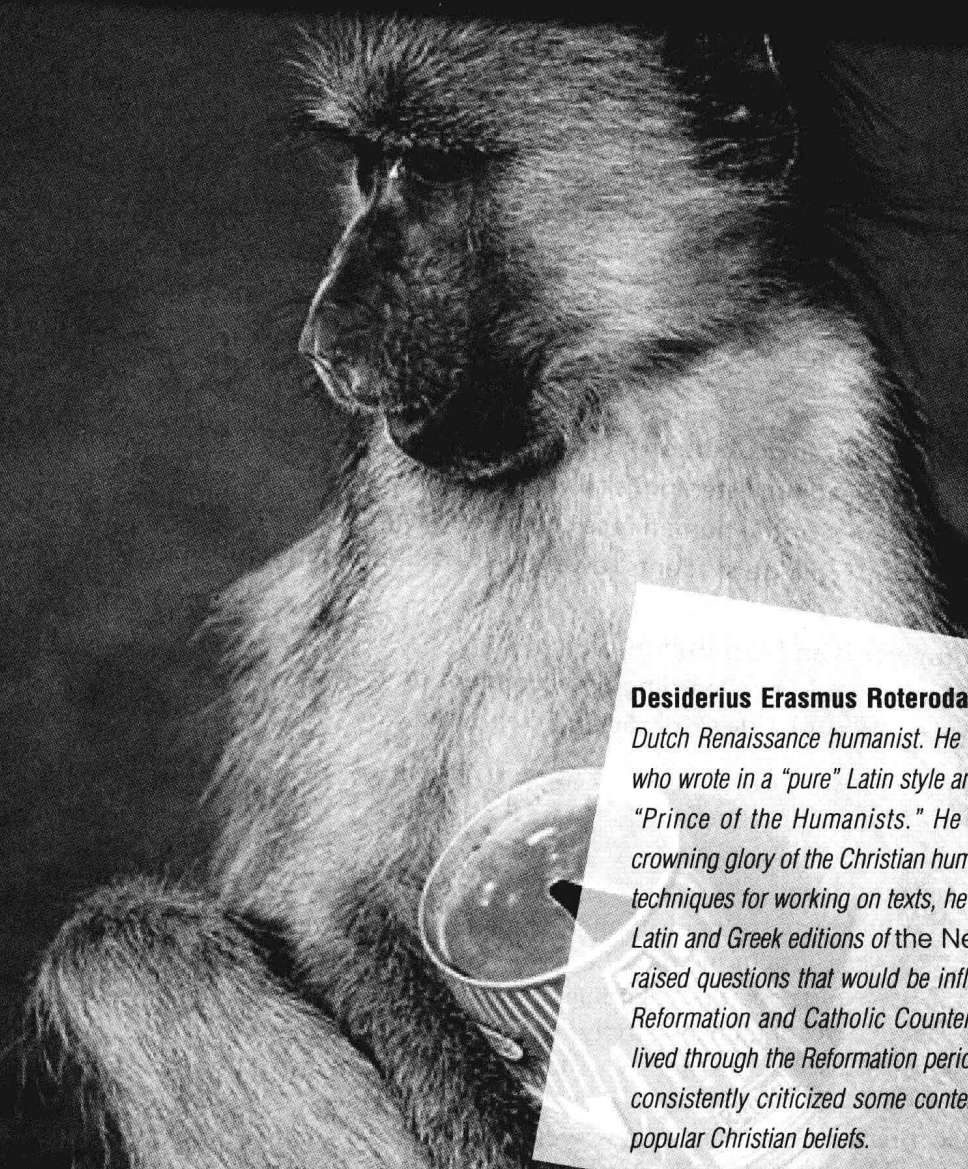
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Unit

1

Don't Say Goodbye



Desiderius Erasmus Roterodamus (1466–1536): A Dutch Renaissance humanist. He was a classical scholar who wrote in a “pure” Latin style and enjoyed the sobriquet “Prince of the Humanists.” He has been called “The crowning glory of the Christian humanists.” Using humanist techniques for working on texts, he prepared important new Latin and Greek editions of the New Testament. These raised questions that would be influential in the Protestant Reformation and Catholic Counter-Reformation. Erasmus lived through the Reformation period and he consistently criticized some contemporary popular Christian beliefs.



Famous Quote

Nothing is more terrible than ignorance in action.

— **Desiderius Erasmus**



Unit Overview

Although animal extinction is part of the natural cycle, if all the species disappeared leaving only us humans behind, the human race would not be able to survive. The rapid urbanization of cities in modern times poses a great threat to the existence of some animals. Along with the loss of the natural habitats, man-made activities add fuel to the flames, accelerating the rate at which species disappear.

In this unit, endangered animals in America and other countries will be introduced. Students will get to know the current situation of some animal species through reading, listening, and viewing. Various activities will inspire students to talk about human's impact on nature by using the words and expressions in this unit. Finally, they will conduct a poll on "college students' awareness of endangered species in China" with their peers.

● *In this unit, you will*

- ❖ get to know the current condition of the endangered species in America and other countries through reading, listening, and viewing
- ❖ talk about the impact of the human race on the environment through guided activities
- ❖ conduct a poll on "college students' awareness of the endangered species in China" with your peers
- ❖ 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

Background Information

Industrialization, economic development and population pressure have in the past two centuries combined to result in a rapid loss of biological diversity and an acceleration in the number of species disappearing from the face of the earth. According to the IUCN (International Union for Conservation of Nature), in the last 500 years human activity has forced 816 species to extinction. As biological diversity is lost, we also lose the possibility of tapping as yet unknown resources for agriculture, industry, and health care.

China's biological resources are among the world's richest. This is not only due to its size, but also due to the tremendous diversity of habitats it provides for wild plants and animals. The world's highest and lowest points are in Chinese territory, and it has a variety of ecosystems that is unequalled elsewhere, from glaciers to coral reefs, from deserts to tropical rainforests. As a result, China's diversity of wild plants and animals is greater than all of North America or Europe, and equal to one-eighth of all species on Earth.

Basic facts

- There are over 385 threatened species in China (according to the IUCN Red List)
- Giant pandas have lost half their habitat between 1974 and 1989
- In the past century, the world lost over 90% of its tiger population; in China, there are only about 90 tigers left in the wild
- Endangered species in China include the giant panda, golden monkey, South China tiger,

Siberian tiger, Asian elephant, black-necked crane, crested ibis, saunders' gull, dugong, Yangtze river dolphin, plus many lesser-known species.

Key threats

- Habitat loss, fragmentation, and degradation because of human activities such as logging or mineral exploitation
- Wildlife trade and the illegal hunting of species such as musk deer and bears, whose body parts are used in traditional Chinese medicines
- Pollution and climate change

Solutions

The best way to preserve biological diversity is to maintain flora and fauna in their natural ecosystems. This can be achieved by controlling unsustainable actions such as poaching, as well as by setting up protected areas, and encouraging sustainable use of natural resources. Because the existence of flora and fauna are also threatened by pollution and climate change, sustainable development and the decrease of wasteful consumption in affluent areas are ultimately the key.

Topic Preview

- ① Read the passage on page 124 (TB* 200) and learn the useful expressions related to endangered species.
- ② Go online and research information concerning human beings' impact on the species in danger and the reasons accounting for the devastating situation.

*TB: Teacher's Book

LESSON ONE

Lead-In

Task 1 Describing the Picture

Teaching Tips

1. This task is designed to prepare students for the topic "Come and see nature in its whole. No cages. All fun."
2. Ask students to describe the picture with their peers.
3. Here are some questions for students to discuss: *What is the implication of the picture? What may be the best way to preserve animals in danger?*

Describe the picture first and then discuss what might be the most appropriate title for the picture.



Task 2 Reflecting on the Reading

Teaching Tips

1. This task is designed to check students' understanding of the reading material.
2. Ask students to answer the following questions.

*Read through the **Supplementary Reading** on page 124 (TB 200), and answer the following questions.*

1. Why did Smits name the little orangutan "Uce"?
Answer: Smits named her Uce, for the gasping sounds she'd been making when he rescued her.
2. What are the responsibilities of Smits' organization, the Borneo Orangutan Survival Foundation (BOS)?
Answer: It takes in orphaned or displaced animals and resettles them in protected rainforests.
3. What inspiration did Smits gain on the mission to save the endangered orangutan?
Answer: He learned the fact that we human cannot survive once we lose other species; our fates are linked.

4. Why did Smits fail to make a big difference to slow down the decline in the orangutan population despite his dedication?

Answer: Increased illegal logging as well as the booming of palm oil business resulted in deforestation, which brought a series of severe consequences that devastated the orangutans' natural habitat.

5. What measure did Smits adopt for the sake of saving orangutans in 2003?

Answer: He grew a new rainforest, designed as a refuge for orangutans and a model for a new kind of human community.

Task 3 Expanding Your Vocabulary

Teaching Tips

1. This task is designed to enlarge students' vocabulary and improve their ability to explain words in English.
2. Ask students to match the words with the correct meaning and memorize the English explanations.

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

- | | |
|--------------|---|
| 1. reflect | A. most important |
| 2. reserve | B. to show the nature of or express (sth) |
| 3. venture | C. to dare to go (somewhere dangerous or unpleasant) |
| 4. essential | D. area of land reserved especially as a habitat for nature conservation |
| 5. convert | E. to make sth continue at the same level, standard, etc. |
| 6. maintain | F. to change or make sth change from one form, purpose, system, etc. to another |

Key: 1-B 2-D 3-C 4-A 5-F 6-E

Audio Studio

Word Bank

- | | | |
|----------------|-------------|--|
| 1. roam | <i>v.</i> | to walk or travel without any definite aim or destination 漫步 |
| 2. macaque | <i>n.</i> | 猕猴 (生活在东南亚、日本、直布罗陀和北非) |
| 3. accustom | <i>v.</i> | to make yourself/sb familiar with sth or become used to it 使习惯于 |
| 4. problematic | <i>adj.</i> | full of problems 产生问题的 |
| 5. habitat | <i>n.</i> | natural environment of an animal or a plant (动物或植物的) 生存环境 |
| 6. urbanize | <i>v.</i> | to change (especially a rural place) into a town-like area 使 (尤指农村地区) 城市化 |
| 7. encroach | <i>v.</i> | to intrude 侵入 |
| 8. raid | <i>v.</i> | to enter a place, usually using force, and steal from it 袭击 |
| 9. ecosystem | <i>n.</i> | all the plants and living creatures in a particular area considered in relation to their physical environment 生态系统 |

Task 1 Identifying the Gist

Teaching Tips

1. This task is designed to train students to understand the general idea of the audio clip.
2. Tell them not to worry about individual words but to focus on understanding the whole passage.
3. Play the audio clip and ask students to make the correct choices.

Listen to the audio clip, and choose the right answers to the questions.

1. What is scientists' biggest concern about macaques?
 - A) The sharp decline in number. ❌
 - B) The rapid urbanization of Singapore. ✓
 - C) The devastating natural environment. ❌
2. What accounts for monkeys running from reserves into the city?
 - A) It is hard for them to find food in their habitat. ❌
 - B) They enjoy living side by side with humans. ❌
 - C) There is not much space left for them. ✓

Task 2 Checking the Facts

Teaching Tips

1. This task is designed to train students to focus on important details.
2. Ask students to read the statements quickly and prepare for the listening.
3. Play the audio clip again and direct students' attention to the detailed information.
4. Allow students some time to complete the statements.
5. Ask students to repeat the sentences and memorize the key phrases or sentence structures.

Listen to the audio clip again and fill in the blanks according to what you have heard. Repeat the sentences after you have completed them.

1. There are also some parts of the island that still reflect how it used to look before urban development took over.
2. The macaques have grown accustomed to being fed, so they look to humans as a source of food.
3. As the monkeys depend more on humans for food, they venture further from their natural habitat.
4. These macaques are French species so they live on the edges of the rainforests.
5. After all, the macaques are essential to maintaining the rainforest's ecosystem.

Script

While some visitors to Singapore expect a high-tech city, there are also some parts of the island that still reflect how it used to look before urban development took over.

In one of the main Central Nature Reserves, monkeys still roam freely, living side by side with humans. The macaques have grown accustomed to being fed, so they look to humans as a source of food. But this in itself is problematic. As the monkeys depend more on humans for food, they venture further from their natural habitat, a phenomenon that has worried experts.

There is just not enough space. Essentially, in much of Southeast Asia we've seen a lot of habitat

loss where rainforest has been destroyed and converted into human settlement. Singapore is a very urbanized city, and it's taken a lot of space, so there is not much space left for long-tailed macaques.

We really need to stop encroaching into nature reserves. We need to stop building the houses so nearby the reserves, which then causes the problem of the macaques coming into people's houses and raiding them. These macaques are French species so they live on the edges of the rainforests. If humans keep building the houses so near the reserves, there will definitely be a constant human-macaque conflict issue.

After all, the macaques are essential to maintaining the rainforest's ecosystem. More should be done to protect them.

Video Studio

Word Bank

- | | | |
|-------------------|-------------|---|
| ★ statistics | <i>n.</i> | (<i>pl.</i>) collection of information shown in numbers 统计资料 |
| ★ capture | <i>v.</i> | to succeed in representing (sb/sth) in a picture, on film etc. 捕捉 (画面或影片中的) 某人 / 某物 |
| 1. odyssey | <i>n.</i> | long adventurous journey 长途的冒险行程 |
| 2. expanse | <i>n.</i> | wide and open area of (land, sea, etc.) (陆地、海洋等的) 广阔的区域 |
| ★ hostile | <i>adj.</i> | showing strong dislike, or enmity 敌意的 |
| 3. bison | <i>n.</i> | 北美野牛 |
| 4. grizzly | <i>n.</i> | (also grizzly bear) 灰熊 (产于北美) |
| 5. extinct | <i>adj.</i> | (especially of a type of animal, etc.) no longer in existence (尤指某种动物等) 灭绝的 |
| 6. endanger | <i>v.</i> | to cause danger to (sb/sth) 危及, 危害 |
| 7. sobering | <i>adj.</i> | making you feel serious and think carefully 使清醒的, 使冷静的 |
| 8. catastrophe | <i>n.</i> | sudden great disaster or misfortune 突如其来的大灾难 |
| ★ companion | <i>n.</i> | person or animal that goes with, or spends much time with (相伴的) 人或动物 |
| 9. biosphere | <i>n.</i> | the part of the earth's surface and atmosphere in which plants and animals can live 生物圈 |
| ★ in the midst of | | in the middle of an event, situation or activity 在...中间 |
| 10. Potomac | | 波托马克河 (美国东部重要河流, 流经首都华盛顿) |
| ★ California | | 加利福尼亚州 (美国) |
| ★ 为补充词汇 | | |

Task 1 Matching & Predicting

Teaching Tips

- This task is designed to train students to identify key information and familiarize them with useful expressions.



2. Allow students some time to complete the statements with the given phrases.
3. Pair up students. Have them discuss the answers and predict the topic of the video clip.
4. Play the video clip and check the answers.

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.

driving across make the effort are known as expanse of go extinct

1. These creatures are known as statistics by most people.
2. Maybe we can make the effort to keep them with us here on earth.
3. America seems to be an endless expanse of hostile wildness.
4. Human beings did not even know it was possible for a species to go extinct.
5. When you are driving across America, you understand why so many plants and animals are endangered.

Task 2 Checking Your Comprehension

Teaching Tips

1. This task is designed to train students to grasp important information.
2. Before playing the video clip again, ask students to answer the following questions from memory.
3. Play this part of the video clip (0'00'–2'10"). Ask students to focus on the key information.
4. Allow students enough time to answer the following questions.

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

1. What places have the two photographers visited?
Answer: The whole of America.
2. What is the mission of the two photographers?
Answer: To take photos of endangered animals.
3. What was the common enemy that the first Europeans on America had to conquer?
Answer: Nature.
4. How many species have slipped into extinction?
Answer: Hundreds of species.
5. Why are so many plants and animals in danger?
Answer: They are losing their homes.

Task 3 Bridging the Gap

Teaching Tips

1. This task is designed to train students to take down key information through viewing.