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新开端英语专业基础课系列教材

安徽省高等学校“十一五”规划教材

总主编 陈正发 副总主编 范东生

Listening, Watching and Speaking

视听说

教师用书

Teacher Book

主编 范东生
副主编 仇莉 宋筱蓉
编者 强云 滕骁
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安徽大学出版社

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总 序

21 世纪是一个高度全球化的时代, 社会对英语人才的需求也已呈现多元化趋势。培养具有扎实的基本功、宽广的知识面、一定的专业知识、较强能力和较好素质的新型英语专业人才, 是我国目前对高等学校英语专业教学的迫切要求。与之相适应, 编写符合新的时代要求的英语专业教材自然也成为广大师生的必然需要。

根据高等学校外语教学指导委员会《关于外语专业面向 21 世纪本科教育改革的若干意见》, 21 世纪英语专业教材至少应具备以下几个基本特征: (1) 教学内容和语言能够反映快速变化的时代; (2) 要处理好专业知识、语言训练和相关学科知识间的关系; (3) 教材不仅仅着眼于知识的传授, 而且要有助于学生的鉴赏批评能力、思维能力、创新能力的培养; (4) 具有较强的实用性和针对性。

针对这些要求, 结合近几年高等学校英语专业教学改革的实践经验, 以及我省英语教学的实际需要, 安徽大学外语学院张红霞博士等主持设计了新教材的编写方案, 安徽大学出版社组织了数位省内英语教学专家, 对教材编写方案进行了多次研讨与论证, 在尽量吸取国内其他英语专业教材及公共英语教材、国外主要英语(外语)教材宝贵经验的基础上, 注意取其长并避缺、补短, 力求新教材科学、有效且有所突破与创新。

在科学论证、广泛讨论的基础上, 我们组织全省十几所高校英语专业院系的骨干力量, 编写了这套“新开端英语专业基础课系列教材”。作为安徽省自主编写的第一套英语专业基础课教材, 本套教材从一开始就受到安徽省教育厅的充分肯定、重视, 被列入安徽省高等学校“十一五”规划教材。

本套教材包括三种:《读写教程》、《视听说》及《阅读拓展》, 每种 4 册, 每册均有相配套的教师用书, 适合大学英语专业一、二年级的学生及相应水平的英语学习者使用。教师用书不仅附有学生用书练习答案, 还为教师提供了丰富的背景、专业知识介绍以及相应的教学建议, 方便教师使用。

本套教材具有以下主要特点:

1. 以整体语言理论为指导, 充分体现“同步发展”的编写理念。每种教材在突出自身重点的基础上, 又注重听、说、读、写、译技能的全面发展和提高。三种教材不同的课型间有着密切联系, 每种每册教材的相应单元都围绕同一主题, 从不同的角度加以编排, 内容互相关联, 便于学习互动、迁移。由此可以拓宽学生视野, 提高基础词汇、重点词汇的出现率, 扩大词汇量, 使重点语言知识、文化信息在不同的情境中反复出现, 得到强化, 加深记忆, 促进学生对语言的理解和接受, 有效地提高学习效果。可以说, 整套教材的“套”的

概念名副其实,不仅能够促进任课教师之间互相交流、统一进度,而且能够提高学生的学习兴趣,促进学生语言能力全面、均衡地发展。

2. 语言素材题材、体裁多样化。本套教材除《视听说》每册另增3个新闻单元外,均为12个单元,围绕12个主题展开教学。这12个主题涉及政治、经济、文化、历史、文学、教育、体育、医药卫生、科学技术等多个领域,涵盖记叙文、论说文、科学小品、新闻报道等不同体裁,避免以文学作品为主要素材,更加符合专业培养目标。所选素材贴近学生现实生活,并涉及社会热点问题,容易被学生理解和接受;选材力求语言真实、自然、有趣,保持原汁原味,让学生能够在原生态的英语语境中学习到地道的英语。

3. 语言训练由易到难,循序渐进。本套教材根据“支架”(scaffolding)的认知原理,为学生 提供可理解性语言输入,题材情景的呈现、语言功能的训练皆由近及远、由易到难,循序渐进。比如教材12个单元的主题设置皆从最接近学生现实生活,最容易被学生理解、接受的内容入手,逐渐深入和拓展。教材通过不断搭建并逐步拆除引导框架,为学生 提供一步步攀登的阶梯,帮助学生稳步提高。

4. 任务驱动型语言教学。高等学校英语专业英语教学大纲明确提出在教学中要多开展以任务为中心的、形式多样的教学活动。本套教材向学生提出了明确的关于语言活动结果的目标要求,每一课都设置了“任务前(pre-)”、“任务中(while-)”、“任务后(post-)”三个教学阶段,采用启发式、讨论式、发现式和研究式等各种方法,将语言学习、运用系统地融于任务前、任务中、任务后的各种交际活动中,并配置科学的、新颖的多元测试任务,从而促进学生对语言的有效习得。每单元后还附有“学习反思”及“拓展学习”等,充分调动学生学习的主动性、积极性,激发学生的学习动机,最大限度地让学生参与学习的全过程,并引导学生主动积极地利用现有图书资料和网上信息,获取知识、提高能力。

5. 符合记忆规律。本套教材在为学生提供可理解性语言输入的同时,通过文字、图片、视频、音频等多种形式提高学生的注意程度。在相关知识进入短期记忆后,通过各种精细复述的手段,帮助学生将新近所学的知识转存到长期记忆中,补充、重构已有的知识库,从而强化学习效果。

6. 注重跨文化交际能力的培养。针对目前英语专业教学中存在的忽略中国文化元素、把外语教育与本土文化人为割裂开来等现象,本套教材的话题、情景设计皆以全球多元文化(包括我们中华文化及社会发展的内容)为背景,置英语学习于世界文化语境之中,以使我们的学生努力成长为符合全球化时代发展要求的人才。

教材的编写是一项任务艰巨而又非常有意义的工作,其中的每一个参与者都为此付出了大量的时间和辛苦的劳动。我们希求完美,却难能做到尽善尽美,疏漏之处在所难免,惟愿我们这套书能够得到广大师生的认可和喜欢,并在使用中提出宝贵的意见和建议,以便我们不断完善。

安徽大学外语学院

陈正发

前 言

“新开端英语专业基础课系列教材”是安徽大学外语学院陈正发教授主持的安徽省高等学校“十一五”规划教材项目。《视听说》是本系列教材中的一套。

本套教材共分4册,遵循以学生发展为本的理念进行编写,强调教材内容从学生的学习兴趣、生活经验和认知水平出发,帮助学生体验、实践、参与、合作与交流,通过说英语、听英语,同时看英语等活动,体验英语社会与英语文化的丰富内容。教材着眼点在于体现视听说课程的实践性特点。

本套教材的编写体现了如下特色:

1. 保证学生多说、多听、多看,读写分量相对较小。每单元由三个 Lesson 组成,分别构成说、听、看的训练,读写穿插在背景介绍、视听练习之中。

2. 话题尽可能丰富。涉及到政治、经济、文化、教育、娱乐、体育、科技、自然等多个领域,有利于引导学生扩大视野、拓宽知识面。

3. 选材具有时代特点。除个别一般知识性话题外,许多材料都与近两年发生的重要事件相关联,如奥巴马竞选美国总统、北京奥运会、伊拉克战争、校园枪击案、网上聊天问题等等。

4. 所选材料真实、语言地道,内容丰富,内涵深刻又具亲和力。所有材料都选自西方媒体的英文原文。

5. 课文呈现和练习安排的形式适合当代青年学生的兴趣和视听习惯。注意趣味性和实践性。配有大量彩色图片和表格,一些练习以卡通的方式呈现,容易被学生接受。同时注重对学习策略的引导,以任务型活动引导帮助学生在完成课程内容的学习后消化、掌握和巩固所学知识和能力,并养成良好的学习习惯。

6. 课文各环节的衔接设计符合大学生的认知规律。如每个 Lesson 先介绍课文内容相关背景,为学生搭建本课的认知框架,随后安排“大脑地图”活动,引导学生从背景走向课文内容。紧跟着是生词表,帮助学生做好接收主要信息的最后准备。在搭建了由宏观到微观的心理框架和必要词汇支架之后,才带学生进入教材主题内容。

7. 与教材配套编写的教师参考书除了补充必要的背景信息、提供练习参考答案外,还为每一课教学提出了教学建议(Teaching tips)。

参加本册教材编写工作的教师均长期从事英语视听说教学工作,具有丰富的课堂教学经验。他们熟悉视听说课程的运作规律,了解学生在视听说课堂上的兴奋点,因而能够最大限度地利用各种英语原文资源,配之以适合中国大学生特点的环节安排,实现教材编写的目标。

范东生教授担任《视听说》教材的总主编,同时担任第一册的主编,全面负责本册的材料组织、筛选,内容安排,练习题型和题量的敲定,以及定稿前的主审工作。副主编仇莉、宋筱蓉负责教材统稿工作及音、视频文件的校对工作,同时负责编写 6、8、12 单元及 1、5、11 单元;强云负责编写 2、13、15 单元;关峰、邓兆红负责编写 3、4、7 单元;滕骁负责编写 9、10、14 单元。宁健康教授、周乾教授和刘先珍教授等也校阅了全书并提出了宝贵的意见和建议,在此一并表示衷心感谢。

编写工作虽暂时告一段落,但不妥之处恐在所难免,欢迎同行专家批评指正。

编者

2009 年 5 月

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We are deeply indebted to all the authors, journals, publishers, institutions and specialized web sites for the texts and audio–visual materials we have chosen for this textbook. We are also greatly grateful to both the gifted amateurs and professional artists for the bright images and fine paintings.

We have the utmost respect for intellectual property rights; however, sadly lacking in correct contact information, we cannot approach every rights–holder for permission to copy or alter the related material. We apologize for this. Meanwhile, we plead for kind and generous consideration of granting us permission to use the material for teaching and learning purposes.

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Unit 1 Meeting New People

Learning Objectives

Topics	
Communicative objectives	◆ New people and new places
	◆ Describing university life
	◆ Introducing self and others
	◆ Greeting strangers
Listening skills	◆ Listening for specific information
	◆ Listening for facts and figures
	◆ Listening for liaison
Self-reflection	

Lesson A

College Life

I Additional background notes

A Freshman Year Guide to Different Student Academic Expectation

You're probably a little nervous about freshman year, right? People keep telling you your school work is going to be tough, but you don't know exactly what that means. So how is college different from high school?

Here's the big difference: In college, you are responsible for your own education. In high school, teachers made sure that you were on track. In college, you are on your own. Here are some in which college is different than high school.

- **You need to manage your time.** In high school, your teacher will tell you to read pages 35-48 for class tomorrow and to start working on your paper. In college, the professor hands you a syllabus. It tells you when readings need to be done and when assignments are due. You need to take the syllabi from all of your classes and figure out how to best divide up your time.
- **The reading load is heavier and tougher.** Expect many more pages and many more big words. And don't expect the professor to go over all the readings in class. The

readings may overlap with the lecture, but not always, so you have to do the reading and learn it on your own. And yes, it will be on the test.

- **Taking notes is more difficult.** In high school, your teacher will probably give you an outline of his or her lecture and tell you what points will be on the test. In college, the professor often just talks. It's your responsibility to write everything down and know what is important.
- **Your parents won't be able to help much.** By law (in the U.S.), professors cannot discuss your school work with your parents. The school considers you an adult, and sharing your personal information with other adults is illegal. Your parents may be able to give you guidance about classes and your social life, and if you're lucky, they'll help you out financially. For the most part, though, you're on your own.
- **Help is available, but you have to seek it out.** People will be happy to help you, but you need to seek out their assistance. Don't be afraid to ask for help from your professors and TAs, and seek additional help from academic advisors, the campus study skills center, and the writing lab.
- **You need to balance work and play.** Your social life has to come second to your school work, and your parents and teachers won't be around to make sure that happens.
- **You choose some of your classes.** In high school, many or most of your classes were chosen for you. In college, you get to make your plan of study. This can be intimidating, but also rewarding.

Sound painful? At times, it will be, especially at first. First semester freshman year is about learning how to be a college student. If you work diligently and hold yourself up to high expectations, the work will seem easier with time.

II Teaching tips

1. Students will hear a conversation between a freshman and an upperclassman about college life during Freshman Orientation. This exercise is designed for students to learn to listen for specific information in the conversation.
2. Play the recording first and let students have some rough idea of the passage.
3. Play it again and this time students should concentrate on the questions they need for putting in the left columns.
4. Students can compare the questions they have got with their partners.
5. Play it for the third time and this time students should concentrate on the answers. The purpose of this exercise is to provide training for students to write out key words and phrases while listening.
6. Students are asked to pay attention to the ways of greeting each other and introducing themselves in the conversation.

III Script

S: Hey, I'm Sabrina. Nice to meet you.

T: Hi, I'm Tom. Marvelous to see you.

S: Tom, could you please tell me something about the college life here? What do you usually do after class?

T: Sure. I usually go to the reading room or the library, where I can get a good review of all the newspapers, magazines and journals.

S: What other activities do you take part in?

T: There are always lectures and reports. Every Friday evening we can watch films or video in our department.

S: I like that. Will there be a movie on this weekend?

T: Yes, of course. *Jane Eyre* will be shown.

S: What about sports and extracurriculum activities?

T: Oh, there are ball games and matches nearly every week. You can also join different kinds of clubs organized by the Students' Union.


S: That's interesting. Is there anything else?

T: Oh, yes. There's always a dancing party on Saturday evenings. Are you interested in dancing?

S: Yeah, I like it.

IV Key to the exercises

II While-listening Activities

 A. You will hear a conversation between a freshman and an upper-classman about college life during Freshman Orientation. Listen to the conversation and write down the questions that Sabrina asks in the column of Questions.

Questions

What do you usually do after class?

What other activities do you take part in?

Answers

I usually go to the reading room or the library, where I can get a good review of all the newspapers, magazines and journals.

There are always lectures and reports. Every Friday evening we can watch films or video in our department.

Will there be a movie on this weekend?

Yes, of course. *Jane Eyre* will be shown.

What about sports and extracurriculum activities?

There are ball games and matches nearly every week. You can also join different kinds of clubs organized by the Students' Union.

Is there anything else?

Oh, yes. There's always a dancing party on Saturday evenings.

III Post-listening Activities

 Work in groups of four. Tell your partners how you feel as a freshman who has just arrived at a college.

excited, nervous, (No fixed answers. And students can have their own choice of the adjectives.)

Lesson B

University of Oxford

I Additional background notes

The University of Oxford (informally **Oxford University**, or simply **Oxford**), located in the city of Oxford, Oxfordshire, England, is the oldest university in the English-speaking world. It is also regarded as one of the world's leading academic institutions. The name is sometimes abbreviated as **Oxon**. The university has 39 independent colleges, and 7 permanent private halls.

The university traces its roots back to at least the end of the 12th century, although the exact date of foundation remains unclear. After a dispute between students and townsfolk broke out in 1209, some of the academics at Oxford fled

north-east to the town of Cambridge, where the University of Cambridge was founded. The two universities have since had a long history of competition with each other.

Administrative reforms during the 19th century included the replacement of oral examinations with written entrance tests, greater tolerance for religious dissent, and the establishment of four colleges for women. Women have been eligible to be full members of the university and have been entitled to take degrees since 1920. Although Oxford's emphasis traditionally had been on classical knowledge, its curriculum expanded in the course of the 19th century and now attaches equal importance to scientific and medical studies.

The list of distinguished scholars at the University of Oxford is long and includes many who have made major contributions to British politics, the sciences, medicine, and literature. More than forty Nobel laureates and more than fifty world leaders have been affiliated with the University of Oxford.

Undergraduate teaching is centred upon the tutorial, where 1-4 students spend an hour with an academic discussing their week's work, usually an essay (arts) or problem sheet (sciences). Students usually have around two tutorials a week, and can be taught by academics at any other college—not just their own—as expertise and personnel requires. These tutorials are complemented by lectures, classes and seminars, which are organised on a departmental basis. Graduate students undertaking taught degrees are usually instructed through classes and seminars, though naturally there is more focus upon individual research.

The collegiate system is at the heart of the University's success, giving students and academics the benefits of belonging to both a large, internationally renowned institution and to a smaller, interdisciplinary, academic college community.

All Colleges invest heavily in facilities for extensive library and IT provision, accommodation and welfare support, and sports and social events. The relatively small number of students at each college allows for close and supportive personal attention to be given to the induction, academic development and welfare of individuals. Each college has its own Governing Body, comprising the Head of House and a number of Fellows, most of whom also hold University posts. There are also Permanent Private Halls, which were founded by various Christian denominations and still retain their religious character. A Permanent Private Hall at the University of Oxford is an educational institution within the university—not as a constituent college, but able to present students for Oxford University degrees. "PPHs" are usually, though not necessarily, small foundations of a religious character; thus many offer a limited number of degrees, sometimes only to members of a specific religious order, and generally in theology and related subjects. The maximum number of

undergraduates allowed for each hall is set by the university. In some cases, a Permanent Private Hall can be granted full collegiate status.

II Teaching tips

1. Students will hear a brief introduction to the University of Oxford. This exercise is designed for students to learn to listen for facts and figures in the conversation.
2. Before listening the students can work in pairs or groups to discuss the questions in mind-mapping activities about Oxford.
3. During the first time listening, students check whether their guessings are right and get the answers to Exercise A.
4. Students compare their answers in pairs.
5. Play it again and this time students should concentrate on the true or false questions in Exercise B and check their answers to Exercise A. And then students can compare the questions they have got with their partner.
6. Play it for the third time and this time students are required to fill in the blanks in Exercise C and check their answers to Exercise B.
7. Students are asked to pay attention to the language used to introduce a university generally and to make a brief introduction in the model of the Oxford to their own university.

III Script

Oxford is situated in the city of Oxford, in Southeast of England. It is about 60 miles north-west of London. It is not only one of the most famous universities in the world but also the oldest university in the English-speaking world.

Oxford's remarkable global appeal continues to grow. More than 130 nationalities are represented among a student population of over 18,000. Almost a quarter comes from outside the United Kingdom. It has been teaching students for more than nine hundred years. But it is not just longevity and global reach that mark Oxford out and give the University its special character. There is also its distinctive college and tutorial system which underpins a culture of close academic supervision and careful personal support for its outstanding students.

53 percent of undergraduates are studying for degrees in the humanities and social sciences, and 43 percent in medical, mathematical, physical and life sciences. The rest are studying for undergraduate level diplomas and certificates offered by the Department for Continuing Education.

It is made up of 39 colleges and seven permanent private halls, including three colleges for women only. Each college has its own history, income, regulations and type of organization. The university is a federation of the colleges.

Now, the university is an independent self-governing corporation. It has its own police and its own courts. Its main function is to give lectures, examinations and degrees.