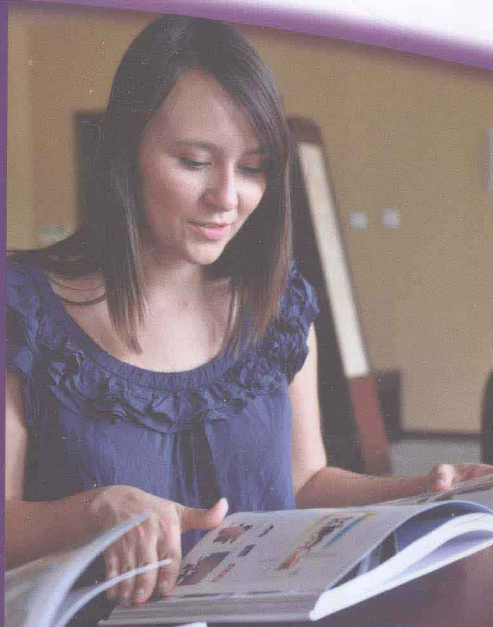




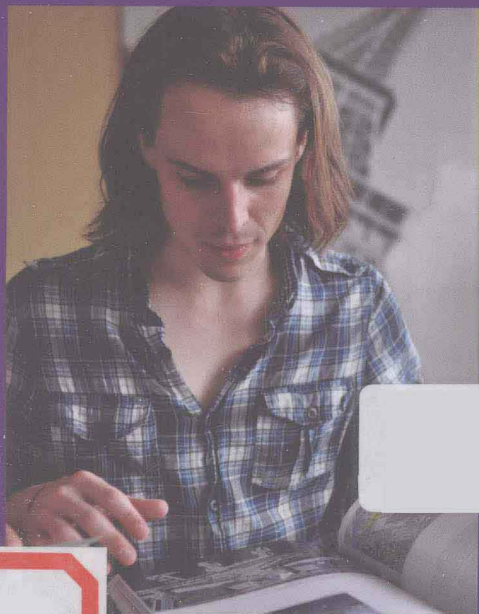
(学生用书)

应用型大学英语 视听说教程

Applied College English



总主审◆孔庆炎
总主编◆王志
主编◆于燕华
审校◆Marion Wyse



4



(学生用书)

Applied College English

应用型大学英语 视听说教程

(第二版)

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前言

大学英语教学在经过20多年的改革发展之后,无论在教学理论还是在教学实践上都取得了很大的成绩。大学英语教材作为大学英语教学改革的平台,也逐渐发展到了“百花齐放、百家争艳”的阶段。随着我国基础教育的进一步发展,高等院校学生的英语入学水平不断提高,同时不同类院校之间学生的英语水平也存在明显的差异,目前本科教育鼓励分类、分层次办学。面对新的教育形式,要适应新的教学局面,实现新的教学目标,就需要建立新的教材体系,“应用型大学英语”系列教材就是在这样的情况下研发出来的。

“应用型大学英语”系列教材是根据教育部颁布的《大学英语课程教学要求》及《大学英语四级考试大纲》(2006修订版)而设计与编写的。主要适用于独立学院和非重点大学本科学生使用。本教材编写的指导思想是:(1)科学性。教材力求符合教学规律和学习的认知规律。课文内容要积极、健康、向上,有思想深度、文化内涵及生活哲理。在广泛吸纳国内外各类教材编写理论和编写经验的基础上,注重教材的实用性、交际性和可操作性。(2)务实性。从学生的实际水平出发,符合应用型人才的培养目标。(3)创新性。集广大教学一线教师丰富的教学经验,在编写过程中,力求在内容、形式上有所创新。

“应用型大学英语”系列教材分为《综合教程》和《视听说教程》两个系列,每个系列分为6册。教材具有以下特色:

1. 外版引进,本土化设计

本系列教材以外版教材为依托,结合国内教学要求,由全国十余所高校的专家、教授和一线骨干教师改编设计,既保留原文之纯正地道,又体现国内教学与检验之要求。

2. 内容设计循序渐进,目标明确

本系列教材的第1册和第2册以低起点起步,充分考虑到艺术类专业学生和其他英语基础薄弱学生的实际情况,提供精炼的语音知识、系统的语法知识及与学生生活贴近的课文材料。第3册、第4册和第5册的课文语言难度由浅入深,旨在培养学生扎实的语言技能和实际应用能力。第6册与《大学英语课程教学要求》“一般要求”全面接轨,实现与大学英语等级考试的对接。

3. 系统设计语言知识

本系列教材的“语法项目”安排在第1册~第4册中;“写作项目”则按难易度在第1册~第6册中系统地做了安排,如:第1册、第2册为句子写作,第3册、第4册为句子和段落写作,第5册、第6册则重点训练与四六级考试相关的各类短文写作;而“阅读与翻译”等训练项目则相应融在第3册~第6册中。

4. 课文话题整齐一致

本系列教材的《综合教程》与《视听说教程》的课文话题完全对应,即针对同一个话题为学生提供“听、说、读、写、译”各种语言技能的训练,较好地体现了对特定话题“多层

面”、“多角度”训练的设计思想。

5. 融入“中国元素”

本系列教材的每册教程均加入两个“中国元素”单元,精选中国传统文化内容,如:中国功夫、中国戏剧、中国饮食与服饰等,旨在培养学生用英语介绍中国文化的能力,体现跨文化性。

6. 增加实践教学内容

本系列教材系统设计了“学业规划”内容,以“项目制作(Project Work)”的形式呈现,旨在加强英语学习的实践环节。任务从“认识大学”、“校园学习”到“就业准备”和“出国准备”等,体现了“学以致用”与“学以致用”并举的实践教育理念。

7. 体现数字化、信息化

本系列教材每个单元都设有关于课文内容的“文化背景链接”(Background Link)和“网络搜索指引”(Online Resources)。课文后提供的所有网站,都是编者亲身实践查询得来的,这些丰富的资料,便于学生自学及深入学习研究。

8. 配套完备的数字化学习平台

作为现代教学的一部分,“E学在线”为教师和学生提供科学高效的网络互动学习平台,主要包括以下几方面内容:

教学平台	提供专属教师入口,为任课教师提供专门服务。教学辅助资料应有尽有,尽显资源最大化。
学习平台	提供教材配套英语学习资料的下载、课程同步扩展资料、最新考试动态。
测试平台	针对教材的同步测试,大学英语四六级、英语专业四八级测试两大板块,为学生提供网络自检自测的拓展学习空间。
移动平台	提供图书配套手机电子书,手机智能学习软件等移动终端学习资料下载服务。
互动平台	直通式邮箱链接,用户意见、建议直达教材编写者,深度优化教材,力求精益求精。

教材使用建议:

- (1)每2周(8~10课时)完成《综合教程》和《视听说教程》的一个对应单元;
- (2)两个“中国元素”单元教学安排由各学校视学生水平情况而定。

作为大学英语教学改革的实践成果,我们在本系列教材的设计、选材、编写过程中虽竭尽全力,但难免存有疏漏谬误之处,恳请专家、同仁及广大读者给予批评指正,以使本教材在修订中日臻完善。

王志

2012年5月

编写与使用说明

一、编写宗旨

本教程是“应用型大学英语”系列教程《视听说教程》的第4册,是根据教育部颁布的《大学英语课程教学要求》及《大学英语四级考试大纲》(2006修订版)而设计的。教程的编写以提高学生的英语综合应用能力为教学目标,并与未来大学英语能力测试网络化发展方向相接近,以培养应用型本科人才为定位。基本教学目标是让使用者在视听说方面有所提高,具体目标为:能听懂英语谈话和讲座;能基本听懂题材熟悉、篇幅较长的英语广播和电视节目,语速为每分钟125词左右;能掌握其中心大意,抓住要点和相关细节;能用英语就一般性话题进行比较流利的会话;能基本表达个人意见、情感、观点等;能基本陈述事实、理由和描述事件,表达清楚,语音、语调基本正确。

二、框架设计

本教程共设10个单元,每单元设计为5个部分,“Listening, Viewing, Speaking”三项任务贯穿其中。各单元主题与本系列教材的《综合教程》第4册主题一致,其题材的选择注重信息化、时代感及实用性,所提供的英语原声音频与视频充分考虑到该阶段学生语言能力的层次,其练习的设计也是按“Listening, Viewing, Speaking”的顺序逐步递进,使学习者在欣赏原声音频、视频的同时接受从易到难、由泛至精的训练,从而能迅速而准确地输入信息、顺畅而正确地输出信息。其目的是培养和提高学生语言的实际运用能力。

本教程每个单元均分为5个部分,其功能为:

第一部分 导入(Lead-in)

本部分用相对简单有趣的练习导入本单元的话题。其练习顺序以“Listening, Viewing, Speaking”逐步展开,“Viewing”的部分,特别提供了与主题相关的各类视频,其中包括有一定难度的新闻视频,为学生准备网络考试打下基础;同时,“Speaking”的训练,运用了应用语言学和语料库语言学最新的成果,重视预构成语块、仿说和会话策略的学习,以功能、题材、情景为主线,注重交互式训练,凸现跨文化交际能力的培养。

第二部分 交际功能(Communication Skills)

本部分旨在使学生系统了解口语的交际功能,积累一定量的语言模式,学会地道的英语表达方式。在遵循“实用为主,够用为度”的基本原则下,通过模拟对话练习使学生真正学会使用语言。本册所涉及的主要交际功能为:How to express fear and anxiety; How to express positive and negative feelings; How to express predictions; How to express emphasis and making decisions; How to express surprise; How to express asking for and keeping a promise; How to

express curiosity and indifference; How to express reminding and being reminded; How to ask for and give advice; How to express dissuasion and support.

第三部分 输入与输出(In-putting & Out-putting)

本部分旨在通过向学生输入大量的语言信息,使其在接受话题相关信息的同时,将所涉及的内容(包括知识型与语言型)转化为外向表达,即完成信息输出。练习的设置依然是“Listening, Viewing, Speaking”三部分。其中“Viewing”,“Listening”两个部分目的是让学生能接受由泛到精的视听训练,分别设置了主旨题和细节题两种类型的练习,视听的语速控制在每分钟125词左右。而“Speaking”的部分则注重学生的外在表达,要求学生能够将第二部分的交际功能与第三部分的相关信息结合起来流利表述自己的观点。

第四部分 递进活动(Follow-up Activities)

本部分可以看做是对第三部分的有效补充。练习形式更为多样,涉及短文、长对话和听写练习、基于视频内容的听写填空以及从多个话题角度展开的对话练习及自由讨论等形式。

第五部分 寓学于乐(Entertainment)

本部分主要提供了电影原声预告片的欣赏,学习者可以真正体会到语言学习的乐趣。

三、使用建议

本册教程分为10个单元,其中包括2个中国文化元素单元,供一个学期使用。建议上限课时量:40学时,如每周安排2学时的精读课,则可供使用20周。教师可根据教学实际情况灵活使用。

本教程配有教师用书、电子教案,供教师备课参考使用。

本系列教材的设计、选材、编写过程是一个充满创新的探索过程,是否能真正实现“以《大学英语教学要求》为纲,以学生为中心,以教学为根本”的理念,有待今后实际教学实践的检验。我们诚挚地欢迎广大使用本教程的教师和学生给予批评指正。

编者

2011年7月

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Unit 1 (Page 1 ~ 15)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Student Success	Listening Viewing Speaking	How to express fear and anxiety	Listening for information	Listening for information
			Listening for details	
			Viewing for information	Viewing for information
			Viewing for details	
Oral practice				

Unit 2 (Page 17 ~ 30)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Music	Listening Viewing Speaking	How to express positive and negative feelings	Listening for information	Listening for information
			Listening for details	
			Viewing for information	Viewing for information
			Viewing for details	
Oral practice				

Unit 3 (Page 31 ~ 44)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Weather	Listening Viewing Speaking	How to express predictions	Listening for information	Listening for information
			Listening for details	
			Viewing for information	Viewing for information
			Viewing for details	
Oral practice				

Unit 4 (Page 45 ~ 60)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Holidays (Chinese E.)	Listening Viewing Speaking	How to express emphasis and making decisions	Listening for information	Listening for information
			Listening for details	
			Viewing for information	Viewing for information
			Viewing for details	
Oral practice				

Unit 5 (Page 61 ~ 76)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
People Story	Listening Viewing Speaking	How to express surprise	Listening for information	Listening for information
			Listening for details	
			Viewing for information	Viewing for information
			Viewing for details	
Oral practice				

Quiz One: (Page 77 ~ 80)

Unit 6 (Page 81 ~ 96)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Transportation	Listening Viewing Speaking	How to express asking for and keeping a promise	Listening for information	Listening for information Oral practice Viewing for information Oral practice
			Listening for details	
			Viewing for information	
			Viewing for details	
Oral practice				

Unit 7 (Page 97 ~ 113)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Crossing Cultures	Listening Viewing Speaking	How to express curiosity and indifference	Listening for information	Listening for information Oral practice Viewing for information Oral practice
			Listening for details	
			Viewing for information	
			Viewing for details	
Oral practice				

Unit 8 (Page 115 ~ 128)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Fashion and Design (Chinese E.)	Listening Viewing Speaking	How to express reminding and being reminded	Listening for information	Listening for information Oral practice Viewing for information Oral practice
			Listening for details	
			Viewing for information	
			Viewing for details	
Oral practice				

Unit 9 (Page 129 ~ 145)

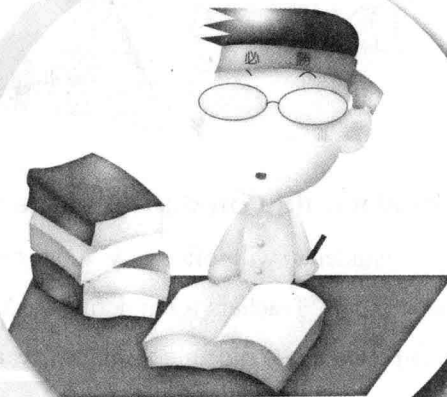
Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Employment and Job Choice	Listening Viewing Speaking	How to ask for and give advice	Listening for information	Listening for information Oral practice Viewing for information Oral practice
			Listening for details	
			Viewing for information	
			Viewing for details	
Oral practice				

Unit 10 (Page 147 ~ 163)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
Space	Listening Viewing Speaking	How to express dissuasion and support	Listening for information	Listening for information Oral practice Viewing for information Oral practice
			Listening for details	
			Viewing for information	
			Viewing for details	
Oral practice				

Quiz Two: (Page 165 ~ 168)

Unit 1



Student Success

UNIT PREVIEW

In this unit, you will:

Content

- learn how to define student success
- know about college life and college challenges
- learn something from the movie *Sydney White*

Communication Skills

- learn how to express fear and anxiety

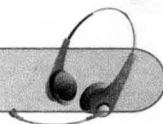
Listening Skills

- listen for information
- listen for details

How would you define student success?

Students will often say they are successful when they have achieved their goals and aspirations. Teachers often define student success in terms of students' academic competence in their courses. Academic competence alone is insufficient, as there are many dimensions that define a successful student:

- △ fulfilling or achieving your goal
- △ physical health and well-being
- △ success in coursework
- △ a healthy balance between education and personal growth
- △ transformation into a well-rounded person

**ACTIVITY 1 LISTENING****Directions**

Listen to the dialogue and choose the best answer to each of the following questions.

1. What happened in their college according to the woman?
 - A. Many students are quite childish.
 - B. A student failed the final exam.
 - C. A girl killed herself by jumping off a building.
 - D. Parents have helped their children solve their problems.

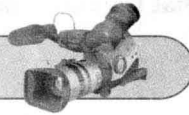
2. What is the key to success according to the speakers?
 - A. IQ.
 - B. EQ.
 - C. Self-reliance.
 - D. Self-development.

Word Tips

obstacle *n.* 障碍
 on one's own 独自
 encounter *vt.* 遭遇
 impulsively *ad.* 冲动地
 commit suicide 自杀
 self-reliant *a.* 自立的
 EQ (emotional quotient) 情商
 IQ (intelligence quotient) 智商

3. What is important for our educational system?
- A. To help students become more emotionally mature and self-reliant.
 - B. To prevent tragic outcomes like suicide.
 - C. To help students succeed.
 - D. To help students solve their problems.

ACTIVITY 2 VIEWING



Directions

Watch the video clip twice and fill in the blanks.



Word Tips

suburb *n.* 郊区
 model *vi.* 做模特儿
 fashion house 时装屋
 run into 遇到

1. While she was a student there, she earned extra money by _____ for one of the _____ in France.
2. After high school, Emilie wanted to study _____ and spent three years in college to _____.
3. Her parents were not pleased with her decision to _____. They always thought Emilie should be _____.
4. After she graduated, Emilie _____. She _____ in Paris.

ACTIVITY 3 SPEAKING



Directions

Work in pairs, discuss the following questions and then share your opinions with the whole class.

What Do You Think of College Education?



◆ Do you think scores are the only thing that matters? Why or why not?

◆ How do you balance your study and social activities on campus? Do you think academic competence is the most important thing for a student? Why or why not?

◆ How do you define student success?

◆ In your opinion, what is the purpose of going to college?



ACTIVITY 1 ORAL FUNCTIONS



There are a lot of things that we're scared of or anxious about. How do we express our fear and anxiety?

Directions

Read the following expressions and try to learn them by heart.

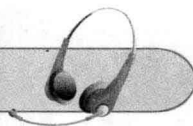
Expressing Fear	Expressing Anxiety
<ul style="list-style-type: none"> ◆ You almost scared me to death. ◆ It frightens me when I have to walk home late in the dark. ◆ I'm really terrified of this sort of stories. ◆ It gave me goose bumps. ◆ That's too horrible! 	<ul style="list-style-type: none"> ◆ You seem worried. ◆ I'm very concerned that I'm going to fail the exam. ◆ I'm in a flap about the interview. ◆ I'm on tenterhooks. ◆ Worrying kept me awake. ◆ I'm a bundle of nerves. ◆ I'm worried about my health. ◆ I wonder why she gave me sorrowful looks. ◆ She's feeling blue because she didn't do well in the exam. ◆ Exams are really anxiety-makers.

Sample Dialogue

Son: Mum, I'm ill in hospital.
 Mum: In hospital? What's the matter with you?
 Son: I've sprained (vt.扭伤) my ankle by accident.
 Mum: Which hospital are you in? I'll be right there.
 Son: Don't worry. The doctor says I'll be all right in a couple of weeks.
 Mum: Tell me the name of the hospital and the number of the ward.
 Son: Don't tell my father.
 Mum: Your father won't blame you. He's with me right now and he's worried very much.



ACTIVITY 2 ORAL PRACTICE



Task 1 Listening

Directions

Listen to the passage and choose the best answer to each of the following questions.

- Influenza and other communicable diseases spread rapidly on campuses because _____.
A. many visitors bring virus of communicable diseases
B. college students are especially sensitive to them
C. crowded residences create a breeding ground for epidemics
D. dirty and disorderly dormitories make epidemics possible
- According to the author, intimate friends may _____.
A. only strengthen the stress
B. relieve students from being homesick
C. consume too much time for studying
D. lead to a decline in school achievement
- We can infer from the passage that older college students _____.
A. are slower in learning and understanding
B. achieve greater success in their study than younger ones
C. are more skillful in handling problems related to experience
D. have a stronger desire to understand and apply the information learned in school
- What is the main topic of the passage?
A. Competitive college life.
B. Colorful college life.
C. Stressful college life.
D. Enjoyable college life.

Word Tips

stressor *n.* 紧张刺激(物)
quarter *n.* 住处
reside *vi.* 居住
foster *vt.* 助长
epidemic *n.* 流行病
nutrition *n.* 营养
laundry *n.* 洗衣服
substitute *n.* 代替者
draw upon 利用
counseling *n.* 忠告



Task 2 Viewing

Directions

Watch the video clip and choose the best answer to each of the following questions.

- What is Sally worried about?
A. Taking exams.
B. Failure to follow the lectures.
C. Homesickness.
D. Poor relations with classmates.

2. Which statement is not correct, according to the conversation?
- A. Linda had the same experience with Sally when she was a freshman.
 - B. Linda advised her not to put more pressure on herself.
 - C. Linda studies well because she looks up every word in the dictionary.
 - D. Sally was advised to relieve anxiety by adjusting the learning methods.
3. What's the probable relationship between Sally and Linda?
- A. Classmates.
 - B. Schoolmates.
 - C. Roommates.
 - D. Colleagues.
4. What did Sally feel about the suggestions of Linda?
- A. Helpful.
 - B. Pointless.
 - C. Illogical.
 - D. Theoretical.

Word Tips

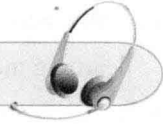
out of place 在不合适的位置上; 不适应的
 be hard on 对……很苛刻
 workload *n.* 工作量
 downhill *a.* 容易的
 be in over (one's) head 完全没有办法; 完蛋了
 get through 办完; 通过; 经历(不好的事件)
 the bulk of 大多数; 大半

Task 3 Speaking

Directions

Many freshmen may have difficulties in adapting themselves to the new campus life. How about you? Hold a panel discussion about the stressful college life with your group members to settle your problems. You're free to express your anxiety and worry to your peers and ask them for help. Pay attention to the useful expressions we've learnt in Activity One.

Topics	Student 1	Student 2	Student 3	Student 4
Have you got any problems in understanding the lectures?				
Have you adapted yourself to college life?				
Do you often feel homesick?				
Have you established a good relationship with your roommates?				

ACTIVITY 1 LISTENING TO LEARN**Task 1 Listening for Information***Directions*

Listen to the passage once and decide whether the statements are T (true) or F (false).

1. College is a challenge for most students, because the tuition fee is too high. (T/F)
2. If you fall behind in your studies, you have to drop out of school. (T/F)
3. Since college is a challenge, students must learn to be responsible for themselves. (T/F)

Word Tips

goof vi. 消磨时间; 闲荡
goof off 游手好闲; 吊儿郎当;
不认真工作

Task 2 Listening for Details*Directions*

Listen to the passage again and fill in the blanks.

1. You'll have more freedom than you've ever had. You may choose _____
_____, _____ and _____.
2. If you goof off, sleep or party too much, you'll soon get behind in your studies and
_____ — getting bad grades, failing, or _____.

Task 3 Oral Practice*Directions*

Work in groups and discuss what the keys to success in college are. You can choose from the listed keys or talk about your own ideas. Talk about at least three keys and state the reasons why you choose them.