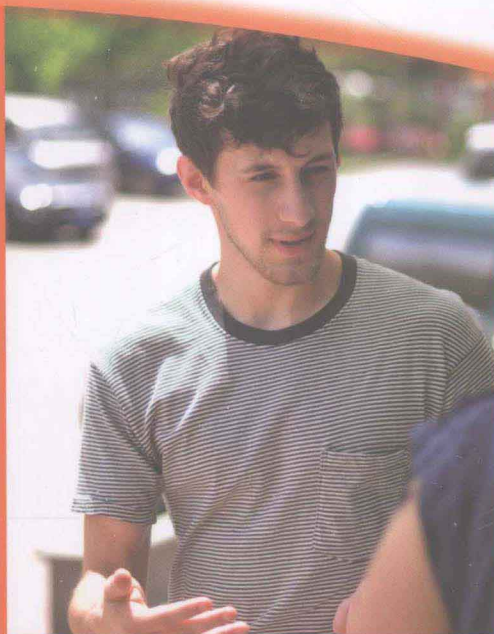


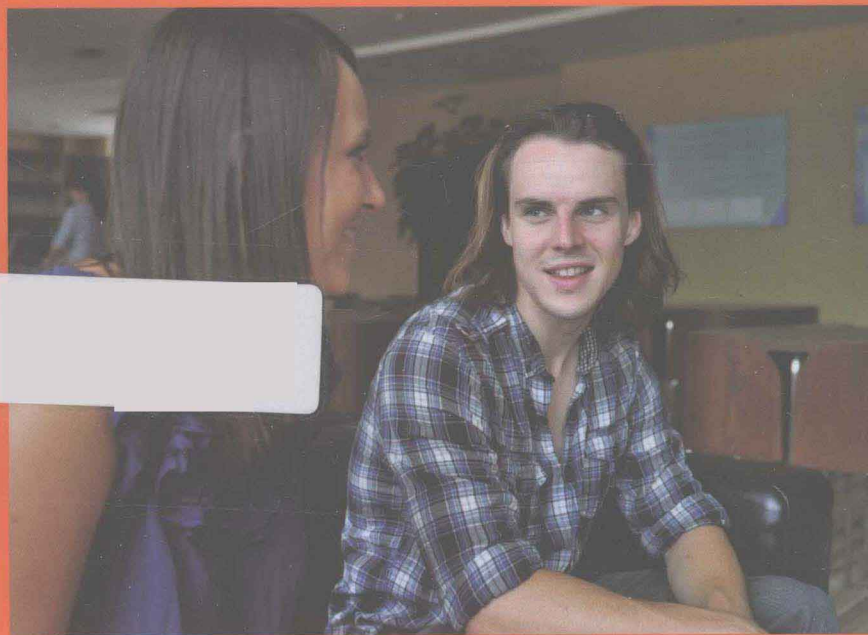
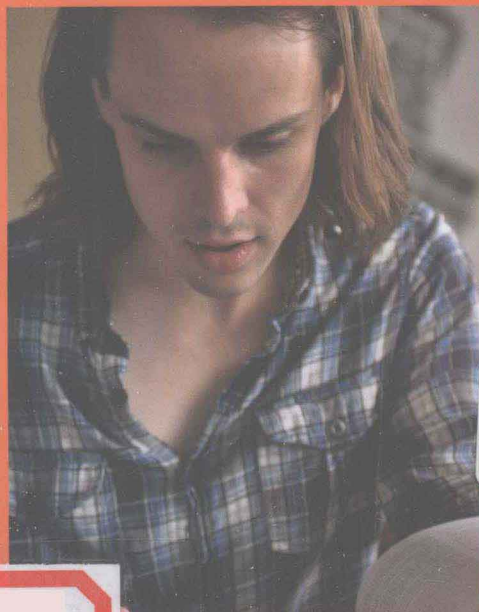
(学生用书)

# 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◆姜春香 胡小倩  
审校◆Marion Wyse



北京高等教育精品教材



( 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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大连理工大学出版社

Dalian University of Technology Press

图书在版编目(CIP)数据

应用型大学英语视听说教程. 第2册 / 姜春香, 胡小情主编. — 2版. — 大连: 大连理工大学出版社, 2011.7(2012.7重印)  
ISBN 978-7-5611-5710-7

I. ①应… II. ①姜… ②胡… III. ①英语—听说教学—高等学校—教材 IV. ①H319.9

中国版本图书馆CIP数据核字(2011)第142406号

大连理工大学出版社出版

地址: 大连市软件园路80号 邮政编码: 116023

发行: 0411-84708842 邮购: 0411-84703636 传真: 0411-84701466

E-mail: dutp@dutp.cn URL: <http://www.dutp.cn>

大连印刷三厂印刷 大连理工大学出版社发行

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幅面尺寸: 185mm×260mm 印张: 8.25 字数: 240千字

附件: DVD光盘1张

2010年8月第1版

2011年7月第2版

2012年7月第3次印刷

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责任编辑: 琴 声

责任校对: 路建华

封面设计: 山野物语

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ISBN 978-7-5611-5710-7

定价: 32.90元

# 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”系列教材《视听说教程》的第2册,主要依据教育部颁布的《大学英语课程教学要求》而设计,同时考虑到学生入学时英语的实际水平,第1~2册主要针对本科阶段英语水平偏低者而编写。

本教程的编写以提高学生英语综合应用能力,特别是听说能力为教学目标,以培养应用型本科人才为定位。主要以培养学生的英语应用能力为重点,既考虑到部分学生要通过国家英语应用能力统考的要求,也照顾到更多学生能够顺利进入大学英语四级考试的前期准备阶段的学习。由于目前我国的教育对大学英语教学有最终检验之要求,因此,编写中又加入了《大学英语四级考试大纲》(2006修订版)所要求的内容,在练习题型设计中涉及到大学英语等级考试的题型,如“短对话、听写填空”等。其选材短小精悍,涉猎场景广泛,语境丰富多彩。

## 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2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,进一步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,“视”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,“说”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: Learn how to encourage people, Learn how to ask for information, Learn how to host a meeting and express ideas in the meeting, Learn how to ask

permission, Learn how to ask personal questions, Learn how to talk about your personal interests, Learn what topics should be avoided and how to avoid some topics you don't want to discuss, Learn how to talk about possibilities, Learn how to say farewell, Learn how to persuade a guest to stay after she/he said farewell.

#### 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,使其在接受相关话题的同时,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110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、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)

本部分包括:(1)英文歌曲;(2)绕口令;(3)诗歌赏析;(4)谜语;(5)笑话;(6)俚语扩展。学习者可从中真正体会到语言学习的乐趣,从而使枯燥的学习充满趣味性。

### 三、使用建议

本册教程分为10个单元,其中包括两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与电子教案,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 2 (Page 13 ~ 23)

Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
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### Unit 8 (Page 87 ~ 98)

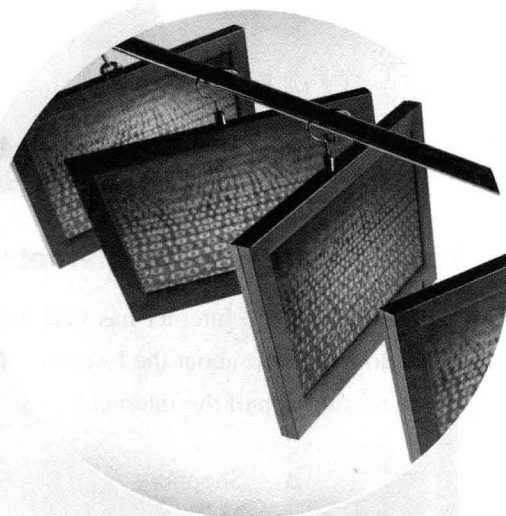
Topic	Lead-in	Communication Skills	In-putting & Out-putting	Follow-up Activities
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# Unit 1

## The Internet

### UNIT PREVIEW

*In this unit, you will learn:*

#### Content

- discuss the advantages and disadvantages of the Internet
- raise a topic and develop a topic
- talk with other people about the future of the Internet

#### Communication Skills

- how to encourage people

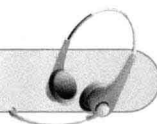
#### Listening Skills

- listen for information
- listen for details

**To what extent is the Internet part of your life?**

Nowadays the Internet has become a part of our life. Are you close to the Internet? How much do you know about the Internet? Here, are some functions of the Internet. Can you think of any more function of the Internet?

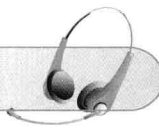
- △ Shopping
- △ Banking
- △ Chatting
- △ Travel
- △ Games
- △ News
- △ Blog

**WARM-UP EXERCISES***Directions*

*Work in pairs and ask each other the questions.*

1. Have you got a personal computer?  
\_\_\_\_\_
2. When did you begin to surf on the Internet?  
\_\_\_\_\_
3. Have you got a QQ? Or other chatting tools?  
\_\_\_\_\_
4. Do you have an email address? What is it?  
\_\_\_\_\_
5. Do you play online games with your friends? Do you enjoy them?  
\_\_\_\_\_

## ACTIVITY 1 LISTENING



### Directions

Listen to the following news and answer the following questions.

- What is the name of this company?  
\_\_\_\_\_ Company.
- When did the small company begin selling books?  
In \_\_\_\_\_.
- What is the only way to buy a book from this company?  
The only way to buy a book from this company is \_\_\_\_\_.



## ACTIVITY 2 VIEWING



### Directions

Watch a video clip about the history of the Internet. And then choose the best answer to each question.

- According to the video clip, which of the following is not mentioned?  
A. Banking .      B. Chatting .      C. E-mails .
- What does virtual mean here?  
A. Not real.  
B. Works for everything.  
C. Nothing to do with the computer.
- According to the video, what is the time when everything began?  
A. 1957.      B. 1975.      C. 2007.

### Word Tips

virtually ['vɜ:tʃuəli] adv.

几乎, 实际上

vague [veɪg] adj. 模糊的,

不明确的, 犹豫不决的, 茫然的

take for granted 想当然, 认为理所当然

## ACTIVITY 3 SPEAKING



### Directions

What are the most important factors of the Internet in our daily life? Rank the following ideas in order of preference and discuss your opinions with a partner.

Killing time

Paying bills

Getting information

Making phone calls

Being close to each other

Getting current news

Entertaining

Designing

## ACTIVITY 1 ORAL FUNCTIONS



## Directions

Sometimes we need to give hope or support to someone. How to encourage people? Study the following expressions and the model dialogues carefully.

## How to encourage people

Key Structures	
Yes, you can.	Just do it!
Come on. Try your best.	You are on top of it!
You are brilliant/ fantastic/super /incredible ...	I am proud of you!
Nothing can stop you.	Now you've got of it!
I know you could do it!	You are on your way!
You are unique.	You will make it!

## ACTIVITY 2 ORAL PRACTICE



## Task 1 Listening

## Directions

Listening to the conversation and fill in the blanks.

A: Hey Dee, what's \_\_\_\_\_? You look very \_\_\_\_\_?

B: Oh, I... I just feel... Well, not very well.

A: What happened?

B: Lucy, I am worrying my paper just handed this morning. I know I will fail it.



A: Don't worry. You are so \_\_\_\_\_ and you are a \_\_\_\_\_ student. You will \_\_\_\_\_ it.

B I hope so. Thank you Lucy!

## Task 2 Viewing

### Directions

*Watch the film clips and then pick out three sentences for the encouragement.*

Sentence One: \_\_\_\_\_

Sentence Two: \_\_\_\_\_

Sentence Three: \_\_\_\_\_

## Task 3 Speaking

### Directions

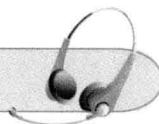
*If you were Lily, you want to get a job in a company. But you have no confidence. Now, please talk about it with your friend Katie. The following information you need to include*

Lily: upset/ worry/ nervous/a lot of candidates/ no experience/  
have not finished her schooling/ can only do as a part timer

Katie: you are growing up/you did a good job/ you care/ I trust you/  
awesome/ let's try again/you are on your way/ you are making progress.



## ACTIVITY 1 LISTENING TO LEARN



## Directions

In this section, you are going to hear a conversation between Lisa and David.

## Task 1 Listening for Information

## Directions

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

- ( ) You will have less opportunity any time of the day, and any day of the week if you shop online.
- ( ) Some people still do not trust online shopping and prefer to buy things from actual retail stores.
- ( ) Many people are hesitant about online transactions because of the question of security.

## Word Tips

vast [vɑːst] *adj.* 巨大的, 广阔的  
 offline [ɒf'laɪn] *adv.* 脱机地, 挂线地 *adj.* 脱机的, 挂线的  
 fraud [frɔːd] *n.* 骗子, 欺骗, 诈欺  
 spam [spæm] *n.* 垃圾邮件  
 promotional [prə'məʊʃənl] *adj.* 推销的, 增进的, 晋升的

## Task 2 Listening for Details

## Directions

Listen again and finish the sentences taken from the article.

- If you shop online, you will have more \_\_\_\_\_, and any day of the week.
- Some people don't want to use their credit cards online because of \_\_\_\_\_.
- Thus, instead of \_\_\_\_\_, people may choose not to do business with you online.

## Task 3 Oral Practice

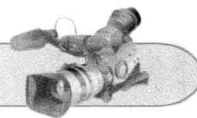
## Directions

Work in groups of three to four, and fill in the following questionnaire. Then report your results to the whole class.

## Questionnaire

Name	How often do you surf online?	Aims of surfing online	Why?	How about your friends and your families?

## ACTIVITY 2 VIEWING TO LEARN



### Directions

*In this section, you are going to watch a video talking about a group of numbers.*

### Task 1 Viewing for Information

#### Directions

*Watch the video once, and try to answer these questions.*

1. What is the video talking about?

The video is talking about the \_\_\_\_\_ of the \_\_\_\_\_.

2. What is the general state of the Internet?

The \_\_\_\_\_ of Internet users \_\_\_\_\_ up gradually.

3. What is your feeling?

\_\_\_\_\_, \_\_\_\_\_ or \_\_\_\_\_.

### Task 2 Viewing for Details

#### Directions

*Watch the video again. Then answer the following questions.*

1. How many Internet users were there worldwide by September of 2009?

Over \_\_\_\_\_ billion.

2. What is the average number of emails sent per day?

\_\_\_\_\_ billion.

3. What is the average number of spam emails sent per day?

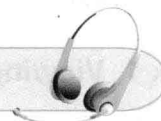
\_\_\_\_\_ billion.

### Task 3 Oral Practice

#### Directions

*King is from Korea. He wants to know something about the states of Internet using in China. Work in pairs and make a conversation to talk about the Internet using situation in China. The following numbers may be helpful.*

Make phone calls 20,000 hours per day / transactions 1,500,000 per day/ netizen 30,000,000 /E-bank per 20 people / read news 20,000,000/ shopping online 18,000,000

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

Listen to the recording and then choose the best answer to each question.

1. How often does the woman use the Internet?  
A. Often.                      B. Seldom.                      C. Not sure.
2. What does the man often do on the Internet for his company?  
A. Find information.        B. Find products.              C. Find the lowest price.
3. How many hours are the man online a day?  
A. 8 hours.                      B. 9 hours.                      C. Not mentioned.

**Task 2 Oral Practice***Directions*

Discuss with your classmates the frustrating things you have ever met when you are using the computer.

- Clues:
- Power shut off
  - Black screen
  - Cheat by the website advertisements
  - Forget pin numbers
  - Lost email/QQ account
  - Service no response
  - Service error
  - Refuse to download
  - Can not open Homepage
  - Slow speed
  - Virus
  - ...

