

NATIONAL
GEOGRAPHIC
LEARNING

TED TALKS

总主编 文旭 主编 莫启扬

NEW WORLD
INTERACTIVE ENGLISH

新世界

交互英语
视听说

1

学生用书

清华大学出版社

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视听说

1

学生用书

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《国家中长期教育改革和发展规划纲要（2010—2020年）》明确指出，要“适应国家经济社会对外开放的要求，培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”。《大学英语教学指南》提出，“大学英语课程应根据本科专业类教学质量国家标准，参照本指南进行合理定位，服务于学校的办学目标、院系人才培养的目标和学生个性化发展的需求”。

《新世界交互英语》是清华大学出版社站在国家外语教育与人才培养的战略高度，从美国圣智学习出版公司引进优质原版素材、精心打造出版的一套通用大学英语教材。为满足国内大学英语教学的实际需要，出版社邀请国内多所大学，在《大学英语教学指南》的指导下，对原版教材进行了改编。本套教材汇集全球顶尖品牌教学资源，贯彻启发性教学理念，以课堂教学为纽带，将全球化视野与学生真实生活联系起来，注重学生个性化发展需求，力求培养具有较高英语应用能力和跨文化交际能力的国际化人才。

一、教材特色

本套教材主要有以下特色：

① 素材来源：汇集全球顶尖品牌教学资源

本套教材的素材源自全球两大顶尖品牌教学资源：美国国家地理（National Geographic Learning）和TED演讲（TED Talks），为学生提供了大量原汁原味的视频、音频和图片*，将世界各地的自然风光、风土人情、文化习俗带进课堂，以拓展学生的思维，并拓宽他们的国际化视野，从而达到提高学生语言应用能力和跨文化交际能力之目的。

② 编写理念：倡导启发性教学

本套教材将全球真实事件和精彩观点引入教学，结合中国传统文化和国情，注重思维训练，启发思考，以帮助学生理解中西文化差异，在培养学生听说读写译等英语应用能力的同时，着力培养其国际视野和创新精神，实现学生的全面发展。

③ 核心目标：用课堂连接世界与学生生活

本套教材以课堂教学为纽带，将多姿多彩的世界万象与触手可及的学生生活连接起来，让学生具有全球化视野的同时，关注自身生活，思考中国问题，并学会用英语去表达自己的思想，从而成长为兼具扎实英语基本功和敏锐批判性思维的国际化人才。

*本教材配套的视、音频资源，请登录www.tsinghuawaiyu.com，“点击进入”清华外语数字化学习平台，登录平台之后，到“公共资源”中下载。

二、改编思路

中方编写团队在对原版教材进行本土化改编过程中，做了适当的增补、替换和删减等工作。主要改编思路如下：

① 增补中国文化和中国国情内容

本教材注重培养学生对中国传统文化的认同，着力培养学生使用英语介绍中国文化的能力。在问题设计、练习改编方面重视本土问题，以帮助学生理解中西文化差异；在翻译、写作、口语活动中融入文化对比的元素，启迪学生对本土文化进行思考，培养其国际视野和中国情怀。

② 设计实用型和兴趣型练习

在设计练习时，适当参考了雅思、托福、大学英语四六级考试的题型，补充了更多的听力、翻译等练习，增强了教材的实用性；同时，结合时代发展，我们在“读写译”系列中加入扫描二维码以获取更多主题阅读材料的新元素，以充分调动学生的学习兴趣 and 求知欲望，使他们在主动学习的过程中提高英语水平和综合素养。

③ 引入批判性思维训练和创新写作题型

本教材注重引导学生正确区分人物与观点、事实与解释、审美与判断、语言与现实、字面义与隐含义等，对问题进行批判性评价。“读写译”系列教材每个单元专门设计了一项针对批判性思维训练的练习，根据阅读模块内容启迪学生深度思考，进而提出独到见解；在写作能力培养上，设计了环环相扣、逻辑紧密的练习，体裁题材多样，积极鼓励创新写作，实现批判思维与创新写作的结合。

三、教材结构

本套教材分为“视听说”和“读写译”两个独立系列，每个系列包含学生用书和教师用书各四个级别。每个级别包含八个单元，每个单元可供四课时使用。

其中，“视听说”每个单元包含两大部分。第一部分主要围绕音频素材展开，包含A、B、C、D四个板块，分别对应四个教学目标（Goals）。第二部分的E、F两个板块主要包括视频素材和拓展练习，每个单元均包含美国国家地理录像视频Video Journal和拓展练习Further Practice，每两个单元之后含一个TED Talks视频。

“读写译”每个单元包含Reading、Writing和Translation三个部分。Reading部分包含两篇课文，Writing部分介绍若干个Writing Skills，Translation部分包含汉译英和英译汉两个篇章翻译练习。每个单元最后都设计了Weaving It Together综合和拓展板块，用以培养学生课下自学能力。

四、适用对象

本套教材适用于我国大学公共英语教学，也适用于成人自学。

五、编写团队

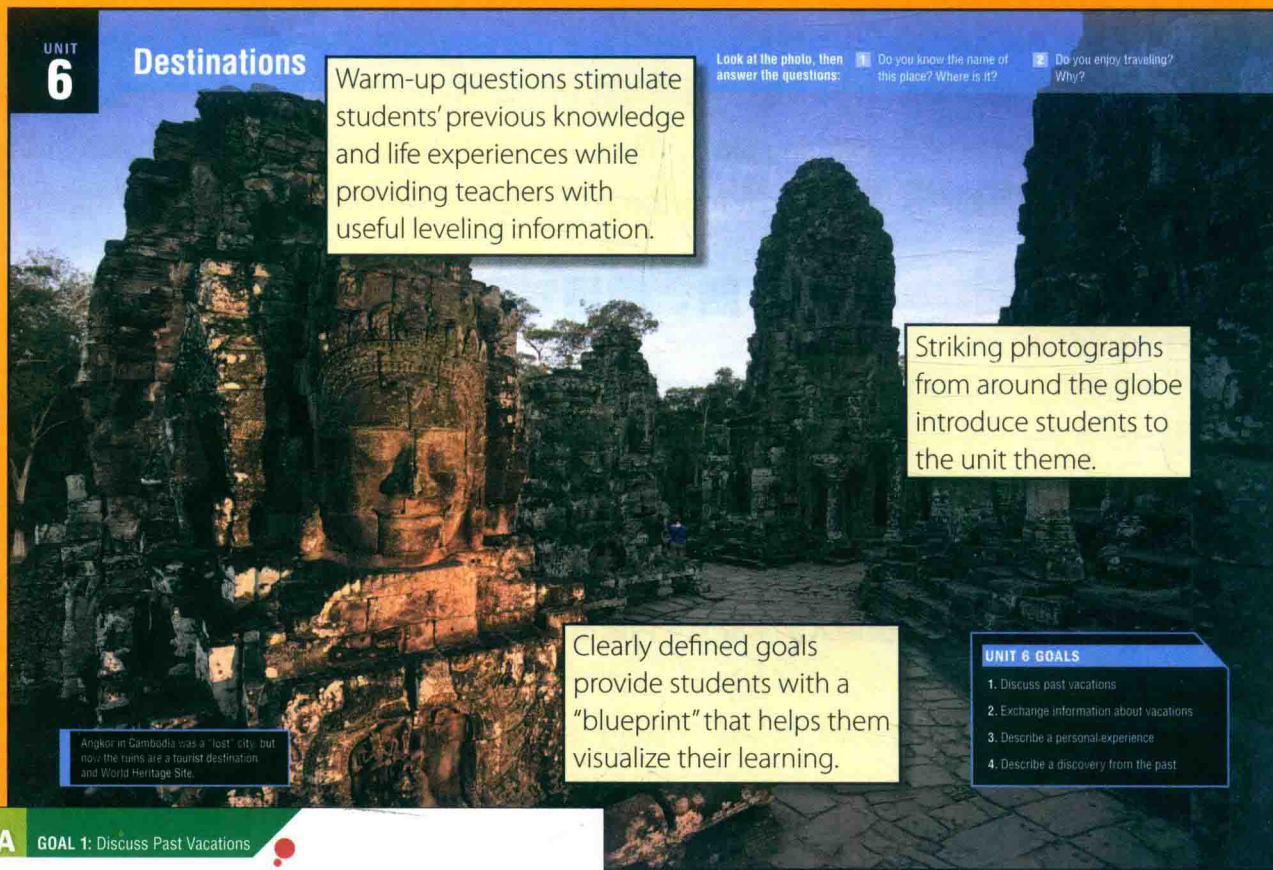
本套教材的总主编为西南大学文旭教授。“视听说”1-4册主编分别为：西南大学莫启扬、西南石油大学孙阳、西南交通大学李成坚、内蒙古大学段满福；“读写译”1-4册主编分别为：山东大学崔校平、哈尔滨理工大学姜毓锋、贵州师范大学刘瑾、西安电子科技大学马刚。来自全国近十所高校的几十名专家和骨干教师参与了本套教材的设计和编写，美国圣智学习出版公司的英语教育专家和教材编写专家对全书进行了审定。

在改编之前，我们广泛咨询了国内外英语教育领域的资深专家学者，开展了充分的调研和分析，确定了本套教材的改编理念和方案，最终使本套教材得以与广大师生见面。教材的改编凝聚了诸多专家学者的经验和智慧。在此，对为本套教材的改编和出版付出辛勤劳动的所有老师以及出版社的各位同仁表示衷心的感谢。由于水平有限，不足之处在所难免。我们真诚地希望大家提出宝贵意见，并在未来的修订中使之更趋完善。

文旭

2017年2月

UNIT WALK-THROUGH



UNIT
6

Destinations

Warm-up questions stimulate students' previous knowledge and life experiences while providing teachers with useful leveling information.

Look at the photo, then answer the questions: 1 Do you know the name of this place? Where is it? 2 Do you enjoy traveling? Why?

Striking photographs from around the globe introduce students to the unit theme.

Clearly defined goals provide students with a "blueprint" that helps them visualize their learning.

UNIT 6 GOALS

1. Discuss past vacations
2. Exchange information about vacations
3. Describe a personal experience
4. Describe a discovery from the past

Angkor in Cambodia was a "lost" city, but now the ruins are a tourist destination and World Heritage Site.

A GOAL 1: Discuss Past Vacations



Vocabulary

Match each of the photos to the action in the box. Write the numbers.

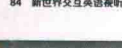
visit places of interest
take a bus tour
check in the hotel
buy
pack suitcases
rent a car

When do these activities do you do before and during your vacation?

Before

During

Clear and practical goals are presented, practiced, and mastered in each unit.



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What other things might a tourist do before and during a vacation? Circle activities.

buy flight tickets buy insurance apply for a visa
hurry a medical check declare goods in Customs when necessary

Complete the sentences with the expressions in Exercise A or C.

1. To prepare for a vacation abroad, the first step we need to take is to _____ an entry permit issued by the host country.
2. Most tourists would tend to _____ as gifts for their family members back home.
3. Compared with taking a package tour, it is a better alternative to _____ and drive around.



Frequent **Conversation** activities motivate students to practice natural language themselves after practicing with a model dialog.

Conversation

Listen to the conversation. Choose the correct answer.

1. a. In Egypt. b. In Rome.
c. In Italy. d. In Vienna.
2. a. For fifteen nights. b. For five nights.
c. For one year. d. For a fortnight.

Listen to the conversation again and complete the travel log.

Last year, Maria and her family went to _____ for a vacation. Instead of going to _____, they chose _____ as their direct destination. There, they visited many places of interest, including the Doge's Palace. During their stay there, Maria and her family had a good time. On the sixth day, Maria and her family flew back home, bringing along with them _____ Christine, Maria's friend, thought that the _____ Maria bought was really a good deal.

Practice the conversation with a partner. Switch roles and practice it again.

Practice the conversation again and change the destinations where necessary. You can use the information in the chart below, or use your own ideas.

Country	Italy	United States	Great Britain
Capital	Rome	Washington, D.C.	London
Other city	Venice	Orlando	Edinburgh
Place of special interest	Doge's Palace	Disney World	Edinburgh Castle

GOAL CHECK Discuss past vacations

Take turns talking about a vacation you took with a partner.

Goal Check activities on each spread highlight measurable outcomes and provide accessible navigation for teachers and students.

B GOAL 2: Exchange Information About Vacations

In **Lesson B** students develop their oral skills through a natural progression of aural language input, pronunciation, and open-ended communication.

Orlando

Orlando is a city in Florida in the United States. It is a major tourist destination, with an estimated 57 million tourists visiting each year. They come to Walt Disney World, Sea World, Universal Studios Florida, a large number of golf courses, and one of the biggest shopping malls in the United States. The city also has several important art museums. The population is around 250,000 people, with about 2 million people in the metro area.

Listening

A **1** Listen to the conversation. Choose the correct answer.

- Chen is telling his friend about _____.
a. his vacation b. his work c. his hobby d. his likes and dislikes
- His friend is _____.
a. bored b. interested c. tired d. worried

B **2** Listen to the conversation again. Circle **T** for true or **F** for false.

- Chen went to Oklahoma. T F
- He visited five theme parks. T F
- He didn't like Sea World. T F
- He went to the Spider-Man™ ride. T F
- He visited Islands of Adventure. T F
- He didn't try the Incredible Hulk Coaster. T F

Pronunciation: Reduction of *have to*, *has to*, *got to*

A **3** Listen to the pronunciation of *have to*, *has to*, and *got to*. Notice how they sound like *hafta*, *hasta*, and *gotta* in fast speech.

- I've **got to** finish my homework. (sounds like /gə-ʔəʊ/)
- He **has to** clean the house. (sounds like /hæ-s/)
- Do you **have to** work tomorrow? (sounds like /hæ-ʔə/)

B Practice these sentences with a partner. Pay attention to the pronunciation of *have to*, *has to*, and *got to*.

- Sorry, I have to leave now.
- I've got to apply for a visa.
- Rosa has to pack her suitcase.
- They've got to stay after class.
- He has to go to the gym.
- Do you have to work tomorrow?
- You've got to finish your homework.
- Tom has to clean his car.

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Pronunciation exercises give students item-specific practice with reductions, stress, rhythm, intonation, and minimal pairs.

Students gain confidence and develop their speaking skills with guided **Communication** activities.

Communication

A Read the travel blogs below. Fill in the blanks with the past tense of the verbs in parentheses.

From Zanzibar to Zebras

Africa » Tanzania » Dar es Salaam » Zanzibar » Arusha

Read full story | Subscribe

December 12th, 2016

Day 1 Arrived (arrive) in Dar es Salaam. _____ (check) into hotel. _____ (unpack) suitcases. Went swimming.

Day 2 _____ (take) boat to the island of Zanzibar.

Days 3–5 _____ (sunbathe) on the beach. _____ (go) diving.

Day 6 _____ (fly) to Arusha. Saw Kilimanjaro. It's BIG!

Days 7–10 _____ (take) a safari tour. _____ (see) hundreds of wild animals. Took lots of photos.

Day 11 _____ (return) to Arusha. _____ (buy) souvenirs.

Took plane to Dar es Salaam and then flew home. Great trip.



Mexico: Beaches and Pyramids

Mexico » Mexico City » Cancun » Tulum » Merida

Read full story | Subscribe

December 18th, 2016

Day 1 Arrived (arrive) in Mexico City. _____ (take) subway to Chapultepec Park. _____ (go) to zoo.

Day 2 _____ (rent) a car. _____ (visit) the Pyramid of the Sun.

Days 3–5 _____ (fly) to Cancun. _____ (go) to the beach.

Day 6 Visited ruins at Tulum. _____ (watch) traditional dance show.

Day 7 Colonial city of Merida. Took a bus tour of the city. _____ (drink) hot chocolate in market.

Day 8 _____ (return) to Mexico City. Flew home.



B Choose one blog. With a partner, take turns asking each other questions about your vacation.

Where did you go next?

What did you do?

How long did you stay there?

Did you enjoy it? Why?

C **GOAL CHECK** Exchange information about vacations

Join another pair of students. Tell them about your partner's vacation from Exercise B.

Unit 6 Destinations 87

UNIT WALK-THROUGH

C GOAL 3: Describe a Personal Experience

Language Expansion: Emphatic adjectives

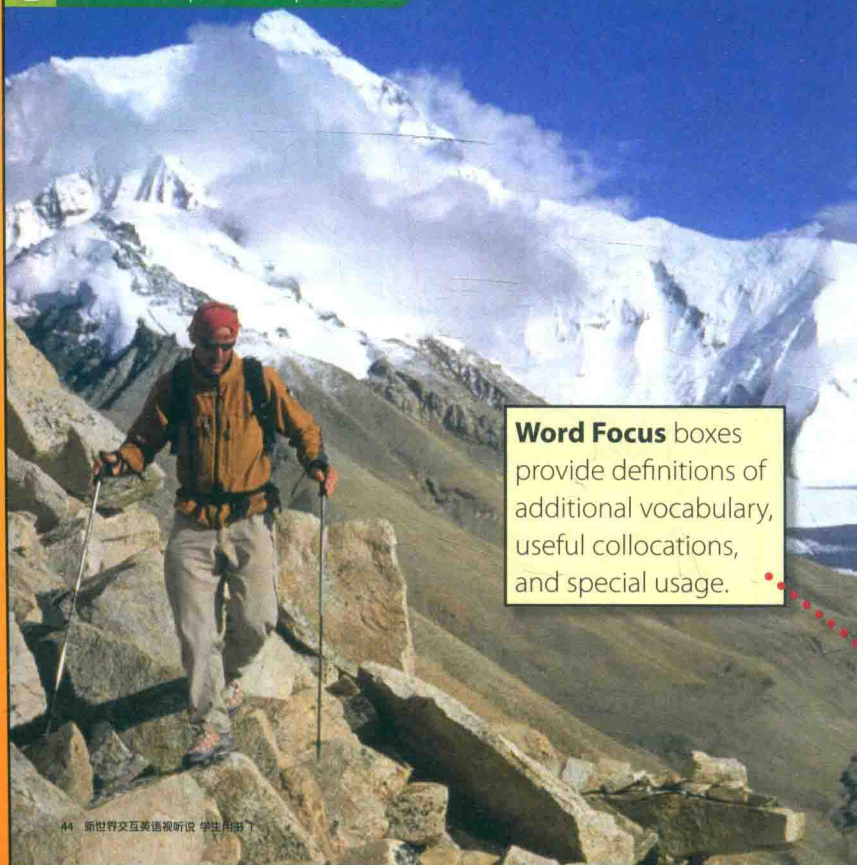
For each picture below, choose two or three emphatic adjectives from the chart and write them down.

Adjectives	Emphatic adjectives			
good/nice	excellent	outstanding	magnificent	amazing
bad	awful	terrible	horrible	
interesting	fascinating			
tiring	exhausting			
dirty	filthy			
clean	spotless			
big	enormous	huge		



Language Expansion sections focus on specific areas that help students build language strategies and become more competent users of English.

D GOAL 4: Share Special Travel Tips with Others



Word Focus boxes provide definitions of additional vocabulary, useful collocations, and special usage.

Listening

A Discuss the questions with a partner.

1. What documents should you take when you travel abroad?
2. What should be packed in your bags when traveling abroad?
3. What do you think you should prepare if you are to take a flight at the airport?

B Listen to the passage. Fill in the blanks.

The traveling expert Mike Connelly wrote a book named _____, in which he shared some pointers on _____ and _____.

C Listen to the passage again. Circle **T** for true or **F** for false.

1. Some countries refuse to allow people to enter if their passport expires in less than six months. T F
2. Copies of your important documents and credit card should be kept in another bag. T F
3. Your house keys should be packed in your check-in luggage. T F
4. You'd better use good bags while traveling. T F
5. Airline food is usually good. T F

D Listen to the passage again and answer the questions.

1. Do you think the author enjoys traveling?

2. Why should you check the expiration date of your passport?

3. Why should you tie a sock to your bag?

4. Why should you take a good book when you travel?

Word Focus

expiration date the date a thing comes to an end or can no longer be used

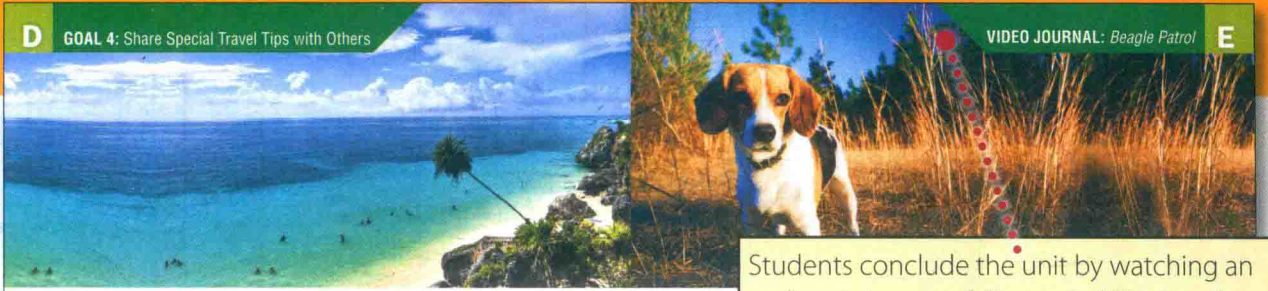
Real Language

We use the expression *share some pointers* to say give advice.

Real Language information boxes in every unit focus students' attention on frequently used phrases and how to use them.

D GOAL 4: Share Special Travel Tips with Others

VIDEO JOURNAL: Beagle Patrol E



Students conclude the unit by watching an authentic but carefully-graded **National Geographic video** clip. This application of students' newly acquired language skills is a part of the on-going unit assessment system and serves as a motivating consolidation task.

Communication activities allow students to take content and apply it to real-world situations.

Communication

A You have won a vacation for two people and you can choose where to go. Choose one of the following and be ready to say why you chose it.

- Resort in Mexico
- Historical tour of Angkor Wat, Cambodia
- Trekking in the Himalayas
- Adventure tourism in New Zealand

B Compare your answer with your partner's.

Write below. You can only take five of these items. Discuss which you would like with a partner. Give your reasons.

- maps
- money belt
- guidebook
- sunglasses
- hair dryer
- penknife
- smartphone

D GOAL CHECK Share special travel tips with others.

Talk with a partner about your travel tips for your next vacation. Then share them with the class.

Before You Watch

A Choose the correct word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

- 1. _____ to breathe air in through your nose in order to smell something
- 2. _____ a machine or piece of equipment that finds or measures something
- 3. _____ a smell, especially one that is unpleasant
- 4. _____ the way that somebody looks or behaves
- 5. _____ not allowed by the law
- 6. _____ very quiet and gentle and unwilling to argue with people

FURTHER PRACTICE: Andy's Vacation F

Listening

A Andy is writing to Jesse about his vacation. Listen to the story of his vacation. Choose the correct answer.

1. Andy stayed at _____
a. a small town d. home
2. _____
a. short d. interesting
3. _____
a. huge but nice d. small but clean
4. _____
a. delicious d. boring

5. _____ in the chart below? Listen to the audio.

1. his vacation		
2. the airplane		
3. the beach		
4. the hotel		
5. the food		
6. the bus tour		
7. the souvenirs		

Communication

A You took a vacation in London last summer. With the vacation information given below, write an e-mail to your friend about it. Research the places it needed.

Your London tour

- fly to Heathrow Airport
- see Buckingham Palace
- five days in a big hotel
- take a boat trip on the Thames River
- eat in English restaurants
- buy souvenirs in famous department stores
- visit the Tower of London



TED TALKS

Kent Larson Architect
BRILLIANT DESIGNS TO FIT MORE PEOPLE IN EVERY CITY

Before You Watch

A Do you know what these words mean? Match each space (place) to its function (purpose).

Functions

- guest work
- dance hang out
- exercise relax

Spaces

1. office
2. studio
3. living room
4. gym
5. guest bedroom

Students also watch a **TED Talk** every two units. These videos are accompanied by three- or four-page sections which allow students to build upon prior instruction to communicate about issues that affect their community and the world.

5. In Rome, Americans **convert** their dollars (\$) to euros (€).

C You are going to watch a TED Talk about a new way to design a house. Look at the pictures and the quotes on the next page. What do you think you will see?

1. A gym that converts into a dining room
2. An apartment with walls that move.
3. A family that lives in a big space.

While You Watch

A Watch the TED Talk. Place a check mark (✓) next to the items that you see in the video.

- _____ an architect
- _____ a bedroom
- _____ a kitchen
- _____ a dining room
- _____ an office
- _____ a garden
- _____ a doctor
- _____ a gym
- _____ a garage
- _____ a swimming pool

Word Focus
studio a space for art; an apartment with only one room

CONTENTS

Unit Goals

Vocabulary

UNIT 1 **People** Page 2

- Meet people
- Ask for and give personal information
- Describe different occupations
- Describe positive and negative parts of occupations

Occupations
Countries
Nationalities
Descriptive adjectives

UNIT 2 **Work, Rest, and Play** Page 18

- Talk about a typical day
- Talk about free time
- Describe a special celebration or festival
- Describe daily life in different communities

Daily activities
Party words
Celebrations and festivals

TED TALKS Video Page 32 **Kent Larson: Brilliant Designs to Fit More People in Every City**

UNIT 3 **Going Places** Page 36

- Identify possessions
- Ask for and give personal travel information
- Give travel advice
- Share special travel tips with others

Travel preparations and stages
Travel documents and more

UNIT 4 **Food** Page 50

- Give a recipe
- Order a meal
- Talk about diets
- Discuss unusual foods

Food
Food groups
Diets

TED TALKS Video Page 65 **Karen Bass: Unseen Footage, Untamed Nature**

Listening	Speaking and Pronunciation	Video Journal	Further Practice
<p>Focused listening: Personal introductions</p> <p>National Geographic: "People from Around the World"</p>	<p>Asking for and giving personal information Talking about one's occupations Contractions of <i>be</i>: <i>-'m, -'re, -'s</i></p>	<p>National Geographic: "The Last of the Women Divers"</p>	<p>"The World of Work" "Different Farmers"</p>
<p>Focused listening: A radio celebrity interview</p> <p>TED TALKS "Eric Whitacre: A Virtual Choir 2,000 Voices Strong"</p>	<p>Talking about daily schedules and free time Falling intonation on statements and information questions</p>	<p>National Geographic: "Monkey Business"</p>	<p>"Happy New Year!"</p>
<p>General listening: Conversations at travel destinations</p> <p>National Geographic: "Smart Traveler"</p>	<p>Giving personal information for travel forms Sharing travel tips Rising intonation on lists</p>	<p>National Geographic: "Beagle Patrol"</p>	<p>"Travel Light!"</p>
<p>General and focused listening: Ordering a meal in a restaurant</p> <p>National Geographic: "Bugs as Food"</p>	<p>Role-play: Purchasing food at a supermarket Reduced forms: <i>Do you have . . .</i> and <i>Would you like . . .</i></p>	<p>National Geographic: "Dangerous Dinner"</p>	<p>"International Recipes—Colcannon from Ireland"</p>

CONTENTS

UNIT
5

Sports

Page 68



Unit Goals

Vocabulary

- Describe activities happening now
- Compare everyday and present-time activities
- Talk about favorite sports
- Discuss adventures

Doing sports
Present-time activities
Team sports and individual sports

UNIT
6

Destinations

Page 82



- Discuss past vacations
- Exchange information about vacations
- Describe a personal experience
- Describe a discovery from the past

Travel activities
Emphatic adjectives

TED TALKS

Video Page 96 **Ron Finley: A Guerilla Gardener in South Central L.A.**

UNIT
7

Communication

Page 100



- Talk about personal communication
- Exchange contact information
- Describe characteristics and qualities
- Compare different types of communication

Communication
Electronics
The senses

UNIT
8

Types of Clothing

Page 114



- Make comparisons
- Explain preferences
- Talk about clothing materials
- Evaluate quality and value

Clothing
Descriptive adjectives
Clothing materials

TED TALKS

Video Page 128 **Derek Sivers: Weird, or just Different?**

Listening	Speaking and Pronunciation	Video Journal	Further Practice
<p>General and focused listening: Everyday activities vs. today's activities</p> <p>TEDTALKS</p> <p>"Lewis Pugh: My Mind-Shifting Everest Swim"</p>	<p>Talking about what people are doing now</p> <p>Discussing favorite sports</p> <p>Reduced form: <i>What are you . . .</i></p>	<p>National Geographic: "Cheese-Rolling Races"</p>	<p>"Sports Around the World"</p>
<p>General listening: A vacation</p> <p>National Geographic: "The Cradle of the Inca Empire"</p>	<p>Comparing vacations</p> <p>Describing personal experiences</p> <p>Reduction of <i>have to</i>, <i>has to</i>, <i>got to</i></p>	<p>National Geographic: "Machu Picchu"</p>	<p>"Andy's Vacation"</p>
<p>Focused listening: A radio call-in program</p> <p>TEDTALKS</p> <p>"Diana Reiss, Peter Gabriel, Neil Gershenfeld, Vint Cerf: The Interspecies Internet? An Idea in Progress"</p>	<p>Asking for contact information</p> <p>Describing sights, sounds and other sensations</p> <p>The /b/ and /v/, /l/ and /r/ sounds</p>	<p>National Geographic: "Wild Animal Trackers"</p>	<p>"How Do Animals Communicate?" "A Dog's Work"</p>
<p>Focused listening: Shoe shopping</p> <p>National Geographic: "Silk—The Queen of Textiles"</p>	<p>Talking about clothes</p> <p>Shopping—at the store and online</p> <p>Rising and falling intonation</p>	<p>National Geographic: "How Your T-Shirt Can Make a Difference"</p>	<p>"Chameleon Clothes"</p>

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People

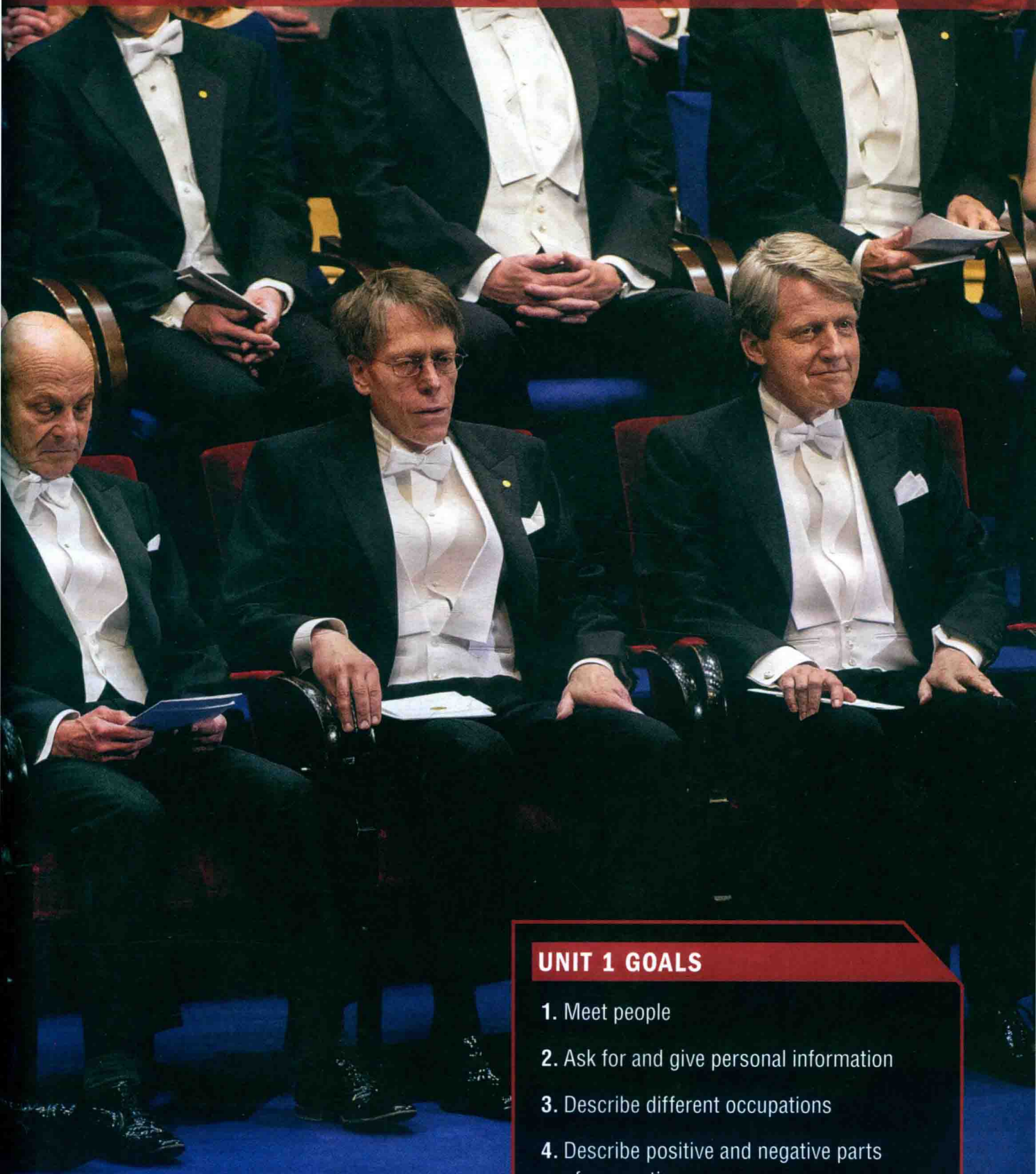


Nobel Prize winners at the Nobel Prize Award Ceremony in Stockholm, Sweden, 2013.

Look at the photo, then answer the questions:

1 What are these people doing?

2 Do you know any of them?



UNIT 1 GOALS

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