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普通高等教育“十一五”国家级规划教材

21st Century Practical College English



# 21世纪大学实用英语

总主编 翟象俊 陈永捷 余建中

*Viewing, Listening & Speaking*

## 视听说教程

2

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# 编写及使用说明

## 一、编写背景

由于近年来信息技术的快速发展,在英语教学中,“视听说”教学以它特有的优势,越来越受到广大师生的欢迎与重视。然而,以教育部高教司颁发的《高职高专教育英语课程教学基本要求》(试行)(以下简称为《基本要求》)为依据编写的系统化、规范化的视听说教材至今尚无。为了填补这一空白,也为了高职教育英语教学的实际需要,我们编写了这套《21 世纪大学实用英语视听说教程》,供高职高专学生使用。

## 二、编写原则

《基本要求》中对听力的要求是能听懂日常和涉外业务活动中使用的结构简单的英语对话和陈述,理解基本正确;对口语的要求是能用英语进行一般的课堂交际,在日常和涉外活动中进行简单交流。本教程在编写对话和设计练习时尽可能满足《基本要求》对听力和口语的要求。

全教程遵循“实用为主、够用为度”的原则,以培养学生实际听说能力为目标,突出教学内容的实用性和针对性。第一、二册的视听部分按照《基本要求》交际范围表日常交际中的交际功能和情景编写;第三、四册的视听部分按照《基本要求》交际范围表业务交际中的一般涉外活动和一般涉外业务活动设计和编写。四册书的视听内容是日常和涉外交际中实际需要的,而且具有典型性;四册书的语言材料和语言情景符合学生在国内的涉外环境下可能遇到的、也是他们所能适应的内容。

## 三、教材组成和特点

《21 世纪大学实用英语视听说教程》系列教材是普通高等教育“十一五”国家级规划教材,根据《基本要求》以及以该《基本要求》为依据由高等学校英



语应用能力考试委员会制定的《高等学校英语应用能力考试(口试)大纲》设计和编写,包括“学生用书”和“教学参考书”(每种分为1-4册)及配套的音带、多媒体课件和网络课程等。本套教材供高职高专院校普通英语教学使用,旨在通过真实而有时代气息的场景、地道而又生动的语言、实用而又丰富的知识、多样而又活泼的练习提高学生的英语听说能力。

与同类教材相比,本套教材最大的特点是:尽量从中西文化差别的视角设计视频录像的内容和形式,提供相应的文化信息,将人文素质教育贯穿在本教程的学习和训练中。本教程的另一大特点是:设计了贯穿始终的男女核心人物 Michael 和 Shelley,各个场景能够有机串连起来,使其具有一定的连续性。故事短小生动,贴近学生实际生活,而且趣味性、观赏性、口语性强,便于教与学。录像会话内容带有普遍性,语言具有实用性,为学生提供了全方位真实的语言学习环境以及真实场景中不同人物所使用的“原汁原味”的语言,有助于学生开阔视野,提高在实际情境中的交流和应变能力。

#### 四、教材结构及说明

“学生用书”每册8个单元,每个单元均由 Lead-in 和三个 Section 组成,每部分均含若干个小部分:

##### Section One Watching, Listening and Speaking “视听说”

###### I. Before Watching “看前准备”

1. Look & Talk “边看边说”/Think & Talk “边想边说”:教师引导学生讨论视频录像照片或相关主题,预测该片段将会发生什么事,以激起学生的好奇心。
2. Useful Language “生词和词组”:提供视频内容中的有用词汇和习惯表达。

###### II. While Watching “边看边练”

1. Watching & Observing “看与观察”:要求学生在观赏录像片段时注意剧情的变化以及人物的行为举止。这部分所设计的练习是目前现有的其他“视听说”教材所缺乏的内容,也是本教程的一大特色。
2. Watching & Listening for Information “视听信息”:这部分所设计的练习以检测学生的听力理解为目的。

3. Watching & Speaking “视频对话”:此部分的口语练习要求学生看视频并给人物配音。

### III. After Watching “看后操练”

1. Mini-Dialogues “情景对话”:规定对话场景,让学生熟悉并使用本单元的表达方式,并进行角色扮演等口语活动。
2. Discussion “口头讨论”:以小组活动形式进行与主题有关的话题讨论交流。

### Section Two Intensive Listening “听力训练”

- I. Listening Focus “听力微技能训练”:这部分旨在使学生的听力技能通过统筹训练得以提高。
- II. Listening Practice “综合听力训练”:提供与主题相关的对话和短篇听力材料,练习形式多样,包括 PRETCO 以及大学英语四级考试听力试题形式,有助于学生熟悉考试题型。

### Section Three Time for Fun “趣味视听”

- I. Watch and Enjoy “影视欣赏”:提供短小精悍、丰富多彩、趣味浓郁的原版视听材料和电影片段。
- II. Listen and Relax “轻松一刻”:内含幽默、小故事、诗歌、歌曲、笑话、绕口令等听力材料。

“教师参考书”每册也是8个单元,与“学生用书”的内容完全呼应,涵盖其全部内容,并在相应的地方提供教学目标、视听材料原文和练习参考答案,且所有增加内容均用彩色标出,以方便教师使用。

## 五、使用说明

本教程的四册教材相互独立而又互相联系、互成体系,供四个学期使用。在编写过程中我们既考虑到了各单元之间词汇的重复率问题,也考虑到尽可能使各单元有相对的独立性。在语言和内容的安排上,依循对话由易到难,情节由简到繁的由浅入深、循序渐进的原则,教师可根据具体情况进行调整,有目的、有选择地使用本教程的内容。对于课时数较少的学校,在使用本教程时不一定非要按单元顺序依次使用,也可以根据学生的水平选择其中某些单元进行学习。但为了确保本教程的系统性和实用性,建议所有单元全部用于

教学。

我们建议在使用本教程时,从“视”、“听”入手,在基本看懂、听懂录像片段内容的基础上再借助注释去“说”。“听力训练”练习如全部在课堂完成,要花费许多时间,因此教师在课堂上需根据学生的实际水平选用部分相应练习,其余内容留给学生课外操练。

本教程配有相应的录音带和多媒体光盘,所以学生既可以在教师指导下在上课时学习,也可以利用声像资料进行自学。

## 六、《21 世纪大学实用英语视听说教程》与《21 世纪大学实用英语综合教程》的关系

《21 世纪大学实用英语视听说教程》与《21 世纪大学实用英语综合教程》同为课程教学主教材。《21 世纪大学实用英语综合教程》每册八个单元,以主题为中心组织教学。《21 世纪大学实用英语视听说教程》每册也是八个单元,可以独立使用,也可以和《21 世纪大学实用英语综合教程》配合使用。如果教师把本教程作为听说训练的主教材,则《21 世纪大学实用英语综合教程》中的听力内容可作为学生课外听力材料。教师也可根据需要对两套教程各单元中的听说部分进行课内外训练内容的调整,建议课堂上以“视”、“听”、“说”结合方式的训练为主,重在提高学生的听说能力,其余听力材料可用于课外泛听。

## 七、编者介绍

《21 世纪大学实用英语视听说教程》由复旦大学梁正溜教授、上海商学院姜荷梅副教授等主编,复旦大学翟象俊教授担任主审,外籍专家 Amy Goldman 博士担任顾问。此外,上海及其他省市多所高等院校的许多资深专家和一线教师也对本套教材的编写提供了宝贵的建议和帮助。

编 者

2007 年 2 月

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# Unit 1

S-1

## Expressing Surprise at Meeting Someone Unexpectedly

### **Objectives**

This unit is intended to help students

1. understand and use the language for expressing surprise at unexpectedly meeting someone they know;
2. appreciate the rich variety of expressions used in such situations;
3. learn how to speak on a specific topic using these newly-acquired expressions;
4. focus on monetary units when listening;
5. improve their listening comprehension in general.

### **Lead-in**

We live in a small world. Wherever we go, it is likely that we will unexpectedly meet someone we know. At such moments, we express surprise at suddenly meeting the person. What do we say in English to express this feeling? Let's learn expressions in this unit useful for communicating surprise in unexpected situations.

## Section One *Watching, Listening & Speaking*

### **Objectives**

1. To have a discussion that elicits expressions of surprise at unexpectedly meeting someone you know;
2. To increase the familiarity and use of such expressions;
3. To translate the visual information from the video clip into the appropriate language;
4. To use the audio information in the corresponding exercises;
5. To reinforce productively the language that has been learned.



### Video Episode: *What a Surprise Meeting You Here!*

#### **I. Before Watching**

##### **1. Think & Talk**

*Think of the following questions and try to answer them.*

S-2



- 1) What do you say in English when you unexpectedly run into someone you know?
- 2) Are there any differences between native English-speaking cultures and Chi-

nese culture when expressing surprise at unexpectedly running into someone you know?

3) How would you act out these differences?

**Suggested answers:**

- 1) I can say, "What a surprise meeting you here!" or I can also say, "Fancy meeting you here!"
- 2) Yes. People hug each other in native English-speaking cultures, whereas here in China, we shake hands with each other in such situations. One thing is sure: there is more touching in the former than in the latter.
- 3) I'd have to try it out to know.

## 2. Completion

*The following sentences can be used to express surprise at unexpectedly meeting someone you know. Each of them will be spoken twice. As you listen, complete each sentence with the missing words.*

- 1) What a surprise meeting you here!
- 2) Fancy meeting you here!
- 3) Never thought I'd see you here!
- 4) Where've you been hiding yourself?
- 5) What have you been up to?
- 6) Certainly didn't expect I'd run into you here!
- 7) Certainly had no idea I'd meet you here!

## Cultural Tips S-3

学习用英语表达意外遇见某人的惊讶时,应注意中英文文化表达形式的差异和相似之处。在汉语文化表达形式中还会出现地域特色。在你的当地语里意外遇上某人时是怎样表达的?你是否会这么说:“你/您怎么来了?”“没想到在这里遇上你/您!”第二句的表达是否非常接近英语表达惊讶当中的“Certainly didn't expect / had no idea I'd run into you here!”纵观本单元所提供的有



用表达句型,不难看出其中存在不少中英文化表达形式的差异。在理解或翻译时,应注意其语言的功能(function)和实意(notion),例如,“Where’ve you been hiding yourself?”应理解或翻译为:“好久不见,你从哪里冒出来的?”

## II. While Watching

### *Useful Language from the Video Episode*

explore vt.	考察
historic town	古镇
You look great!	你看上去很棒!
mountain bike	山地自行车
You’re on.	= Absolutely (I agree).
hide vi.	躲藏
Good for you!	(口语) 干得好!
You bet.	= You’re on.
give it a try	试一下

### 1. Watching & Observing S-4

*Read the following incomplete sentences before you watch the video clip. Then, pay attention to the related scenes during the clip, completing the statements appropriately as you watch.*

- 1) It is spring time, and the flowers are blossoming everywhere.
- 2) There is a wooden bridge across the little pond.
- 3) Michael is reading a map on the bridge.
- 4) Shelley is walking her bicycle towards the bridge.



- 5) Shelley and Michael are sitting on a bench talking, each holding a bottle of water.
- 6) Michael stands up and points to the restaurant.

## 2. Watching & Listening for Information

**A. Watch the video and then decide whether each of the following statements is true (T) or false (F).**

- 1) Shelley and Michael happen to run into each other. (T)
- 2) They haven't seen each other for a long time. (T)
- 3) They are traveling to a historic town on their bikes. (T)
- 4) Shelley is learning Chinese and about Chinese culture while she's in China. (F)
- 5) Michael is writing a book on Chinese food. (F)

### S-5

**B. Now watch the video again and then complete the following conversation.**

Michael: Hi Shelley. What a surprise meeting you here!

Shelley: Fancy meeting you here! What are you doing in this place?

Michael: I'm exploring this historic town on my bike.

Shelley: Cool. You look great!

Michael: You too. I didn't know you got a mountain bike.

Shelley: Yeah, I did. So maybe we could go cycling together.

Michael: You're on.

Shelley: I haven't seen you for such a long time. Where've you been hiding yourself?

Michael: Oh, I've been busy. I've been studying Chinese.

Shelley: Have you? Good for you! To learn a foreign language is to learn its culture.



Michael: You bet. That's why I'm here.

Shelley: It's lunch time. How about trying out some local food for lunch?

Michael: That's what I was going to suggest. How about that restaurant by the river?

Shelley: Sure, let's give it a try.

S-6

**C. After you watch the video a third time, complete the following third-person account of the conversation.**

Shelley and Michael happen to run into each other on a bridge in a historic town. Both of them express surprise at unexpectedly meeting up with each other. At that moment, they are exploring the historic town on their bicycles. Actually, Shelley and Michael have not seen each other for a long time. Michael has been keeping busy learning Chinese, a foreign language for him. Both of them are very much interested in Chinese culture, and, of course, Chinese food.

### 3. Watching & Speaking

- 1) Watch the video again, with a female student doing Shelley's voice.
- 2) Watch the video once more, with a male student doing Michael's voice.



**S-7**

- 3) Watch the video one last time, with a male student and a female student doing both of the voices for the whole conversation.

**III. After Watching**

1. Familiarize yourself with these other expressions similar to those in the video clip just watched. Then try to use them in dramatized situations in which you unexpectedly happen to meet up with people you know.

- What are you doing in this part of town?
- Been keeping busy?
- How neat! (= How cool!)
- Shouldn't you be in school?
- Shouldn't you be at work?

**Suggested dialogue:**

A: Hey, what a surprise meeting you here, Shelley!

B: Hi, Michael. Yeah, fancy meeting you here, too! What are you doing in this part of the country?

A: I'm attending an internal conference. And what are you doing here?

B: Well, I am touring the town.