

普通高等教育“十一五”国家级规划教材
2002年全国优秀教材二等奖



★★★★★

21世纪

TWENTY-FIRST CENTURY COLLEGE ENGLISH

大学英语

基础视听说教程

主编单位
上海大学
复旦大学
上海交通大学
北京交通大学



复旦大学出版社 高等教育出版社

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出版者的话

《21 世纪大学英语视听说教程》是一套全新的视听说教材。它根据教育部新颁布的《大学英语课程教学要求(试行)》编写而成。它集多媒体光盘、录音带、纸质教材和网络系统为一体,并充分发挥不同媒介在英语教和学中的优点和长处。

视——模拟各种真实场景,将日常交际中最常用的口语话题通过一个个幽默、风趣、生动的故事展现给学习者。

听——为学习者接触“真实的英语”,精心筛选各种类型的听力材料,例如:VOA Special English, Documentary English, Movie Clips...

说——为培养学生用英语表达自己思想的能力,每一部分说的话题都配有 reference 以便学生模仿。

网络版英语为大学英语的教和学开辟了全新的教学模式和教学理念。该教程的网络学习系统采用国外先进的技术,共由 6 大块组成,分别为:后台管理系统;教学系统;题库系统;资源库系统;课件库系统;讨论答题系统等,它的第一大亮点是教师引领式和学生自主式学习相结合。网络教学平台为师生提供了无限的教和学的空间。该网络系统可以装载在 Windows 系统下的任何一台电脑上,既可用于局域网,也可用于广域网,使教师和学生可以不受时间、地点的限制进行教和学。

本书的另一亮点是可视内容特别多。为便于学生学习,我们将可视内容制成两张多媒体光盘,并委托国外专业机构采用先进的技术制成,操作便捷,功能齐全。学生打开多媒体光盘可以跟读、模仿,可以扮演其中的角色以及可以做录音和录音保存等等,多媒体光盘为学生创设了一个真实的英语学习环境,学生将自己完全融入其中,从中体会到学习英语的乐趣。

本教程的另一个特点是适用面广,由于大量的口语话题在日常生活中人人都会用到的,故本书中的视听说内容不光适合大学本科生学习,也适合高职高专的学生,甚至研究生学习,不同层面的学生可以选择适合自己的话题和内容,进行口语基本训练。

本套教材汇集了复旦大学、上海大学、北京交通大学、上海交通大学等国内多所院校和出版界的资深教授以及电脑专家的智慧,是英语专家和电脑专家有机结合的成果。

为适应不同层面学生学习的需求,纸质材料中的“Extensive Listening”供教师酌情灵活选用。

编者的话

《21 世纪大学英语》是普通高等教育国家级重点教材,2002 年全国优秀教材二等奖。该教程在教学实践中,备受师生青睐,为全国越来越多的高校广泛采用。最近教育部颁布了《大学英语课程教学要求(试行)》,对大学英语的教学提出了更高的要求。根据《要求》,我们编写了《21 世纪大学英语视听教程》。该教程以功能训练贯穿始终,采用了视、听、说相结合的方法,充分利用现代化教学手段,旨在全面提高学生的听说能力。本教程内容丰富,题材广泛,形式多样,语言地道,由浅入深,环环相扣。

本教材共八个单元,每单元由四部分组成。

第一部分为“交际技能”(communication skills)。主要强调功能训练以及视(video watching)、听(listening)和说(speaking)的统一,强调语言输入和输出的有机结合。本教程的一个显著特点是增加了“视”的内容,这无疑有助于提高学生的听说能力。

第二部分围绕贴近大学生生活的主题(theme)展开听说训练。除了传统的听说项目外,本部分还增加了“美国之音”(VOA Special English Program)的听力训练,使学生了解、掌握“真实英语”(authentic English)。当然在选材时也充分考虑到其难易程度,以及与主题的相关性。

第三部分为“听力技巧”(listening strategy)。每一单元围绕某一技巧组织听力材料,通过实践使学生掌握听力技巧。在材料的取舍、练习的安排方面,充分顾及到学生的英语水平及语言材料的可操作性,从而体现以学生为中心的理念。

最后部分为“泛听”(extensive listening)。这部分加入了“影视欣赏”和“歌曲欣赏”(movie watching),这也是本教程的“亮点”之一。它既可以提高学生的学习兴趣,又可以检验学生的英语综合运用能力。教师可把这部分看作是前三部分的补充和加强,可视实际情况,灵活选用。

本套教程以国外先进的网络教学系统为教学平台,给师生提供最优的互动支持,既解决了目前师资紧缺的难题,又为学生开展自主学习提供了方便。

本教程视听说内容涉及到日常生活中方方面面,故无论是高职高专的学生,还是大学本科的学生,乃至研究生,均可选择适合自己的话题和内容进行口语训练。

本套教材由翟象俊教授任总主编。本册主编为上海大学徐钟、谢之君教授,参加编写的有肖福寿、徐钟、谢之君、宋继平、姚喜明、万华、周敏芳、乐金马、张岚、戴朝晖、傅静。复旦大学出版社的倪琴芬同志对本书的编写和出版给予了很多的指点、很大的关心和支持,在此表示感谢。

由于时间仓促,水平有限,谬误难免,敬请各位同仁和学生不吝匡正。

编者

2005 年 7 月

《21 世纪大学英语视听说教程》导读

《21 世纪大学英语视听说教程》是根据教育部新课程教学要求编写的。新课程要求把原来的培养学生英语读写能力为主改为培养学生的听说能力为主,目标是提高学生应用语言的综合能力,特别是语言的交际能力。《21 世纪大学英语视听说教程》围绕着新的培养目标展开设计。

《21 世纪大学英语视听说教程》分基础、一、二、三、四册。每一册书由 8 个单元组成,每一单元由 4 部分构成。这四部分的设计理念如下:

一、每一册书的第一部分为“Communication Skills”,翻译成中文即“交际技能”。这部分主要为提高学生的交际技能而设计。例如从最简单的见了面打招呼、相互介绍,到在某一陌生地问路;各种邀请和被邀请;表示感谢和道歉以及各种喜怒哀乐情感的表达等等,我们共列出了 40 个常用口语话题,每一个口语话题下都有一二十句就这一话题的口语表达方式。为了使学生在真实环境下正确地表达自己的思想,我们将这些表达方式穿插起来,编成一个个生动、幽默的小故事,制作成模拟真实情景的多媒体影视光盘,供学生观摩和模仿。

多媒体光盘可以让学生自学,也可以用于课堂教学。多媒体光盘上涵盖了 8 个单元中所需的视频内容。每一个单元有 2 到 3 个 Video Clips,围绕着一个话题展开。课前,教师可以让学生先将所学单元口语话题下的 Useful Expressions 背熟,然后再看视频。每段 Video Clip 都有看前要求、看时要求和看后要求。仔细阅读这些要求,帮助你较好地把握学习目标,获得好的学习效果。

如若是多媒体光盘用于课堂学习,教师可引导学生去抓住以上提到的各个节点要达到的目标要求,然后组织学生集体观摩视频。观摩后,可让学生先回答一些问题,看学生是否理解视频中的内容,然后进行模仿跟读、角色转换等的训练。课后让学生反复进行口语操练。为了进一步巩固多媒体光盘中学到的内容,学生课本上 Part 1 Task 2 是让学生听音频文件,做笔头练习,以进一步巩固 Task 1 学到的内容。

二、每一册书的第二部分是和读写教程主题有关的听力训练。

这部分内容旨在让学生进一步巩固在读写教材中学到的内容。这一部分都是以主题式展开,围绕某一主题让学生听几段对话或短文,边听边做书面的练习。除了书面的练习,还有口头的练习,口头练习主要以小组讨论活动的形式进行。课文中提供 Reference。

三、每一册书的第三部分是 Listening Strategy,即“听力策略”。对不同题材、不同内容的文章如何去听,还有四、六级考试中经常会遇到的数字、价格、时间等等怎么听。第三部分给学生提供了这方面的训练。

四、每一册书的第四部分是 Extensive Listening。这部分所听的内容比较综合性。这部分内容可以让教师灵活掌握,在这部分内容最后有电影片段供学生欣赏,而影片故事与学生教材的主题是一致的,学生初看电影一定比较困难,可到书本最后找相应的文字材料,可看看听听、听听看看,逐步习惯看电影,大概听懂这些电影片段的意思。

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- **Part One**
Communication Skills
- **Part Two**
Theme-related
Activities
- **Part Three**
Listening Strategy
- **Part Four**
Extensive Listening
- **Part Five**
Further Practice



Unit 1

Entering College

Part One

Communication Skills

Saying Hello and Goodbye

Useful Expressions

Giving Greetings

1. Hi!/Hello!/Hello there!/Hey!
2. How are you?
3. How's it going?
4. How's it been?
5. How's everything?
6. How have you been?
7. Good morning/Good afternoon/Good evening.
8. Morning/afternoon/evening.

Returning Greetings

1. Fine.
2. I'm fine.
3. I'm just fine. Thank you.
4. I'm cool.
5. Fine and dandy.
6. Great!
7. Couldn't be better.
8. Okay.
9. I'm OK, thank you.
10. Not bad, thanks.
11. Getting by.
12. Been getting by.
13. So-so.
14. Could be worse.
15. Could be better.
16. Same as always/as usual.
17. Not good.
18. Not so good/too good.
19. Not well.
20. Not so well/too great.
21. Not great.
22. Not so great/too great.

Saying Goodbye

1. Goodbye.
2. Goodbye/for now.
3. Bye.
4. Bye-bye.
5. So long.
6. See you.
7. See you soon/later/tomorrow/next week.
8. See you real soon/around/in a little while then.
9. Let's get together soon.
10. I'll be seeing you.
11. I'll see you real soon.
12. Good night.
13. Take care.
14. I think I should be going/be on my way now.
15. I should get going/be going on my way, too.
16. I've got to go now.
17. I'd better go now.
18. I really have to go now.
19. I need to go now.
20. I should go now.
21. I have to/I've got to run.
22. I have to/I've got to get going.



Task 1 Watch the video On CD-Rom A and do the exercises as indicated.

Clip 1

Word Bank

hit /hɪt/

Karaoke /ˌkɑrə'əʊki/

entertaining /ˌentə'teɪnɪŋ/

break a leg

genius /'dʒiːnjəs/

pick up

n.

n.

a.

n.

流行或成功的事物或人

卡拉 OK

使人得到娱乐的,有趣的

获得成功

天才

接(人)

Clip 2

Word Bank

enormous /ɪ'nɔːməs/

a.

极大的,庞大的

get by
 embarrassing /ɪm'beərəsɪŋ/
 explore /ɪk'splɔː/
 arena /ə'reɪnə/
 check out
 jock /dʒɒk/
 common /'kɒmən/ room
 flyer /'flaɪə/

(勉强)对付过去
 a. 令人尴尬的
 v. 考察
 n. 竞技场
 调查...的情况
 n. (尤指大学的)运动员
 n. 教师休息室, 学生休息室
 n. 广告传单



Task 2 Listen to the tape and do the exercises as indicated.

I

Listen to the following conversation and fill in the missing expressions.

Meeting a Friend on Campus

Word Bank

fancy /'fænsɪ/
 junior high
 outskirts /'aʊtskaɪts/
 senior high
 bump into
 orientation /ˌɔːriən'teɪʃən/
 actually /'æktʃuəli/

v. 想象; 设想; 想不到
 初中
 n. 郊区
 高中
 偶然遇见
 n. 入学教育
 ad. 事实上

Nancy: Hello, Frank.

Frank: Hey, Nancy! Fancy meeting you here. Are you a new student?

Nancy: Yeah, I just came last week. What about you?

Frank: This is my second year at college. 1) _____ all these years?

Nancy: 2) _____. About three years ago, after I finished junior high, my parents and I moved to the outskirts where I completed my senior high studies.

Frank: Was this university your first choice?

Nancy: No. But I was grateful just to get my second choice. Well, it's been really nice seeing you again.

Frank: Yes, it has. I'm glad we bumped into each other.

Nancy: Me, too. You know, I think 3) _____. The orientation meeting will start at 9 : 30.

Frank: Actually, I should get going too. I've got to get to my English class at 9 : 20.

Nancy: Oh, you'd better hurry. 4) _____.

Frank: Good-bye.

Nancy: 5) _____.

II

Listen to the following conversation and fill in the missing information.

Taking Leave at the Birthday Party

Word Bank

delicious /dɪˈlɪʃəs/

a physical check-up

freshman /ˈfreʃmən/

a.

美味可口的

检查身体

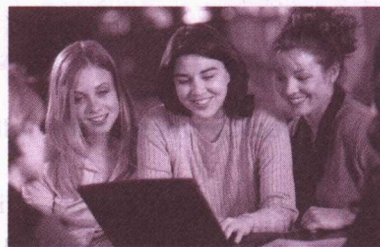
n.

大学一年级新生

One evening, John went to Carol's 1) _____. She spent 2) _____ preparing for it. With lots of delicious food, such 3) _____, and so many fun people, they enjoyed themselves so much that they forgot 4) _____. As it was already 5) _____, John had to leave because he had to get up very early for 6) _____ the next morning. Carol had no choice but to 7) _____. She thanked John 8) _____, and John said he'd be looking forward to seeing her soon.

Task 3 Work in pairs to make short conversations according to the following situations.

1. You meet one of your schoolmates at the bus stop. Greet each other warmly.
2. Your roommate is going home for the weekend. How do you say goodbye to him or her?
3. You happen to meet your new classmate Mary while standing in line to get your meal at the school cafeteria. How would you greet her?



(For reference)

- A: Hello, Frank. How are you doing?
B: Why so formal, Rose? How's it going?
A: I'm just fine. Thanks. And you?
B: Couldn't be better. I just returned from my holiday at the seaside.
A: Great! What did you do there?
B: Well, I went swimming in the sea almost every day.
A: Really?
B: Yes. And I often went cycling along the coast, too.
A: Sounds interesting! You'll have to tell me more about it one of these days.
B: Sure.
A: Well, sorry, but I've got to go now. I have to meet my parents at the airport.

- B: It's really nice to see you again.
A: Me too. Goodbye. Until next time.

Part Two Theme-related Activities

Warm-up Questions

1. How do you feel as a college student?
2. What was your first impression of your college?
3. Why do you think is it worthwhile for you to spend the coming four years at college?
4. How does college life differ from high school life?
5. Do you like studying at a college far away from your home? Give reasons for your answer.



Task 1 Listen to the following passage and do the exercises.

The First Day of Class

Word Bank

syllabus	/ˈsɪləbəs/	n.	教学大纲, 课程大纲
unfortunately	/ˌʌnˈfɔ:tʃənətli/	ad.	倒霉地, 令人遗憾地
outline	/ˈaʊtlam/	n.	提纲
determine	/dɪ'tɜ:mɪn/	v.	决定
performance	/pə'fɔ:məns/	n.	表现
periodic quiz			定期小测验
appointment	/ə'pɔɪntmənt/	n.	约会, 约见

I

Decide whether the following statements are true (T) or false (F).

1. The teacher teaches a listening class.
2. Every student has got a copy of the syllabus for Listening and Speaking 101.
3. The class meets twice a week.
4. The students will have this class in the evening.
5. The teacher and students will meet in this room every Wednesday.
6. The sound lab is in Room 405.

II

Listen again and fill in the missing words or phrases.

- Uh, this is the text for the class, Speaking and Listening. Unfortunately, 1) _____
_____ haven't come in yet, but I was told that you should be able to get them 2) _____
_____ the day after tomorrow. As you see on your 3) _____, grading is

determined by your 4) _____ on the midterm and final test, uh, periodic quizzes, and 5) _____. My office hours are from 1 : 00 to 2 : 00 on Wednesdays, but you also 6) _____ to meet with me at other times as well.

III

Discuss with your partner the following questions.

1. What was your first day of class at college like?
2. Did you feel nervous on the first day of class at college? Give reasons for your answer.
3. How did your teacher perform on the first day of class at college?
4. How do you compare your first day of class at college with your last day of class at high school?



Task 2 Listen to the tape and write down a short summary of what you hear.

Getting Along with a Roommate at School

Word Bank

challenging	/ˈtʃælɪndʒɪŋ/	a.	有挑战性的
frustrating	/frʌˈstreɪtɪŋ/	a.	令人失望的
rewarding	/rɪˈwɔːdɪŋ/	a.	有益的
similar	/ˈsɪmələ/	a.	相似的
compromise	/ˈkɒmprəmaɪz/	n.	妥协; 让步
characteristic	/ˌkærəkətɪˈstɪk/	n.	特征; 特点
emotional	/ɪˈməʊʃənəl/	a.	情感的
understanding	/ˌʌndəˈstændɪŋ/	a.	能谅解的, 同情的

Task 3 Group discussion.

What do you think we can do in order to get along well with our roommates? Share your ideas with the class.

Part Three

Listening Strategy

Identifying Long and Short Vowels

 **Task 1** Listen to the following pairs of words and then read after the tape, paying special attention to the underlined long and short vowels.

- | | | | | | | | |
|-----------|-------|----------|--------|-----------|--------|--------|-------|
| 1. sit | seat | fit | feat | ship | sheet | knit | neat |
| 2. cock | cork | not | naught | knot | naught | cot | court |
| 3. look | loot | foot | food | book | boom | hook | hoot |
| 4. killer | alert | together | shirt | evergreen | work | member | fir |
| 5. cut | cart | fuss | farce | such | shark | duck | dark |

 **Task 2** Listen to the following lines and then read after the tape, paying special attention to the underlined long and short vowels.

(1)

Peter Piper

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

(2)

Denise

Denise sees the fleece,

Denise sees the fleas.

At least Denise could sneeze

and feed and freeze the fleas.