

普通高等教育“十一五”国家级重点教材
2002年全国优秀教材二等奖

★★★★★

21世纪

附多媒体光盘

TWENTY-FIRST CENTURY COLLEGE ENGLISH

大学英语

视听说教程

(第一册)

主编单位 复旦大学
上海大学
北京交通大学
上海交通大学



复旦大学出版社 高等教育出版社

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图书在版编目(CIP)数据

21 世纪大学英语视听说教程. 第一册(多媒体光盘)/邱东林本册主编.
—上海:复旦大学出版社,2005.7
ISBN 7-309-04542-4

I. 2… II. 邱… III. 英语-听说教学-高等学校-教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2005)第 046642 号

21 世纪大学英语视听说教程. (第一册)(多媒体光盘)

邱东林 本册主编

出版发行 **复旦大学出版社** 上海市国权路 579 号 邮编 200433
86-21-65642857(门市零售)
86-21-65118853(团体订购) 86-21-65109143(外埠邮购)
fupnet@fudanpress.com <http://www.fudanpress.com>

责任编辑 计美娟
总编辑 高若海
出品人 贺圣遂

印刷 江苏南洋印务集团公司
开本 850×1168 1/16
印张 9.5
字数 317 千
版次 2006 年 9 月第一版第六次印刷

书号 ISBN 7-309-04542-4/H·885
定价 26.00 元(内含光盘两张)

如有印装质量问题,请向复旦大学出版社发行部调换。

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21 世纪大学英语视听说教程

第一册

总 主 编

翟象俊

本册主编

邱东林

本册编者

王美娣 梁正溜 徐 真

策划编辑

倪琴芬 唐 敏 徐艳梅

责任编辑

计美娟

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,多媒体光盘为学习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。

本教程视听说内容涉及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 世纪大学英语视听说教程》。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练性,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”(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。

本教程的特点之一是适用面广,由于大量的口语话题在日常生活中人人都会用到,故本书中的视听说内容不光适合大学本科学生,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。

本套教材由翟象俊教授任总主编。本册书由邱东林教授任主编,参加编写的有复旦大学的王美娣、梁正溜和徐真等。复旦大学出版社的倪琴芬、高等教育出版社的周俊华等有关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。

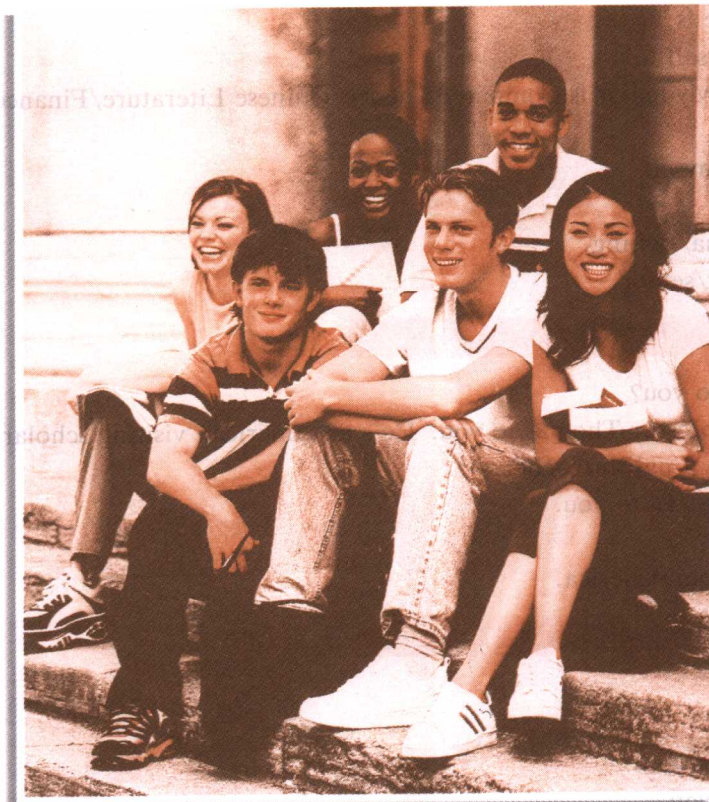
编 者

2005. 7

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College Life

- ☐ **Part One**
Communication Skills
- ☐ **Part Two**
Theme-related Activities
- ☐ **Part Three**
Listening Strategy
- ☐ **Part Four**
Extensive Listening

Unit 1

Part One

Communication Skills

Different Kinds of Introductions

Useful Expressions

Introducing Yourself

1. May I introduce myself? My name is...
2. Could I say a few words about myself?
3. Let me introduce myself. I'm... My major is Computer Science/Chinese Literature/Finance/Economics.
4. Let me tell you something about myself.
5. Allow me to introduce myself.
6. Hi, my name is... I'm from China/Beijing.
7. I'm a freshman/sophomore/junior/senior.

Introducing Someone Else

1. May I introduce Professor Wang to you?
2. I'd like to introduce my friend Professor Thomas to you. He's an American visiting scholar.
3. I'd like you to meet Mr Wang, my English teacher.
4. Let me introduce my classmate Miss Li to you.
5. Have you met my Chinese teacher?
6. This is Professor Wilson. He is from America.

Responding to Introductions

1. How do you do? My name's...
2. Nice to meet you. Mine's...
3. I'm glad/honoured/pleased to meet you.
4. It's nice/good/a pleasure to meet you.
5. Hi.
6. Hello.



Task 1 Watch the video and then do the exercises as indicated.

A Warm Welcome, High School Buddies, Strange Neighbour

Word Bank

make it

fascinating /'fæsɪneɪtɪŋ/ a.

及时到达, 光临

迷人的

cookie /'kʊki/

n.

甜饼干

gee /dʒi:/

int.

哎呀(表示惊奇、热烈等)

clarinet /'klærɪ'net/

n.

单簧管

broker /'brəʊkə/

n.

经纪人

color-blind /'kʌlə'blaɪnd/

a.

色盲的

Task 2 Listen to the tape and do the following exercises.**I Listen to the following conversation and fill in the missing words or phrases.**

Adam: Oh. Hello, Mr Holly.

Holly: Hello.

Adam: 1) _____. This is Mrs Holly, I suppose?

Holly: Yes. That's Stella.

Stella: Hello.

Adam: Well, my name's Adam, er, and did you know that I work, er, with your husband in the company? 2) _____.

Stella: Thank you.

Adam: Wha — What would you like to drink, er, Mrs Holly?

Stella: Er, a glass of white wine would be fine.

Adam: With ice?

Stella: Yes, yes please.

Adam: And Mr Holly?

Holly: Um, could I have a whisky on the rocks(加冰块的威士忌), please?

Adam: 3) _____ to—er—, this is Claire Thomas.

Claire: I think we know each other.

Stella: Yes, yes, I recognize your face — yes! You come to French classes in the evening. What a coincidence!

Claire: Yes, small world isn't it? Can I introduce you to—er—, this is David Giles—er— Mr and Mrs Holly.

Stella: 4) _____.

Holly: Hello, David.

Adam: Actually, David knows Mr Holly already.

Holly: Yes, yes, like you two, we've met before.

Stella: Well, Claire. 5) _____. I don't suppose you have.

Claire: No, I haven't. How do you do?

Holly: Hello, Claire.

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

Peter Wang is 1) _____ of Beloit College. He has studied 2) _____ for over 3) _____. In his opinion the teachers of the college are 4) _____.

He likes the college also because 5) _____. He is now attending a(n) 6) _____ and talking to David Smith, 7) _____, who is a teacher of 8) _____.

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

1. You are at your school's opening ceremony. Make introductions all around.
2. You are with your friend, Wang, in a café. Another friend of yours, Zhang, comes in. He and Wang do not know each other.
3. You are attending an international conference. A reception is being held. At the reception, get to know some people there.



(For reference)

- A: Mr Wang, I'd like to introduce to you a friend of mine, Peter Smith, an American young man studying Chinese Medicine at our university.
 B: How do you do?
 C: Hello.
 B: What's your impression of Shanghai?
 C: Well, it is beautiful and quite different from what I expected. So many things seem strange to me.
 B: You're bound to feel that way at first, I guess. But you'll get used to it in no time.

Part Two

Theme-related Activities

Warm-up Questions

1. What are some of the differences between college and high school?
2. What do you think of your college life?
3. What do you expect from your college education?
4. What problems do college students face today?
5. What influence has college life had on the development of your personality or the fulfillment of your life goals?



Task 1 *Listen to the following tape and then do the exercises below.*

A College Community

Word Bank

extracurricular /ˌɛkstrəkəˈrɪkjələ(r)/

a.

课外的

dramatic /drə'mætɪk/	a.	戏剧的
religious /rɪ'lɪdʒəs/	a.	宗教的
student union		学生会
study sessions		学习活动
socializing /'səʊʃəlaɪzɪŋ/	n.	社交活动
athletics /æθ'letɪks/	n.	体育
coeducational /ˌkəʊedʒu:'keɪʃənəl/	a.	男女合校教育的
league championship		联赛冠军
pursue /pə'sju:/	v.	追求
competitive /kəm'petətɪv/	a.	竞技性的
carefree /'keəfri:/	a.	无忧无虑的
alma mater /'ælmə'matə/		母校

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

- ___ 1. There are religious activities on most American campuses.
- ___ 2. The student union is a place where studies, plays and meetings may take place.
- ___ 3. Sports and games play an important role in college life.
- ___ 4. Students may worry whether they can find a good job after graduation.
- ___ 5. Some students are so worried about their scores that they fail to sleep well.
- ___ 6. Students may suffer because of finance, loneliness or friendship issues.
- ___ 7. They are proud of being a part of their school even long after graduation.
- ___ 8. Every year, graduates return to their college campuses for annual giving.


II Listen again and fill in the missing words or phrases.

Is it fun to be a college student in the United States? For most students, the college years are exciting, 1) _____. Just about all college students face 2) _____ and some anxiety about examinations and grades. Many students have additional problems — too little money, not enough time for sleep, or 3) _____ because they're living far from home. Still, many Americans look back on their college years as the happiest time of their lives. When students live on campus in college dormitories, they 4) _____. Some students, when returning to their college campus in the fall, feel that they are coming back to their second home. Many graduates 5) _____ to their former schools and 6) _____ they cheer for their school's success, 7) _____. American graduates refer to the school they attended as their *alma mater*. This Latin expression indicates how much the college experience means to students and how much they feel 8) _____.

III Discuss with your partner.

1. What role do athletics play in campus life?
2. What pressures do college students face?

- Do Chinese college students have the same problems as their American counterparts? Give examples to illustrate your idea.
- To what extent do the college years contribute to one's life?

 **Task 2** Listen to the following story from a VOA Special English Program and then do the exercises below.

What College Meant to Helen Keller

Word Bank

Braille language

geometrical /ˌdʒiəʊ'metrikəl/

wire /'waɪə(r)/

heartbeat /'hɑ:tbi:t/

humanity /'hju:mænəti/

盲文

几何的

金属丝

心跳

人类

I Listen and write down the answers to the following questions.

- Why was college study such a struggle for Helen?
- How did Miss Sullivan teach Helen what was in the books?
- How did Helen use wires to study geometry?
- What was Miss Keller's opinion of knowledge?
- Why did Helen want to know something about great men of the past?

II Listen again and retell the story to your partner.

III Group discussion.

What does knowledge mean to you? Does it mean power, money or happiness?



Task 3 *Listen to the following tape and then do the exercises below.*

Live on Campus or off Campus?

Word Bank

private /'praɪvɪt/

a.

私人的

privacy /'praɪvəsi/

n.

隐私

concentrate /'kɒnsəntreɪt/

v.

集中



Listen and write down the main idea of what you hear.

Task 4 *Discuss the following topic with your partner. You may use the tips given below.*

Which do you prefer, living on campus or off campus?

Living on campus

- more opportunities to expose oneself to new ideas and people
- easy access to the library and teachers
- less money in terms of accommodation
- more occasions to develop the ability to get along with others



I Prefer Living on Campus (for reference)

Although some students prefer to live off campus, the majority of students still like to live on campus. First, it is more economical: a student usually pays 150 RMB a month to share a room with others in school, but it costs them about 800 RMB, in Shanghai, say, to live off campus. To be able to pay the rent, some students have to spend their valuable time doing part-time jobs. I do not think it is worthwhile. Second, by living on campus, students have more opportunities to expose themselves to different ideas: lectures, seminars, and other academic activities are held every day, which helps to broaden their horizon. Finally, students living on campus can enjoy easy access to school resources such as books, professors, etc.

Living off campus

- more freedom and privacy
- a quieter environment
- touching with society
- good chance to be independent


I Prefer Living off Campus (for reference)

Recently more and more college students prefer to live off campus. I am one of them. First, renting a room outside gives more freedom and privacy, which are essential for individuality development. Second, a room outside provides a quieter environment, so that we can concentrate on our study; in the school dorm, students spend a lot of time chatting, making concentrated study impossible. Third, off-campus living means more chances to have contact with people with different characters and personalities. By not living in an "ivory tower," isolated from society, we prepare mentally for our future lives. Finally, off-campus life is beneficial to being independent; we have to look for a cheap room, cook and do the laundry, while in school everything is taken care of. We are adults and so we can and should do everything by ourselves.

Part Three

Listening Strategy

Detecting Incomplete Explosion

 **Task 1** Listen and read each word after the recording, paying attention to the underlined letters.

act	p <u>icked</u>	empty	ob <u>tain</u>	foot <u>ball</u>
pic <u>ture</u>	bak <u>ed</u>	cap <u>ture</u>	sub <u>ject</u>	ut <u>most</u>
do <u>ctor</u>	dark <u>ness</u>	shop <u>keeper</u>	web <u>site</u>	bask <u>etball</u>

 **Task 2** Listen and read each phrase after the recording, paying attention to the underlined letters.

si <u>t</u> down	chea <u>p</u> books	a re <u>d</u> cover	li <u>k</u> e New York
tha <u>t</u> day	stop ta <u>l</u> king	a goo <u>d</u> dog	speak <u>g</u> ood French
a fa <u>s</u> t car	drop by dro <u>p</u>	a col <u>d</u> drink	to ma <u>k</u> e tea
ei <u>g</u> ht desks	soa <u>p</u> bubble	we ha <u>d</u> to	kick <u>d</u> ogs

 **Task 3** Listen and read each sentence after the recording, paying attention to the underlined letters.

1. I took part in the great parade on a cold morning.
2. He stopped by a lamp-post to read the address.
3. A postcardu to Beijing doesn't cost much.
4. Great changes took place at that time.

5. I felt a bit dizzy when I was singing pop songs.
6. That tap dripped twice as fast two days ago.
7. He stopped to write down the names of the top students.
8. She did not know how to praise such a good pudding enough.

Part Four Extensive Listening

 **Task 1** Listen to the following conversation and then answer the questions below.

Word Bank

admissions	/əd'mɪʃənz/	n.	招生人员
personality	/ˌpɜːsə'næləti/	n.	个性, 人品
indecision	/ˌɪndɪ'sɪʒən/	n.	犹豫不定
journalism	/ˌdʒɜːnəlɪzəm/	n.	新闻, 新闻专业


1. What factors influence a high school graduate's admission to a university, according to the conversation?

2. Which two universities did Mike apply to?

3. Which university did David's grandfather graduate from?

4. What is David's father, according to the conversation?

5. What job will David probably start in the future?

 **Task 2** Listen to the following passage and choose the best answers to the questions you hear.

Word Bank

syllabus	/ˈsɪləbəs/	n.	课程大纲
coursework	/ˈkɔːswɜːk/	n.	课程作业
formulate	/ˈfɔːmjuleɪt/	v.	形成
upperclassman	/ˌʌpə'klaːsmən/	n.	高年级学生