



普通高等教育“十一五”国家级规划教材

21

世纪大学英语

for Interactive Purposes

English

汪榕培 陶文好 邹申 ◆ 总主编

应用型 视听说教程
教学参考书 **2**



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总 序

教育部于2007年出版的《大学英语课程教学要求》(以下简称《课程要求》)是指导我国大学英语教学的一个纲领性文件。《课程要求》对大学英语教学的定位是:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系。”大学英语的教学目标是“培养学生的英语综合应用能力,……同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。”

鉴于我国幅员辽阔,地区与地区之间、高校与高校之间客观上存在较大差异,《课程要求》提出了“分类指导、因材施教”的原则。其具体体现为大学英语教学分为三个层次:一般要求、较高要求和更高要求。其中的一般要求为高等学校非英语专业本科毕业生应达到的基本要求。较高要求和更高要求适用于对办学定位、类型和人才培养目标定位较高的学校。

《课程要求》提出构建大学英语课程体系。该课程体系既包括必修课程和选修课程,也涵盖不同课程类别:综合英语类、语言技能类、英语应用类、语言文化类和专业英语类。

《课程要求》提出一种综合教学模式,即基于计算机和课堂的英语教学模式;在充分利用现代信息技术的同时,继承和发扬传统课堂教学的优势。

“21世纪大学英语应用型”系列教材力求体现《课程要求》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》的各项指标。本系列教材为综合英语类的必修课程教材,教材包括:

《21世纪大学英语应用型综合教程》(1—4册);

《21世纪大学英语应用型综合教程教学参考书》(1—4册);

《21世纪大学英语应用型自主练习》(1—4册);

《21世纪大学英语应用型视听说教程》(1—4册);

《21世纪大学英语应用型视听说教程教学参考书》(1—4册);

《21世纪大学英语应用型阅读教程》(1—4册);

《21世纪大学新英语快速阅读》(1—6册);

以及相关配套的语法、写作、口语和大学英语四、六级考试辅导教材。

一、编写原则

1. 体现《课程要求》和四、六级考试大纲的原则和精神

本系列教材力求体现《课程要求》和《大学英语四/六级考试大纲》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》和《大学英语四/六级考试大纲》的各项指标,开拓新时代大学英语教与学的新领域。

2. 体现现代信息技术与英语教学的整合运用

本系列教材建立在外语课程与计算机网络全面整合的基础之上,充分利用现代信息技术,培养学生的英语综合应用能力,尤其是听说能力。

3. 体现课堂教学与测试的有机结合

本系列教材顺应现行大学英语四、六级考试及四、六级机考改革的要求,在纸质课本练习和网络平台的练习设计上,覆盖现行大学英语四、六级考试题型及四、六级机考题型,并紧密结合雅思、托福等国际化英语水平测试。

二、教材特色

1. 主题新颖,选材独特,抓取当代大学生的关注点,提升其学习语言的兴趣

兴趣是最好的老师,英语学习也是如此。本教材的单元主题是编写者通过调查问卷广泛征求学生的意见,并根据时代的发展需要而确定的,即从学生学习的视角出发,而不是编写者想当然地确定主题。因此单元内的主题和选材能够吸引学生极大的注意,并引发热烈讨论,使得课堂教学生动活泼。

例如,针对绝大部分学生四年的大学生活都会遇到的“Campus Love”这个热门而经典的话题,综合教程第1册的第2单元对此展开讨论。Text A “Can’t Forget Your First Love”讲述初恋对一个人一生的影响,提醒大家珍惜和正确对待初恋。而 Text B “College Dating Tips for Student Couples”集中讨论大学生应如何处理校园爱情和学习生活之间的关系。这样生动活泼又具有现实意义的话题还有很多,比如第1册第4单元“Education”讨论的是父母对孩子的教育方法,以及以热门人物“Tiger Mother”为例,探讨中西方父母对孩子的教育方式的不同;第7单元以美国当红歌星 Lady Gaga 的窜红为线索,探讨“Pop Culture”;第8单元“Our Planet”则关注环境保护,并通过日本地震引发的“核泄漏”这个热门话题,讲述作为一个普通人该如何保护我们自己的家园;等等。

另外,本系列教材的《应用型视听说教程》的单元主题和《应用型综合教程》的单元主题保持同步,这样可以使学生从不同的视角和深度讨论同一个问题,并通过不同形式的音频、视频和纸质材料的阅读和学习,达到提高学生听、说、读、写、译各方面综合能力的目的。

2. 提供充分的语言输入和输出准备,启发学生通过储备知识导入新知识

文本的阅读和理解是文本与读者头脑中的图式相互作用的复杂过程。由学生已掌握的知识结构导入新的知识时,提供背景和挖掘学习者脑中储存的知识显得尤为重要。本系列教材在主题导入和练习设计上都充分体现了这点,使得学习成为一个由旧到新的延续过程。

在每单元的 Starter 部分,除了通过挖掘学生已有的与本主题相关的词汇外,还采用了学生最喜欢的视频形式导入主题。通过观看视频和完成相应的练习,学生对接下来要讨论的主题已有了充分的准备。在课后练习中需要学生语言输出时,如 Interaction 部分,教材不是只罗列要讨论的问题,还从学生已有的知识和课文内容出发,有步骤地引导学生集中讨论两三个问题。只有让学生变得“有话可讲”,他们才会愿意参与讨论。同样 Writing 部分,为了使學生不至于感到无从下笔,编者在练习中提供了相关的视频,以调动学生的积极性,使其导出已有的语言知识储备,从而顺利完成写作练习。

3. 练习设计强调对文本的理解和语言的实际应用

传统教材的练习设计过于注重课文词汇、短语及句型的反复训练。随着大学英语改革的深入,大学英语教学者和管理者都意识到,在加强词汇和句型学习的同时,更应该强调培养学生对文本整体意义的理解;在文本意义的理解中掌握词汇和句型,而不是孤立地学习。本系列教材中的应用型综合教程就体现了这个精神。练习设计时,除了 Language Focus 部分仍旧以词汇、句型训练为主外,更重点突出了 Text A 和 Text B 中的 Comprehension of the Text 部分。这部分不再仅仅提供对课文理解的几个问题,还设计了针对课文段落大意和具体信息的练习,以及对课文重点句子诠释后回答问题等题型。不仅如此,在其他练习形式中,如 Reading in Depth 部分,也包括学生掌握文意和重点词汇之后才能完成的练习。而 Interaction 和 Writing 部分更是对文本意义理解基础上的扩展。

为延展学生的语言输出和语言的实际应用,每单元还增加了一个独特的环节——Workshop。这部分强调在学完本单元的所有内容后,通过学生间的互动合作学习和学习方式的拓展,完成一个项目型的写作和总结。

另外,前文中提到的本系列教材力求体现《大学英语四/六级考试大纲》的原则和精神,在练习设计中也得到很好的体现。Text A 和 Text B 部分的练习题型充分满足学生准备四、六级考试的需求。如 Text A 中的 Reading in Depth, Translation 和 Text B 中的 Cloze,以及《应用型视听说教程》中按照四、六级考试题型设计的 Quiz 等都体现了这个编写原则。

4. 同一个单元的不同模块体现不同的难易程度,满足不同层次学生的需求

中国的地区差别和教育多样化导致即便是同一所学校,甚至同一个班级的学生水平都参差不齐。为解决教学上的不便,本系列教材在一个单元内选取的两篇课文或视听材料采取难度递增的模式。这点在《应用型视听说教程》中体现得尤其明显。在 Viewing, Listening and Speaking 部分,三段视频的难易程度逐步递增。这样既符合学生学习水平逐步提高的规律,也可供教师针对不同学生选取不同的教学内容。

三、数字化大学英语教学平台与课堂教学的相互补充,扩展英语教学的空間和时间

前文提到,《课程要求》提出一种综合教学模式,即基于计算机和课堂的英语教学模式。因此,

复旦大学出版社和教材编写者在此系列纸质教材的基础上共同打造了这个大学英语教学数字化平台。该平台主要包括以下几个模块:

1. 自主学习模块

“21 世纪大学英语应用型”系列所有纸质教材都将转化为电子材料放在教学平台上,供学生自主学习使用。不仅如此,平台上还有大量的扩展阅读和辅助学习资料,供学生拓展学习使用。《应用型视听说教程》在网络上为学生提供大量丰富的英语学习资源。除英语测试试题外,还包括视频欣赏、经典英语歌曲、影片片段等,供学生课外自主学习,真正做到英语学习的连续性。

2. 教学辅助模块

“21 世纪大学英语应用型”系列的教学辅助课件,包括 PPT、电子教案、教学观摩视频材料、其他教学资料等都将在平台上与教师共享。

3. 教学评价模块

本模块包含教学监督、教学测评、师生互动等。教师可根据需要从试题库中选择题目,组织一个单元、几个单元或某一教学阶段后的测试,或组织期末课程测试,还可以组题进行水平测试。就考试形式而言,教师可以在局域网上组织多个教师同步测试,或从试题库选择和整合试卷,提取录音、打印试卷之后,组织现场测试。

4. 网络管理模块

网络教学管理模块能为组织教学评估提供方便。详细的学习进程记录和作业\成绩记录使教师能够随时了解学生的自主学习情况。在网上可实施学生自我评估、学生间的评估、教师对学生的评估等。通过教学、管理与测试相结合,形成性评估和终结性评估相结合,教师能够全面、客观、准确地获取反馈信息,改进教学管理,学生也能及时调整学习策略,提高学习效率。

5. 教师之间、学生之间互动模块

使用“21 世纪大学英语应用型”系列教材的教师可以在这个平台上相互沟通教学经验和分享教学资源;全国的学生可以在这个平台上交友,分享学习经验。

本系列教材是在编写队伍长期教学经验积累的基础上编写而成的。编者分别来自北京师范大学、复旦大学、上海外国语大学、大连外国语大学等知名学府。他们具备深厚的语言学、二语习得及外语教学理论功底,同时长期在大学英语教学一线工作,有着丰富的教学经历。历经几度寒暑,集全体编者智慧和心血的“21 世纪大学英语应用型”系列教程已然问世。愿本系列教程能以其时代性、趣味性和实用性,为推动我国大学英语教改助一臂之力。

本系列教材编写组

使用说明

《21 世纪大学英语应用型视听说教程》的教学系统同步提供教材、音带、光盘与网络平台。这几种媒体紧密联系,相互补充,各学校可根据实际教学条件选择不同的组合方式。

教材 + 音带

音带提供教材中所有听说练习的声音材料,可供学生课后练习,也可供教师在课堂上教学使用。

教材 + 音带 + 光盘

音带提供教材中所有听说练习的声音材料,光盘提供教材中所有视听说练习的内容,可供学生课后练习,也可供教师在课堂上教学使用。

教材 + 光盘

光盘提供教材中所有视听及个人口语练习的素材,可供学生课后练习,也可供教师在课堂上教学使用。

教材 + 光盘 + 网络平台

网络平台提供更多的学习资源,以及测试与管理功能,帮助学生实现英语学习的个性化与自主性。学生可以用光盘学习,定时上网参加测试、查看学习记录与浏览资料;也可以选择直接通过在线学习系统进行集中课堂学习,或课后自主学习。

课时安排建议

第一册共有 10 个单元,每个单元集中一个主题,建议每单元 4 课时完成。

测试

教材中每单元提供一套全真大学英语四级考试模拟题,供学生检测每单元英语学习的效果。网络平台提供与教材配套的试题库,可供学生在线实时参加考试,也可打印出来在课堂上完成测试。

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Unit
1

Food and Health



Getting Ready

Work in pairs. Discuss the following questions, and then share your answers with the whole class.

1. What do you think of food?
2. In recent years, fast food has been very popular in China. What do you think of it? Do you like it?
3. What are the tips for eating healthy on a budget? Share your idea with your partner.

Part A Listening

Section A Listening Skills

Task One Pronunciation

Read after the recording, paying attention to the pronunciation, intonation and stress of the words.

1. 'Eating well is an 'important part of maintaining good health, and can 'help you feel your best.
2. The 'healthiest food you can buy — fresh fruit and vegetables — doesn't come with a label.
3. Not 'eating breakfast is likely to make you restless, tired and moody throughout the morning.
4. Beijing roast 'duck is one of China's most 'popular dishes, representing the 'diversity of Chinese culture.
5. 'Scientists at Aberdeen University have 'discovered that those of European 'origin are more likely to have genes, which urge them to eat fatty foods, beer and wine, than Asians.

Getting Ready

Work in pairs. Discuss the following questions, and then share your answers with the whole class.

Teaching Tips

- 1 Ask students to discuss the following questions within five minutes.
- 2 Ask some students to share their thoughts with the class.

1. What do you think of food?

Suggested answer:

I think food is such a great subject, such an interesting subject. I mean, food is something that everyone has to eat. It's a life necessity.

There are many kinds of food in the world. Some are healthy, some are tasty. Vegetables are very healthy, which is good to our bodies. Meat is delicious. It can make our bodies strong, but we can't eat too much. Furthermore, fruits are also very important to our bodies, which provide various kinds of vitamins.

2. In recent years, fast food has been very popular in China. What do you think of it? Do you like it?

Suggested answer:

Nowadays, the pace of modern life is fast. We want fast transportation, fast communication, fast computers, fast photos, fast repairs, and fast service from the businesses. That's why fast food is popular in China.

Fast food restaurants offer everything, from fried chicken to fried rice, to people on the run. Microwave dinners and instant foods make cooking at home a snap. So, some fast food, such as sandwiches, hamburgers, hot dogs, fried chicken and pizzas, is popular.

a) Yes, I like fast food though some people regard it as junk food. I like to eat it once in a while.

b) No, because I find it is not very good to our bodies. I try to eat healthy food and try to live a healthy lifestyle.

3. What are the tips for eating healthy on a budget? Share your idea with your partner.

Suggested answer:

The benefits of a healthy diet are undeniable. Unfortunately, following such a diet can be costly. But there is hope for us frugal folks who seek a healthy lifestyle. With the following tips we can effectively stock our pantries with high quality healthy foods without breaking the bank.

- 1) Plan your meals

Plan out your lunches and dinners at least a week in advance and write out a grocery list. Don't forget to include healthy snacks to the list as well. Preparing your own meals is a great way to save money and since you control what goes in the food, it is easier to eat healthy.

- 2) Frozen vs. fresh

Frozen fruits and vegetables are usually a lot cheaper than any produce you'll find in the fresh section of your supermarket. And contrary to popular belief, frozen fruits and veggies are just as healthy as their fresh counterparts. Furthermore, since their shelf life is a lot longer you typically won't be throwing away as much either.

- 3) Pass the salt

A diet high in sodium can lead to a host of health problems later in life. Limit the amount of salt you intake by purchasing low-sodium and no-salt-added food items, which generally don't cost anymore than regular items. And pass on the salt completely when preparing your own dishes.

- 4) Make extra

If you find it hard to find time to cook, then try making double when you do cook and freeze half for a quick meal at a later date. You may even save some money if you can quickly reheat a meal as opposed to running to the nearest fast-food restaurant.

- 5) Grow your own

Drastically cut your produce prices by growing your own. Start a garden or plant your favorite produce items in pots on your patio for an inexpensive way to eat healthy all season long. You can even take it a step further and plant your favorite herbs in small pots in your kitchen window.

- 6) Look low for inexpensive items

I mean this literally. Many grocery stores purposely put the more expensive items at eye-level. So, look a little lower for the cheaper or generic brands and save a little money. Most stores also post the cost per unit on the shelf so look closely at this and see what the best deals are.

A few quick tips:

Buy in bulk.

Use cheaper varieties of meats when preparing stews.

Look out for the day-old bakery cart and clearance bins.

When you must eat out, eat half and take the rest home for a quick meal later.

Don't buy pre-cut veggies, instead cut them yourself.

These are just a few ways to get the most bang for your buck so to speak. But, here's another way you will be saving money by eating healthy — future healthcare costs! Taking care of yourself now through proper diet and exercise may prevent cardiovascular and heart disease, diabetes and cancer which are four biggest killers.

Part A Listening

Section A Listening Skills

Task One Pronunciation

Teaching Tips

- 1 Ask students to listen to the recording first.
- 2 Ask students to read after it.

Task Two Listening for Comments on Food

Word Tips

culinary /'kʌlɪnəri/ *a.* 烹饪的

recipe /'resɪpi/ *n.* 烹饪法, 食谱

fantastic /fæn'tæstɪk/ *a.* 〈口〉极好的, 极出色的, 了不起的

spicy /'speɪsi/ *a.* 有香料味的, 辛辣的

1. A) Strange. B) Sweet. C) Wonderful. D) Bad.
2. A) He has a lot of experience in cooking.
B) He is tired of cooking.
C) He learned cooking when he was in college.
D) He went to a cooking school.
3. A) It is badly cooked. B) It is very dry.
C) It is easy to chew. D) It is fresh.
4. A) She loves cooking.
B) She went to a culinary school.
C) She is experienced in cooking.
D) She has a very special recipe.
5. A) It is too hot. B) It is too cold.
C) It is tasty. D) It is too raw (生的).

Listen to the following dialogues, and then choose the best answer for each question.

Section B Listening Practice

Task One Listen to the passage *Energy of Life* and fill in each blank with only one word.

Word Tips

nutrient /'nju:trɪənt/ *n.* 营养素, 营养物

chemical /'kemɪkəl/ *n.* 化学(制)品, 化学药品

consume /kən'sju:m/ *v.* 消耗, 消费, 吃

inherit /ɪn'herɪt/ *v.* 继承

reproductive /rɪ:'prɒ'dʌktɪv/ *a.* (生物)生殖的

Task Two Listening for Comments on Food

Teaching Tips

- 1 Ask students to list as many words as possible to describe different tastes of food, such as sweet, sour, spicy, etc.
- 2 Ask students to describe the latest meal they have had in English.

Listen to the following dialogues, and then choose the best answer for each question.

Script

1. M: What do you think of this cake?
W: This cake should be sweet, but it has a strange sour taste.
Q: How does the cake taste? (A)
2. W: What a great meal! Who taught you to cook this well?
M: I took a cooking class at the culinary school.
Q: What is true about the man? (D)
3. W: George, is your chicken OK?
M: It tastes great, but it is really dry. I wonder if they left it sitting around too long before they served it.
Q: What does the man think of his chicken? (B)
4. M: What a wonderful dinner! Where did you get your fantastic recipes?
W: I grew up cooking. My mother shared her recipes with me.
Q: What is true about the woman? (C)
5. W: What do you think of the chicken? Is it too salty or spicy?
M: I can hardly eat it without breathing fire.
Q: What does the man think of the chicken? (A)

Section B Listening Practice

Task One Listen to the passage *Energy of Life* and fill in each blank with only one word.

Teaching Tips

- 1 Ask students what kind of food they eat every day and why healthy food is important for them.
- 2 Allow students to read through the passage and make predictions for the blanks.
- 3 Ask students to listen for the general idea during the first listening.
- 4 Let students fill in the blanks during the second listening.