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普通高等教育“九五”国家级重点教材

21st Century College 21 世纪大学英语 English



听说教程 第一册

Listening & Speaking

主编单位 复旦大学 上海交通大学

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前 言

《21世纪大学英语》是根据教育部新修订的《大学英语教学大纲》编写的一套大学英语教材，共四个系列，每一系列包括《读写教程》、《听说教程》、《练习册》和《教师参考书》，供大学英语教学两年使用。

《读写教程》每册10个单元，每个单元由同一题材的三篇文章组成。课文A为精读材料，配有阅读理解、词汇、结构、翻译、写作等多种练习；课文B、C为泛读材料。课文前系统介绍各种基本阅读技能，课文后配有阅读理解练习题。《读写教程》融精、泛读于一体，围绕精读课文进行听、说、读、写、译五种技能的培养和训练，重点培养读、写、译的能力。

《听说教程》在题材方面与《读写教程》一致，使学生在听、说两方面进一步得到训练。《听说教程》由五个部分组成：1. 复习“热身”；2. 根据功能、意念编写的对话练习；3. 围绕《读写教程》课文A进行的主题讨论；4. 听说训练；5. 课外听、说练习。

《练习册》包括三个部分。第一部分是《读写教程》课文A篇的词汇、结构补充练习；第二部分是《读写教程》B篇的词汇、结构补充练习；第三部分是与《读写教程》各单元题材相关的30篇阅读材料及阅读理解题。《练习册》可在教师指导下供学生课外自学使用，练习答案附在书后。

《教师参考书》为教师提供与《读写教程》、《听说教程》相关的背景知识、难句解释、语言点释例、课堂活动、补充材料以及课文参考译文和练习答案。

《读写教程》和《听说教程》都配有录音带。

《读写教程》、《听说教程》和《练习册》分工不同且各有侧重点，但相互间又紧密配合，形成一个有机的整体，以实现大纲规定的大学英语教学目的，即：“培养学生具有较强的阅读能力和一定的听、说、写、译能力，使他们能用英语交流信息。”

《21世纪大学英语》在选材上注重内容的趣味性、信息性、可思性和前瞻性，同时也注意语言的规范性、致用性和文体的多样性。课文绝大多数选自20世纪80、90年代出版的英美报刊书籍，为适合教学目的我们对部分内容做了删改。

《21世纪大学英语》由复旦大学和上海交通大学联合编写，上海大学的部分

教师参加了《听说教程》的编写工作。美籍专家 Sherill Pociacha 和 Maurice Hauck 参加了部分内容的编写，并对全书提出了修改意见。对他们的辛勤工作，我们表示衷心的感谢。

《21 世纪大学英语》于 1997 年初开始编写，并在复旦大学和上海交通大学 97 级 12 个、98 级 26 个班中试用，受到普遍欢迎。根据试用师生的反馈意见，我们又作了一些补充、修改。在此，对两校试用这部教材的师生表示诚挚的谢意。

编 者
1999 年 5 月

使用说明

《21世纪大学英语 听说教程》是普通高等教育“九五”国家级重点教材《21世纪大学英语》系列教材的主干教材之一，与《21世纪大学英语 读写教程》密切配合，以《读写教程》主干课文(Text A)主题为基础，充分利用课文中现有的语言素材，以听说训练为中心，通过听说训练既消化《读写教程》所学的内容，又集中对听和说，尤其是说的技能进行由易到难的训练，使学生在提高读写能力的同时，也提高听说能力，从而实现《大学英语教学大纲(修订版)》对读和听说写两个层次上所提出的要求。

《听说教程》以讨论和复述《读写教程》主干课文的内容为核心，以大纲所要求的功能意念训练贯穿始终，采用了听与说相结合，听说与读写相结合，课内(以说为主)与课外(以听为主)相结合的方式。训练要求具体明确，并提供必要的示例和提示，便于教师在课堂上的操作，也能使学生在适当的启示下有感而发。本书材料题材广泛、体裁多样，内容由浅入深，语言便于上口，训练方式多样并各有侧重。

《听说教程》系列分为4册，每册10课。一、二册为基础阶段，要求学生在听懂不同情景的短篇对话、幽默故事和短文的基础上，着重训练复述、问答和对话的能力。三、四册为提高阶段，转向以话题为中心，在听懂所有语言材料的基础上进行讨论、辩论、评述和短篇演说，听力和听说材料的难度和长度均有提高，同时减少提示，使学生有更多的发挥余地。

本书为《听说教程》第一册，每篇课文分五个部分。

第一部分对前课布置的听、说、写课外练习进行检查、答疑或回顾所学的内容要点。

第二部分通过对话听说活动，用提供的表达方式训练语言功能意念。

第三部分围绕《读写教程》课文A篇内容进行复述和讨论。

第四部分是听说训练，包括对话练习、故事复述和短文笔录等。

第五部分是课外练习，主要有对话录音、书面作业和听力训练等。

《听说教程》第一册由郑树棠、陈希文主编，参加编写的有上海大学戴晓富、谢根华、宋继平、卫雪娟、俞建村、顾伯清、宋勤、王颖、张友根等，参加审阅和修改工作的有上海交通大学的李晓红、董梅、查晟华等。本教程特聘外国专家录音。

美籍专家 Sherill Pociacha 撰写了部分对话并为全书审阅和修改做了大量工作，上海大学外语学院徐钟教授对本书编写工作给予了很多支持和关心，在此向他们表示衷心感谢。

编者

1999年5月

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21st Century College English

Listening and Speaking

Book 1

Unit 1

Secrets of A Students

Part 1 Focal Points

1.1 Work in small groups. Introduce yourself, including the following details.

name age family home town friends
favorite subjects interests ambitions

1.2 How do you feel about learning English?

difficult easy interesting dull
useful a waste of time

1.3 How do you study English? Outside the classroom how often do you:

read English books or magazines?
use an English dictionary?
watch English films or programs?
write to someone in English?
speak English with your friends or family?
meet English-speaking people?
practice written or spoken exercises





from the textbooks?

use English for practical purposes?

1.4 How do you approach your other studies? When you're in a lecture-style class, what do you do? Tick the sentences that describe your usual behavior.

I talk and pass notes to other students.

I think about what the teacher is saying and try to see connections with other ideas.

I think about other things.

I ask questions to show the teacher I've been paying attention. I write down everything the teacher says.

I use the time to prepare my homework from other classes.

I make short notes on the important things the teacher says.

I don't write anything down because I have a good memory.

I leave as fast as I can at the end of the lecture.

Other: _____

Which of these approaches to lectures would you suggest to a friend who wanted to get very good grades?

Part 99 Guided Conversation

2.1 Sample Conversations

1 In our daily lives, we often ask for advice and give advice to other people. Listen to the following conversations, paying special attention to the colored parts.

A

A: I give up! I simply can't learn English. I try and try but just don't make any progress.

B: I know it's hard, but maybe it'll help if we spend more time practicing together.

A: That's a good idea. But what kind of practice can we try?

B: Well, why don't we practice these dialogs together?



B

A: You look pale. What's wrong?

B: I feel a bit faint.

A: You'd better take a day off and see a doctor.

B: Good idea — but I have to finish this work today.

A: If I were you, I'd leave the work for when I'm feeling better.

C

A: I really need your advice, Larry. I need to arrange my trip to England and I don't know where to start.

B: It would be better if you asked Tom for advice. I've never been to England, and he has. He'll know more about it.

A: Why didn't I think of that?! Thanks, Larry.

2

Tell the class the expressions you've learned from the conversations. Then practice the dialogs with a partner.

2.2 Asking for, Giving and Accepting Advice

Here are some useful expressions for asking for, giving or accepting advice.

Asking for Advice

I wonder if you could give me some advice.

I'd be grateful for any ideas/advice/suggestions you could offer.

I (really) need your advice.

I could use your advice.

What should I do?

What do you think I should/ought to do?

What would you do if you were me/in my place/in my shoes?

I don't know what to do/what I should do/what I ought to do.



Giving Advice

I wonder if you've ever thought of/tried v-ing?

Have you tried v-ing?

It might be a good idea to ...

If I were you I'd ...

Maybe it'll help if you ...

Maybe you could/should/ought to ...

I think you should/ought to ...

Maybe /I think you'd better ...

Why don't you ...?

Accepting Advice

That's a good/great idea, thanks!

Good/Great idea!

Why didn't I think of that?!

Yes, that might work/help.

I'll try it.

2.3 Conversation Practice

Work in pairs. Decide who is A and who is B. Make up a short conversation for each of the following situations, using some of the expressions from 2.2.

1. A is a foreign student at your university. She/He feels depressed and homesick, but can't go home until the end of the year. She/He asks B for advice about how to cheer up and enjoy the city.
2. A is the best student in class, but doesn't get along with the other students. They never talk with him/her or invite him/her to do anything. B is A's teacher, and offers some advice about how to make friends.



3. A is a student who never has enough money. She/He's embarrassed to ask her/his parents for more, so she/he needs B's advice about how to live more cheaply.

Part 999 Summary and Discussion

3.1 Useful Words, Expressions and Patterns from Text A

The following words and expressions can serve as reference in the activities in this section. Review them first and then use as many as possible in your summaries and discussion.

allow no intrusions on	count for	assign to
manage	stick	make the most of
after all	cut down on	go through
have a sense of	handle	divide... into
the whole story	class participation	scan
write up	time after time	approach
intellectual curiosity	after all	waste time v-ing

3.2 Summarizing

1. What suggestions does Text A offer for making the most of your study time? The points below can serve as reference.

concentration	learn to read
study anywhere	schedule
organize	good notes

2. What advice does Text A offer about studying in groups? You can use the points below as reference.



the value of working together
discuss homework
try different approaches
explain solutions to one another

3.3 Discussion

 **L**isten carefully to the following text-related conversation and find the answers to the questions that follow it.

(Tom — T Amanda — **A** David — D Marty — **M**)

T: Good morning, this is Tom Stevens — welcome to Shanghai Jiao Tong University Foreign Student Radio. Our topic tonight is academic achievement: How to get to the head of the class without really trying. Amanda, Marty and David are SJTU students, and they're with us tonight to discuss their approaches to academic success.

Amanda, you're a straight A student, but you also make time for extra-curricular activities. You're one of the best-known actresses on campus, and you play tennis too. Tell us your secret, Amanda, how do you manage it?

A: (laughing) Anyone can manage it, Tom! It's just a question of making the most of your time. Sticking to a study schedule lets me really concentrate on my homework when I need to, and make time for other things I'm interested in as well.

T: So organizing your time is the whole story?

A: Well, knowing how to read helps too.

T: Knowing how to read?! Surely every university student knows how to read!

A: Not necessarily, Tom! I know a lot of students who read as if every word were essential, and that's almost never true. I save lots of time by scanning the material first, to find the parts that are most relevant.

T: Great advice, Amanda! Now Marty, what about you? I hear you were one of the best students in your high school, but your university grades aren't so good. What's wrong?



M: Nothing's wrong, Tom. I'm just enjoying myself. Having fun is important too!

T: So when they start giving grades for partying —

M: I'll be at the top of the class! (General laughter)

T: Now David — you play football for SJTU, but last semester you got three A's. I guess you aren't one of those underachieving athletes I've been reading about.

D: I used to be, Tom. But then a tutor showed me how I could use the time I spend exercising to memorize biology terms, or learn Chinese vocabulary while I'm brushing my teeth. Now that I know I can study anywhere, I perform a lot better.

T: That's great news, David — and a great piece of advice for other students who want to get to the top of the class. Thanks for joining us this evening — and thank you for listening to SJTU Foreign Student Radio.

2 **A**nswer the following questions about the conversation that you've just heard.

1. What's the topic of this interview?
2. What activities does Amanda take part in besides her studies?
3. What's Amanda's secret for being an A student?
4. Does every student know how to read, in Amanda's opinion? Why or why not?
5. How was Marty's performance in high school?
6. What is Marty's attitude towards his university studies?
7. Who is the football player among them? How is he progressing with his studies?
8. What's David's study secret?

3 **L**isten to the conversation again and work in pairs.

1. Imagine you're two students who have just heard Amanda, Marty and David on the radio. Discuss which of the ideas you heard is the most useful for your own studies. For example, your conversation might start like this:

A: I wonder if any of those ideas could help me get better grades.



B: I think David's idea was really good. I'm going to try it.

A: ...

2. Imagine you're Marty and David. David is surprised by Marty's ideas and wants to find out more. You can start your conversation this way:

David: I don't understand what you said, really. Are you really not at all worried about your grades?

Marty: Well, I don't want to fail any courses! But I think there's more to life than studying.

David: But ...

- 4 **W**ork in small groups. Discuss the following questions and then appoint a spokesperson to tell the class about your discussion.

1. The authors of Text A think making the most of your study time is the whole secret to being an A student. Do you agree? Why or why not?
2. Which of the suggestions from Text A do you use regularly? Which do you think are worth trying?
3. What other study secrets do you have? How do they help you?

Part IV Listening and Speaking

4.1 Understanding a Conversation

- 1 **B**efore you listen to the next conversation, answer these questions about yourself.

1. What's your major?
2. How did you choose it?
3. If you had to change your major, what major would you choose?
4. What kind of job do you hope to have after you graduate?