



普通高等教育“十一五”国家级规划教材

21 世纪大学新英语系列

21世纪大学新英语

视听说教程 教师参考书

白永权 总主编

郭海云 总主审



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普通高等教育“十一五”国家级重点教材

《21世纪大学新英语视听说教程教师参考书》

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前言

2002年,教育部启动了新一轮的大学英语教学改革。这次改革的重心是提高学生的英语听说能力,解决长期以来备受社会指责的“哑巴英语”教学模式,使学生在未来的学习、工作和社会交往中能用英语进行有效的交流,并使他们成为在国际舞台上有所作为和活跃的高素质人才。教育部同时修改了《大学英语课程教学要求(试行)》,改革了大学英语四、六级考试的题型和内容。修改后的《大学英语课程教学要求》明确提出,大学英语教学的重点从培养学生阅读和写作能力为主转向培养学生的听说能力为主。改革后的大学英语四、六级考试大幅度提高了英语听力的比重,而且听力考题材料都是鲜活的原始视听材料。

为满足大学英语教学改革的需要,我们遵循《大学英语课程教学要求》,编写了这套《21世纪大学新英语视听说教程》,供高等学校本科生视听说课程使用。本教程以功能意念贯穿始终,采用视、听、说、写相结合的方法,充分利用现代计算机技术、网络技术和先进的教学手段,旨在全面提高学生的英语视听说和写作能力。

本套教材有以下特点:

1. 选材真实,取材广泛:所有视听说语料都选自近期英美国家主要媒体的新闻报道、人物访谈、热点话题讨论和励志故事等。选材融知识性、趣味性和真实性于一体,语言贴近现实生活。真实的语言材料能够激发学生的学习动力和潜力。

2. 任务导向,交际为本:本套教材配有大量的课堂活动,有些需在教师组织下来完成,有些要学生自由去发挥。所练内容与视听内容紧密相联,听、说、写融为一体,更加有效地操练语言输出技能,培养学生的英语综合应用能力。

3. 由浅入深,循序渐进:本套教材共四册。第一、二册重点在听力策略和交际技能的培养,在练习形式、取材难度和内容方面充分考虑了与高中英语的衔接,所用材料贴近学生的生活,生动有趣,学生易于接受。第三、四册突出视听后语言输出能力的培养,练习形式多样、生动活泼,围绕口语和写作活动展开。

4. 寓教于乐,以趣激学:爱因斯坦有句名言:“兴趣是最好的老师。”本套教材除了收编大量能够激发学生学习兴趣的音、视频材料外,每个单元都设计了“Fun Time”部分,让学生在紧张学习之余充分放松,尽享英语学习给他们带来的乐趣。

《21世纪大学新英语视听说教程》包括4册学生用书和4册教师用书。每册包括16个单元,其中14个单元用于课堂教学,2个单元用于复习测试。每个单元集中一个主题,供2学时教学使用。

第一、二册每单元由以下五个部分组成。

第一部分为“交际技能”(Communication Skills)。本部分包括《大学英语课程教学要求》中所有的日常会话主题,侧重会话策略和功能训练,培养学生的综合语言运用能力。

第二部分为“听力策略”(Listening Strategy)。本部分侧重培养学生的听力技能,通过专项练习,辅以相关英语听力学习策略指导,帮助学生尽快掌握专项听力技能。

第三部分为“与主题相关的视听说活动”(Theme-related Activities)。本部分通过各种视听说活动来训练学生的语言基本技能,同时也兼顾到四级网考的一些考试形式。

第四部分为“课外视听”(Home Listening & Watching)。此部分既有音频材料也有视频材料,为学生提高自主学习能力搭建了一个很好的平台。

第五部分为“轻松一刻”(Fun Time)。此部分多以与主题相关的影视精彩片段或流行歌曲等为视听材料,让学生在紧张之余充分放松,尽享英语学习之乐。

第三、四册每单元由以下六个部分组成。

第一部分为“导入”(Lead-in)。本部分的目的是让学生通过回答问题或图片讨论,对所学单元主题有所了解,通过热身进入最佳学习状态。

第二部分为“视与听”(Watching & Listening)。本部分侧重训练学生对有一定长度和难度的音、视频材料的理解,并在学习过程中培养学生对英美文化的初步了解。

第三部分为“视听与说”(Watching/Listening & Speaking)。本部分旨在培养学生的英语口语表达能力,口语练习与视听内容紧密相扣,活动形式多样,话题贴近日常生活。

第四部分为“视听与写”(Watching/Listening & Writing)。本部分侧重培养学生英语写作技能。第三册要求学生对视听材料内容进行书面概括和综述,第四册则在此基础上要求学生视听内容进行评论。

第五部分为“轻松一刻”(Fun Time)。此部分多以与主题相关的影视精彩片段或流行歌曲等为视听材料,让学生在紧张之余充分放松,尽享英语学习之乐。

第六部分为“课外视听”(Home Listening & Watching)。本部分为课堂教学的拓展,旨在培养学生的自主学习能力。

《21世纪大学新英语视听说教程》主要由北京交通大学和西安交通大学等高校的资深教授和英语教学专家通力合作编写而成。在本教材的构思、编写和审稿过程中,国内外很多学者向我们提出了不少宝贵的建议,花费了大量时间修改稿件,在此我们全体编写人员向他们致以诚挚的感谢。

编 者

2009年3月

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Learning Objectives

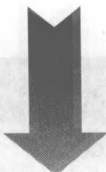
In this unit, you are going to learn how to

- make self-introductions;
- identify numbers;
- interview classmates;
- talk about college life.

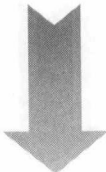
Communication Skills

Useful Expressions

First meetings

Formal  Informal	<i>Introducing yourself</i>	<i>Introducing others</i>	<i>Responses</i>
	How do you do? My name is Mrs. Webster.	Mrs. Webster, may I introduce my boss, Mr. White?	How do you do? I'm pleased to meet you, Mrs. Webster.
	Hello, Alice Webster. I'm the host of this TV program.	Alice, I'd like you to meet Jack White, our manager. Jack, this is Alice Webster.	Pleased/Glad/Nice/Honored to meet you, Alice.
	Alice Webster, the host.	Alice, meet Jack, my husband. Jack, this is my friend Alice.	Hi, Alice. How are you?

Subsequent meetings

Formal  Informal	<i>Greetings</i>	<i>Responses</i>
	Hello, Mrs. Webster. It's nice to see you again.	What a pleasant surprise! How are you? It's been a while.
	Good morning, Mrs. Webster. How are you today?	I'm very well. Thank you. And you?
	Good afternoon, Mr. White. It's good to see you.	It's nice seeing you too. How are things going?
	Hello, Alice. How are you doing?	Fine thanks. What's new with you?
	Hi, Alice! How's it going?	Not too bad, busy as ever.

Watching & Speaking



Task 1

Watch the video clip with the sound off and discuss the questions below (1'29").

- Where do you think the conversation takes place, at home or at a hotel?
(At home.)
- Discuss with your partners the relationships between the characters.
(The answer is open.)



Task 2

Watch the video clip again and decide who says what. Check the boxes as you watch.

Charles	Rob	Angela	Barbara	
✓				Do you have any trouble finding the place?
			✓	It's a pleasure to meet you.
		✓		It's fascinating. We love it.
	✓			Thank you very much for inviting us.

Following is the script of the video clip:

A Warm Welcome

Charles: Rob, Angela! Please come in!

Rob: Thank you. This is for you.

Charles: Oh, thank you. Do you have any trouble finding the place?

Rob: No, not at all.

Charles: Great. This is my wife, Barbara.

Rob: Hi, Barbara, very nice to meet you.

Barbara: It's a pleasure to meet you.

Rob: This is my wife, Angela.

Angela: Nice to meet you, Mrs. Sawyer.
 Barbara: Oh, please! Call me Barbara.
 Angela: Okay, Barbara.
 Barbara: And may I call you Rob?
 Rob: Yes, please do.
 Barbara: Wonderful. When did you arrive?
 Rob: We just arrived two days ago.
 Barbara: Really? Oh, welcome to our city. How do you like it so far?
 Angela: It's fascinating. We love it.
 Charles: Great! Please come in.
 Rob&Angela: Thank you.
 Charles: I'm so glad you guys could make it tonight.
 Rob: Thank you very much for inviting us.
 Barbara: And these are for you.
 Angela: How thoughtful! Homemade cookies! Thank you very much.
 Barbara: Don't mention it.
 Charles: Can I get you something to drink?
 Rob: Yes, please. What do you have?
 Charles: We have beer, wine, soda, tea, anything you could want.
 Rob: I will have a beer.
 Charles: Ok. And you?
 Angela: I'd like tea.
 Charles: Terrific. I'll go get it. I'll be right back.
 Barbara: Ok.
 Angela: You have a beautiful home.
 Barbara: Thank you very much. We bought it last year.



Task 3

Introduction Activity

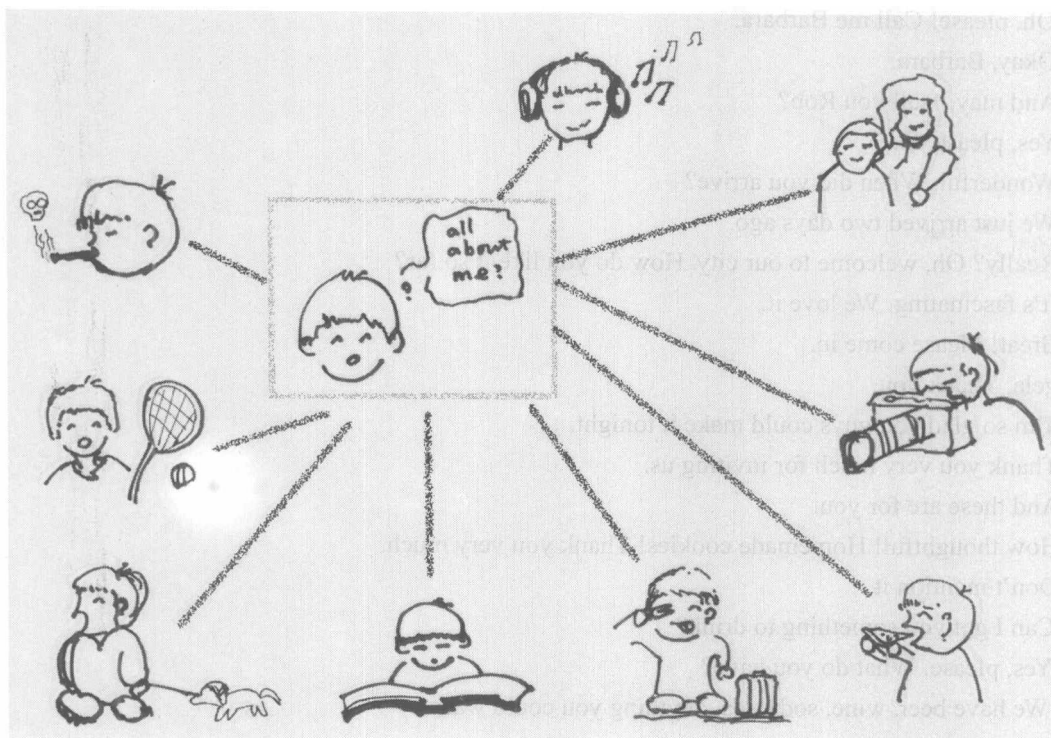
Step 1: Walk around the classroom and introduce yourself to at least three of your classmates.

Tell them your personal information, such as your name, your hometown, your hobbies and then get more information about the new friends.

Here are some useful expressions.

- ✧ Hello! My name is...
- ✧ What's ...?
- ✧ Can you tell me...?
- ✧ Do you mind telling me...?
- ✧ May/Can I know ...?
- ✧ I am fond of/keen on/interested in/crazy about... How about you?
- ✧ I love ... And you?

Step 2: Give a report to the whole class and briefly introduce your new friends.



Listening Strategy

Identifying Numbers

Numbers appear very often in every kind of listening material. Whether you are doing business, shopping or just counting in class, we know that it is essential to understand how to use numbers in English.



Task 1

You are going to listen to some big numbers twice. When you listen to them for the first time, write them down; for the second time, check your answers (1'17").

- | | | | | |
|-------------------|-------------------|---------------------|----------------------|------------------------|
| 1. <u>1,384</u> | 2. <u>12,462</u> | 3. <u>55,915</u> | 4. <u>90,050</u> | 5. <u>113,707</u> |
| 6. <u>418,008</u> | 7. <u>945,222</u> | 8. <u>1,302,302</u> | 9. <u>25,297,401</u> | 10. <u>313,999,106</u> |



Task 2

Listen to a VOA news report. When you listen to it, pay special attention to the numbers and fill in the blanks with the numbers you've heard (3'29").

- This was the first notable increase since 2001. And it included a ten percent jump in new international students.
- American schools last fall had 583,000 foreign students.

3. The September 11, 2001, terrorist attacks led to more restrictive visa requirements.
4. The new report also says more than 220,000 Americans studied in other countries. That was during the 2005-2006 school year. It was a record number, and an increase of eight and a half percent from the year before. But only five and a half percent of them stayed for a full year.

Following is the script of the news report:

Education Report — Number of Foreign Students Rises in US

A new report says the number of foreign students at colleges and universities in the United States increased three percent last year. This was the first notable increase since 2001. And it included a ten percent jump in new international students.

The “Open Doors” report is from the Institute of International Education in New York, with support from the State Department.

American schools last fall had five hundred eighty-three thousand foreign students. The record is five hundred eighty-six thousand. That was set in two thousand two after many years of gains. But after that the numbers fell.

The September 11, 2001, terrorist attacks led to more restrictive visa requirements. Now, stronger efforts are being made to get more foreign students to study in the United States.

For the sixth year, India sent the most international students last fall, almost eighty-four thousand. That was up ten percent from the year before. China remained in second place, and South Korea was third.

Japan was fourth among the twenty leading senders of foreign students. But the number of Japanese fell sharply — nine percent.

There were three percent drops from Indonesia and Kenya, the only African country in the top twenty last year. But there were notable increases from Saudi Arabia, Nepal and Vietnam. The number of Saudi students more than doubled, to nearly eight thousand.

For a sixth year, the University of Southern California in Los Angeles had the most foreign students — more than seven thousand. Columbia University in New York was second.

Other schools in the top five were New York University, the University of Illinois at Urbana-Champaign and Purdue University.

The leading area of study was business and management. That was the choice for eighteen percent of foreign students last year. Second was engineering.

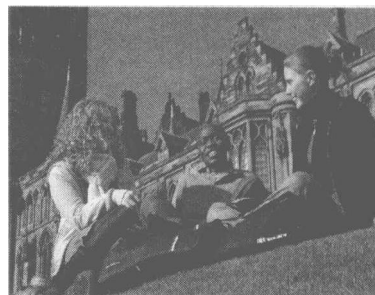
The new report also says more than two hundred twenty thousand Americans studied in other countries. That was during the 2005—2006 school year. It was a record number, and an increase of eight and a half percent from the year before. But only five and a half percent of them stayed for a full year.

Theme-related Activities

Part 1 Lead-in

Discuss the following questions with your partner and then share your answers with the rest of the class.

1. Have you ever thought about going to study in a foreign university?



- What's your hope for your future?
- Do you have any idea of studying more effectively during college?

Part 2 Watching & Listening

Section A

Directions: You are going to watch an interview, "What Are Your Hopes for the Future" (2'53").
Read the words aloud first and then do the following tasks.

Word Bank			
Hindi /'hindi:/ n.	印地语	gymnastics /dʒɪm'næstiks/ n.	体操
astronaut /'æstrənɔ:t/ n.	宇航员	Peace Corps	维和部队
astronomy /ə'strɒnəmi/ n.	天文学	field hockey	曲棍球
hockey /'hɒki/ n.	曲棍球	field work	野外考察



Task 1

Watch the video clip. While watching, read the following questions and then answer them briefly with the information from the video.

- What's the interview about?
(The report is about education and jobs.)
- How many students will graduate from American high schools this year?
(Almost three million students will graduate from American high schools this year.)
- What will Connie's next report be about?
(Connie's next report will be about what students like and don't like.)



Task 2

Watch the video again, focusing on the specific information, and then match the items in Column A with the corresponding information in Column B.

Column A

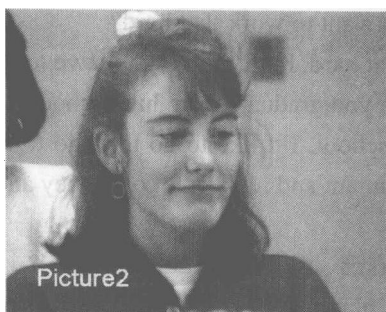
- to go to college and study fine arts (6)
- to be a social worker (4)
- to be a professional football player (5)
- to be an astronaut (2)
- to go to college and become an accountant (3)
- to join the Peace Corps (1)

Column B

- Picture 1
- Picture 2
- Picture 3
- Picture 4
- Picture 5
- Picture 6



Picture1



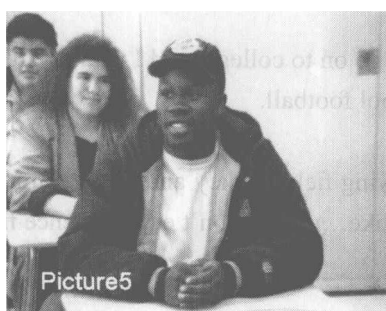
Picture2



Picture3



Picture4



Picture5



Picture6

**Task 3**

In this part, you're going to hear three sentences twice. Listen to each of them carefully and repeat it after you hear the sound of a bell.

1. I want to shoot some pictures of students in the classroom.
2. What are your hopes for the future?
3. Do you want to land on the moon?

Following is the script of the video:

What Are Your Hopes for the Future?

- Connie:** That's the subject of this report. Almost three million students will graduate from American high schools this year. Half of them want jobs now. They need to work. Maybe they can't go to college. Maybe they have to earn money. All of them have to plan their future. And they have to do it now. What will they do? Today we're going inside Stamford High School to find out.
- Connie:** OK, Mike. Let's go inside. I want to shoot some pictures of students in the classroom, and then I want to interview some of the students.
- Connie:** OK. What are your hopes for the future? What do you want to do when you graduate from high school or college ...? Yes?
- Student 1:** I hope to join the Peace Corps and do, uh, research or field work in India. I speak Hindi and I'd like—I hope to learn a language a bit more proficiently.
- Connie:** And what do you hope to do?
- Student 2:** Um... I want to... I hope to become an astronaut, hopefully... um ... or some kind of scientist dealing with space and astronomy in particular...
- Connie:** Do you want to land on the moon?
- Student 2:** Yes, I want to land on the moon.

- Connie:** That's interesting, but do you want to work that hard?
- Student 2:** Well, I don't want to work that hard, but I'm going to have to. If I want to... if I get my dream, so...
- Connie:** What do you plan to do when you graduate from high school?
- Student 3:** When I graduate from high school, I'd like to go to... go to college and try to get a job in a large company to become an accountant and make a lot of money and just live well off.
- Student 4:** I plan to be a social worker.
- Connie:** My best friend is a social worker... What do you want to do?
- Student 5:** Well, I want to be in the NFL playing football and have my own business.
- Connie:** What do you want to do?
- Student 6:** I'm not really sure. I want to go on to college, and I want to study fine arts.
- Student 7:** I imagine coaching high school football.
- Connie:** What do you enjoy?
- Student 8:** I enjoy athletics. I enjoy playing field hockey and doing gymnastics. Um ... I enjoy reading. Uh... I like to read fiction. I don't like...um...I don't enjoy science fiction, but ... um... any other kind of fiction I enjoy.
- Student 9:** I want to teach English.
- Connie:** That's terrific.
- Connie:** OK, Mike. Great interviews! Are you ready?
- Connie:** In our next report, we'll find out what students really like and don't like. What's interesting, what's exciting, and what's boring. I'm Connie Swift reporting for WEFL.

Section B

Directions: You are going to listen to a VOA education report, "Introduction to Our Foreign Student Series" (3'00"). Read the words aloud first and then do the following tasks.

Word Bank			
series /sɪəriːz/ n.	系列	employment /ɪm'plɔɪmənt/ n.	就业
financial /faɪ'nænʃəl/ a.	财政的		



Task 1

Listen to the report. While listening, read the following questions and then answer them briefly with the information from the audio.

- What's the purpose of the education report—Introduction to Our Foreign Student Series?
(The purpose of our series is to help you plan. Planning is important to the success of an educational experience.)
- What is a big question for students around the world who are interested in higher education in the United States?
(A big question for students around the world who are interested in higher education is how much it all will cost.)