

普通高等教育“九五”国家级重点教材



21世纪

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



 复旦大学出版社

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第一册

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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。该教程采用国外先进的网络学习系统,它最大的特点是学生可通过网络系统实施英语自主学习:跟读、模仿、扮演不同的角色以及录音等。学生还可以将录音保存下来供教师检测。教师通过网络教学平台可以编辑、增减和不断补充刷新学习内容。网络教学平台为师生提供了无限的教和学的空间。该网络系统的另一个特点是它可以装载在 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外知名院校和出版界的资深教授和电脑专家的智慧,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,我们将教材中的听力材料制作了正常速度和慢速两个版本的录音带,供学生自由选择。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“九五”国家重点教材。该教程出版之后,倍受青睐,为全国各高校广泛采用。最近教育部颁布了《大学英语课程教学要求》,对大学英语提出了更高的要求。

为了适应形势的发展,我们编写了《21 世纪大学英语视听说教程》。该教程与《读写教程》紧密结合,以功能意念训练贯穿始终,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,丝丝入扣。

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)。主要强调功能意念的训练以及视(video watching)、听(listening)和说(speaking)的统一,强调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。

第二部分围绕主题(theme)展开听说训练。编者充分考虑到语言学习的特点,主题的排列由简单到复杂,由具体到抽象。除了传统的听说训练外,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“真正英语”(authentic English),当然在选材时也已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程度及其可行性,从而体现以学生为中心的理念。

最后部分为“泛听”(extensive listening)。在这部分中加入了“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,灵活运用。

利用网络教学是一种全新的教和学模式。本套教程以国外最先进的网络教学系统为教和学平台,给师生提供最好最便利的互动支持,为解决目前师资紧缺和学生开展自主学习提供了方便。

本套教程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、计美娟等有关同志对本书的编写和出版给予了很大的关心和支持,在此表示感谢。

由于时间局促,水平有限,谬误难免,敬请各位同仁和学生不吝匡正。

编者

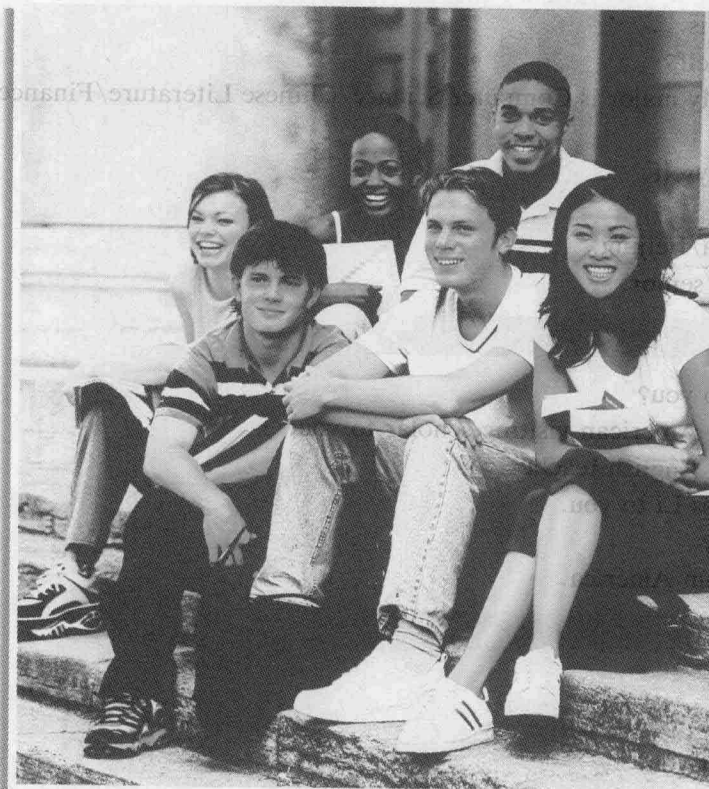
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- ☐ **Part One**
Communication Skills
- ☐ **Part Two**
Theme-related
Activities
- ☐ **Part Three**
Listening Strategy
- ☐ **Part Four**
Extensive Listening



Unit 1

College Life

Word Bank

make it	准时到达, 光临
fascinating / fascinating	迷人的

Part One

Communication Skills

Introductions and Self-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, an American visiting scholar to you.
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 do the exercises as indicated.

A Warm Welcome, High School Buddies, Strange Neighbour

Word Bank

make it

及时到达, 光临

fascinating /'fæsɪneɪtɪŋ/ a.

迷人的

cookie /'kʊki/

n.

甜饼干

gee /dʒi:/

int.

哎呀(表示惊奇、热烈等)

clarinet /,klæri'net/

n.

单簧管

broker /'brəʊkə/

n.

经纪人

color-blind /'kʌləblaɪnd/

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.

Arian: Oh. Hullo, Mr Holly.

Holly: Hullo.

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

Holly: Yes. That's Shella.

Shella: Hello.

Arian: Well. My name's Arian, er, and do you know I work, er, with your husband in the company. 2) _____.

Shella: Thank you.

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

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

Arian: With ice?

Shella: Yes, yes please.

Arian: And Mr Holly?

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

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

Claire: I think we know each other.

Shella: Yes, yes, I recognize your face — yes. You came 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.

Shella: 4) _____.

Holly: Hullo, David.

Arian: Of course, David knows Mr Holly already.

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

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

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

Holly: Hullo, 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 to make short conversations according to the following situations.

1. You are in the school-opening ceremony. Make introductions all round.
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 in 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. But 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 a college and a high school?
2. What do you think of your college life?
3. What do you expect from college education?
4. What problems do college students face today?
5. What influence has college life on the development of your personality or the fulfillment of your life goal?

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

A College Community

Word Bank

extracurricular /ˌekstrəkəˈrɪkjələ(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'mɑ:tə/		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 in terms of finance, loneliness and friendship.
- ___ 7. They will be proud of being a part of their school even long after graduation.
- ___ 8. Every year, graduates will return to their college campus for donation.

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, and 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 and 7) _____. American graduates refer to the school they attended as their *alma mater*. This expression indicates how much the college experience means to students, how much they feel 8) _____.

III Discuss with your partner.

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

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

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

What College Means to Helen Keller

Word Bank

Braille language

geometrical /dʒiəʊ'metrikəl/

wire /'waɪə(r)/

heartbeat /'hɑ:tbi:t/

humanity /'hju:mænəti/

a.

n.

n.

n.

盲文

几何的

金属丝

心跳

人类

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

1. Why was college study a hard struggle for Helen?

2. How did Miss Sullivan teach Helen what was in the books?

3. How did Helen use wires to study geometry?

4. What was Miss Keller's opinion of knowledge?

5. Why did Helen want to know something about great men of the past?

II Listen again and retell it to your partner.

III Group discussion.

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



Task 3 Listen to the tape and do the following exercises.

Live on Campus or off Campus?

Word Bank

private	/ˈpraɪvɪt/	a.	私人的
privacy	/ˈpraɪvəsi/	n.	隐私
concentrate	/ˈkɒnsəntreɪt/	v.	集中



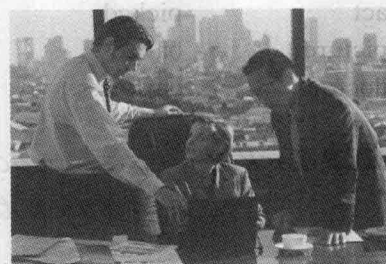
Listen and write down the main idea of what you hear.

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

Which do you prefer, to live on campus or off campus?

To live on campus

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



I Prefer to Live 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, say in Shanghai, to live off campus. In order to be able to pay the rent, some students have to spend their valuable time doing part-time jobs. I do not think it worthwhile. Second, living on campus, students have more opportunities to expose themselves to different ideas: lectures, seminars, academic activities are held every day, which helps to broaden their horizon. Finally, students living on campus can enjoy easy access to school resources: books, professors, etc.

To live off campus

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


I Prefer to Live 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 will give us more freedom, more privacy, which are essential for individuality development. Second, a room outside provides us a quieter environment, so that we can concentrate on our study, while in the school dorm students spend a lot of time chatting, making concentrated study impossible. Third, off-campus living means more chances to contact people with different characters and personalities. We no longer live in the “ivory tower”, isolated from society. In this way we can prepare mentally for our future life. Finally, off-campus life is beneficial to being independent; we have to look for a cheap room, we have to cook, to do the laundry, while in school everything is prepared. We are adults, 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 letters underlined.

act	pick <u>e</u> d	empty	ob <u>t</u> ain	football
picture	bak <u>e</u> d	capture	sub <u>j</u> ect	ut <u>m</u> ost
do <u>c</u> tor	dark <u>n</u> ess	shopkeeper	we <u>b</u> site	basketball

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

sit down	cheap books	a red cov <u>e</u> r	li <u>k</u> e New York
that d <u>a</u> y	stop talk <u>i</u> ng	a good d <u>o</u> g	speak good French
a fast car	drop by drop	a cold d <u>r</u> ink	to mak <u>e</u> tea
eight d <u>e</u> sks	soap bubble	we had to	kick dogs

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

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 postcard 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 deal with such a good pudding.

Part Four

Extensive Listening



Task 1 Listen to the conversation and answer the questions.

Word Bank

admissions	/əd'mɪʃən/	n.	招生人员
personality	/pə'sə'næləti/	n.	个性, 人品
indecision	/ɪndɪ'sɪʒən/	n.	犹豫不定
journalism	/ˈdʒɜːnəlɪzəm/	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 take up 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	/ˌʌpəˈklaːsmən/	n.	高年级学生