



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



2



普通高等教育“十一五”国家级规划教材

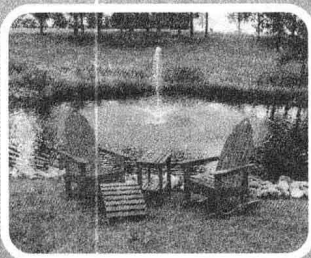
21 世纪大学新英语系列

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



江苏工业学院图书馆
藏书章



图书在版编目(CIP)数据

21 世纪大学新英语视听说教程教师参考书. 第 2 册/白永权总主编.
—上海:复旦大学出版社,2009.7
(21 世纪大学新英语系列)
ISBN 978-7-309-06585-5

I. 2… II. 白… III. 英语-听说教学-高等学校-教学参考资料
IV. H319.9

中国版本图书馆 CIP 数据核字(2009)第 103210 号

21 世纪大学新英语视听说教程教师参考书(第 2 册)

白永权 总主编

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)
86-21-65100562(团体订购) 86-21-65109143(外埠邮购)
fupnet@fudanpress.com http://www.fudanpress.com

责任编辑 唐 敏

出品人 贺圣遂

印 刷 上海华文印刷厂
开 本 850 × 1168 1/16
印 张 14.25
字 数 410 千
版 次 2009 年 7 月第一版第一次印刷

书 号 ISBN 978-7-309-06585-5/H · 1316
定 价 35.00 元

如有印装质量问题,请向复旦大学出版社发行部调换。

版权所有 侵权必究



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》

总主编 白永权

总主审 郭海云

编写委员会名单

石 坚 (四川大学)

刘龙根 (上海交通大学)

罗立胜 (清华大学)

贾国栋 (中国人民大学)

王秀珍 (武汉大学)

樊葳葳 (华中科技大学)

张 森 (河北科技大学)

严 明 (黑龙江大学)

崔 敏 (吉林大学)

邵钦瑜 (北京交通大学)

陈向京 (西安交通大学)

李京平 (北京交通大学)

第二册编写人员

主 编: 陈向京

副 主 编: 何善秀

编写人员: 黄 奕 王晓燕 王 敏 张 莉 詹菊红

策划编辑: 倪琴芬

责任编辑: 唐 敏

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

Contents

Unit 1 Sports 1

Communication Skills 1

Watching & Speaking 1

Listening Strategy 4

Identifying a Topic 4

Theme-related Activities 5

Part 1 Lead-in 5

Part 2 Watching & Listening 6

Part 3 Watching & Speaking 10

Home Listening & Watching 11

Fun Time 14

Unit 2 Part-time Jobs 15

Communication Skills 15

Watching & Speaking 16

Listening Strategy 17

Identifying and Understanding Organization 17

Theme-related Activities 20

Part 1 Lead-in 20

Part 2 Watching & Listening 20

Part 3 Watching & Speaking 23

Home Listening & Watching 25

Fun Time 27

Unit 3 Profile of USA 29

Communication Skills 29

Watching & Speaking 29

Listening Strategy 31

Identifying Signal Words 31

Theme-related Activities 34

Part 1 Lead-in 34

Part 2 Watching & Listening 34

Part 3 Watching & Speaking 38

Home Listening & Watching 40

Fun Time 42

Unit 4 Profile of Britain 43

Communication Skills 43

Watching & Speaking 43

Listening Strategy 46

Tracing the Development of Thoughts 46

Theme-related Activities 47

Part 1 Lead-in 47

Part 2 Watching & Listening 48

Part 3 Watching & Speaking 52

Home Listening & Watching 53

Fun Time 56

Unit 5 Entertainment 58

Communication Skills 58

Watching & Speaking 59

Listening Strategy 61

Identifying the Main Idea 61

Theme-related Activities 63

Part 1 Lead-in 63

Part 2 Watching & Listening 63

Part 3 Watching & Speaking 67

Home Listening & Watching 69

Fun Time 71

Unit 6 Love and Marriage 73

Communication Skills 73

Watching & Speaking 74

Listening Strategy 75

Noting Down the Main Points 75

Theme-related Activities 77

Part 1 Lead-in 77

Part 2 Watching & Listening 77

Part 3 Watching & Speaking 81

Home Listening & Watching 82

Fun Time 85

Unit 7 Happiness 86**Communication Skills 86**

Watching & Speaking 86

Listening Strategy 88

Summarizing (1) 88

Theme-related Activities 89

Part 1 Lead-in 89

Part 2 Watching & Listening 90

Part 3 Watching & Speaking 93

Home Listening & Watching 96

Fun Time 99

Test 1 101**Unit 8 Healthy Lifestyle 111****Communication Skills 111**

Watching & Speaking 111

Listening Strategy 113

Summarizing (2) 113

Theme-related Activities 115

Part 1 Lead-in 115

Part 2 Watching & Listening 115

Part 3 Watching & Speaking 119

Home Listening & Watching 120

Fun Time 123

Unit 9 Cultural Differences 125**Communication Skills 125**

Watching & Speaking 125

Listening Strategy 127

Detecting Implied Meaning 127

Theme-related Activities 129

Part 1 Lead-in 129

Part 2 Watching & Listening 129

Part 3 Watching & Speaking 133

Home Listening & Watching 135

Fun Time 137

Unit 10 Stress 139

Communication Skills 139

Watching & Speaking 140

Listening Strategy 143

Identifying the Speakers' Attitude 143

Theme-related Activities 144

Part 1 Lead-in 144

Part 2 Watching & Listening 144

Part 3 Watching & Speaking 149

Home Listening & Watching 150

Fun Time 154

Unit 11 People and Technology 155

Communication Skills 155

Watching & Speaking 155

Listening Strategy 157

Identifying the Speaker's Intention 157

Theme-related Activities 159

Part 1 Lead-in 159

Part 2 Watching & Listening 159

Part 3 Watching & Speaking 162

Home Listening & Watching 164

Fun Time 167

Unit 12 Medicine 168

Communication Skills 168

Watching & Speaking 168

Listening Strategy 170

Drawing Inferences (1) 170

Theme-related Activities 172

Part 1 Lead-in 172

Part 2 Watching & Listening 172

Part 3 Watching & Speaking 176

Home Listening & Watching 178

Fun Time 180

Unit 13	Holiday (1) 181
	Communication Skills 181
	Watching & Speaking 181
	Listening Strategy 183
	Drawing Inferences (2) 183
	Theme-related Activities 185
	Part 1 Lead-in 185
	Part 2 Watching & Listening 185
	Part 3 Watching & Speaking 188
	Home Listening & Watching 190
	Fun Time 193
Unit 14	Holiday (2) 194
	Communication Skills 194
	Watching & Speaking 195
	Listening Strategy 197
	Drawing Conclusions 197
	Theme-related Activities 199
	Part 1 Lead-in 199
	Part 2 Watching & Listening 200
	Part 3 Watching & Speaking 203
	Home Listening & Watching 205
	Fun Time 207
Test 2	208

Unit 1 Sports

Learning Objectives

In this unit, you're going to learn

- how to express agreement and disagreement;
- how to identify a topic;
- more about sports.

Communication Skills

Useful Expressions

Agreeing	Disagreeing
<ul style="list-style-type: none"> ◇ Sure/ Absolutely. ◇ You got it. ◇ By all means. ◇ That's true/ right. ◇ That's for sure. ◇ I feel the same way. ◇ Definitely. ◇ I'll say! ◇ Me, too. ◇ I couldn't agree with you more. 	<ul style="list-style-type: none"> ◇ You've got it all wrong. ◇ I don't think you've got your facts straight. ◇ Next time get the facts first. ◇ Don't jump to conclusions. ◇ But wouldn't you agree that ...? ◇ But wouldn't you say that ...? ◇ You wouldn't go so far as to say that. ◇ I wish I could agree, but... ◇ That's out of the question. ◇ I don't believe that. ◇ I'm not sure I understand. ◇ No way.

Watching & Speaking

Directions: You're going to watch a video clip, "Restaurant Escapade" (3'15"). Read the following words and phrases before watching, and then finish the following tasks.

Word Bank			
fillet /'fɪlɪt/ n.	里脊牛排	indulge /ɪn'dʌldʒ/ v.	让自己享受一下
appetizer /'æpɪtaɪzə/ n.	开胃菜	platter /'plætə(r)/ n.	大浅盘
entrée /'ɒntreɪ/ n.	主菜	meticulous /mɪ'tɪkjələs/ a.	谨慎的
craving /'kreɪvɪŋ/ n.	渴望	get the facts straight	澄清是非
fiancee /fɪ'ɒnseɪ/ n.	未婚妻	burger joint	汉堡摊点



Task 1

Watch the video clip. While watching, match the names below with their owners and try to tell how they are related to each other.

Betty is the girl in yellow.

Brad is the man in white.

Kelly is the girl in brown.

Tim is the man in black.

Kelly and Brad are a couple, and Betty and Tim are a couple. They are best friends.



Task 2

Watch the video clip again, and then choose the best answer to the following questions from the four choices given.

- When talking about their last dinner at the restaurant, why did Brad say the soup was awful?
 - Because it was too sour.
 - Because of the onions.
 - Because of the spices.
 - Because it didn't go with the salad.
- What did Kelly say about the soup?
 - They didn't have soup at all.
 - She agreed with Brad.
 - She didn't taste it.
 - She found it quite good.
- What did Brad say to defend himself about eating fatty food?
 - He didn't eat it.
 - He needed high energy.
 - He played basketball.
 - He didn't have health problems.
- What was Brad's attitude towards junk food?
 - It's alright to indulge in junk food once in a while.
 - It's alright to eat chips and drink coke.
 - It's alright to have fatty food as regular diet.
 - It's alright to have burger for the next few days.
- Who didn't pay attention to Brad?
 - Kelly.
 - Betty.
 - Everybody.
 - The waiter.



Task 3

Work in pairs to make short conversations according to the following situations. Remember to use the useful expressions provided above.

- Your classmates and you are talking about the advantages and disadvantages of having part-time jobs during college years.
- Your classmates and you are discussing whether students should be allowed to use cell phones in class.
- Your friends and you are discussing whether honesty is the best policy.

Following is the script of the video clip:

Tim: I've never been to this restaurant before. Can you give me a suggestion?

Kelly: Well, the last time we came, Brad ordered a steak, and I ordered a fillet. Both of them were wonderfully made, although the appetizers were not as great.

Brad: Yes, the soup was just awful. I can't stand the taste of onions in vegetable soups.

Kelly: I don't think you've got your facts straight. We didn't even order soup. I recall eating a salad with a dressing that was too sour for my liking.

Brad: No way, you've got it all wrong! It was the soup!

Betty: Now, now, guys, don't fight over such silly things. We will just order the entree, and skip the soup and the salads.

Tim: Alright I'll have a rare steak then.

Betty: What? That's out of the question. I thought we agreed previously that rare meat is not good for your diet!

Tim: But I have a serious craving for a juicy, rare steak!

Betty: Tim! No! The doctor says that you should eat more healthy food. I think you should listen to me for once.

Kelly: I couldn't agree with you more, Betty. Brad hardly pays attention to my health advice anymore.

Brad: Don't jump to conclusions, Tim and Betty. I play basketball with the boys and I jog with my fiancée every weekend, but I just can't bring myself to give up on eating at fast food places once a week.

Tim: Ha, us boys will never change our bad habits. I can't live without eating chips or drinking coke.

Betty: I'll say! Every time we go grocery shopping, I have to keep an eye on Tim. He always fills our shopping cart with bags of chips and bottles of soft drinks.

Brad: But wouldn't you say that it is alright to indulge in junk food once in a while? I mean, a person needs to enjoy life and be reckless sometimes.

Kelly: Absolutely, but Brad, you already ate at the burger joints three times in the past week! I think that's enough fatty foods for the next few days!

Brad: Okay, okay, I'll get the vegetable platter then.

Kelly: Talking about food, why don't you get the waiter? I'm hungry as it is.

Brad: Sure, by all means.

Betty: So, Kelly, you two seem to be getting along quite well.

Kelly: Absolutely, we are doing just fine.

Tim: Just like the old times, eh? Remember when we were in university? You two always got into the biggest arguments over the most ridiculous things!

Kelly: We haven't grown up at all!

Betty: So, when are you going to invite us to your wedding? We are your best friends, after all.

Kelly: That's true. Actually, we invited you for dinner, to formally extend an invitation to our wedding in early July.

Betty: Oh! That's great news! Have you guys worked out the details already?

Kelly: Absolutely! I am the meticulous one, after all.

Tim: Okay, why don't you tell us after we order? And Brad, how's it coming with the waiter?

Brad: Nobody seems to notice me.

Tim: Nobody except Kelly. Just kidding, Brad. Congratulations on your wedding, buddy! I look forward to

seeing you in wedded bliss (幸福).

Listening Strategy

Identifying a Topic

Topic is the subject of a piece of material like a speech, conversation, discussion or an essay. It usually appears at the beginning or at the end, and occasionally in the middle of a piece of material. To identify the topic, you need pay special attention to the words or phrases that appear several times in the listening material.



Task 1

You are going to listen to a conversation (1'47"). Listen to the clip, and decide which of the following is the topic of the conversation.

- A) Fierce competition in the Olympic Games.
- B) The spirit of the Olympics.
- C) Athletes in the Paralympics.
- D) Countries taking part in the Olympic Games.

Following is the script of the audio clip:

Man: Aren't you interested in watching the Olympics? There have been some excellent performances by athletes from all over the world.

Woman: I just don't find it very interesting.

Man: I think it's wonderful to see people from all over the world taking part in such a great event.

Woman: I think that for a lot of people, it's just a way to try and show their country is better than other countries.

Man: I think the Olympics help to promote world peace.

Woman: I'm not sure about that. We still have many wars in the world. I think that the idea behind the Olympics is a good one, but the reality is that during the Olympics countries compete. There's no real spirit of cooperation and people are usually not very friendly to each other.

Man: You are so pessimistic! The Olympics is a great opportunity for athletes to demonstrate their speed, skill, agility and strength. Most people hope to see someone from their country win, but I think that they are just happy to see good performances by any athlete.

Woman: Well. I think that the most amazing performances are by athletes who participate in the Paralympics.

Man: Now there we are in agreement!



Task 2

You are going to listen to a speech (1'17"). Listen to the clip, and decide which of the following is the topic of the speech.

- A) Mass participation in the Olympics.

- B) X-Games type of sports in the Olympics.
- C) The evolution of the Olympics.
- D) Doping issues at the Olympic Games.

Following is the script of the audio clip:

The inclusion of X-Games (极限运动会) type sports may have a lot to do with their American roots because America has a heck of a lot (许多) to do with the Olympics. In 1992, CBS paid 243 million dollars for the exclusive American TV rights to the Games; NBC has paid 613 million for the rights to Turin. The rights fees go up, the games get bigger, meaning Olympics in quaint (离奇的) settings like Grenoble, Lake Placid, Albertville, are a thing of the past. Certainly the world around the Olympics has changed. Those '92 Games were the first after the Berlin Wall fell and the Soviet Union collapsed. The Cold War tension that fueled so many gripping Olympic moments was gone. But still, it was a roiling (动荡的) time. Fledgling (新建的) countries showed up in Albertville proud just to display their own flags. Now countries born after the fall of Communism aren't content to just be at the Games — they want to win. Consider the success in Turin of Slovakia and the Czech Republic in Men's Hockey. In 1992, doping (服用运动禁药) was an Olympic side issue. Now there is the world anti-doping agency; thousands of journalists report on the issue. And in Turin, for the first time at the Olympics, the police got involved, acting on suspicions that Austrian cross-country skiers and biathletes (滑雪射击运动员) may have been involved in doping.

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.

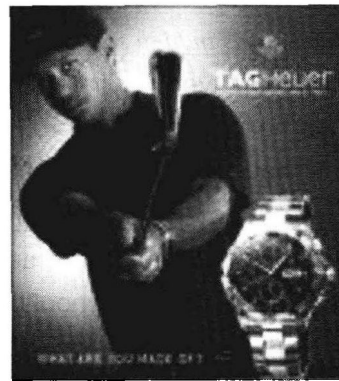
1. Do you know who the man in Picture 1 is? If yes, say something about him.
2. What do you think the people in Picture 2 are doing? Have you ever taken part in this sport? How do you like it?
3. Many athletes endorse certain products and make a lot of money from it. What do you think of this phenomenon?



Picture 1



Picture 2



Picture 3

Part 2 Watching & Listening

Section A

Directions: You are going to watch a video clip about Kobe Bryant (3"06"). Read the following words and phrase before watching, and then finish the following tasks.

Word Bank			
sensation /sen'seɪʃn/ n.	轰动	Lakers /leɪkəs/	湖人队
playoff /'pleɪɒf/ n.	季后赛	Utah /'ju:tɑ:/	(美国) 犹他州
rookie /'ruki/ n.	新手	Jazz /dʒæz/	爵士队
Pennsylvania /ˌpensɪl'veɪniə/	(美国) 宾夕法尼亚州	go pro	转入职业生涯



Task 1

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

- When did Kobe Bryant begin to learn playing basketball? Who taught him?
(When he was a child, Kobe Bryant began to learn playing basketball. His father taught him to play basketball.)
- To whom was Kobe compared as an excellent basketball player?
(He was compared to Michael Jordan.)



Task 2

Watch the video again focusing on the specific information, and then choose the best answer to the following questions from the four choices given.

- According to the clip, when did Kobe Bryant gain the public attention as a basketball talent?
 - When he was a little kid.
 - When he was in high school.
 - When he played his first game in the NBA.
 - When he decided to go pro.
- Which of the following is true of Kobe's father?
 - He used to play in the NBA himself.
 - He helped Kobe make the decision to go pro.
 - He was Kobe's high school basketball coach.
 - He is the life example for Kobe.
- What did his family do when Kobe wanted to have a try in the NBA?
 - They let him do what he wanted to do.