



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

(修订版)

郭海云 总主编

白永权 总主审



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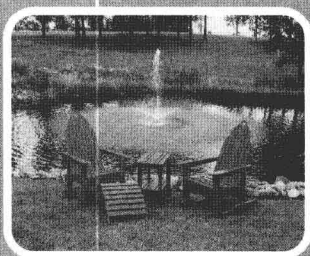
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前言

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。教育部同时修订了《大学英语课程教学要求》,改革了大学英语四、六级考试的题型和内容。修订后的《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、六级纸笔考试的英语听力分数从以前的20分增加到了35分,而新开发的大学英语四、六级网考试题不仅大幅度提高了听力部分的比重,而且听力部分的选材使用的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 本套教材共五册。第一册在选材方面考虑了与高中英语的衔接,所选材料简单鲜活,贴近学生日常生活,易为学生接受;在内容上,每课适当安排了一些交际用语和交际活动,并介绍了英语国家最基本的交际和文化知识,既可提高学生的听说能力,也可拓宽学生的文化视野;在练习形式上,兼顾了大学英语四、六级纸笔考试和网考考试的各种形式。第二、三册重在听力策略和交际技能的培养,所选内容丰富多彩,策略与技能的训练系统全面。第四、五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,围绕口语话题展开各种相关活动。

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》(修订版)包括5册学生用书和5册教师用书。每册包括12个单元，2个测试，其中12个单元用于课堂教学，2个测试用于复习考试。每个单元集中一个主题，供2学时教学使用。

第一册每单元由以下四个部分组成：

第一部分为“导入”(Lead-in)。本部分根据要练习的交际功能，要求学生掌握一些常用的交际用语，了解相关的文化习俗。学生在看图片、观看影视短片或听力片段练习以后，要进行填词、回答问题、角色扮演等热身活动。

第二部分为“听力练习”(Listening Practice)。本部分重在培养学生的听力技能，并适当安排了一些与听力主题相关的口语练习，使学生在听和说的过程中掌握相关的词语和知识。

第三部分为“课外练习”(Home Activities)。本部分以听力测试为主，练习形式与大学英语四、六级纸笔考试听力部分的客观题型相似，练习围绕语言的应用功能展开，如辨别数字、确定事件发生的地点和对话人的关系等。

第四部分为“轻松一刻”(Fun Time)。本部分都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。

第二、三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 Strategies)。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“听力测试”(Listening Test)。本部分以听力测试为主，练习形式与大学英语四、六级纸笔考试听力部分的题型一致。

第五部分为“轻松一刻”(Fun Time)。本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。

第四、五册每单元由以下五个部分组成：

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 and 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“口语实践”(Speaking Practice)。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“听力测试”(Listening Test)。本部分以听力测试为主，练习形式与大学英语四、六级纸笔考试听力部分的题型一致。

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《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和花费大量时间修改稿件，在此我们全体编写人员向他们致以诚挚的感谢。

编者

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Unit 1

Introduction

Learning Objectives

In this unit, students are going to watch and listen to some conversations and reports. Through doing a series of tasks, they will

- learn how to start a conversation;
- learn how to make a self-introduction;
- learn how to talk about TIME.

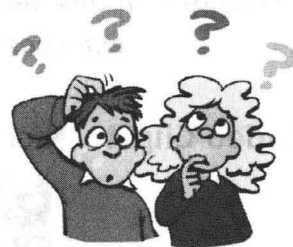
Part 1 Lead-in

Section A

What do you say when you ...?

What do you say when you want to start a conversation with someone you don't know?

What do you say when you want to introduce a friend to another one?



Useful Expressions:

Introducing Yourself	Introducing Others
<p>I don't think we've met before.</p> <p>May I introduce myself?</p> <p>Hi, I'm John. What's your name?</p> <p>My name is/I am Jack O'Neil.</p> <p>(It's) nice to meet you.</p> <p>(It's) nice meeting you.</p> <p>(It's) good to meet you.</p> <p>...</p>	<p>Have you two met before?</p> <p>I guess you haven't met before.</p> <p>Let me introduce you to Peter.</p> <p>I'd like you to meet Peter.</p> <p>May I introduce you to Peter?</p> <p>Jane, this is Tom. He's a friend from college.</p> <p>Jane, Tom is the guy I was telling you about.</p> <p>...</p>

Now read the following two short conversations and fill in the blanks with proper words:

Conversation 1	Conversation 2
<p>A: I don't think we've 1) <u>met</u>. May I 2) <u>introduce</u> myself?</p> <p>My name is Jackie Kennedy.</p> <p>B: Hello. My 3) <u>name</u> is John Smith. It's nice to meet you.</p> <p>(A and B smile and shake hands.)</p> <p>A: It's nice to meet you, 4) <u>too</u>.</p>	<p>A: Have you two met each other 5) <u>before</u>?</p> <p>B: No, we 6) <u>haven't</u>.</p> <p>A: Let me 7) <u>introduce</u> you.</p> <p>Carol, this is Ben. Ben, this is Carol.</p> <p>(B and C smile and shake hands.)</p> <p>B: Nice to meet you, Carol.</p> <p>C: Nice to meet you too, Ben.</p>

Cultural Notes:

1. After you have been introduced to someone, it is polite to ask a few follow-up questions to get to know each other.
2. When you're introduced to other people, remember to smile or use handshakes, etc. where appropriate.
3. When you meet someone for the first time, it is not appropriate to ask certain types of questions such as a person's age, a person's birth date, a person's salary, a person's weight and a person's marital status (婚姻状况).

Section B**Let Me Introduce You to Her**

Directions: In this section, you are going to watch two video clips. Read the following useful sentences aloud first and then complete the tasks below.

Video Clip 1 Nice to Meet You**Task 1**

Before watching, read after the speaker the following useful sentences from the clip.

<ul style="list-style-type: none"> ☛ I don't think we've met before. ☛ Let me introduce you to her. ☛ This is my new roommate, Bill. ☛ Hi, Bill. Nice to meet you. ☛ Michael has told me a lot about you. ☛ Only good things, I hope. ☛ You bet. 	<p>我想我们以前没见过面。 让我把你介绍给她。 这是我的新室友，比尔。 你好，比尔。很高兴见到你。 麦克跟我说了好多你的事情。 希望都是些好的事情。 当然。</p>
---	---

**Task 2**

Watch the video clip and then decide whether each of the following statements is true (T) or false (F).

- F 1. In the beginning Michael and Bill are talking in the park.
- T 2. Bill shakes his head to mean he doesn't know Shelley.

- T 3. Michael waves his hand at Shelley and greets her.
- F 4. Shelley and Bill greet each other by bowing instead of handshaking.
- T 5. Finally the three of them will sit down and talk.



Task 3

Watch the video clip again and decide who says the following lines. Write M for Michael, B for Bill and S for Shelley. Then work in groups of three and role-play the conversation.

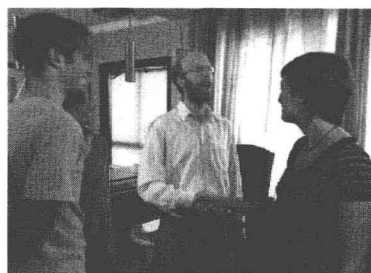
- B 1. I don't think we've met before.
- M 2. Let me introduce you to her.
- M 3. This is my new roommate, Bill.
- S 4. Hi, Bill. Nice to meet you.
- S 5. Michael has told me a lot about you.
- B 6. Only good things, I hope.

Following is the script of the video clip:

(M= Michael B= Bill S= Shelley)

- M: Bill, do you know Shelley?
- B: I don't think we've met before.
- M: Then let me introduce you to her. Hi, Shelley!
- S: Hi, Michael! How are you?
- M: Not bad. Shelley, this is my new roommate, Bill.
- S: Hi, Bill! Nice to meet you.
- B: Nice to meet you, too.
- S: Michael has told me a lot about you.
- B: Only good things, I hope.
- M: You bet. Shall we sit down somewhere and talk?
- B & S: Sure.
- M: Let's sit over there.

Video Clip 2 Just Call Me David



Task 1

Before watching, read after the speaker the following useful sentences from the clip.

<ul style="list-style-type: none"> ☛ I'd like to introduce a friend of mine. ☛ Linda, this is Maggie Green. ☛ How do you do? Pleased to meet you. ☛ I've heard so much about you. ☛ David, come and meet a friend of Michael's. ☛ Just call me David. Everybody does. 	<p>我想给你介绍我的一个朋友。 琳达, 这是麦琪·格林。 你好, 很高兴见到你。 我听到很多关于你的事情。 大卫, 来见见麦克的一个朋友。 就叫我大卫吧。人人都这样叫。</p>
---	---

**Task 2**

Watch the video clip and then choose the best answer to complete each of the following sentences.

1. This scene takes place _____.
A) in the morning B) in the afternoon C) in the evening D) at night
2. Michael and Linda are _____.
A) colleagues B) classmates C) friends D) customers
3. Mrs. Green has _____ about Linda Wilson.
A) never heard B) heard little C) heard much D) heard a little
4. Michael and Linda _____.
A) visit Mr. Green on their way from work B) both know Mr. Green very well
C) are invited by Mr. Green to his home D) are students in Mr. Green's class

**Task 3**

Watch the video clip again and number the following lines in the order they are spoken. Then work in groups of four and role-play the conversation.

- | | |
|---|--|
| 4 | A. I've heard so much about you. |
| 1 | B. I'd like to introduce a friend of mine. |
| 3 | C. How do you do? Pleased to meet you. |
| 2 | D. Linda, this is Maggie Green. |
| 6 | E. Just call me David. Everybody does. |
| 5 | F. David, come and meet a friend of Michael's. |

Following is the script of the video clip:

Mrs. Green: Good afternoon, Michael.

Michael: Good afternoon. Maggie, I'd like to introduce a friend of mine, Linda Wilson. Linda, this is Maggie Green.

Linda: How do you do, Mrs. Green? Pleased to meet you.

Mrs. Green: Pleased to meet you, too. I've heard so much about you, Miss Wilson. Please do come in. David, come

and meet a friend of Michael's.

Mr. Green: Oh, hello, Michael. I'm so glad you could come.

Michael: Hello, David. It was nice of you to invite us. This is my friend, Linda.

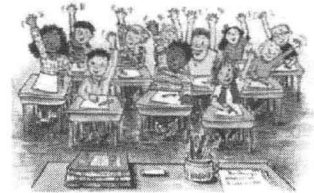
Linda: Very glad to meet you, Mr. Green.

Mr. Green: Me, too. Just call me David. Everybody does.

Mrs. Green: Please sit down and I'll make some coffee for you.

Section C

Directions: In this section, you are going to do the following group activities.



Task 1 Chain Activity

Six students sit in a circle. The activity starts from one student, following is the example:

Hi, I'm Xiao Wang. I grew up in Nanjing.

Then the second student will continue in the following manner:

Hi, may I introduce my friend Xiao Wang? She grew up in Nanjing.

I'm Zhang Hong. I'm interested in pop music.

Then the third student will continue:

Hi, I'd like to introduce my friends to you.

This is Xiao Wang. She grew up in Nanjing.

That's Zhang Hong. He's interested in pop music.

I'm Li Lin. I want to be a lawyer someday.

...

It'll get more and more difficult as the chain gets longer and longer. Try your best and you'll enjoy it.



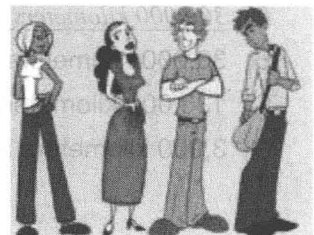
Task 2 Group Work

Four students (A, B, C and D) work in one group. First, students A and B, students C and D make self-introduction to each other. Then, student A introduces B to C and D. After that, student C introduces D to A and B.

When doing this task, remember to use some of the functional patterns you've learnt from this unit. Ask some follow-up questions and then fill in the following Table of Personal Information:

Table of Personal Information

	Age	Birth Place	Hobby
Student A			
Student B			
Student C			
Student D			



Part 2 Listening Practice

Section A

Directions: In this section, you are going to listen to an audio clip "Albert Einstein" (3'01"). Read the following words and phrases aloud first and then do the tasks below.

Word Bank

perform /pə'fɔ:m, -fɔrm/ n. 进行
relativity /,relə'tivɪti/ n. 相对

oppose /ə'pəʊz/ v. 反对
atomic /ə'tɒmɪk/ a. 原子能的



Task 1

Listen to the clip, focusing on the specific information, and then match the year in Column A with their corresponding information in Column B.

Time	Event
1879 (A)	A. born in Germany
1905 (D)	B. left Germany and moved to the US
1921 (F)	C. wrote to American President Franklin Roosevelt
1933 (B)	D. formed his ideas into his famous theory
1939 (C)	E. became American citizen
1940 (E)	F. won the Nobel Prize in physics
1955 (G)	G. died at age of 76



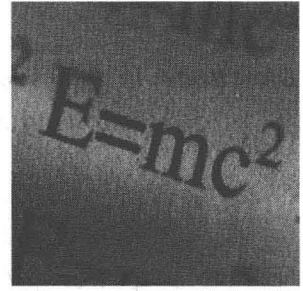
Task 2

Listen to the clip again, and answer the following questions by choosing the best answer to each one from the four choices given below.

- What does this passage mainly talk about?
 - Albert Einstein's childhood.
 - Albert Einstein's brief life story.
 - Albert Einstein's early development in science.
 - Albert Einstein's pain and struggle in life.
- What's the speed of light a second?
 - 300,000 kilometers a second.
 - 30,000 kilometers a second.
 - 130,000 kilometers a second.
 - 3,000 kilometers a second.



3. Why did Albert Einstein leave Germany in 1933?
 - A) Because he got a job in America.
 - B) Because he loved peace and opposed war.
 - C) Because he was awarded Noble Prize.
 - D) Because he struggled for his career.
4. What musical instrument did Albert Einstein play?
 - A) Flute.
 - B) Saxophone.
 - C) Piano.
 - D) Violin.
5. How many years did he spend working on what he called a “unified field theory”?
 - A) 35.
 - B) 20.
 - C) 25.
 - D) 45.



Following is the script of the audio clip:

Albert Einstein was born in Ulm, Germany, in Eighteen-Seventy-Nine. From the time he was a boy, Albert Einstein had performed what he called “thought experiments” to test his ideas. He used his mind as a laboratory. By Nineteen-Oh-Five, he had formed his ideas into theories that he published. The most important of Albert Einstein’s theories published that year became known as his “Special Theory of Relativity.” He said the speed of light is always the same — almost three-hundred-thousand kilometers a second. Where the light is coming from or who is measuring it does not change the speed. In Nineteen-Twenty-One, he won the Nobel Prize in Physics. Albert Einstein taught in Switzerland and Germany. He left Germany when Adolph Hitler came to power in Nineteen-Thirty-Three. He moved to the United States to continue his research. He worked at the Institute for Advanced Study in Princeton, New Jersey. Einstein became a citizen of the United States in Nineteen-Forty. Einstein was a famous man, but you would not have known that by looking at him. His white hair was long and wild. He wore old clothes. He showed an inner joy when he was playing his violin or talking about his work. Students and friends said he had a way of explaining difficult ideas using images that were easy to understand. Albert Einstein opposed wars. Yet he wrote to President Franklin Roosevelt in Nineteen-Thirty-Nine to advise him that the United States should develop an atomic bomb before Germany did. Einstein spent the last twenty-five years of his life working on what he called a “unified field theory.” He hoped to find a common mathematical statement that could tie together all the different parts of physics. He did not succeed. Albert Einstein died in Nineteen-Fifty-Five. He was seventy-six years old.

Section B

Directions: In this section, you are going to listen to a clip “Michael Jackson”(3). Read the following words and phrases aloud first and then do the tasks below.

Word Bank

performer /pə'fɔ:mə(r)/ n.	表演者	release /rɪ'lis/ v.	发行
album /'ælbəm/ n.	唱片; 专辑	popularity /ˌpɒpjə'lærɪti/ n.	流行
redefined /ri:'di'faɪnd/ a.	重新演绎的	entertainment /'entə'teɪnmənt/ n.	娱乐
energetic /'enə'dʒetɪk/ a.	充满活力的	Guinness World Records	吉尼斯世界纪录
complex /'kɒmpleks/ a.	复杂的	Grammy Awards	格莱美奖
electrifying /ɪ'lektreɪfəɪŋ/ a.	使人兴奋不已的	Thriller /θrɪlə/	《颤栗》(专辑名称)



Task 1

You are going to listen to the clip twice and fill in the missing words or phrases while listening the second time.

Michael Jackson, known as the 1) “King of Pop”, sold more than seven hundred fifty million albums over his career. The album “Thriller” is listed as the 2) best-selling album in Guinness World Records of all time. In this album, Michael Jackson brought 3) attention to his body's movements by wearing 4) shiny white glove, 5) shortened black pants and white socks. He created dance movements that were 6) electrifying. It also won 7) eight Grammy Awards and seven American Music Awards. The video for the song “Thriller” was important in the history of the music industry. He understood the power of these 8) videos in bringing attention to his music and to his 9) image. He worked hard to make exciting videos with 10) complex stories and dances.