



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



2





普通高等教育“十一五”国家级规划教材



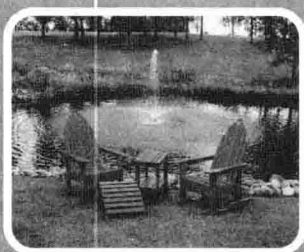
21 世纪大学新英语系列

21世纪大学新英语

视听说教程 教师参考书

(修订版)

郭海云 总主编
白永权 总主审



2



图书在版编目(CIP)数据

21 世纪大学新英语视听说教程 2 教师参考书(修订版)/
郭海云总主编,白永权总主审. —上海:复旦大学出版社,2011.6
(21 世纪大学新英语系列)
ISBN 978-7-309-07881-7

I. 2… II. ①郭…②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(2011)第 012166 号

21 世纪大学新英语视听说教程 2 教师参考书(修订版)

郭海云 总主编 白永权 总主审
责任编辑/倪琴芬

复旦大学出版社有限公司出版发行
上海市国权路 579 号 邮编:200433
网址:fupnet@fudanpress.com <http://www.fudanpress.com>
门市零售:86-21-65642857 团体订购:86-21-65118853
外埠邮购:86-21-65109143
上海浦东东北联印刷厂

开本 850×1168 1/16 印张 12.25 字数 335 千
2011 年 6 月第 2 版第 1 次印刷

ISBN 978-7-309-07881-7/H·1620
定价:40.00 元

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。
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2》教师参考书修订版

总主编 郭海云

总主审 白永权

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2册编写人员

主 编: 邵钦瑜

编写人员: 冯 蕾 胡志先 邵钦瑜 王晓娟 邹 枚 李 莉 王般若

技术编辑: 辛 丁

策划编辑: 倪琴芬

责任编辑: 唐 敏

修订版责编: 倪琴芬

前言

2002年,教育部启动了新一轮大学英语教学改革。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相关的知识。

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。

第五部分为“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。

《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

Contents

Unit 1 College Life 1

Communication Skills 1

Watching & Speaking 2

Listening Strategy 4

Identifying Numbers 4

Theme-related Activities 5

Part 1 Lead-in 5

Part 2 Watching & Listening 6

Part 3 Speaking Practice 10

Listening Test 11

Fun Time 13

Unit 2 Campus Life 14

Communication Skills 14

Watching & Speaking 15

Listening Strategy 16

Identifying Time Expressions 16

Theme-related Activities 18

Part 1 Lead-in 18

Part 2 Watching & Listening 18

Part 3 Speaking Practice 21

Listening Test 23

Fun Time 25

Unit 3 Ways to Success 28

Communication Skills 28

Watching & Speaking 29

Listening Strategy 30

Identifying Occupations 30

Theme-related Activities 31

Part 1 Lead-in 31

Part 2 Watching & Listening 31

Part 3 Speaking Practice 36

Listening Test 36

Fun Time 39

Unit 4	Great People 40 Communication Skills 40 Watching & Speaking 40 Listening Strategy 42 Identifying Places 42 Theme-related Activities 43 Part 1 Lead-in 43 Part 2 Watching & Listening 44 Part 3 Speaking Practice 48 Listening Test 49 Fun Time 52
Unit 5	Hobbies 53 Communication Skills 53 Watching & Speaking 53 Listening Strategy 55 Making Calculations 55 Theme-related Activities 56 Part 1 Lead-in 56 Part 2 Watching & Listening 56 Part 3 Speaking Practice 60 Listening Test 61 Fun Time 63
Unit 6	Language Learning 65 Communication Skills 65 Watching & Speaking 66 Listening Strategy 68 Time Expressions 68 Theme-related Activities 69 Part 1 Lead-in 69 Part 2 Watching & Listening 69 Part 3 Speaking Practice 73 Listening Test 74 Fun Time 77
Test 1	78

Unit 7 Family 89**Communication Skills 89**

Watching & Speaking 90

Listening Strategy 92

Identifying Links and Connectives 92

Theme-related Activities 92

Part 1 Lead-in 92

Part 2 Watching & Listening 93

Part 3 Speaking Practice 96

Listening Test 98**Fun Time 100****Unit 8 Friendships 102****Communication Skills 102**

Watching & Speaking 102

Listening Strategy 106

Identifying Weather Words 106

Theme-related Activities 106

Part 1 Lead-in 106

Part 2 Watching & Listening 107

Part 3 Speaking Practice 110

Listening Test 111**Fun Time 114****Unit 9 Manners 115****Communication Skills 115**

Watching & Speaking 116

Listening Strategy 118

Identifying Names 118

Theme-related Activities 119

Part 1 Lead-in 119

Part 2 Watching & Listening 119

Part 3 Speaking Practice 123

Listening Test 123**Fun Time 126**

Unit 10	Travel 128 Communication Skills 128 Watching & Speaking 129 Listening Strategy 131 Identifying Key Words 131 Theme-related Activities 132 Part 1 Lead-in 132 Part 2 Watching & Listening 132 Part 3 Speaking Practice 137 Listening Test 138 Fun Time 141
Unit 11	Tourist Attractions 142 Communication Skills 142 Watching & Speaking 143 Listening Strategy 145 Showing Preferences 145 Theme-related Activities 145 Part 1 Lead-in 145 Part 2 Watching & Listening 146 Part 3 Speaking Practice 149 Listening Test 151 Fun Time 153
Unit 12	Food 155 Communication Skills 155 Watching & Speaking 156 Listening Strategy 159 Identifying Years and Dates 159 Theme-related Activities 159 Part 1 Lead-in 159 Part 2 Watching & Listening 160 Part 3 Speaking Practice 164 Listening Test 165 Fun Time 168
Test 2	170

Unit 1

College Life

Learning Objectives

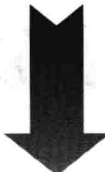
In this unit, you are going to learn how to

- 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").

1. Where do you think the conversation takes place, at home or at a hotel?

(At home.)

2. 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.

(232 words)



Task 3

Introduction Activity

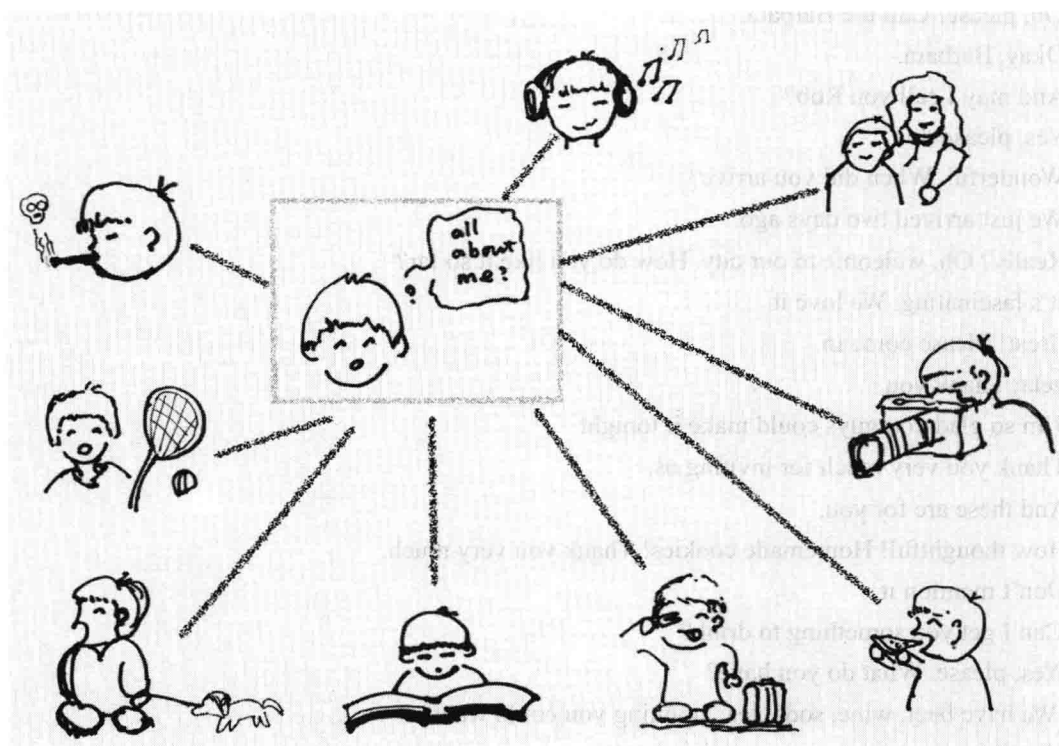
Step 1: Walk around the classroom and introduce yourself to at least three of your classmates.

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

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").

1. This was the first notable increase since 2001. And it included a ten percent jump in new international students.
2. 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. (368 words)

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?
2. What's your hope for your future?
3. 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 /'hɪndi/ n.	印地语	gymnastics /dʒɪm'næstɪks/ 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