



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

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

白永权 总主编

郭海云 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/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 978-7-309-06584-8

I. 2… II. 白… III. 英语-听说教学-高等学校-教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2009)第 097301 号

21 世纪大学新英语视听说教程 2

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 上海浦东北联印刷厂  
开 本 850 × 1168 1/16  
印 张 8.75  
字 数 252 千  
版 次 2009 年 7 月第一版第一次印刷

---

书 号 ISBN 978-7-309-06584-8/H · 1315  
定 价 30.00 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》

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 3

Identifying a Topic 3

### Theme-related Activities 4

Part 1 Lead-in 4

Part 2 Watching & Listening 4

Part 3 Watching & Speaking 7

### Home Listening & Watching 8

Fun Time 9

## Unit 2 Part-time Jobs 10

### Communication Skills 10

Watching & Speaking 11

### Listening Strategy 11

Identifying and Understanding Organization 11

### Theme-related Activities 12

Part 1 Lead-in 12

Part 2 Watching & Listening 12

Part 3 Watching & Speaking 15

### Home Listening & Watching 16

Fun Time 17

## Unit 3 Profile of USA 18

### Communication Skills 18

Watching & Speaking 18

### Listening Strategy 20

Identifying Signal Words 20

### Theme-related Activities 20

Part 1 Lead-in 20

Part 2 Watching & Listening 21

Part 3 Watching & Speaking 23

### Home Listening & Watching 24

Fun Time 25

<b>Unit 4</b>	<b>Profile of Britain 27</b> <b>Communication Skills 27</b> Watching & Speaking 27 <b>Listening Strategy 28</b> Tracing the Development of Thoughts 28 <b>Theme-related Activities 29</b> Part 1 Lead-in 29 Part 2 Watching & Listening 30 Part 3 Watching & Speaking 32 <b>Home Listening &amp; Watching 33</b> <b>Fun Time 34</b>
<b>Unit 5</b>	<b>Entertainment 36</b> <b>Communication Skills 36</b> Watching & Speaking 37 <b>Listening Strategy 38</b> Identifying the Main Idea 38 <b>Theme-related Activities 39</b> Part 1 Lead-in 39 Part 2 Watching & Listening 39 Part 3 Watching & Speaking 42 <b>Home Listening &amp; Watching 43</b> <b>Fun Time 44</b>
<b>Unit 6</b>	<b>Love and Marriage 45</b> <b>Communication Skills 45</b> Watching & Speaking 46 <b>Listening Strategy 47</b> Noting Down the Main Points 47 <b>Theme-related Activities 48</b> Part 1 Lead-in 48 Part 2 Watching & Listening 48 Part 3 Watching & Speaking 50 <b>Home Listening &amp; Watching 51</b> <b>Fun Time 52</b>



**Unit 7 Happiness 53****Communication Skills 53**

Watching &amp; Speaking 53

**Listening Strategy 54**

Summarizing (1) 54

**Theme-related Activities 55**

Part 1 Lead-in 55

Part 2 Watching &amp; Listening 55

Part 3 Watching &amp; Speaking 57

**Home Listening & Watching 58**

Fun Time 60

**Test 1 61****Unit 8 Healthy Lifestyle 67****Communication Skills 67**

Watching &amp; Speaking 67

**Listening Strategy 68**

Summarizing (2) 68

**Theme-related Activities 69**

Part 1 Lead-in 69

Part 2 Watching &amp; Listening 69

Part 3 Watching &amp; Speaking 71

**Home Listening & Watching 72**

Fun Time 73

**Unit 9 Cultural Differences 74****Communication Skills 74**

Watching &amp; Speaking 74

**Listening Strategy 75**

Detecting Implied Meaning 75

**Theme-related Activities 76**

Part 1 Lead-in 76

Part 2 Watching &amp; Listening 76

Part 3 Watching &amp; Speaking 79

**Home Listening & Watching 80**

Fun Time 81

## Unit 10 Stress 82

### Communication Skills 82

Watching & Speaking 83

### Listening Strategy 84

Identifying the Speakers' Attitude 84

### Theme-related Activities 85

Part 1 Lead-in 85

Part 2 Watching & Listening 85

Part 3 Watching & Speaking 87

### Home Listening & Watching 88

Fun Time 90

## Unit 11 People and Technology 91

### Communication Skills 91

Watching & Speaking 91

### Listening Strategy 92

Identifying the Speaker's Intention 92

### Theme-related Activities 93

Part 1 Lead-in 93

Part 2 Watching & Listening 93

Part 3 Watching & Speaking 95

### Home Listening & Watching 96

Fun Time 97

## Unit 12 Medicine 98

### Communication Skills 98

Watching & Speaking 98

### Listening Strategy 99

Drawing Inferences (1) 99

### Theme-related Activities 100

Part 1 Lead-in 100

Part 2 Watching & Listening 100

Part 3 Watching & Speaking 102

### Home Listening & Watching 103

Fun Time 104

<b>Unit 13</b>	<b>Holiday (1)</b> 105
	<b>Communication Skills</b> 105
	Watching & Speaking 105
	<b>Listening Strategy</b> 106
	Drawing Inferences (2) 106
	<b>Theme-related Activities</b> 107
	Part 1 Lead-in 107
	Part 2 Watching & Listening 108
	Part 3 Watching & Speaking 110
	<b>Home Listening &amp; Watching</b> 111
	<b>Fun Time</b> 112

<b>Unit 14</b>	<b>Holiday (2)</b> 114
	<b>Communication Skills</b> 114
	Watching & Speaking 115
	<b>Listening Strategy</b> 116
	Drawing Conclusions 116
	<b>Theme-related Activities</b> 117
	Part 1 Lead-in 117
	Part 2 Watching & Listening 117
	Part 3 Watching & Speaking 119
	<b>Home Listening &amp; Watching</b> 120
	<b>Fun Time</b> 121

<b>Test 2</b>	122
---------------	-----

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

## 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: \_\_\_\_\_

Brad: \_\_\_\_\_

Kelly: \_\_\_\_\_

Tim: \_\_\_\_\_

**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.**

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

## 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.

**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.

## 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.**

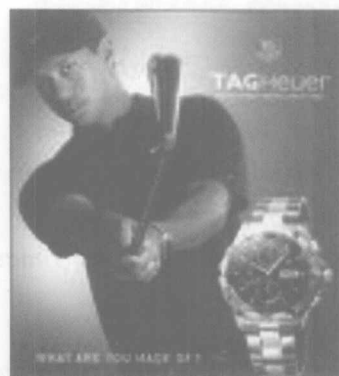
1. Do you know who the man in picture 1 is? If yes, say something about him.
2. What do you think the people in picture 2 are doing? Have you ever taken part in this sport? How do you like it?
3. Many athletes endorse certain products and make a lot of money from it. What do you think of this phenomenon?



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 /leɪkəz/	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.**

1. When did Kobe Bryant begin to learn playing basketball? Who taught him?  
\_\_\_\_\_
2. To whom was Kobe compared as an excellent basketball player?  
\_\_\_\_\_

**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.**

1. According to the clip, when did Kobe Bryant gain the public attention as a basketball talent?
  - A) When he was a little kid.
  - B) When he was in high school.
  - C) When he played his first game in the NBA.
  - D) When he decided to go pro.
2. Which of the following is true of Kobe's father?
  - A) He used to play in the NBA himself.
  - B) He helped Kobe make the decision to go pro.
  - C) He was Kobe's high school basketball coach.
  - D) He is the life example for Kobe.
3. What did his family do when Kobe wanted to have a try in the NBA?
  - A) They let him do what he wanted to do.
  - B) They gave him a lot of useful suggestions.
  - C) They tried to talk him out of it.
  - D) They found him an excellent agent.
4. What can we learn about 1997's playoffs from the video clip?
  - A) The Lakers ranked top among all the teams.
  - B) The Lakers were beaten by the Utah Jazz.
  - C) Kobe was recognized as one of the greatest NBA stars.
  - D) Kobe Bryant was then the leader of his team.

**Task 3**

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

1. \_\_\_\_\_

2. \_\_\_\_\_
3. \_\_\_\_\_

## Section B

**Directions:** You are going to listen to a BBC report, "London Marathon" (2'05"). Read the following words and phrase before listening, and then finish the following tasks.

Word Bank			
annual /'ænjʊəl/ a.	一年一度的	tribute /'tribjʊ:t/ n.	致敬
feat /fi:t/ n.	伟大的成绩	terminal cancer	晚期癌症
charity /'tʃærəti/ n.	慈善		



### Task 1

**Listen to the report carefully and sum up the main idea with the given words and expressions.**

the London Marathon, athletes, Olympics, non-competitive runners, money

Main Idea: \_\_\_\_\_

\_\_\_\_\_



### Task 2

**Listen to the report again and complete the dictation task by filling in the blanks with the words or phrases you hear.**

This year the 1) \_\_\_\_\_ was on for many of the athletes in the elite race. With the Beijing Olympics just 2) \_\_\_\_\_, they wanted to 3) \_\_\_\_\_ as Olympic marathon hopefuls for their countries. If they 4) \_\_\_\_\_ well in the marathon, they have a very good chance of being in the Olympic marathon 5) \_\_\_\_\_ and doing well in it.

The men's race was won by a Kenyan, Martin Lel, who finished the race in just two hours and five minutes, a 6) \_\_\_\_\_ for him. Irina Mikitenko was the winner of the 7) \_\_\_\_\_ and this was 8) \_\_\_\_\_ only her second race at marathon 9) \_\_\_\_\_!



### Task 3

**Listen to the report for the third time, and decide whether the following statements are true or false. Use T for true and F for false.**

- \_\_\_\_\_ 1. The complete distance of the London Marathon is 26 miles.
- \_\_\_\_\_ 2. It is the 28th time for some runners to compete in the London Marathons.
- \_\_\_\_\_ 3. Jeff Aston is the oldest runner taking part in London Marathon 2008.