



普通高等教育“十一五”国家级规划教材

21

世纪大学英语

for Interactive Purposes

English

陶文好 邹申 汪榕培 • 总主编

应用型 视听说教程

教学参考书 **1**



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总 序

教育部于2007年出版的《大学英语课程教学要求》(以下简称《课程要求》)是指导我国大学英语教学的一个纲领性文件。《课程要求》对大学英语教学的定位是:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系。”大学英语的教学目标是“培养学生的英语综合应用能力,……同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。”

鉴于我国幅员辽阔,地区与地区之间、高校与高校之间客观上存在较大差异,《课程要求》提出了“分类指导、因材施教”的原则。其具体体现为大学英语教学分为三个层次:一般要求、较高要求和更高要求。其中的一般要求为高等学校非英语专业本科毕业生应达到的基本要求。较高要求和更高要求适用于对办学定位、类型和人才培养目标定位较高的学校。

《课程要求》提出构建大学英语课程体系。该课程体系既包括必修课程和选修课程,也涵盖不同课程类别:综合英语类、语言技能类、英语应用类、语言文化类和专业英语类。

《课程要求》提出一种综合教学模式,即基于计算机和课堂的英语教学模式;在充分利用现代信息技术的同时,继承和发扬传统课堂教学的优势。

“21世纪大学英语应用型”系列教材力求体现《课程要求》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》的各项指标。本系列教材为综合英语类的必修课程教材,教材包括:

《21世纪大学英语应用型综合教程》(1—4册);

《21世纪大学英语应用型综合教程教学参考书》(1—4册);

《21世纪大学英语应用型自主练习》(1—4册);

《21世纪大学英语应用型视听说教程》(1—4册);

《21世纪大学英语应用型视听说教程教学参考书》(1—4册);

《21世纪大学英语应用型阅读教程》(1—4册);

《21世纪大学新英语快速阅读》(1—6册);

以及相关配套的语法、写作、口语和大学英语四、六级考试辅导教材。

一、编写原则

1. 体现《课程要求》和四、六级考试大纲的原则和精神

本系列教材力求体现《课程要求》和《大学英语四/六级考试大纲》的原则和精神,在编写宗旨、单元设计、材料选择、课堂活动和课堂练习的设计上力图忠实地诠释《课程要求》和《大学英语四/六级考试大纲》的各项指标,开拓新时代大学英语教与学的新领域。

2. 体现现代信息技术与英语教学的整合运用

本系列教材建立在外语课程与计算机网络全面整合的基础之上,充分利用现代信息技术,培养学生的英语综合应用能力,尤其是听说能力。

3. 体现课堂教学与测试的有机结合

本系列教材顺应现行大学英语四、六级考试及四、六级机考改革的要求,在纸质课本练习和网络平台的练习设计上,覆盖现行大学英语四、六级考试题型及四、六级机考题型,并紧密结合雅思、托福等国际化英语水平测试。

二、教材特色

1. 主题新颖,选材独特,抓取当代大学生的关注点,提升其学习语言的兴趣

兴趣是最好的老师,英语学习也是如此。本教材的单元主题是编写者通过调查问卷广泛征求学生的意见,并根据时代的发展需要而确定的,即从学生学习的视角出发,而不是编写者想当然地确定主题。因此单元内的主题和选材能够吸引学生极大的注意,并引发热烈讨论,使得课堂教学生动活泼。

例如,针对绝大部分学生四年的大学生活都会遇到的“Campus Love”这个热门而经典的话题,综合教程第1册的第2单元对此展开讨论。Text A “Can’t Forget Your First Love”讲述初恋对一个人一生的影响,提醒大家珍惜和正确对待初恋。而 Text B “College Dating Tips for Student Couples”集中讨论大学生应如何处理校园爱情和学习生活之间的关系。这样生动活泼又具有现实意义的话题还有很多,比如第1册第4单元“Education”讨论的是父母对孩子的教育方法,以及以热门人物“Tiger Mother”为例,探讨中西方父母对孩子的教育方式的不同;第7单元以美国当红歌星 Lady Gaga 的窜红为线索,探讨“Pop Culture”;第8单元“Our Planet”则关注环境保护,并通过日本地震引发的“核泄漏”这个热门话题,讲述作为一个普通人该如何保护我们自己的家园;等等。

另外,本系列教材的《应用型视听说教程》的单元主题和《应用型综合教程》的单元主题保持同步,这样可以使学生从不同的视角和深度讨论同一个问题,并通过不同形式的音频、视频和纸质材料的阅读和学习,达到提高学生听、说、读、写、译各方面综合能力的目的。

2. 提供充分的语言输入和输出准备,启发学生通过储备知识导入新知识

文本的阅读和理解是文本与读者头脑中的图式相互作用的复杂过程。由学生已掌握的知识结构导入新的知识时,提供背景和挖掘学习者脑中储存的知识显得尤为重要。本系列教材在主题导入和练习设计上都充分体现了这点,使得学习成为一个由旧到新的延续过程。

在每单元的 Starter 部分,除了通过挖掘学生已有的与本主题相关的词汇外,还采用了学生最喜欢的视频形式导入主题。通过观看视频和完成相应的练习,学生对接下来要讨论的主题已有了充分的准备。在课后练习中需要学生语言输出时,如 Interaction 部分,教材不是只罗列要讨论的问题,还从学生已有的知识和课文内容出发,有步骤地引导学生集中讨论两三个问题。只有让学生变得“有话可讲”,他们才会愿意参与讨论。同样 Writing 部分,为了使学生不至于感到无从下笔,编者在练习中提供了相关的视频,以调动学生的积极性,使其导出已有的语言知识储备,从而顺利完成写作练习。

3. 练习设计强调对文本的理解和语言的实际应用

传统教材的练习设计过于注重课文词汇、短语及句型的反复训练。随着大学英语改革的深入,大学英语教学者和管理者都意识到,在加强词汇和句型学习的同时,更应该强调培养学生对文本整体意义的理解;在文本意义的理解中掌握词汇和句型,而不是孤立地学习。本系列教材中的应用型综合教程就体现了这个精神。练习设计时,除了 Language Focus 部分仍旧以词汇、句型训练为主外,更重点突出了 Text A 和 Text B 中的 Comprehension of the Text 部分。这部分不再仅仅提供对课文理解的几个问题,还设计了针对课文段落大意和具体信息的练习,以及对课文重点句子诠释后回答问题等题型。不仅如此,在其他练习形式中,如 Reading in Depth 部分,也包括学生掌握文意和重点词汇之后才能完成的练习。而 Interaction 和 Writing 部分更是对文本意义理解基础上的扩展。

为延展学生的语言输出和语言的实际应用,每单元还增加了一个独特的环节——Workshop。这部分强调在学完本单元的所有内容后,通过学生间的互动合作学习和学习方式的拓展,完成一个项目型的写作和总结。

另外,前文中提到的本系列教材力求体现《大学英语四/六级考试大纲》的原则和精神,在练习设计中也得到很好的体现。Text A 和 Text B 部分的练习题型充分满足学生准备四、六级考试的需求。如 Text A 中的 Reading in Depth, Translation 和 Text B 中的 Cloze,以及《应用型视听说教程》中按照四、六级考试题型设计的 Quiz 等都体现了这个编写原则。

4. 同一个单元的不同模块体现不同的难易程度,满足不同层次学生的需求

中国的地区差别和教育多样化导致即便是同一所学校,甚至同一个班级的学生水平都参差不齐。为解决教学上的不便,本系列教材在一个单元内选取的两篇课文或视听材料采取难度递增的模式。这点在《应用型视听说教程》中体现得尤其明显。在 Viewing, Listening and Speaking 部分,三段视频的难易程度逐步递增。这样既符合学生学习水平逐步提高的规律,也可供教师针对不同学生选取不同的教学内容。

三、数字化大学英语教学平台与课堂教学的相互补充,扩展英语教学的空间和时间

前文提到,《课程要求》提出一种综合教学模式,即基于计算机和课堂的英语教学模式。因此,

复旦大学出版社和教材编写者在此系列纸质教材的基础上共同打造了这个大学英语教学数字化平台。该平台主要包括以下几个模块:

1. 自主学习模块

“21 世纪大学英语应用型”系列所有纸质教材都将转化为电子材料放在教学平台上,供学生自主学习使用。不仅如此,平台上还有大量的扩展阅读和辅助学习资料,供学生拓展学习使用。《应用型视听说教程》在网络上为学生提供大量丰富的英语学习资源。除英语测试试题外,还包括视频欣赏、经典英语歌曲、影片片段等,供学生课外自主学习,真正做到英语学习的连续性。

2. 教学辅助模块

“21 世纪大学英语应用型”系列的教学辅助课件,包括 PPT、电子教案、教学观摩视频材料、其他教学资料等都将在平台上与教师共享。

3. 教学评价模块

本模块包含教学监督、教学测评、师生互动等。教师可根据需要从试题库中选择题目,组织一个单元、几个单元或某一教学阶段后的测试,或组织期末课程测试,还可以组题进行水平测试。就考试形式而言,教师可以在局域网上组织多个教师同步测试,或从试题库选择和整合试卷,提取录音、打印试卷之后,组织现场测试。

4. 网络管理模块

网络教学管理模块能为组织教学评估提供方便。详细的学习进程记录和作业\成绩记录使教师能够随时了解学生的自主学习情况。在网上可实施学生自我评估、学生间的评估、教师对学生的评估等。通过教学、管理与测试相结合,形成性评估和终结性评估相结合,教师能够全面、客观、准确地获取反馈信息,改进教学管理,学生也能及时调整学习策略,提高学习效率。

5. 教师之间、学生之间互动模块

使用“21 世纪大学英语应用型”系列教材的教师可以在这个平台上相互沟通教学经验和分享教学资源;全国的学生可以在这个平台上交友,分享学习经验。

本系列教材是在编写队伍长期教学经验积累的基础上编写而成的。编者分别来自北京师范大学、复旦大学、上海外国语大学、大连外国语大学等知名学府。他们具备深厚的语言学、二语习得及外语教学理论功底,同时长期在大学英语教学一线工作,有着丰富的教学经历。历经几度寒暑,集全体编者智慧和心血的“21 世纪大学英语应用型”系列教程已然问世。愿本系列教程能以其时代性、趣味性和实用性,为推动我国大学英语教改助一臂之力。

本系列教材编写组

2011 年 5 月

使用说明

《21 世纪大学英语应用型视听说教程》的教学系统同步提供教材、音带、光盘与网络平台。这几种媒体紧密联系,相互补充,各学校可根据实际教学条件选择不同的组合方式。

教材 + 音带

音带提供教材中所有听说练习的声音材料,可供学生课后练习,也可供教师在课堂上教学使用。

教材 + 音带 + 光盘

音带提供教材中所有听说练习的声音材料,光盘提供教材中所有视听说练习的内容,可供学生课后练习,也可供教师在课堂上教学使用。

教材 + 光盘

光盘提供教材中所有视听及个人口语练习的素材,可供学生课后练习,也可供教师在课堂上教学使用。

教材 + 光盘 + 网络平台

网络平台提供更多的学习资源,以及测试与管理功能,帮助学生实现英语学习的个性化与自主性。学生可以用光盘学习,定时上网参加测试、查看学习记录与浏览资料;也可以选择直接通过在线学习系统进行集中课堂学习,或课后自主学习。

课时安排建议

第一册共有 10 个单元,每个单元集中一个主题,建议每单元 4 课时完成。

测试

教材中每单元提供一套全真大学英语四级考试模拟题,供学生检测每单元英语学习的效果。网络平台提供与教材配套的试题库,可供学生在线实时参加考试,也可打印出来在课堂上完成测试。

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Unit 1



College Life



Getting Ready

Work in pairs. Discuss the following questions, and then share your answers with the whole class.

Teaching Tips

- 1 Allow students to discuss the following questions within five minutes.
- 2 Ask students to make dialogues with the help of the teacher.
- 3 Ask one or two pairs to act the dialogue out in front of the class.

1. As a freshman, please list things that you would like to bring to college, and point out which are the top three? Tell your partner your choice and the reasons.

Suggested answer:

I would like to bring a clock, a mug, some books, cell phone, a lunch box, some clothes, a radio and so on. I think the top three are a clock, a mug and a lunch box. The clock is used to set alarms and wake me up in the morning so that I will not be late for class. The mug is used when I drink water. The lunch box is used when I go to the canteen to have meals. I don't want to use disposable paper cup and throw-away lunch box, because they are not environment-friendly.

2. What do you expect to learn in college?

Suggested answer:

I want to learn as many things as I can. I want to learn all the knowledge I need to be qualified to do my future job. At the same time, I have to learn how to be a sensible person, such as how to make decisions and how to plan my life. I also want to learn to be a psychologically healthy person. In a word, I want to be a person who is not only knowledgeable, but also healthy and noble in mind.

3. What do you think are the differences between college and high school?

Suggested answer:

In my opinion, the differences lie in the following aspects:

- 1) Study: In high school, we relied on teachers to guide us to learn every course. However, in college, we have to be our own master in study. We have to find out how to learn every course and try our best to arrange our time and energy and achieve our goals.
- 2) Life: In high school, our parents took care of us. While in college, we look after ourselves.
- 3) Extra-curricular activities: In college, there are more opportunities for us to take part in various clubs, contests and activities than in high school.

Part A Listening

Section A Listening Skills

Task One Pronunciation



Teaching Tips

- 1 Ask students to listen to the recording first.
- 2 Ask students to read after it.

Read after the recording, paying attention to the pronunciation, intonation (语调) and stress of the words.

1. Academic success 'comes in 'many forms.
2. It is 'never too early to begin planning for college.
3. I 'think the 'college life will become wonderful as 'long as you make it meaningful.
4. 'Time 'management for students can be 'one of the 'most important and difficult skills to learn during your college years.
5. Have you always wanted to be a doctor? A teacher? A lawyer? Don't limit yourself to only doing what is 'traditional for those fields.

Task Two Identifying Cardinal Numbers



Teaching Tips

- 1 Ask students to identify simple English cardinal numbers (基数词).
- 2 Ask students to jot down the numbers if necessary.

Listen to the following dialogues, and then choose the best answer for each question.

Script

1. M: How many electives will you take for next semester?
W: Five. It'll be another busy semester.
Q: How many electives will the woman take for next semester?
A) 3. B) 4. C) 5. D) 6.
2. W: How long does it take to walk from this teaching building to the library?
M: About 20 minutes. But if you ride a bike, it takes only about 5 minutes.
Q: How long does it take to cycle from the teaching building to the library?
A) About 5 minutes. B) About 10 minutes.
C) About 15 minutes. D) About 20 minutes.
3. W: Can you imagine Jack stayed up reading a 460-page novel last night?
M: That's really a thick book.
Q: How many pages does the novel have?
A) 430. B) 440. C) 450. D) 460.
4. M: Tim got 90 in the economics test.
W: I am not surprised. He attended every class and listened to the teacher carefully. What's more, he made notes and reviewed each unit after the class.
Q: What was Tim's score in the economics test?
A) 19. B) 80. C) 90. D) 100.
5. M: This must be one of the auditoriums in your school. How many people can it accommodate?
W: 1,030.
Q: How many people can the auditorium accommodate?
A) 1,013. B) 1,030. C) 1,300. D) 1,003.

Section B Listening Practice

Task One

Listen to the passage *Preparing for the First Day in College* and mark the statements T (true) or F (false).



Teaching Tips

- 1 Ask students what problems they have met at the first day in college.
- 2 Allow students to read through the questions and make predictions before the listening.
- 3 Listen for the general idea during the first listening.
- 4 Listen for the details and answer the questions.

Script

Well, it's time for college, and you're preparing for your first day of it in your life. I'm Debbie Noah, and I'm here to give you some tips on preparing for that first day of college. One of the best things you can do is to attend some orientations. At orientation, you have college students telling you what's going to happen. You have academic advisors, who are there to help you with your schedule. You have people showing you the campus. You have people taking you around to dorms and apartments. It's very important. It'll cut down on a lot of the fear and stress for you and your parents. When you visit your campus, be sure you find where to park, where to eat, and where all the things you need are. You and your parents probably need to think about budgets, and how to manage money. You need also think about how to manage your time.

(161 words)

- F 1. The speaker is giving advice on how to study in college.
- T 2. At orientation, you can get advice from college students, advisors, and other people.
- F 3. The students will no longer feel frightened and stressful after the orientation.
- T 4. It is important to know where the parking is, where the places to eat are, and where all the things you need are.
- T 5. The students should think about how to manage their money and time well.

Task Two

Listen to the following conversation and fill in each blank with only one word.



Teaching Tips

- 1 Listen for the general idea during the first listening.
- 2 Let students fill in the blanks by listening to the conversation again.

Script

- W: Hi, Mike, could you tell me where I can buy (1) textbooks?
- M: Yes, you need to have the (2) list of books for your class. Have you got that?
- W: Yes, I have that.
- M: Fine. Once you have it, you can go to the (3) bookstore. Do you know where it is?
- W: No, I don't.
- M: Just pass the (4) library and it's the first door on your right. Do you know you can also (5) sell your used textbooks there?
- W: (6) Really? How can I do that?
- M: Take your old textbooks with you and give them to the representative near the (7) entrance. He will (8) pay you for them. Are you going today?
- W: No, I can't make it today.
- M: I could help you buy your books if you (9) meet me there at 3:00 P. M. today. Would you like my help?
- W: No, thanks. I'm good.
- M: See you (10) later then. Have a great day!

(182 words)

Task Three

Listen to a welcome speech to new students and then choose the best answer to complete each of the statements.



Teaching Tips

- 1 Invite students to introduce different kinds of orientation activities in college.
- 2 Listen for the general idea during the first listening.