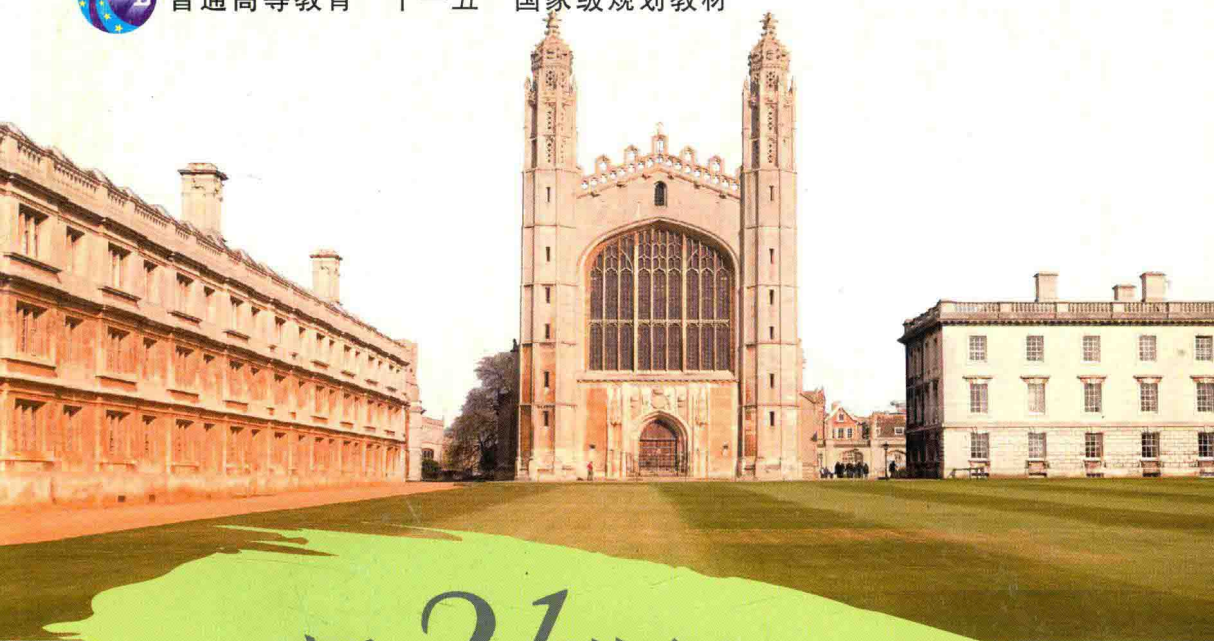




普通高等教育“十一五”国家级规划教材



新21世纪 大学英语基础

教师
参考书

视听说

王美娣 Vladimir Ostapowicz 主编

杨莉萍 主审

New 21st Century
College English

复旦大学出版社



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前言

作为“新21世纪大学英语系列教材”之一的《新21世纪大学英语视听说教程》和《新21世纪大学英语视听说教师参考书》(基础及1—4册)各五册,每册共有八个单元,按主题编排,强调听和说的训练力度,旨在全面培养学生的英语视听说能力。

《新21世纪大学英语视听说教程》每一单元由五个板块组成,即:视频导入(Lead-in),视听说(Watching, Listening & Speaking),功能表意语言(Functional & Notional Language),拓展视听说(Extensive Watching, Listening & Speaking),语言文化的同化(Cultural Assimilation)。每一板块分别由一系列精心设计的课堂教学活动组成,自成一个主题体系,从而达到编者设计的目的。

第一板块,旨在展示一段视频、音频或一组图片,引出在英语口语中说什么和怎么说(what to say and how to say)的切入点,并通过师生的互动,掌握一些相关的语言知识。

第二板块,旨在展示电影或电视剪辑视频,让学生接触原汁原味的地道英语口语,拓宽语言的多样性。

第三板块,旨在让学生熟悉和运用某些功能表意语言,通过一系列的课堂实践活动来提高学生的口语表达能力。

第四板块,旨在给学生提供一个扩大语言接触面和增加实践的机会,从而起到一个巩固、习得的作用。

第五板块,通过电影或电视剪辑视频直接观察与语言相关的文化,在语言中学习文化,在文化中学习语言。

总体而言,《新21世纪大学英语视听说教程》具有以下几个特点。

1. **精心设计**。充分考虑视听说课堂教学空间的开拓和内容的充实。
2. **选材恰当**。在原版电影和电视中精心挑选、剪辑视频材料，生动展示原汁原味的地道英语口语。
3. **编排合理**。强调主题教学的整体性，即课堂活动在纵向和横向上力争主题的系统化，确保循序渐进，学有所得。
4. **语言文化的融合**。语言学习和文化同化交融在一起，充分体现文化学习是外语学习重要组成部分的教学理念。

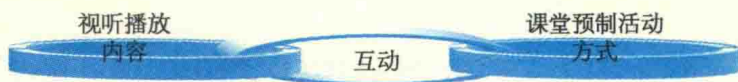
《新21世纪大学英语视听说教程》和《新21世纪大学英语视听说教师参考书》系列由复旦大学梁正溜教授、王美娣副教授和美籍技术作家（technical writer）Vladimir Ostapowicz 主编。希望使用本书的教师和学生在使用过程中不断提出宝贵意见和建议，以便编者在日后的修订中做得更好。

编 者

2011年7月

使用说明

本书为《新21世纪大学英语基础视听说教师参考书》，供一学期教学使用。全书共有八个单元。每一单元由五个板块组成，即：视频导入 (Lead-in)，视听说 (Watching, Listening & Speaking)，功能表意语言 (Functional & Notional Language)，拓展视听说 (Extensive Watching, Listening & Speaking)，语言文化的同化 (Cultural Assimilation)。其使用说明概括如下：



1. 视听内容使用

1) 点击激活相对应的教学活动；2) 根据学生的实际英语水平，灵活掌握播放次数；3) 为了确保学生的理解，甚至可以实行多次暂停。

2. 课堂预制活动

第一、二、三、四板块 1) 本册教材的课堂设计具有多样性，应充分发挥每项活动的特色；2) 生词和词组的处理应根据学生的实际情况，采取灵活策略，切忌采用千篇一律的解释方法。可结合教师自身的教学经验，采取一种独特的处理方法，例如，让学生说出那些熟悉或不熟悉的单词和词组，并将其激活该教学活动；3) 教师提问分两类，无绝对答案的开放式和参考答案提供式。但是，无论哪一种形式，都需基于互动之上。其目的是充分体现视听说中说的重要一环；4) 刻意彰显该三个板块里纵向走势的功能表意语言 (Functional & Notional Language)，使学生不仅掌握说什么，而且掌握怎么说 (what to say and how to say) 的语言知识和技能，通过课堂活动帮助学生深刻领悟这方面的真谛；5) 尽量回避机械性对答案的教学活动。答案在主题思想交流和学习的活动中是一个副产品，应自然冒出。

第五板块 1) 语言相关文化板块的价值在于观察和模仿 (Observation and Imitation), 应引导学生观察语言和文化之间的整体性; 2) 让学生在直观和实践中体验与语言相关的文化。

3. 互动

互动是视听说课堂之魂, 它桥接了视听信息和纸质信息, 并贯彻所有教学活动。互动促成有机的教学整体, 展现本教材所追求的真正意义上的视听说三维立体教学效果。互动的形式可采取多种多样, 但其性质是双向或多向的。

教师可根据各学校学生的实际情况, 在授课中灵活选用相关内容。

编者

2011年7月

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Unit One

In Friendship, Always

— Introductions & Greetings



Objectives

This unit is intended to help students to:

1. understand and use the rich variety of ways to introduce and greet others in English;
2. participate in activities to practice greeting and making friends in various situations;
3. get familiar with cultural differences of greetings of the Western culture and compare them with those in other countries;
4. understand and appreciate videos and audios of different styles of exchanging greetings and participate in a sing-along song;
5. present their opinions on the issues of friendship and greetings in different cultures.

Section One

Lead-in

Activity 1: Photo Talk

Directions: Look at the photos and discuss them with your partner as you'll both describe who the people in the photos are and what kind of profession they are in.



For teachers' reference

postman

travel agent

waitress

pharmacist

teacher

nurse

Activity 2: Riddle Solving

Directions: Listen carefully to the introductions of the people in the riddles, and then guess what they are and match them with the photos above.

1. Take away my first letter and I remain the same. Take away my second letter and I remain unchanged. Take away all my letters and I am still exactly the same.

2. I usually wear a uniform. I carry a pencil and paper. I bring you something to eat.

3. I work in an office. I have many maps. I make travel reservations.

4. I usually wear a white coat. You need me when you are sick. I work in a store.

Key and Script

What am I?

1. Take away my first letter and I remain the same. Take away my second letter and I remain unchanged. Take away all my letters and I am still exactly the same. (postman)
2. I usually wear a uniform. I carry a pencil and paper. I bring you something to eat. (waitress)
3. I work in an office. I have many maps. I make travel reservations. (travel agent)
4. I usually wear a white coat. You need me when you are sick. I work in a store. (pharmacist)

Section Two

Watching, Listening & Speaking

Video One

Meeting a New Friend at the Bar



Activity 1: Watching and Listening for Comprehension

Directions: You are going to watch the video *Meeting a New Friend at the Bar*. Watch and listen carefully to grasp the message and get ready for the follow-up activities. Before that, getting to know the following useful language first might be helpful.

Useful Language	
conference /'kɒnfərəns/ <i>n.</i>	会议
sightseeing /'saɪtsi:ɪŋ/ <i>n.</i>	观光, 游览
tourist attraction	旅游景点
tiring /'taɪərɪŋ/ <i>a.</i>	令人疲倦的
have work commitments	有工作承诺
stay out of trouble	避免麻烦

Activity 2: Watching and Listening for Main Ideas

Directions: Listen carefully and fill in the chart with the right information.

Photo	Name	Purpose for the trip	Duration of stay	With whom
	Martin	For a holiday.	For a week.	Alone.
	Tony	For business.	For a couple of nights.	With a colleague of his.

Activity 3: Watching and Listening for More Information**Directions:** Listen again and answer the following questions.

1. What did Tony say to greet Martin?

Hi. Can I join you for a drink?

2. What does Tony plan to do tomorrow?

To attend a conference.

3. When did Martin arrive here?

He has just arrived.

4. What did Martin say about his girlfriend?

His girlfriend has work commitments, so she couldn't make it.

Script**Meeting a New Friend at the Bar**

Tony: Hi. Can I join you for a drink?

Martin: Yes, please do.

Tony: My name's Tony. And yours?

Martin: I'm Martin. Pleased to meet you. Are you here for business or for pleasure?

Tony: Business. I'm here with a colleague of mine. We have a conference tomorrow.

Martin: Will you have any time for sightseeing?

Tony: A little. But we come here quite often. So, I've seen many of these tourist attractions already.

Martin: I've come here on business before too. But I didn't stay very long and I had no time for sightseeing. This time, I'm only here for a holiday.

Tony: All well, you should enjoy it.

Martin: Well, I hope so. When did you arrive?

Tony: Early this afternoon. And you?

Martin: I've only just arrived myself.

Tony: Are you planning on staying long?

Martin: Oh, I'm here for a week. How about you?

Tony: Just a couple of nights.

Martin: Oh, that's too bad. But it must be very tiring for you.

Tony: A little, but I'm used to it. Are you traveling alone?

Martin: Yes. Unfortunately, my girlfriend has work commitments, so she couldn't make it.

Tony: Well, just try and stay out of trouble.

Martin: Well, that would be no fun at all.

Video Two

Excuse Me, My Name Is...



Activity 4: Watching and Listening for Comprehension

Directions: You are going to watch the video *Excuse Me, My Name Is...* from *Family Album U.S.A.* Watch and listen carefully to grasp the message and get ready for the follow-up activities. Before that, getting to know the following useful language first might be helpful.

Useful Language	
photographer /fə'tɒgrəfə/ n	摄影师
<i>Family Album, U.S.A</i>	《走遍美国》
appreciate /ə'pri:ʃiət/ v.	感激
terrific /tə'rɪfɪk/ a.	极好的
exchange student	交流学生

Activity 5: Watching and Listening for Key Expressions

Directions: Listen carefully and complete the following information, paying special attention to how people introduce and greet each other and say goodbye. You may refer to the following expressions if necessary.

My name is...	I'm...	What's your name?	Welcome to...
Excuse me.	May I...?	Can I help you?	Good-bye. Bye.

1. Richard: Excuse me. My name is Richard Stewart. 1) I'm a photographer.
2) May I take a picture of you and your little boy?
2. Mrs. Vann: Oh, that's a nice idea. Well, it's fine if you take our picture. I'm Martha Vann.
- Richard: Thank you. I appreciate your help. I'm Richard. 3) What's your name?
- Gerald: Gerald.
3. Richard: Well, 4) welcome to New York. OK, just a second. I'm almost ready here.
- Alexandra: 5) Can I help you?
- Richard: Oh, please. Hold Gerald's hand, please. Great! Now point to the buildings. Terrific! Give Mommy a kiss, Gerald. Nice! Thank you, Gerald. And thank you, Mrs. Vann.
- Mrs. Vann: Oh, my pleasure. We'll be looking for your book.
- Richard: Thank you. Good-bye. 6) Bye, Gerald. Thanks again.
- Alexandra: Oh, you're welcome.

Activity 6: Watching and Listening for More Information

Directions: Watch the video again and choose the best answer.

- Why is Richard taking pictures?
 - For a book.
 - For a magazine.
 - For a TV program.
 - For a newspaper.
- Where are Mrs. Vann and her son from?
 - From Florida.
 - From New York.
 - From Washington.
 - From California.
- How old is the boy?
 - Four years old.
 - Five years old.
 - Six years old.
 - Seven years old.

4. Where is Alexandra from?

A. From Canada.

B. From France.

C. From Greece.

D. From Italy.

5. What is Alexandra?

A. A journalist.

B. A photographer.

C. A tourist.

D. A student.

Script

Excuse Me, My Name Is...

Richard: Excuse me. My name is Richard Stewart. I'm a photographer. May I take a picture of you and your little boy?

Mrs. Vann: What's it for?

Richard: It's for a book.

Mrs. Vann: You're writing a book?

Richard: It's a book of pictures. I call it *Family Album, U.S.A.*

Mrs. Vann: Oh, that's a nice idea. Well, it's fine if you take our picture. I'm Martha Vann.

Richard: Thank you. I appreciate your help. I'm Richard. What's your name?

Gerald: Gerald.

Richard: How old are you, Gerald?

Gerald: Five.

Richard: And where do you live?

Mrs. Vann: We live in California.

Richard: Well, welcome to New York. OK, just a second. I'm almost ready here.

Alexandra: Can I help you?

Richard: Oh, please. Hold Gerald's hand, please. Great! Now point to the buildings. Terrific! Give Mommy a kiss, Gerald. Nice! Thank you, Gerald. And thank you, Mrs. Vann.

Mrs. Vann: Oh, my pleasure. We'll be looking for your book.

Richard: Thank you. Good-bye. Bye, Gerald. Thanks again.

Alexandra: Oh, you're welcome.

Richard: Hey, let me take your picture!

Alexandra: Wonderful. Please.