



普通高等教育“十一五”国家级规划教材

新21世纪 大学英语2

梁正溜 编著

视听说
教程

New 21st Century
College English

复旦大学出版社



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图书馆
章

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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》各四册，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)，语言文化的同化 (Cultural Assimilation)，补充视听说 (Extensive Watching, Listening & Speaking)，演示、发言和辩论 (Making an Oral Presentation/Debate)。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，掌握一些语言相关的知识。

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，同时将注意力集中在某些功能表意语言方面。在此基础上，拓宽该语言的多样性，并通过一系列的课堂实践活动来提高、增强学生的英语口语表达能力。

第三板块，旨在让学生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。

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，旨在衔接学生自己打造演示、发言和辩论的平台，让学生更直观地了解语言运用中方方面面的问题，并通过一系列具有广度和深度的课堂活

动，掌握用英语演示、发言和辩论的技能。

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。
5. **演示、发言和辩论能力的培养**。创造性地在视听说教程中给学生打开一扇新窗户。每一单元都将展示一个演示、发言或辩论的独特视角，并通过课堂的互动和实践，帮助学生了解和掌握这一方面的知识和技能。

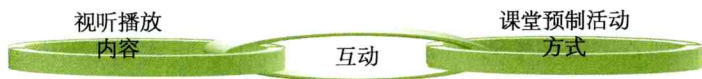
《新21世纪大学英语视听说教程》和《新21世纪大学英语视听说教师参考书》系列由复旦大学梁正溜教授、王美娣副教授和美籍技术作家（technical writer）Vladimir Ostapowicz 主编。希望使用本书的教师和学生在使用过程中不断提出宝贵意见和建议，以便编者在日后的修订中做得更好。

编 者

2011年7月

使用说明

本书为《新21世纪大学英语视听说教程》第二册，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)，语言文化的同化 (Cultural Assimilation)，补充视听说 (Extensive Watching, Listening & Speaking)，演示、发言和辩论 (Making an Oral Presentation/Debate)。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；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。

第四板块 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。

第五板块 1) 演示、发言和辩论板块横向自成体系, 具有延续性和连续性; 2) 每一单元只侧重演示和辩论中某一实际问题, 在时间和空间上保证了深层次的探索与挖掘, 并通过课堂活动帮助学生深刻领悟这方面的真谛。

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

I'm Getting Really Sick of...

Objectives

This unit is intended to help students to:

1. expose themselves to a facet of corporate culture: pecking order;
2. understand and use the language for such notions as complaining, agreeing to complaining, disagreeing to complaining, expressing encouragement, and encouraging someone to try something;
3. appreciate the rich variety of the functional and notional language;
4. focus on the text of a particular PPT slide.

Section One

Lead-in

Activity 1: Instructor's Opening Words

Directions: Listen to the instructor's opening words carefully and try to get the message. Before that, getting to know the following useful language might be helpful.

Useful Language	
at one time or another	曾经
complain about	抱怨
dissatisfaction /dɪs,sætɪs'fækʃən/ <i>n.</i>	不满
context /'kɒntekst/ <i>n.</i>	环境, 情况

status /ˈstetəs/ <i>n.</i>	地位, 身份
whine /waɪn/ <i>vi.</i>	发牢骚
substantial /səbˈstænʃəl/ <i>a.</i>	实质性的
measure /meʒə/ <i>n.</i>	措施



At one time or another, most of us have complained about something. But did it actually help?

In most cases, you express your dissatisfaction when you complain. There's nothing wrong with the behavior itself, because you know what it should be and what should be changed. But it is no use complaining all the time, especially in your own context. When you are unhappy about your own situation, condition or status, it's not your whining but your action that matters. Do something positive and you will improve it or even change it.

Your actions include actual measures you will take in your own context, and substantial responses you will make to others' encouragements.

Activity 2: Questions for Discussion

Directions: Have a talk on the following questions.

1. Is it realistic or unrealistic to
complain about something?

2. Is there anything around you that
you want to complain about? (If
yes, just do it in class.)

3. Do you think that complaining and whining
can lead to improvement and even change?

Section Two**Watching, Listening & Speaking****Activity 1: Watching & Listening for Comprehension**

Directions: You are going to watch a video clip. Listen carefully and get ready for the follow-up activities. Before that, getting to know the following useful language might be helpful.

Useful Language	
unthinkable /ʌn'tɪŋkəbl/ <i>a.</i>	令人难以置信的
Cleveland	克利夫兰（美国俄亥俄州东北主要港市和工业城市）
pursue /pə'sju:/ <i>vt.</i>	追求
notice /'nəʊtɪs/ <i>n.</i>	广告
Big Apple	大苹果城（美国纽约市的别称）
prospect /'prɒspekt/ <i>n.</i>	前途
savings account	储蓄账户
entertainment /entə'teɪnmənt/ <i>n.</i>	娱乐
marketing /'mɑ:kɪtɪŋ/ <i>n.</i>	市场营销
pound the pavement	走大街（找工作）
plus /plʌs/ <i>conj.</i>	另外

foot long	(长形) 热狗
team up	协作
best-selling /best 'selɪŋ/ a.	最畅销的

Activity 2: Comprehension Questions

Directions: Watch the video again and decide whether the statements are true or false.



- _____ 1. Adam was dissatisfied with his status in Cleveland.
- _____ 2. Adam believed that his dream was in the Big Apple.
- _____ 3. Adam was crazy about the city upon his arrival.
- _____ 4. Adam knew what he was doing and braved the challenge.
- _____ 5. Adam was smart enough to get a useful piece of advice in searching for a job.
- _____ 6. Adam managed to get a job in an entertainment marketing company.
- _____ 7. Adam has now become the best-selling author and career expert who helps people find jobs.
- _____ 8. This is one of Adam's video diaries he offers online.

Activity 3: Story-telling

Directions: Complete the revised story of Adam, and then tell it in the third person.

Adam left Cleveland for the city of NY to _____
 _____. Nobody seemed to support _____
 _____. He came to the Big Apple with no job and _____
 _____. But he was ready _____
 _____, and he dreamed of _____

_____ an entertainment marketing company. He knew that he needed advice that _____. He met Nicole Williams who's a _____. He began to _____. Now Adam produces video diaries online.

Activity 4: Functional & Notional Language

Directions: Watch the video again and then read the following script extract (摘录) to figure out the function and notion of the italicized part.

The idea of being jobless in one of the most expensive cities in the world is enough to keep me pounding the pavement. Plus, *I'm getting really sick of* eating five-dollar foot longs.

Activity 5: Additional Functional & Notional Language

Directions: Get familiar with the following useful language.

Complaining

- I'm beginning to get rather tired of sb.
- I'm beginning to get rather tired of sb. DOING...
- I'm beginning to get rather tired of the way + SENTENCE.
- Don't you think (that) sb. tends to DO...?
- The trouble with sb. is that he/she/it DOES...
- I'm sick and tired of sb. DOING...
- I'm sick and tired of the way + SENTENCE.

Agreeing to Complaining

- Yes, it can be/is a problem.
- I think I can understand how you feel.
- Yes I know what you mean.

Disagreeing to Complaining

- Really? I can't say I've noticed.
- I can see what you mean but of course + SENTENCE.
- Oh come on! Sb. isn't that bad!

Expressing Encouragement

- Go on; you can do it.
- Go for it.
- Stick with it.
- Stay at it.
- Give it a try.
- Keep your nose to the grindstone (努力不懈).

Encouraging Someone to Try Something

- Have a go at it.
- Have a crack at it.
- It won't hurt you to try it.
- Try your luck.
- See what you can do.
- Nothing ventured, nothing gained.

Activity 6: Guided Oral Practice

Directions: Read the following dialogue and underline the functional and notional language you have just learned. And then play the roles of Nina and Tony. Before that, getting to know the following useful language might be helpful.

Useful Language

debate /dɪ'beɪt/ *n.*

辩论

impart /ɪm'pɑ:t/ *vt.*

灌输

it's no use DOING	做…无济于事
hurt /h3:t/ <i>vt.</i>	危害
feedback /'fi:dbæk/ <i>n.</i>	反馈



- Nina: I'm beginning to get rather tired of the professor talking all the time in the classroom. He never seems to be interested in the activities of discussion and debate.
- Tony: Yes, it can be a problem, can't it?
- Nina: Don't you think he tends to impart everything to us? Is it necessary, especially in the age of information?
- Tony: Yes I know what you mean. He treats us as if we knew nothing.
- Nina: So, is there anything we can do about it?
- Tony: Good question. I have an idea. Let's talk about it on our blog.
- Nina: I don't think we are alone. But is it good to criticize a professor that way?
- Tony: Why not? Go for it. Everybody's doing it.
- Nina: Mm-hmm. But...
- Tony: But what? It's no use complaining like that.
- Nina: Okay. Let's see what we can do.
- Tony: It won't hurt us to try it.
- Nina: I think it's important for the professor to know our feedbacks that he can do something about his teaching.
- Tony: Exactly.
- Nina: Meet you online.

Activity 7: Free Oral Practice

Directions: Use your imagination based on the following pictures, and then do such things as making complaints, expressing encouragement and encouraging someone to try something using the functional and notional language you have just learned.

