

九五

★★★★★

普通高等教育“九五”国家级重点教材

# 21st Century College 21 世纪大学英语 English

听说教程 第三册

*Listening & Speaking*

主编单位 复旦大学 上海交通大学

复旦大学出版社 高等教育出版社

21 世纪大学英语  
*21st Century College English*

# 听说教程

## Listening & Speaking

第三册

主编单位

复旦大学·上海交通大学

复旦大学出版社·高等教育出版社

策划编辑 陈锡鏖 刘 书

责任编辑 徐艳梅

### 图书在版编目(CIP)数据

21 世纪大学英语 听说教程 第三册/郑树棠等主编. —上海:  
复旦大学出版社;北京:高等教育出版社,2000.7  
ISBN 7-309-02490-7

I. 2… I. 郑… II. ①英语-视听教学-高等学校-教材  
②英语-口语-高等学校-教材 IV. H31

中国版本图书馆 CIP 数据核字(2000)第 25689 号

---

出版发行	复旦大学出版社	高等教育出版社
社 址	上海市国权路 579 号 200433	北京市东城区沙滩后街 55 号 100009
电 话	086-21-65102941	010-64054588
传 真	021-65102941	010-64014048
网 址	<a href="http://www.fudanpress.com">http://www.fudanpress.com</a>	<a href="http://www.hep.edu.cn">http://www.hep.edu.cn</a>
经 销	新华书店上海发行所	新华书店北京发行所
印 刷	江苏东台市印刷厂	
开 本	787×960 1/16	
印 张	9.25	
字 数	171 千	
版 次	2000 年 7 月第一版 2000 年 7 月第一次印刷	
定 价	8.30 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

# 《21 世纪大学英语》编写人员

## 顾 问

陆谷孙 杨惠中

## 主 编

翟象俊 郑树棠 张增健

## 本册主编

郑树棠 陈希文

## 策划编辑

陈锡鏖 刘 书

## 责任编辑

徐艳梅

## 前 言

《21世纪大学英语》是根据教育部新修订的《大学英语教学大纲》编写的一套大学英语教材，共四个系列，包括《读写教程》四册、《听说教程》四册、《练习册》四册和《教师参考书》四册，供大学英语教学两年使用。

《读写教程》每册10个单元，每个单元由同一题材的三篇文章组成。课文A为精读材料，配有阅读理解、词汇、结构、翻译、写作等多种练习；课文B、C为泛读材料。课文前系统介绍各种基本阅读技能，课文后配有阅读理解练习题。《读写教程》融精、泛读于一体，围绕精读课文展开练习，重点培养读、写、译的能力。

《听说教程》的主要内容与《读写教程》一致，使学生在听、说两方面进一步得到训练。《听说教程》由五个部分组成：1. 复习“热身”；2. 根据功能、意念编写的对话练习；3. 围绕《读写教程》课文A进行的主题讨论；4. 听说训练；5. 课外听、说练习。

《练习册》包括三个部分。第一部分是《读写教程》课文A篇的词汇、结构补充练习；第二部分是《读写教程》B篇的词汇、结构练习；第三部分是与《读写教程》各单元题材相关的30篇阅读材料及阅读理解题。《练习册》可在教师指导下供学生课外自学使用，练习答案附在书后。

《教师参考书》为教师提供与《读写教程》、《听说教程》相关的背景知识、难句解释、语言点释例、课堂活动、补充材料、课文参考译文和练习答案以及《听说教程》听力部分的文字材料。

《读写教程》和《听说教程》都配有录音带。

《读写教程》、《听说教程》和《练习册》分工不同且各有侧重点，但相互间又紧密配合，形成一个有机的整体，以实现大纲规定的大学英语教学目的，即：“培养学生具有较强的阅读能力和一定的听、说、写、译能力，使他们能用英语交流信息。”

《21世纪大学英语》在选材上注重内容的趣味性、信息性、可思性和前瞻性，同时也注意语言的规范性、致用性和文体的多样性。课文绝大多数选自20世纪80、90年代出版的英美报刊和书籍，为适合教学目的我们对部分内容做了删改。

《21世纪大学英语》由复旦大学和上海交通大学联合编写，上海大学的部分教师参加了《听说教程》的编写工作。美籍专家Sherill Pociacha和Maurice Hauck参加了部分内容的编写，并对全书提出了修改意见。对他们的辛勤工作，我们表示衷心的感谢。

《21世纪大学英语》于1997年初开始编写，并在复旦大学和上海交通大学97级12个、98级26个班中试用，受到普遍欢迎。根据试用师生的反馈意见，我们又作了一些补充、修改。在此，对两校试用这部教材的师生表示诚挚的谢意。

编 者  
1999年8月

## 使用说明

《21世纪大学英语 听说教程》是普通高等教育“九五”国家级重点教材《21世纪大学英语》的主干教材之一，与《21世纪大学英语 读写教程》密切配合，以《读写教程》主干课文(Text A)主题为基础，充分利用课文中现有的语言素材，以听说训练为中心，通过听说训练既消化《读写教程》所学的内容，又集中对听和说，尤其是说的技能进行由易到难的训练，使学生在提高读写能力的同时，也能提高听说能力，从而实现《大学英语教学大纲(修订本)》对读和听说写两个层次上所提出的要求。

《听说教程》以讨论和复述《读写教程》主干课文的内容为核心，以大纲所要求的功能意念训练贯穿始终，采用了听与说相结合，听说与读写相结合，课内(以说为主)与课外(以听为主)相结合的方式。训练要求具体明确，并提供必要的示例和提示，既便于教师在课堂上的操作，又能使学生在适当的启示下有感而发。本书题材广泛、体裁多样，内容由浅入深，语言便于上口，训练方式多样并各有侧重。

《听说教程》系列分为4册，每册10单元。一、二册为基础阶段，要求学生在听懂不同情景的短篇对话、幽默故事和短文的基础上，着重训练复述、问答和对话的能力。三、四册为提高阶段，转向以话题为中心，在听懂所有语言材料的基础上进行讨论、辩论、评述和短篇演说，听力和听说材料的难度和长度均有提高，同时减少提示，以使學生可以有更多的发挥余地。

本书为《听说教程》第三册，每单元分为四个部分。

第一部分对前课布置的听、说、写课外练习进行检查、答疑或回顾所学的内容要点。

第二部分围绕《读写教程》课文A篇内容进行复述和讨论。

第三部分是听说训练，包括对话练习、功能意念方面的练习、短篇演讲和短文笔录等。

第四部分是课外练习，主要有对话录音作业、书面作业和听力训练等。

《听说教程》第三册由郑树棠、陈希文主编，参加编写、审阅和修改的有谢

根华、李晓红、胡开保、董梅、查晟华等。本教程特聘外国专家录音。

美籍专家 Sherill Pociacha 撰写了部分对话，上海大学外语学院徐钟教授对本书编写工作给予了很多支持和关心，在此向他们表示衷心感谢。

编者  
2000年3月



# CONTENTS

<b>Unit 1</b>	How I Got Smart	1
<b>Unit 2</b>	The Titanic Riddle	15
<b>Unit 3</b>	The Sense of Wonder	29
<b>Unit 4</b>	College Pressures	43
<b>Unit 5</b>	The ABCs of the U.S.A.	57
<b>Unit 6</b>	Every 23 Minutes	69
<b>Unit 7</b>	So What's So Bad About Being So-So?	83
<b>Unit 8</b>	The Highs of Low Technology	97
<b>Unit 9</b>	Space Politics	111
<b>Unit 10</b>	Plain Talk About Handling Stress	125



21st Century College English  
Listening and Speaking

Book 3

# Unit 1

## How I Got Smart

### ***Part 1 Focal Points***

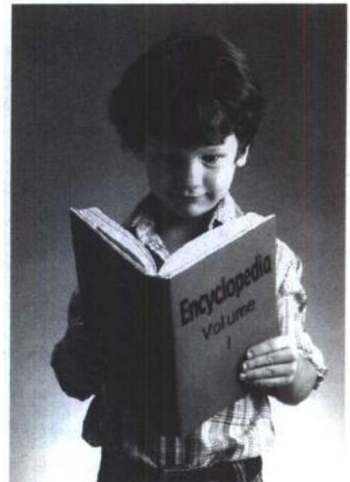
Describe your summer vacation briefly including each of the following:

**1.1** Going away on a short trip

where you went  
who you traveled with  
what you did  
how much money you spent  
how much you enjoyed the trip

**1.2** Meeting friends

visiting their homes  
going out for a meal  
listening to recorded music  
talking about sports, hobbies and interests  
getting together in a park  
seeing a film  
watching CBA or football matches



**1.3 Staying at home**

watching TV  
doing some housework  
reading  
taking care of family members  
studying

**1.4 Working part-time**

selling newspapers  
delivering trial products  
doing some secretarial work  
posting/delivering brochures or pamphlets  
working as a shop assistant  
other jobs

**Part 99 Presentation and Discussion**

**B**efore starting this part, go over the following useful words and expressions from Text A of the Reading and Writing Course. Use some of them in your oral practice.

out of focus

beyond one's wildest dreams

gaze at

begin one's venture into

in time

step up

be absorbed in

be stumped on

feed on

on the contrary

invest in

bridge the gulf

sweep sb. off sb.'s feet

play into one's hands

browse

frown

come across

scheme



## 2.1 Text-Related Oral Practice

**W**ork in groups. Discuss the following questions in your group using the given cues and then select a representative to report on your discussion to the class.

### ★ Practice 1 ★



Recite the first two paragraphs of Text A with the help of the following cues.

common misconception  
teachers — child prodigies  
a bookworm  
play rather than study  
an enthusiastic devotee of books and homework  
out of focus  
hate compulsory education



What misconceptions do youngsters have of their teachers? What do you think of such misconceptions? Why? What qualities does a teacher need?

### ★ Practice 2 ★



What happened when he reached his sophomore year?

aim one's arrow  
gaze at  
beyond one's wildest dreams  
a top student/an A student  
the apple of one's eye



How did the writer attract Debbie's attention?

in the cafeteria line                      anchovies



during a fire drill

in the library

in the classroom

Aleutian Islands

crossword puzzle

albatross



How did Debbie respond to the writer's unusual performance?

seemed surprised

shook her head in disbelief

(eyes) widened in amazement

stared at me in amazement

beamed proudly and winked back

### ★ Practice 1 ★



What does "A little knowledge is a dangerous thing" mean?

What can you learn from this saying?



Which one is more important to a person's success, love or knowledge?

Why?

## 2.2 Spin-off Conversation

### ★ Pre-listening Activity ★

**S**tudy the following new words before listening.

mate

配偶

immune

免疫的

compatibility

协调性

odor

气味

subconscious

潜意识的

trigger

引起

### ★ Listening Activity ★

**You're** going to hear the following text-related conversation twice and fill in the missing parts. Then you're going to listen to the tape for a



third time and do the exercise in Comprehension.

(Laura — L Jennifer — J)

LAURA: [singing] "I could have danced all night, I could have danced all night ..."

JENNIFER: What! You're in love again?

L: 1) \_\_\_\_\_. [singing] "I could have spread my wings and done a thousand things."

J: If I recall correctly, that's what you've said every time.

L: Ha! I didn't know what I was talking about. This is true love at last! There's no mistaking it.

J: Fascinating. From a scientific standpoint, of course, this is simply a consequence of your brain's chemistry.

L: 2) \_\_\_\_\_?

J: 3) \_\_\_\_\_. A Nobel-Prize-winning scientist named Niels Jerne says the human search for a mate is actually a search for immune-system compatibility. Our genes are just searching for genes that will make our offspring's immune systems as strong as possible. And we use our noses to do it.

L: 4) \_\_\_\_\_.

J: 5) \_\_\_\_\_! When we fall in love it's a response to odors we aren't conscious of. But our genes know that those odors are signals that the person's immune system is compatible with ours.

L: 6) \_\_\_\_\_!

J: 7) \_\_\_\_\_. These odors trigger subconscious reactions in the brain chemistry that cause the feelings we call "falling in love".

L: You know what I think? I think that scientist has never been in love. (230 W)

### ★ Comprehension ★

**L**isten to the conversation again and answer the following questions.

1. Why was Laura happy?



2. What did Laura think of this love experience?
3. What did Jennifer think of Laura's love experience?
4. How did Jennifer explain the scientist's ideas about love?
5. What did Laura say in response to the scientist's opinion?
6. What was Laura's comment about the scientist?

### ★ Function ★

**Y**ou already know many ways of prefacing a simple opinion: in my view, as I see it, in my opinion, etc. As you complete the conversation, you will find that we often use some other strategies to further express our disagreement as a discussion continues. Here are more expressions.

#### Contradicting Bluntly

That's absurd!  
That's ridiculous!  
Nonsense!  
Rubbish!  
Come off it!  
That's not true!  
Come on!

#### Dismissing a Point

That makes no difference!  
That's irrelevant!  
That's beside the point!  
But that just doesn't make sense!  
That has nothing to do with it!



### ★ Dialog Practice ★

**W**ork in pairs. Student A is for the following ideas while B is against them. Use some of the expressions listed above while you're making a brief conversation.

FOR:

There is no real proof that smoke is harmful to nonsmokers.

People who hate smoking can avoid places where people smoke.

Smokers have rights to enjoy what they like to do. Lots of annoying activities aren't banned in public.

To ban smoking in restaurants would prevent smokers from enjoying the meal.

AGAINST:

Smoking is bad for the health of smokers and nonsmokers.

Nonsmokers find smoke irritating to their eyes, nose, and throat, and they don't like the smell.

Smokers litter.

In restaurants, cigarette smoke spoils the taste of food and spoils the meal.

### ★ Transfer ★

**B**riefly talk about the following topics in the same way as above.

rock music

hunger in the world

nuclear weapon competition

compulsory education

space travel





### ★ Topics for Discussion ★

1. What do you think of "falling in love"?  
FOR:        favorable to study  
              personal right  
              enrich college life  
AGAINST:    distraction from study  
              time-consuming  
              too early
2. Do you agree with the sayings "Love is blind" or "Love me, love my dog"? Why or why not?
3. Do you think that romantic love provides a good foundation for marriage? Why or why not?
4. Should people get married because they love each other or should they get married first and then begin to love each other afterwards? Why?

## ***Part 999 Listening and Speaking***

### **3.1 Conversation**

#### ★ Listening Practice ★

**L**isten to the following conversation twice and pay special attention to what the speakers are talking about and how they ask and answer questions. Prepare to do pair work in Role Play.

#### ★ Role play ★

**P**air work. Imagine you are the interviewer and your partner is Mr. Thurber. Make up a conversation about each other, trying to find out:

how long Mr. Thurber has been a marriage counselor  
the most common problem of married couples