

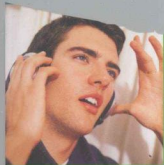


普通高等教育“十一五”国家级规划教材

新时尚
New
Vogue

大学 实用英语

◆ 总主编 陈仲利 李德荣 ◆ 副总主编 郭浩儒 王秀珍



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*Practical
English*

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视听说教程 ①

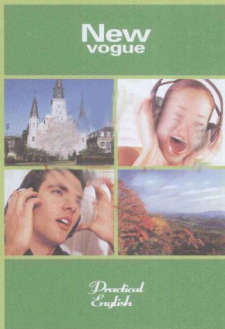
上海交通大学出版社



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为推动大学英语教学改革,提高大学英语教学质量,教育部颁布了《大学英语课程教学要求》。该《要求》明确指出大学英语课程的教学目标是:培养学生的英语综合应用能力,特别是听说能力,使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流。同时,该《要求》对我国大学英语教学提出了三个层次的要求,并要求各高校充分利用现代信息技术,采用基于计算机和课堂的英语教学模式,改进以教师讲授为主的单一教学模式。

为了有效地进行大学英语教学改革,我们实施了教育部批准的“实用性英语教学改革的改革与实践”教改项目。在该项目中,我们首次提出了“三主一体化”的教学理念,即主线、主体、主导为一体的教学机制。尤其要体现学生在学习过程中的主体地位和教师在教学中的主导作用。这一理念在《大学英语课程教学要求》中得到了体现和应用,在即将面世的《大学实用英语》教材中得到验证。

为贯彻落实教育部深化高等教育教学改革,加强教材建设的精神,针对独立学院和非重点大学的教学实际,我们组织了国内大学英语教学、教材研究专家和教学一线的优秀教师联合编写了《大学实用英语》系列教材。该教材分为《大学实用英语听说教程》(共4册)、《大学实用英语综合教程》(共4册)、《大学实用英语快速阅读教程》(共4册)。

《大学实用英语》体现了大学英语教学的指导思想。以建构主义为理论,以动机为先导,以兴趣为动力,以学生为中心,以任务为基础,强调培养学生的英语听说能力,以及读写译等英语综合应用能力,适应主体化、个性化、自主化英语教学和学习的需要。《大学实用英语》无论是主要基于计算机的视听听说教程还是基于课堂学习的综合教程,其内容都充分体现个性化。整套教材采用“以学生为中心的主题教学”理念。“以学生为中心”旨在理解和体现学生在知识、智力、情感、个性等方面的需求。“主题教学”指以主题为依据,选取与学生校园和社会生活息息相关的有关话题,提供给学生大量的、相互有联系的、符合认知需求的语言材料和丰富的语汇。《大学实用英语》提供了全新的教学模式,使英语教学朝着个性化、主动式学习的方向发展,体现了英语教学的实用性、文化性和趣味性的融合,充分调动了教师与学生两个方面的积极性,确立了学生在学习过程中的主体地位。《大学实用英语》遵循了以学生的发展为本的理念,强调教材内容从学生的学习兴趣、生活经验和认知水平出发,倡导交互、体验、实践、参与、合作与交流,提高学生的综合语言运用能力。

《大学实用英语》应用了最新的英语教学理论，吸收了最新的英语教学成果，符合我国大学英语教学改革的最新要求，其主要特色如下：

一、结构严谨，精细实用

本教材以培养学生英语综合能力 (use English in an all-round way) 和学习能力 (learn to learn) 为目的，前后按照由浅入深、循序渐进的原则系统而连贯地设计完成，篇章纵横结合、相得益彰，各册互相渗透、融会贯通，形成科学的有机整体。

二、个性鲜明，针对性强

本教材广泛汲取国内外同类教材的精华，针对独立学院和非重点大学的教学实际，按照《大学英语课程教学要求》设定英语学习起点和目标，充分体现国家教育部有关大学英语教学改革的精神，真正彰显英语教学的个性化风格。

三、选材广泛，内容鲜活

本教材选材语言规范，场景真实准确，表达地道优美，让学生在浩瀚的知识海洋中，多方汲取营养；内容涉猎文学、政治、科技、经贸、金融、教育、文化、艺术、宗教、娱乐等多个领域，适合不同专业学生的学习需求。

四、理念新颖，题型多样

本教材练习题型的设计基于帮助学生促进猜测、预测和验证能力的提高，运用最新的“相互关联”(Interactive)阅读模式，将“用法”(Usage)与“运用”(Use)有机地结合在一起。同时，为适应CET 4/6机考最新要求，加大了视听说训练，并在第四册设计具有专门针对性的CET应试强化内容。

本系列教材适用于独立学院和非重点大学以及成人教育本科生使用，也可作为英语学习爱好者的参考读物。作为我国大学英语教学改革实践的创新成果，虽经我们精心编纂，精心制作，但难免百密一疏，恳请各位读者和专家提出宝贵意见，以便在修订中日臻完善。

总主编 陈仲利

一、编写宗旨

本教程专门为独立学院和非重点院校非英语专业学生编写，旨在通过现代化手段使学习者从视、听入手，欣赏原声视频片段，并接受从易到难、从泛听到精听的训练，达到能迅速、准确地获得信息，娴熟地运用各种实用的听力技巧，正确模仿地道的语音语调，流利表达对某一主题的观点，拓展英美文化背景知识等学习目标。

二、框架设计

本教程分为4册，每册8单元，共含有不同主题内容的32单元。每册附有1-2套大学英语 CET4/6 的听力部分模拟试题。每单元为学习者提供围绕单元主题内容的两个英语原声视频片段，分别长约5分钟和8分钟。每个视频片段均配以由浅入深、形式多样的练习，旨在使学习者通过全书的学习真正达到提高听力和口语能力的目的。

该教程每单元包含以下五个部分的内容：

1. Section One Viewing, Listening and Speaking

此部分为学习者提供了一段围绕单元主题约4-5分钟的视频内容。为了帮助学习者顺利获取听力信息，此部分特列出10个左右的生词表供学习者在预习时使用，并要求对视频材料至少听3遍，每遍有不同的听力要求，练习的设计也充分体现了其不同的侧重点。练习共有四项，前三项主要围绕Viewing和Listening设计，第四项则是围绕Speaking设计。通过各项以视、听、说为主线的训练，以期使学习者的听说能力有明显的提高。

2. Section Two Skill Training

这部分主要针对我国大学英语四、六级考试听力部分短对话、长对话、篇章听力、复合听写等四项题型，分别在本教程1-4册中专项介绍每项题型的听力技巧与策略，围绕技巧进行听力训练测试，以做到理论与实践相结合。另外，为了将听说有机结合起来，我们特挑选听力技巧训练内容中一些有用的句型，供学习者进一步领会与学习，并运用于专题口语活动中，以达到学以致用目的。

3. Section Three Phonetic Tips

此部分仅出现在该教程第一册，旨在使入学新生通过一学期的语音学习纠正一些影响听力的不正确的发音。因为学习者只有自身语音语调基本正确，才能做到比较准确地理解和获取所听材料的信息。这部分的安排对高校非英语专业的学生来说是不可或缺的。

4. Section Four Further Listening Practice

为了保证学习者有一定量的听力内容和训练,我们特安排了此听力部分。学习者将会看到另一段围绕单元主题约8分钟的视频内容。内容的长度与难度略高于第一段视频,这对学习者会有一定的挑战性和刺激性。迈过这一步,学习者会获得一种成就感。

5. Section Five The Punchline

此部分主要为学习者在紧张学习单元主要内容之后得到稍许放松而设计。学习者通过听一小段妙趣横生的故事或对话放松一下自我,体会一下小故事、短对话中的幽默点或逗人一笑之处,达到“寓教于乐”的目的。

三、使用说明

建议每周一学时或每两周一次共2学时完成一个单元。对于学习者应至少按课内外1:2的时间做好课内学习、操练和课外预习、复习的工作。对于教师则应注重合理运用有限课堂教学时数,做到精讲多练;合理安排学习者课前预习、课堂参与、课后复习三个教学环节的计划;鼓励学习者善于自主学习,带着问题进课堂,通过课堂互动环节达到事半功倍的效果。

本教程每册配有一张CD-ROM光盘,可供学习者自主学习使用。

使用该教程,各校亦可视具体情况灵活安排教学时数和课内外学习的内容。

本教程每册配有教师用书供教师备课参考使用。

本教程由湖北省江汉大学文理学院外语学部和华中科技大学文华学院外语系部分教师合作编写。由王秀珍教授任主编,徐江、钟利平副教授任副主编。参编人员有(按单元排列为序)徐江、张琼尹、徐玮、孙言、唐湘茜、陈晓佳、王慧、钟利平。在编写过程中得到了加拿大籍、英籍教师Philippa Keys, Peter Basham, Jennifer Simpson, Timothy Curry,特别是责任编辑彭燕女士的大力支持与帮助,谨此一并表示感谢。

编者



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Campus Life

Section One

Viewing, Listening and Speaking

In this section, you are required to watch a video three times. Each time you must complete an exercise with a different focus. Before watching, make yourself familiar with the following words and expressions, which will make it easy for you to understand the video.



New words and phrases:

bittersweet *adj.* having a taste mixing bitterness and sweetness; having a feeling of happiness and sadness at the same time 又苦又甜的; 苦乐参半的

dose *n.* a measured portion of medicine taken at any one time (一次) 剂量, 一剂

sarcasm *n.* witty language used to convey insults or scorn 挖苦, 讽刺

far cry from quite different from 天壤之别

romp *v.* play in a noisy way, especially by running, jumping, etc. 欢闹, 嬉戏

orientation *n.* training and preparation for a new job or course (新生, 新员工) 培训

cushion *v.* protect from certain impact 缓冲

skit *n.* a short theatrical episode 滑稽短剧

acknowledge *v.* declare to be true or admit the existence, reality, or truth of 承认

blink *v.* briefly shut the eyes 眨眼



Characters: Reporter (female), Emily Bishko (female), Karen Coburn (female)

Setting: Home, College

Topic: Going to College

Exercise One

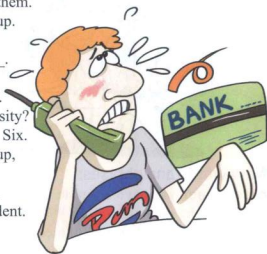
Directions: Watch the video and decide whether the following statements are True (T) or False (F).

- Autumn is a season of possibilities for new college students.
- Emily's parents are very happy with their child's growth.
- Emily will go to Atlanta University in Washington.
- The first-year students will find it easy to adapt to their college life because there is no big difference from their homes.
- Emily's parents are very proud of their daughter because she has been very successful.
- Karen Coburn is a writer.

Exercise Two

Directions: Watch the video again and choose the best answer to each of the following questions.

- What does "a bittersweet mix of emotions" indicate?
 - It shows that the parents feel both happy and sad.
 - It shows that the parents don't want their child to leave them.
 - It shows that the parents don't want their child to grow up.
 - It shows that the parents feel very proud of their child.
- According to this clip, Emily's hometown is _____.
 - In Atlanta
 - In Washington
 - In St. Louis
 - In Washington D.C.
- How many roommates will share a dormitory in the university?
 - Two
 - Four
 - Eight
 - Six
- What is the most important point when a child is growing up, according to Emily's father?
 - To act as an adult.
 - To become mature.
 - To leave home.
 - To be a college student.
- What role does the actor play in the humor show session?
 - A naughty boy who asks money from his parents.
 - A freshman who makes the first call to his parents.
 - A student who asks his parents what book he should buy.
 - A boy student who asks his parents how to use his credit card.
- According to Karen Coburn, what is the correct attitude towards their child's change?
 - Disappointed.
 - Confused.
 - Supportive.
 - Critical.



Exercise Three

Directions: Watch the video a third time, this time you are required to repeat a few important lines.

(What you said will be recorded so that you can compare your pronunciation and intonation with the speakers'. Try to imitate the way they speak and note how the words are stressed.)





1. Her parents **listen** to their grown-up little girl with a **bittersweet mix of emotions**.
2. The Bishkos travel **halfway** across the country, from Atlanta to St. Louis.
3. It's a **far cry** from the **spacious** home where **Emily** grew up.
4. Back **at school**, there is advice for **all** concerned.
5. Like **many** colleges across the country, **Washington University** offers orientation programs not just for **nervous** freshmen but for the **parents** who leave them behind.
6. Hello, **mom**? Hi. You **remember** that **credit** card you gave me just for emergencies? Well, I was at the bookstore and — Hi, **dad**. **Now** I'm talking to **both** of you.

Exercise Four

1. **Directions:** Now you have some ideas about the parents' complex feelings about their children when they leave home for college. What's your opinion? And why?

(Your talk will be recorded so that your teacher will be able to know your performance. If you want to improve your work, try again before you submit your recording.)

2. **Directions:** Now you have some ideas about the students' impression on their first days at college. Please describe your own experience, using questions suggested below:

- 1) Did you cry when you first left home for college? Why or why not?
- 2) What was your impression when you first entered the college?
- 3) If you make a phone call to your parents, what will you say to them?

3. **Directions:** Work in pairs and make up a conversation with your partner about the occasion when your parents see you all the way to the college. You might start your conversation like this:

A: Mom, I think I will miss you.
B: We'll miss you, too.

...

4. **Directions:** Work in small groups and act it out with the help of the words and expressions you've learned from the show.

Words and expressions for you:

let go, be proud of, belong, move into the next phase, settle, find it confusing, acknowledge the change, be supposed to, hold an image.

Section Two

Skill Training

1. Listening Skills (1)

In English listening comprehension tests, short conversations are basic items used to test the students' ability in listening comprehension. Short conversation tests refer to a one-round dialogue between a man speaker and a woman speaker, followed by one question. Testees are required to choose the most appropriate one among the four choices marked A), B), C) and D) within 15 seconds after listening to the short conversation. How to choose the correct answer within such a short time is really a big challenge for learners. However, if you learn some basic skills, you are sure to improve your listening ability. Here are some basic points which you might find useful.



Training Focus:

- 1) Scan the four choices 2) Grasp the key words 3) Understand the question

1) Scan the four choices

The word “scan” can be defined as “read something quickly” in order to find some specific information. “Scan the four choices” means to read the four choices very quickly in order to get such information as what the conversation would be mainly about and what the question might be. This step is very important because it will make you fully prepared for the coming testing item.

For example: A) 12:15 B) 12:30 C) 1:30 D) 1:15

Take a look at the four choices, which inform you about the different time, and you will get clues to help you understand the conversation. A reasonable guess you can make is that the question might begin with “when” or “what time”.



2) Grasp the key words

Key words are words that can help you find the possible answer. Different information from the four choices will relate themselves to different key words. You can make a quick decision based just on the key words through careful listening.

For example:

- A) A postman. B) A bank clerk.
C) A salesman. D) An airline hostess.

After quickly scanning the four choices, we will be able to gather that these are four types of professions. If you hear the key words “parcel” or “postage” from the conversation, you can decide for sure that the answer is A. So by using this skill, you are to focus your attention upon some specific information, which will help you choose the right answer very quickly.

3) Understand the question

In listening practice, some students tend to pay attention to the content and ignore the question, which is missing the point. The right thing to do is to listen to the question carefully and understand it, because it can help you make a more intelligent guess.

Take these four choices as an example.

- A) Because she is too old to express herself clearly.
B) Because she has been here for years.
C) Because she lost the way after hours of walking.
D) Because she forgot the name of the street.

Suppose you are unable to understand the whole conversation, you could still get some idea from a question like

“Why does the woman ask the way?” As long as you understand the question, you will be very confident about what choices to make because among the four different reasons, only C is a logical reason for the question.



2. Skill Practice

Use the training skills listed above to finish the following exercises. Before listening, make yourself familiar with the following words or expressions, which will help you do these exercises.

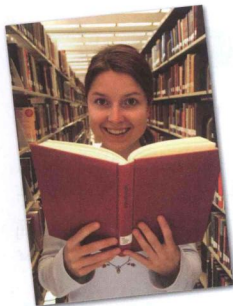
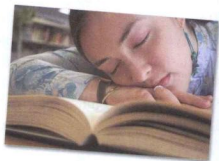
New words and phrases:

assignment *n.* task or work that you are ordered to complete
作业, 任务

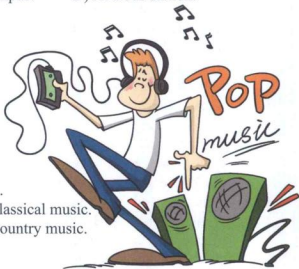
oversleep *v.* to sleep longer than intended 睡过头

optimistic *adj.* expecting the best 乐观的

Directions: In this section, you will hear ten short conversations. At the end of each conversation a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause you must read the four choices marked A), B), C), and D), and decide which is the best answer.



- 1) A) He doesn't like to get up so early.
B) He doesn't feel all right.
C) He doesn't know the time.
D) He doesn't like to go to school.
 - 2) A) It is interesting. B) It is boring.
C) It is helpful. D) It is useful.
 - 3) A) Because he doesn't like doing homework.
B) Because he doesn't know the work given by the teacher.
C) Because the teacher will not check the work.
D) Because the teacher will not criticize him.
 - 4) A) Because he burned the midnight oil last night.
B) Because he slept longer than intended.
C) Because he didn't want to go to class.
D) Because he didn't have class and slept at home.
 - 5) A) In a bookstore. B) Near the city library.
C) On school campus. D) At a bus station.
- 6) A) About visiting a beautiful lady.
B) About visiting some friends.
C) About how to impress somebody deeply.
D) About where to go for a visit.
 - 7) A) An operator. B) A secretary.
C) A bride. D) A driver.
 - 8) A) The man is very interested in the programs.
B) The woman doesn't like all the programs.
C) The man and woman have different taste.
D) The woman is interested in some of the programs.
 - 9) A) They both like pop music. B) They both like classical music.
C) They both like folk music. D) They both like country music.
 - 10) A) The woman can certainly pass the exam.
B) The woman may not pass the exam.
C) It is difficult for all the students to pass the exam.
D) It is easy for everyone to pass the exam.



3. Useful sentence patterns

In the conversations you have just heard, there are some useful sentences. Try to understand and practice them.

- 1) He burned the midnight oil last night. (He worked until late last night.)
- 2) Have you got your assignment done for today?
(Have you finished today's homework assigned by the teacher?)
- 3) The student was absent from class. (The student was not at school.)
- 4) You must be a new comer. (You must be a newbie/freshman/stranger...)
- 5) Can you put me through to Mr. Rivers? (May I speak to Mr. Rivers?)
- 6) The line is busy. (Someone is talking over the line.)
- 7) To tell you the truth.(To be honest.)

4. Oral practice

Directions: Use the sentences listed above and practice speaking in pairs by making up conversations based on the following topics:

- 1) The absence of one of your classmates.
- 2) The feelings of being a new comer.
- 3) Whether you have finished your homework on time.

Section Three

Phonetic Tips

1. Do you know how to pronounce the English alphabet correctly? Read out the letters one by one based on the phonetic alphabet.

A	B	C	D	E	F	G	H	I	J	K	L	M
[eɪ]	[bi:]	[si:]	[di:]	[i:]	[ef]	[dʒi:]	[eit]	[aɪ]	[dʒei]	[keɪ]	[el]	[em]
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
[en]	[əʊ]	[pi:]	[kju:]	[a:]	[es]	[ti:]	[ju:]	[vi:]	[ˈdʌblju:]	[eks]	[wai]	[zi:]/[zed]

2. How do you pronounce the letters when they are in different words? Please look at the following charts:

Single letters:

A	[eɪ] name cake table [æ] apple cat map am [ɑ:] jar dance [ə] what watch
B	[b] book big bag box
C	[k] cat cake cup clock car [s] face nice pencil
D	[d] desk doll dog dad
E	[i:] he she meet me [e] elephant egg bed pen
F	[f] fine friend fly foot fan
G	[g] gun glass glad glove
H	[h] hat he house hand
I	[aɪ] fine bike five ice [i] is sit miss pig picture
J	[dʒ] jeep jam jacket jar
K	[k] kite cake black thank
L	[l] leg left ruler flag lamp
M	[m] am map my mouth milk

N	[n] no know new hand
O	[əʊ] old home nose coke [ɒ] dog not clock box
P	[p] map jeep pig pen apple
Q	[kw] quite quilt quick
R	[r] red radio brother racket
S	[s] sit miss this smile books [z] nose those rose rulers
T	[t] it sit not that table little
U	[ju:] use usually excuse [ʌ] bus us sun duck [u] put pull push
V	[v] five vase very seven
W	[w] we window watch want
X	[ks] box six fox
Y	[aɪ] my fly why bye [jɪ] yes yellow [i] happy baby very
Z	[z] zoo zero

3. Alphabet Song.

Section Four

Further Listening Practice

In this section, you are required to watch a film clip several times. Each time you must complete an exercise with a different focus. Before watching, make yourself familiar with the following words and expressions, which will make it easy for you to understand the video.



New words and phrases:

lay out get ready for a particular purpose or event
准备, 布置

choir *n.* a chorus that sings as part of a religious ceremony 唱诗班

solo *n.* singing performed alone 独唱

showerhead *n.* a fixture showering water on a bather 莲蓬式喷头

transcript *n.* an official written record (e.g. a legal or school record) 成绩单

freaky *adj.* strange, unconventional or unusual
奇怪的, 反常的

audition *n.* a test of the suitability of a performer
试音, 试镜

menace *n.* a threat or the act of threatening
威胁, 胁迫

crucible *n.* (putting to the) severe test 严峻的考验

carnage *n.* killing of many people; punishment
(figurative) 大屠杀; 惩罚 (比喻)

scholastic decathlon competition

院十项全能竞赛

in detention a punishment in which a student must stay
at school after others have gone home 留校, 不准回家

sign-up sheet a registration form used by students when
they register 注册单

to have zero tolerance for cannot tolerate at all 零容忍



Characters: Troy (Wildcat basketball team leader) and Gabriella (a new student)

Setting: In a School club; In a Classroom

Topic: New Year's Eve Party; Cell Phone in the Classroom

Exercise One

Directions: Watch the video clip and listen to the questions, then decide which of the following choices is the best answer to the question.

- When does this episode happen?
 - Before the sports meet.
 - Before graduation.
 - On the eve of Christmas Day.
 - On the eve of the New Year.
- Where does Troy and Gabriella meet?
 - In the bar.
 - On the stage.
 - At a meeting.
 - By the school hall.

3. What is the relationship between Troy and Gabriella?
A) Friends. B) Classmates. C) Strangers. D) Lovers.
4. Where does Troy and Gabriella meet again?
A) In the classroom. B) On the playground.
C) At the bus stop. D) At the school gate.
5. What happened in Miss Darbus' class?
A) The students discussed why they should use cell phones.
B) The students were very interested in her lecture about cell phones.
C) She was very angry because the students couldn't answer her questions.
D) She was very angry because the students played with their cell phones in class.



Exercise Two

Directions: Watch the film clip again and focus on some sentences about the "cell phone in class". Write down what you have heard.

- This is a place of learning, not _____.
- The cell phone menace has returned to _____.
- We have _____ for cell phones in class.

Exercise Three

Directions: Listen to the sentences and repeat what you have heard.

- | | |
|----|-------|
| 1. | _____ |
| 2. | _____ |
| 3. | _____ |
| 4. | _____ |

Exercise Four

Directions: Use the words and expressions from the story and tell your partner what the video clip is about.

You may begin like this.

It was the New Year's Eve. But Gabriella is still doing school work...

At the same time, Troy, the team leader of Wildcat basketball team, is also training. He doesn't seem to be interested in joining the crowd, either...

Section Five

The Punchline

Directions: In this section, you will relax yourself a little bit by listening to a funny story. You may enjoy something interesting or get refreshed after a long time of hard work.

A hint to help you understand:

On a life and death issue, what would be a reasonable choice?

Check out how well you understand:

- Is it funny?
- If so, where is the punchline?
- If not, please tell us why.

