



“十二五”普通高等教育本科国家级规划教材

New 21st Century College English

全新版 21世纪 大学英语 1

主 编 梁正溜
副主编 张春兰 谈永红 黄振羽

视听说
教程

復旦大學出版社

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前言

作为“全新版21世纪大学英语系列教材之一”的《全新版21世纪大学英语视听说教程》和《全新版21世纪大学英语视听说教师参考书》各四册及《基础视听说教程》与《基础视听说教师参考书》，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。

《全新版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 (Further 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。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其方方面面的问题。并通过一些具有广度和深度的课堂活动掌握演示、发言和辩论的技能。

总体而言，《全新版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个新窗户。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。

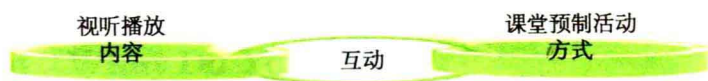
《全新版21世纪大学英语视听说教程》和《全新版21世纪大学英语视听说教师参考书》系列由复旦大学梁正溜教授、王美娣副教授和美籍技术作家（technical writer）Vladimir Ostapowicz 主编，并由众多一线教师参与编写。望使用本书的教师和学生在使用过程中不断提出宝贵意见和建议，以便编者在日后的修订中做得更好。

编者

2013年4月

使用说明

本书为《全新版21世纪大学英语视听说教程》第一册，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 (Further Watching, Listening & Speaking) 和演示和发言 (Making an Oral Presentation)。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，采取一个独特的处理方法，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语言相关的文化。

第五板块 1) 演示和发言板块横向自成体系，具有延续性和连续性；2) 每一单元只侧重演示和发言中某一实际问题，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，并贯彻所有一切教学活动。互动促成了有机的教学整体，展现了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

2013年4月

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Unit One

You Have a Pretty Smile!

— Giving compliments and replying to compliments

Objectives

This unit is intended to help students

1. understand and use the language for giving compliments and replying to compliments;
2. appreciate the rich variety of the functional and notional language;
3. assimilate the language-related culture;
4. learn the important features of being a good speaker at a presentation.

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

terrific /tə'rifɪk/ <i>a.</i>	非常棒的
smart /smɑ:t/ <i>a.</i>	时髦的; 漂亮的
impolite /,ɪmpə'laɪt/ <i>a.</i>	不礼貌的
compliment /'kɒmplɪmənt/ <i>n.</i>	恭维, 赞美

greeting /'gri:tɪŋ/ <i>n.</i>	问候
specific /spɪ'sɪfɪk/ <i>a.</i>	具体的
on top of that	另外
advisable /əd'vaɪzəbl/ <i>a.</i>	明智的
back up	支持
form /fɔ:m/ <i>n.</i>	行为

Hello class. You look terrific today. You boys look smart, and you girls have a beautiful smile... Look, I am expecting your reply, boys and girls. Come on. In the English-speaking culture, it is impolite not to reply to a compliment.

To learn a language is to learn its culture. Giving compliments is part of greeting or a conventional starter. It shows that you care about others. So it is a kind move to notice good things about others. The more specific the better, because it makes the person feel like you notice him/her. On top of that, it is advisable that you back up your compliment. For example, you can say, "It looks terrific on you because it matches your style."

And keep this in mind: It is good form to reply to a compliment in a polite way.

Activity 2: Questions for Discussion

Directions: Have a talk on the following questions.

1. What is a compliment?

2. Do Chinese give a compliment?
When and where?

3. How do you feel when you give and reply to a compliment in Chinese culture?

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	
hey /heɪ/ <i>int.</i>	嘿, 喂
label /leɪbəl/ <i>vt.</i>	贴标签
fire /faɪə(r)/ <i>vt.</i>	解雇
check on	核实, 检查
status /'steɪtəs/ <i>n.</i>	状况
in a second	立刻
I bet...	我敢肯定 (= I am sure...)
fracture /'fræktʃə(r)/ <i>vt.</i>	骨折
ankle /'æŋkl/ <i>n.</i>	踝关节
exam room	检查室
emergency /ɪ'mɜ:dʒənsɪ/ <i>n.</i>	急诊
chart /tʃɑ:t/ <i>n.</i>	病史卡
brace /breɪs/ <i>n.</i>	牙箍
I guess...	我认为 (= I think...)
boy /bɔɪ/ <i>int.</i>	好家伙 (用于表示强烈的感情)
bottom /'bɒtəm/ <i>n.</i>	下齿
mouth guard	牙套

Activity 2: Comprehension Questions

Directions: Watch the video again and decide whether the statements are true (T) or false (F).

Report your decision using the following useful language.

- ... That's true.
- ... It's not correct.
- I think it's true when we say...
- I don't think it is correct to say...
- As we can see, ...
- As I understand it, ...
- From the video, I can say...

- _____ 1. Brenda is a newcomer in the hospital.
- _____ 2. Frank intends to comfort Brenda on purpose.
- _____ 3. Frank is a doctor who knows medicine better than others.
- _____ 4. Brenda seems to be so obedient and helpful to Frank.
- _____ 5. Frank is quick enough to notice Brenda's braces for compliment.
- _____ 6. Brenda does not seem to be happy about Frank's compliment.

Activity 3: Role-play

Directions: Play the roles of Frank and Brenda with the silenced video behind.



Activity 4: Functional & Notional Language

Directions: Watch the video again and fill in the blanks with the missing words of compliment.

Frank: Hey, hey... you okay?

Brenda: He told me to pick up the blood, so I did, but he never told me to label it.

Frank: Hey, it's okay. Stop crying. What's your name?

Brenda: Brenda.

Frank: Brenda. Brenda, I wouldn't worry about it. You know, these doctors, you know, they don't know everything.

Brenda: It's my first week. And I think they're going to fire me.

Frank: No, no, nobody's going to fire you, Brenda. _____.

Brenda: No, I'm not.

Frank: Yeah, I bet if I asked you to check on the status of my friend Lance Applebaum, you could do that for me in a second.

Brenda: Mr. Applebaum fractured his ankle. Dr. Ashland is treating him in exam room seven.

Frank: You see that? No problem.

Brenda: This is the emergency chart. See that blue star there? That means that the patient has been diagnosed. And then, after he's been treated, we put a red circle here, see?

Frank: How do you like those braces?

Brenda: I guess they're all right.

Frank: I got mine off last year. Boy, I hated them. They were bottoms. You know, I still got to wear my mouth guard.

Brenda: _____.

Frank: Well, thank you. _____ . No, I mean it.

Brenda: Thank you.

Frank: You're welcome.

Activity 5: Additional Functional & Notional Language

Directions: Get familiar with the following useful language.

Giving Compliments

- I'd like to compliment you on...
- I think your... is very nice/beautiful/great/fantastic/gorgeous.
- I just love your...
- I like it when you...
- You have a nice/beautiful/great/fantastic/gorgeous...
- The/Your... is nice/beautiful/great/fantastic/gorgeous.
- What a nice/beautiful/great/fantastic/gorgeous... you've got!
- That's nice/beautiful/great/fantastic/gorgeous.

Replying to Compliments

- Thank you.
- Thank you. It's nice of you to say so.
- I'm glad you like it.
- Thank you. Yours is even nicer.
- Thank you, but it really isn't anything special.

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 Andrew and Adam. Before that, getting to know the following useful language might be helpful.



Useful Language

company /'kʌmpəni/ <i>n.</i>	陪伴
to be honest	坦率地说
precise /preɪ'saɪs/ <i>a.</i>	确切的
concise /kən'saɪs/ <i>a.</i>	简洁的
necklace /'neɪklɪs/ <i>n.</i>	项链

Andrew: May I sit here?

Adam: It is free. I enjoy having company like you.

Andrew: Do you?

Adam: To be honest, I do as always.

Andrew: Thanks. Look, you made a good presentation in class. I like the way you made it.

It's precise and concise.

Adam: Thanks for your compliments.

Andrew: My pleasure.

Adam: Hey, what a beautiful necklace you are wearing!

Andrew: I'm glad you like it.

Adam: It really looks terrific on you. You know why? It matches your eyes.

Andrew: Oh yeah?


Adam: It is a perfect match.

Andrew: It's nice of you to say so. Thanks.

Adam: Listen, what are you doing tonight?
 Andrew: Nothing special. Why?

Activity 7: Free Oral Practice

Directions: Practice one of the encounters using the functional and notional language you have just learned.

Encounters	Giving & Replying to Compliments
<p>Meeting:</p> <ul style="list-style-type: none"> - your colleague who is dressed up - your co-worker with a new hair style - your friend wearing a new blouse - your classmate who is on diet - your roommate who has her hair dyed - your boyfriend wearing a new tie - your girlfriend wearing braces - your teacher on Monday morning 	

Section Three

Cultural Assimilation

Activity 1: A Cultural Glimpse

Directions: Listen to the following passage carefully and try to get the message. Before that, getting to know the following useful language might be helpful.



Useful Language	
comfortable /'kʌmfətəbl/ <i>a.</i>	自在的, 舒坦的
insincere /,ɪnsɪn'siə(r)/ <i>a.</i>	虚伪的
sarcastic /sɑ:'kæstɪk/ <i>a.</i>	讽刺的
tone /təʊn/ <i>n.</i>	口气
a big deal	极为重要
protocol /'prəʊtəkɒl/ <i>n.</i>	礼仪
apply to	适用于

How do you feel about the compliments Frank makes to Brenda in the video? Probably you would say that he does it on purpose. Nobody would feel comfortable with an insincere compliment, and even with one in a sarcastic tone. Are there any people who make such a compliment among us in China? Probably, people do in any culture.

So we are learning that it is a big deal to make a compliment in an honest way, but not for the protocol. Honesty is the best policy. And it applies to giving compliments and replying to compliments.

Activity 2: Observation and Imitation

Directions: Watch a video clip and pay attention to the compliments. Before that, getting to know the following useful language might be helpful.



Useful Language

impostor /ɪm'pɒstə(r)/ *n.*

冒名顶替者，骗子

Activity 3: Critical Discussion

Directions: Explore the following questions. Be critical.

1. Is there the practice of compliment in any culture?

2. Are there any differences between the Chinese and English-speaking cultures when it comes to giving and replying to compliments?

3. How can we be honest and genuine in the practice of compliment?
