

# 大学实用英语视听说教程

College Practical English Viewing, Listening & Speaking Course

## 第二册

主 编 吴 云 俞理明

编 者 (排名不分先后)

吴 云 俞理明 施志渝

邵军航 毛 锋 李晓媛

徐璐璐 陈希茹 付仙梅



华东师范大学出版社

## 图书在版编目 ( CIP ) 数据

大学实用英语视听说教程. 第2册 / 吴云, 俞理明主编. —上海: 华东师范大学出版社, 2014.1

ISBN 978-7-5675-1660-1

I. ①大… II. ①吴… ②俞… III. ①英语—听说教学—高等学校—教材 IV. ①H319.9

中国版本图书馆CIP数据核字 (2014) 第017132号

## 大学实用英语视听说教程 (第二册)

主 编 吴 云 俞理明  
项目编辑 姚 望  
审读编辑 李曼铭 马秀群  
特约编辑 朱林民  
封面设计 顾 欣  
责任印制 张久荣

出版发行 华东师范大学出版社  
社 址 上海市中山北路3663号 邮编 200062  
网 址 [www.ecnupress.com.cn](http://www.ecnupress.com.cn)  
电 话 021-60821666 行政传真 021-62572105  
客服电话 021-62865537 门市 (邮购) 电话 021-62869887  
地 址 上海市中山北路3663号华东师范大学校内先锋路口  
网 店 <http://hdsdcbs.tmall.com>

印 刷 者 上海竟成印务有限公司  
开 本 787×1092 16开  
印 张 12.5  
字 数 207千字  
版 次 2014年1月第一版  
印 次 2014年1月第一次  
书 号 ISBN 978-7-5675-1660-1/H·667  
定 价 39.80 元

出 版 人 朱杰人

(如发现本版图书有印订质量问题, 请寄回本社客服中心调换或电话021-62865537联系)

# 前言

文秋芳(2002)在论述英语专业教材的编写原则时提到了以下三条重要原则:以“人的发展”为重要依据、以第二语言理论的最新成果为依据、充分体现中国外语教学的特色。我们认为这三条同样是大学英语教材编写应遵循的原则。

在文秋芳提出的上述三个原则中,“人的发展”这一条似乎在国内出版的各种各样的教材评论中很少提及。其实,所谓“人的发展”这一编写教材的原则,也就是我们常说的以学生为中心的教学原则。对以学生为中心的教学原则的贯彻,不是仅局限于课堂教学过程中,而是要体现在整个外语教学的每一环节上,其中当然包括教材编写这一非常重要的环节。

纵观目前已经出版的种目繁多的本科大学英语教材,我们发现一个突出的问题就是把使用教材的大学生看成是清一色的整体,认为一套教材能适用所有学生。而事实上,不同英语水平、不同专业方向、不同就业目标的大学生对大学英语教材的需求是不同的。就拿英语水平来说,几乎每一个在校的大学生从小学到高中学习英语约有十年之久,他们之间的英语水平也就有很大差异。我们大学英语教材如何去满足英语水平不同的学生需要?最常见的做法是用一套大学英语教材来满足各种英语水平学生的需要,最多再搞一个预备级来满足英语水平低的学生们的需要。在我们看来,这不是以学生为中心的编写原则,而是以教材编写者为中心,不是以教材来适应学生,而是以学生来适应教材。Cunningworth(1995)指出,教材扮演的是一个辅助学习的角色。如同教师一样,教材在学习者和目的语之间,通过提供相应级别或水平的语言来充当一种媒介作用,教材编者也参与了这个教与学的过程。所以如何针对不同目的语(即英语)水平编写不同的英语教材应当成为教材编写者主要考虑的一个问题,但目前似乎还没有人对这个问题做过详细的研究。

文秋芳在我们引述的文章中进一步指出,教材可以分成三大板块:①语言板块;②人生观与世界观板块;③终生学习与研究能力板块。其中语言板块处于中心地位,其他两个板块的内容必须贯穿于语言板块的始终。因此,如何处理好语言板块成为教材编写的一个核心问题。本教材在处理语言板块时,明确以中、低起点的学生为主要对象,从选材到练习,充分考虑这些学生的实际英语水平和心理特征。

除了在教材难度上充分考虑本教材使用者的目的语的实际水平外,我们还真正把应用性放在第一位,把学生的就业需要充分考虑进去。值得注意的是,虽然在我国目前出版的大学英语教材中都提到“实用”或“应用”,但这些教材往往先考虑人文性,再兼顾应用性。我们在教材编写中,每一单元大致可以分成阅读和应用两大模块,这样从体例上体现了实用性的语言训练和传统的“精读”平分秋色的特色。本系列教材涵盖语言功能、场景功能和信息功能。语言功能涉及介绍、邀请、请求、祝贺、约会、建议、拒绝、抱怨等30多项;场景功能涉及商务电话、商务谈判、演讲、销售等60多个常用场景;信息功能涉及可能性、原因与结果、信息核查与核实、意念对照与比较、表述趋势、信息分类、信息综合、信息切换、信息转化等。此外,本系列教材同时也非常强调对学生实用写作技能和商务技能的训练和提高。实用写作技能涉及预订书信、邀请信、感谢信、旅行报告、演讲、欢迎词、简历、求职信、导游讲解、景点介绍、水单、留言记录表、中西餐菜单、通关表单、通知、海报、新闻稿、E-MAIL、传真、自荐信、留学表单等。商务技能涉及意向书、咨询函、索赔、投诉、祝贺、商务请柬、账单、接受/拒绝工作意向、合同、催款、调研报告、市场分析报告、业绩汇报、祝酒词、开幕词、会议议程、会议记录、贸易等。

语言板块处理好了,这也为文秋芳所说的“人生观与世界观板块”和“终生学习与研究能力

板块”的建设奠定了良好的基础。这两个模块体现在以下几方面：

### 一、着眼学生的学习动机，点燃学生的学习激情

本系列教材的语言模块，语料新颖实用，形式短小，言语生动有趣，练习精当，时代感强，体现很强的实用型、趣味型、情景型、职场型、言语型、文化渗透型等特色。我们的阅读课文中，使用“新”、“趣”、“奇”的故事情节，来抓学生的“兴奋点”，燃起他们学习和使用英语的热情。

看一本教材能否激发学生的动机，除了语言材料要为学生喜闻乐见之外，教材还要反映学生的需要。学生的需要有两种，一是将来就业的需要，上面已经讲到，我们教材采用实用型，就是为了解决学生的这一需要；此外，学生还有通过四、六级考试的需要，我们仔细研究四、六级新动向，教材练习的编写体现了四、六级最新题型。

### 二、注重学生人文精神培养，启迪学生心灵

二语习得研究者指出，在外语学习中，不能把注意力仅仅聚焦到语言形式上，而是在关注语言的同时，还要关注这种语言形式所表达的思想内容。但不少教材把提高学生英语能力作为教材编写的出发点和归宿，而把提高学生人文精神看作与己无关的“分外事”。课文分析讲解几乎都集中在语言形式，对课文内容只满足于一般的理解，而不去引导学生深入挖掘课文深层次的含义。

我们认为，如果提高语言能力是编写教材的唯一目的，那么教材中怎么能建造“人生观与世界观”板块呢？事实是，语言离不开文化，语言学习离不开对内容的理解和思想的交流。课文难度越高，表达越复杂，语言、思想和文化的交织程度就越高。因此，到了大学英语教学阶段，如何处理好语言和文化教学是每个教材编写人员都无法避免的问题。

### 三、充分利用现代科学技术手段，培养学生的自主学习能力

信息技术的发展给我们教材编写者如何利用网络这个平台，给学生创造一个学习和使用语言技能的舞台提出更高的要求，这也是教育部对外语教学的最新精神。本系列教材配套提供的相关网络资源，引导学生学会利用计算机和网络来进行自主性学习。本书部分练习需要学生到指定网站或本书提供的光盘上去搜索、阅读、剪辑、整理相关信息。

本教程为“大学实用英语系列教材”之《大学实用英语视听说教程》，共四册，每册八个单元。本教程选材地道、难度适中、体例新颖活泼，富有时代感和创新性。本教程每个单元的内容包括以下几部分：Part I Warm-up：热身练习，利用图片、文字、声音及回答问题的方式激发学生对单元主题的了解；Part II Listen and watch：视听练习，通过听力技巧训练、新闻听力练习、视频练习等方式提高学生的综合语言应用能力；Leisure Time：休闲一刻，主要是让学生听一些经典歌曲或观看一些趣味视频，放松心情，寓教于乐；Part III Let's talk：观看视频并根据提供的情景进行口语练习；Part IV Supplementary tasks：配音练习和故事听写，配音练习目的在于让学生观看一些经典电影片段，然后进行配音练习，使学生能够学到纯正地道的发音和句式，故事听写主要是让学生听一些与单元主题相关的故事，做听力填空练习，加强学生捕捉信息的能力。

由于编写时间仓促和水平有限，恳请广大使用本教程的教师和学生批评指正，以便我们在今后的修订中加以改进。

编者

2013年10月

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# Unit 1

## Social Etiquette

### Part I Warm-up

#### A. Look and listen

Listen to the following statements and fill in the blanks with the words in the list.

seated	eye	address	dress	especially	appropriate
face	formal	suit	caller	briefly	jewelry



1. At a \_\_\_\_\_ dinner, it is customary for the man to help the lady on his right to be \_\_\_\_\_.



2. A \_\_\_\_\_ is a good choice for a job interview. Don't wear too much \_\_\_\_\_.

3. In business situations, it is \_\_\_\_\_ to answer the phone with your name to let the \_\_\_\_\_ know who you are.



4. Always look people in the \_\_\_\_\_ while you are talking to them and \_\_\_\_\_ when they are talking to you.

**B. Ask and answer the questions**

Ask and answer the following questions with a partner.

1. What gift would you give your host or hostess when attending a party?

---

---

2. Do you talk on your cell phone in a meeting? What is basic cell phone etiquette?

---

---

**Learning****Gift for party host**

I would give the host or hostess a gift that...

I think you can never go wrong with...

If I know the hobbies and interests of the host, I can...

If my party host or hostess is a music lover, ...

**Cell phone etiquette**

When I am in a meeting or at the theatre, ...

When I get a call and I'm with friends, ...

I never talk on my cell phone while / where...

## Part II Listen and watch

### Section One

Listen for pronunciation skills

#### A. Listen and practice

Listen to the following statements and underline the stressed words.

1. He gave me an apple.
2. He'll come here on Sunday.
3. I did tell him the news.
4. They did it well.
5. I'd like a steak, please.
6. Leave me alone.
7. I've got to be going.
8. She told us to leave.
9. Tom and Mary are good friends.
10. It really wasn't my idea.

## B. Listen and repeat

Listen and read each statement after the speaker.

### Learning

#### 重读和弱读 1

在学习句子的读法时，特别要体会一轻一重或一重一轻的节奏感。重读的词在发音长度和强度上都有所加强，而弱读的词则长度较短，强度较弱。

英语句子中哪些词需重读、哪些词需弱读是有规律可寻的。英语词汇可以分为两类：实词和虚词。通常实词需要重读，虚词需要弱读。

实词包括：名词、动词（助动词 do 用于强调时也要重读）、形容词、副词；

虚词包括：限定词（the, a, some, a few 等）、助动词（do, be, can 等）、介词（on, at, in 等）、连词（and, when, but 等）、代词（they, us, she 等）。例如：It's made of cheese and eggs. /ɪts 'meɪd əv 'tʃi:z ənd 'egz/.（划线部分重读，非划线部分弱读）。

A. Item 1

School Uniforms

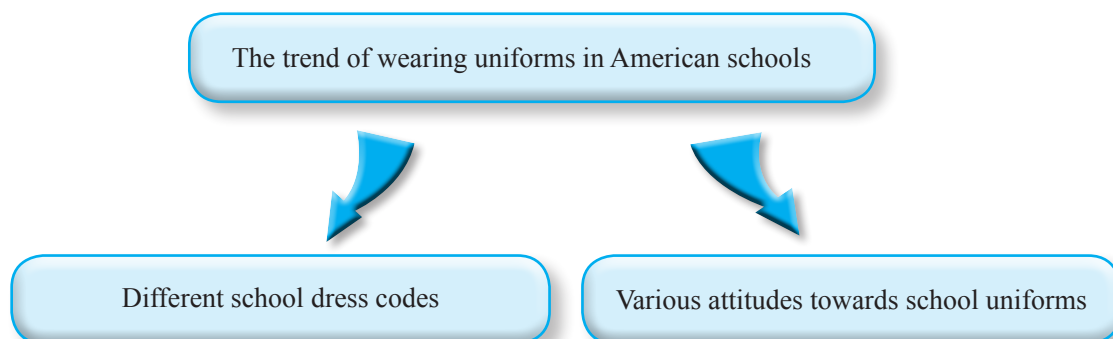


Glossary

uniform /'ju:nɪfɔ:m/ <i>n.</i>	制服
dress code	着装规范
acceptable /ək'septəbl/ <i>a.</i>	可接受的
offensive /ə'fensɪv/ <i>a.</i>	冒犯的, 无礼的

## 1. Read the graph

This report is about the dress code in American schools.



## 2. Listen for details

1) Listen to the report and choose the best answer to the following question.

What kind of clothing is commonly banned by American schools?

- a. All clothing except for uniforms.
- b. Flesh-colored clothing.
- c. Clothing that shows offensive images.
- d. Dirty clothing.

2) Now listen to the report again and choose the best answer to the following question.

Which of the following statements is true?

- a. All American public schools require uniforms.
- b. Some people hold that uniforms violate civil rights.
- c. Parents support the idea of uniforms unconditionally.
- d. Parents argue that uniforms cost too much.

## B. Item 2

## What Can School Uniforms Bring Us?

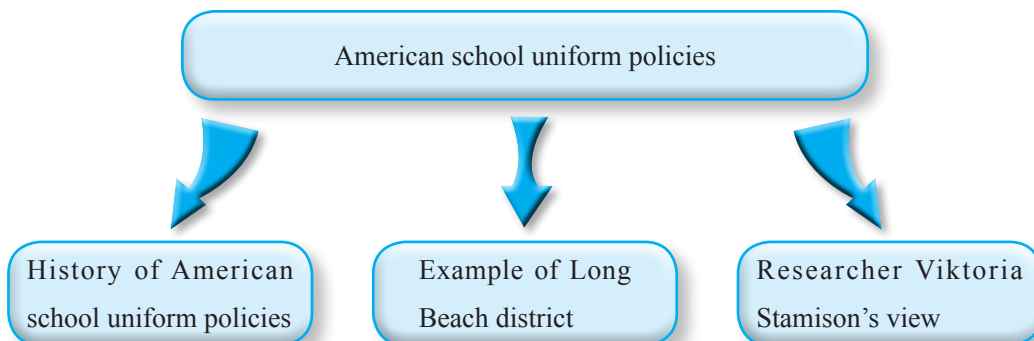


## Glossary

elementary school	小学
estimate /'estimət/ <i>n.</i>	估计
Long Beach	长滩（美国加州西南部城市）
attendance /ə'tendəns/ <i>n.</i>	出席；出勤率
statewide /'steɪtwaɪd/ <i>ad.</i>	全州范围地
misbehavior /,mɪsbɪ'heɪvjə(r)/ <i>n.</i>	不规矩的行为

## 1. Read the graph

This report is about school uniform policies and the mixed results.



**2. Listen for details****1) Listen to the report and choose the best answer to the following question.**

What percentage of public elementary schools required students to wear uniforms in 2002?

- a. About 12%.
- b. About 20%.
- c. About 24%.
- d. About 30%.

**2) Now listen to the report again and choose the best answer to the following question.**

According to Viktoria Stamison, all the following factors could have led to fewer behavior problems and better attendance EXCEPT \_\_\_\_\_.

- a. better parental supervision
- b. increased punishments for misbehavior
- c. reduction in class sizes
- d. school uniforms

## C. Item 3

## Gift Cards

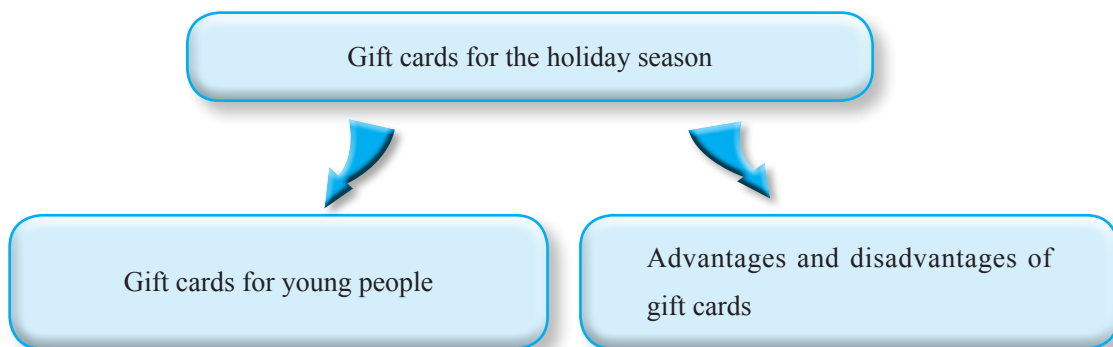


## Glossary

- Hanukkah /'hænu:kə/ *n.* (犹太教) 光明节  
 celebration /,selɪ'breɪʃn/ *n.* 庆祝  
 restriction /rɪ'strɪkʃn/ *n.* 制约因素

## 1. Read the graph

This report is about gift cards during the holiday season.



## **2. Listen for details**

### **1) Listen to the report and choose the best answer to the following question.**

According to the report, what is part of Christmas and Hanukkah celebrations?

- a. Giving and receiving gifts.
- b. Making gifts by oneself.
- c. Asking for gifts from friends.
- d. Selling gifts received the previous year.

### **2) Now listen to the report again and choose the best answer to the following question.**

What can we learn about gift cards from the report?

- a. Gift cards have a long history.
- b. Gift cards have no restrictions.
- c. Gift cards help stores make big profits.
- d. Gift cards are given away for free by stores.

## Section Three

## Read after me

Listen to the following statements and read after the speaker, paying attention to the underlined parts.

1. There are also debates about whether uniforms or other dress policies violate civil rights.
2. Supporters believe dressing the same creates a better learning environment and safer schools.
3. Buying a gift card is a good way to solve the problem of what to buy someone.

## Section Four

## Real world

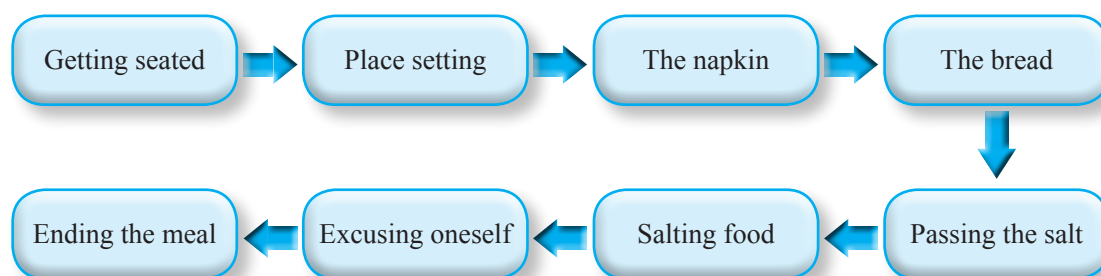
## The Business of Etiquette



## Glossary

the ins and outs (of sth.)	全部细节, 诀窍
napkin /'næpkɪn/ <i>n.</i>	餐巾
goblet /'gɒblət/ <i>n.</i>	高脚酒杯
print /prɪnt/ <i>v.</i>	用印刷体书写
lap /læp/ <i>n.</i>	(坐着时的) 大腿部

### A. Read the graph



### B. Watch for details

Watch the video clip. Choose the best answers to the following questions.

1. How do you use the knives and forks?
  - a. From left to right.
  - b. From right to left.
  - c. From the outside in.
  - d. From the inside out.
2. In which direction should you pass the salt?
  - a. To the left.
  - b. To the right.
  - c. Across the table.
  - d. The fastest way to get to the person.
3. What is the last act of a meal?
  - a. Getting out of the chair.
  - b. Folding the napkin.
  - c. Rearranging the knives and forks.
  - d. Pushing the chair under the table.

## C. Listen and write

Listen to the sound clips and fill in the blanks with the exact words or phrases you've heard.

1. Whether a man or a woman, you will always enter your chair from \_\_\_\_\_ of the chair. Just \_\_\_\_\_ and take a seat.
2. We've got the \_\_\_\_\_ standing for your bread plate, and the little "d" standing for your \_\_\_\_\_.
3. The "but" is, when there's clearly a \_\_\_\_\_, you must wait for him or her to place their napkin \_\_\_\_\_ before you do it.
4. \_\_\_\_\_: salting your food before you've tasted it is considered \_\_\_\_\_.
5. So there you have it — the \_\_\_\_\_ to business dining \_\_\_\_\_.

## Leisure Time

Now, let's relax. Watch the music video *Save the Last Dance for Me* by Michael Bublé.



## Save the Last Dance for Me 把最后一支舞留给我

You can dance  
 Every dance with the guy who gives you the eye  
 Let him hold you tight  
 You can smile  
 Every smile for the man who holds your hand  
 Beneath the pale moonlight  
 But don't forget who's taking you home  
 And in whose arms you're gonna be  
 So darlin', save the last dance for me

Oh, I know  
 That the music's fine, like sparkling wine  
 Go and have your fun  
 Laugh and sing  
 But while we're apart  
 Don't you give your heart to anyone  
 And don't forget who's taking you home  
 And in whose arms you're gonna be  
 So darlin', save the last dance for me

Baby, don't you know I love you so  
 Can't you feel it when we touch  
 I will never, never let you go  
 I love you, oh, so much

You can dance  
 Go and carry on  
 Till the night is gone  
 And it's time to go  
 If he asks  
 If you're all alone  
 Can he walk you home  
 You must tell him no

你可以跳舞  
 和那个向你抛媚眼的家伙跳每一支舞  
 让他紧紧拥着你  
 你可以微笑  
 对那个在暗淡的月光下紧握你手的男  
 人绽放每一个微笑  
 但别忘记谁将带你回家  
 而你又将在谁的怀抱  
 所以，亲爱的，把最后一支舞留给我

哦，我知道  
 这音乐就像是醉人的美酒  
 去尽情欢乐吧  
 欢笑，歌唱  
 但当我们分开时  
 请不要把心交给别人  
 别忘记谁将带你回家  
 而你又将在谁的怀抱  
 所以，亲爱的，把最后一支舞留给我

宝贝，难道你不知道我爱你  
 我们相拥时难道你没感受到  
 我永远也不愿让你离去  
 我是如此爱你

你可以跳舞  
 跳吧  
 从长夜到黎明  
 但回家的时候  
 如果他问你  
 是否独自一人  
 是否可以送你回家  
 一定要告诉他“不”

Coz don't forget who's taking you home  
And in whose arms you're gonna be  
Save the last dance for me

因为别忘记谁将带你回家  
而你又将在谁的怀抱  
所以，亲爱的，把最后一支舞留给我

Oh, I know  
That the music's fine, like sparkling wine  
Go and have your fun  
Laugh and sing  
But while we're apart  
Don't give your heart to anyone  
And don't forget who's taking you home  
And in whose arms you're gonna be  
So darlin', save the last dance for me

哦，我知道  
这音乐就像是醉人的美酒  
去尽情欢乐吧  
欢笑，歌唱  
但是当我们分开时  
不要把你的心交给别人  
别忘记谁将带你回家  
而你又将在谁的怀抱  
所以，亲爱的，把最后一支舞留给我

So don't forget who's taking you home  
Or in whose arms you're gonna be  
So darlin', save the last dance for me

别忘记谁将带你回家  
而你将在你的怀抱  
所以，亲爱的，把最后一支舞留给我

Oh, baby, won't you save the last dance for me?

哦，最亲爱的，难道你不要与我跳最后一支舞？

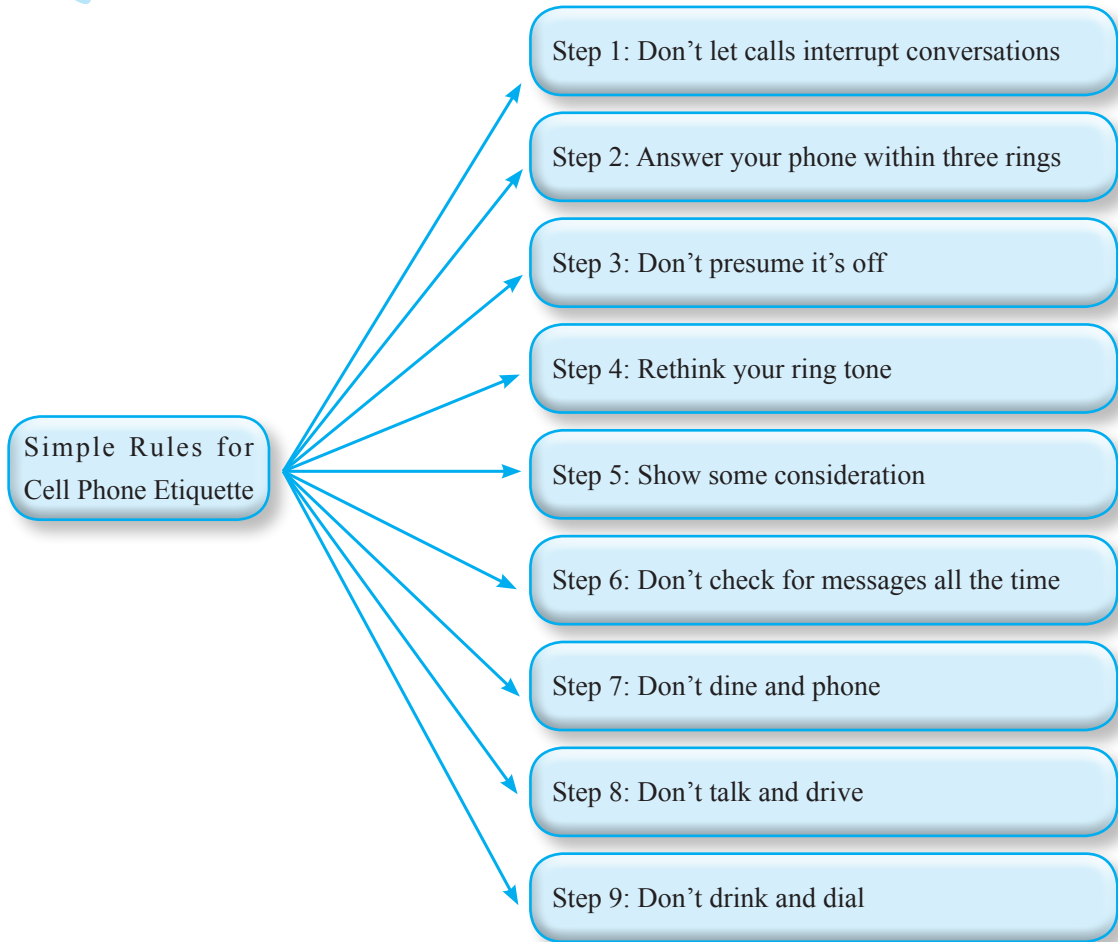
Oh, you make a promise that you'll save the last dance for me  
Save the last dance, the very last dance for me

哦，你答应我要与我跳最后一支舞  
与我共舞，与我跳最后一支舞

**Part III Let's talk****Section One Cell phone etiquette****Glossary**

common sense	常识
vibrate /vaɪ'breɪt/ v.	震动
ring tone	手机铃声
snippet /'snɪpɪt/ n.	一小段（谈话、音乐等）
peek /pi:k/ n.	一瞥，匆匆一看

## A. Read the graph



## B. Get the theme

Answer the following questions according to the video clip you've just watched.

1. What is the program mainly about?

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2. How many simple rules have been mentioned in the program?

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3. Generally speaking, what do you need if you want to behave properly when using cell phones?

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## Learning

**Making suggestions**

If you must..., you'd better...

Don't...

You should...

Why not...?

From my perspective, it's better for you to...

How about...

If I were you, I'd...

**Accepting / rejecting suggestions**

Thank you. I'll take your advice.

Thank you. I need to think about it.

Thank you. But that's not my style.

Thank you. But I don't have time.

Thank you. But I'm not interested in this.

**Section Two** Your turn

Work in pairs. You are to give some suggestions about proper cell phone etiquette. Prepare a dialogue and act it out before the class, referring to the following outline:

1. Something bad happened during the lecture (Angela's cell phone rang).
2. Beth is giving some suggestions to Angela on proper cell phone etiquette.

**Learning****How to give suggestions**

1. It is better for us to give suggestions or advice in a clear-cut way instead of beating about the bush, to avoid misunderstanding.
2. It is not enough for us to just give a suggestion. In most cases, we have to use some examples, figures, and statistics to justify the suggestion we've proposed so that the listeners will be more likely to take it and make it work.

However, giving suggestions in a clear-cut way should not translate into doing it in a way that makes people feel hurt or embarrassed. Instead, under some circumstances, we could say something good about Plan A before introducing the better Plan B. For example, "What you've mentioned sounds good, but I just wonder is it better if..."

## Part IV Supplementary tasks

### A. Dubbing

#### The Princess Diaries



#### Glossary

complexion /kəm'plekʃn/ <i>n.</i>	面色, 气色
Bushman /'bʊʃmən/ <i>n.</i>	布须曼人 (非洲南部土著民族)
scrutiny /'skru:təni/ <i>n.</i>	仔细检查
slump /slʌmp/ <i>v.</i>	重重地坐下 (倒下)
tuck /tʌk/ <i>v.</i>	卷起

#### Background Information

Fifteen-year-old Mia discovers that her father is the Prince of Genovia and she is the sole heir to the throne. She must decide, by her sixteenth birthday, whether she will live as a princess and move to Genovia or remain in Manhattan where she lives with her artist mom. She must suffer the indignity of princess lessons at the hands of her stern grandmother.

Watch the video clip with the help of the lines below and then do the dubbing job by watching the silent video clip. Pay attention to the characters' mouth movements, and try to achieve lip-sync.

**Clarisse:** Charlotte, take notes, will you? Amelia, circle slowly so I can evaluate the work to be done. Amelia! Does your bad posture affect your hearing? Turn.

**Mia:** Oh, sorry.

**Clarisse:** No, no, no, slowly, turn slowly. Well, carriage, obviously. Hairstyle. Complexion... Stop! Eyes, lovely... but hidden beneath Bushman eyebrows. The neck is seemly. Ears like her father.

**Mia:** Really? They are?

**Clarisse:** Oh, my! Who has nails like these?

**Mia:** Everybody?

**Clarisse:** Tomorrow I would like to see clean fingers. And you will wear stockings. Not tights, not socks. And I never want to see those shoes again. When walking in a crowd, one is under scrutiny all the time. So we don't slump like this. We drop the shoulders, we think tall, we tuck under and we transfer the weight from one foot... No. Princesses never cross their legs in public. Why don't you just tuck one ankle behind the other and place the hands gracefully on the knees.

**Mia:** Aah!

**Clarisse:** Charlotte, I think it's time for tea.

## B. Story dictation

## Customers in Restaurants



## Glossary

dessert /dɪ'zɜ:t/ <i>n.</i>	甜点
drive-through restaurant	不必下车即可得到服务的餐馆
intercom /'ɪntəkɒm/ <i>n.</i>	对讲机
moped /'məʊpɪd/ <i>n.</i>	摩托自行车

Listen to three stories and fill in the missing words. The stories will be read three times. The first and the third times they will be read at normal speed, and the second time there will be a 10-second pause for each missing part.

**Now listen to the stories:**

Customers in restaurants behave differently. Here are three stories about their funny and disgusting behavior.

1. One lunchtime, I was waiting on a man who was dining alone. He looked like a typical businessman: (1) \_\_\_\_\_ and he had a cell phone and a newspaper with him. He talked on his phone for most of the meal. When I brought his dessert, he told me that he had to leave the restaurant for a few minutes. He left his phone on the table.

Well, after about ten minutes, he still hadn't come back to the table. I went over to the table and realized that the mobile phone was actually a toy. (2) \_\_\_\_\_.

2. I work as a server in a fast-food restaurant. It's a drive-through restaurant: (3) \_\_\_\_\_ and speak into the intercom. "May I take your order?" I said into the intercom as usual. A voice replied, "Hamburger, cheeseburger, double cheeseburger, small and large roast beef sandwich, chicken sandwich, regular fries, large fries, apple pie, chocolate shake, strawberry shake, Coke, diet Coke, 7UP and orange juice." The staff prepared the large order and filled several bags. When the customer got the food, she was shocked. "But that wasn't my order," she said. "(4) \_\_\_\_\_."

3. Our restaurant has tables outside, on the street. People often stop for a coffee or a glass of wine while they are out for a walk. One day a woman came along with a big dog. She tied her dog to the table, sat down and ordered a glass of white wine.

Everything was fine for a few minutes — then a man rode by on a moped. The dog chased the moped, pulling the table behind it, and of course the woman's wine fell to the ground. So we cleaned everything up, and brought the customer another glass of wine. Later we gave her the bill for her drinks. She refused to pay for the second glass of wine because "(5) \_\_\_\_\_" that she couldn't drink the first one!