



普通高等教育大学英语系列教材

# INNOVATION COLLEGE ENGLISH

## 创新大学英语 视听说教程·教师用书·

A Viewing, Listening and Speaking Course

4

总主编◎王大伟

本册主编◎王大伟 魏娟



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## 出版说明

为了满足高等院校大学英语教学改革的需要,我们专门组织编写了这套突出实用性、应用性的教材,供高等学校非英语专业本科生及同等程度的学习者使用。

随着全球化的日益发展,国际间的政治、经济、商业和文化交流活动越来越频繁,社会需要既掌握专业技能又懂外语的人才。新时代的大学生必须在学好本专业知识的同时,提高外语水平和实际运用能力,这样才能在激烈的竞争中站稳脚跟。因此我们所编的这套大学英语教材,既包含当前教学所需的最新、实用的内容,又融入新的教学理念和教学方法,以期从容应对日益增长的社会需求。

本套教材的编写十分注重构建真实的交际语境,以学生的需要为中心而设计,强调实用性,即为学生设计贴近实际应用的交际任务,通过互动练习,激发、鼓励学生的自主思考。本教材还通过设置目标、设置问题,让学生在达成目标、解决问题的过程中,以积极主动的态度来达到最佳的学习效果。此外,还特别针对学生的实际需求,设计了不少生动有趣的模块。这些设计都是为了便于学生理解、掌握和运用语言知识。

本系列教材邀请来自各高等院校的外语专家组成编写委员会。为了编好这套教材,我们曾多次召开编写会议。北京外国语大学、上海外国语大学、广东外语外贸大学、华中科技大学、华东师范大学、北京交通大学、华南理工大学、华东理工大学、东南大学、四川外国语学院、湖南师范大学、中南财经政法大学、上海理工大学、浙江工商大学、曲阜师范大学、扬州大学、上海海事大学、上海师范大学、北京第二外国语学院、三峡大学、北京师范大学珠海分校、九江学院、黄山学院、安阳师范学院、黄冈师范学院、合肥学院、嘉兴学院等高校的英语教育专家和一线教师,对教材的编写工作提出了宝贵的意见,在此谨表示衷心的感谢。

最后,我们希望本教材能为我国大学英语教学改革和创新作出一点贡献,同时真诚地希望英语教学专家、学者、大学英语教学一线教师以及广大读者对本套教材提出宝贵意见,以便不断改进,精益求精。

华东师范大学出版社

2009年6月



# 前 言

《创新大学英语视听说教程》第一至四册为公共英语教材,供非英语专业本科学生使用,也可供程度相当的自学者使用。

强化英语听说能力是大学英语教学改革的重要方向之一。但由于学生入学时英语水平程度差异较大,不少大学英语听说教材在普通本科院校中使用起来普遍偏难,教师授课困难较大。针对这些状况,我们编写本系列教材,希望能对解决这些问题作出我们微薄的贡献。

本教程以普通本科院校学生入学水平的中等程度为起点,即在学习本教程之前,学生已掌握基本的英语语音和语法知识,能认知中学大纲中的大部分英语单词,并在听、说、读、写等方面受过初步训练。在学完本教程后,力争做到:中上等水平的学生在英语语言知识和语言的实际运用能力方面,可以达到大学英语六级的水平;中等水平的学生能够达到大学英语四级水平,能够在工作中运用英语进行与工作相关的交际。

教材的质量关系到国家人才的培养。为了编写出高质量的教材,本教程编写者怀着强烈的质量意识,踏踏实实、一丝不苟地工作,在整体编写中遵循如下理念:

丰富而实用的选材。本教程的所有主题贴近生活与工作实际,视角触及面广,关注实用性。

精心而系统的练习。练习设计的重要性不亚于课文。丰富多样的练习活动能体现各种技能训练的要求,可为学生提供更多提高听、说等各项技能的机会,极大地增强学生学习语言的兴趣。

结构清晰,易于教学。教程形式活泼多样,与众不同,图文并茂,互动性强。每册教材的侧重点不同,但注意系统性和独立性的有机结合。本系列教程可成套使用,亦可根据使用者的实际情况选择使用。

本教程共分4册,即每学期一册。每课授课时间可根据教学对象的水平和课程总体安排等情况,由教师酌定。本教程与读写译教程(1—4)配合使用可获得更理想的教学效果,读写译教程以课文为中心,由浅入深,循序渐进,进行语法、词汇等基础知识的综合教学;对学生的读、写、译等基本技能进行全面的训练,培养学生准确运用所学知识进行语言交际的能力。

最后,本教程在编写过程中得到多位英语教学界专家的支持,在此一并对他们表示衷心的感谢。

大学英语系列教材编委会

2009年6月

# 编者说明

## 一、教材特点

本教程注重实用性,注重口语练习,对话多于短文,有利于学生发展具有交际意义的听说能力;包括大量实用性材料,以及当今热点话题,对学生今后工作岗位上使用英语帮助较大;严格控制课文中的语言难度,绝大部分词汇是大纲内的词汇(只有少量热点新词汇和专用名词超纲),这有利于提高英语学习的效率。此外,我们还大量使用图片,提供英语笑话,增大学习的趣味性,以适应当代大学生的认知习惯。

## 二、教材内容与结构

1. 每个单元的视听说对话、短文(以及配套的《读写译教程》中的课文)都围绕同一话题而且内容各不相同,便于学生不断深入学习。

2. 教材含有很多实用性、应用性的材料,能让学生学以致用,在现实社会中有实用价值。具体来说,本教程的第一、二册中大约有一半的话题属于实用性的话题,三、四册的大部分话题属于实用性的话题。

3. 本教程不但包括商务英语中的一些话题(如买卖、广告、公司运作等),还注意内容的新颖性,例如第二册 Unit 1 介绍 Facebook、iPod,第三册 Unit 7 介绍美国次级贷款危机等新鲜内容以增强教材的时代感,贴近 90 后青年学生的兴趣爱好及生活;也注意当今中国社会的热点问题,如房地产、新型小汽车(如多功能运动车 SUV)等。将炒房地产、炒股票等热点话题编成对话,并配有视频。相关研究显示,如果学生对某一话题很感兴趣,他们参与会话的积极性就会大大提高。

4. 大学英语教学改革的方向是要加强听力,以听力为突破口,发展听说能力和运用语言的综合能力。换言之,应用能力不仅要体现在文章的内容方面,还要体现在听说的语言技能方面。根据这一思路,本教程的前两册安排了 5 个短对话、3 个长对话、2 篇听力短文。对话多于短文,以充分体现口语特征。第三、四册安排 3 个长对话和 3 篇听力短文,其中包括讲座、新闻报导、访谈等内容。

5. 教材中对话质量较高,含有典型的口语表达法,适合学生模仿学习。

6. 在大部分单元的听力短文中安排一个与该单元话题相关的短笑话,以活跃课堂气氛。

7. 视频中的演员来自美国、英国、加拿大、澳大利亚、新西兰,以便学生熟悉不同的口音。

## 三、练习题的编写

1. 练习形式多样化,难度逐步加大。例如,第一、二册的填空题多为简单的机械填空,三、四册则以改编过的灵活填空题为主。

2. 训练效果好,包含大学英语四、六级考试的题型。

3. 有些练习题形式力求有所创新。例如导入部分(Lead-in)含有大量图片,并配以十分简单的练习,比较适合英语表达能力还不是很强的学生进行简单的口语练习。教程第一至四册每课都配有与主题相关的图片。图片之后提供六条相关的信息,让学生在摄



入这些信息后,更好地用英语表达自己的思想。本教程提供充足的信息,便于学生打开思路,言之有物。

4. 为了解决学生在听说课后不能灵活运用并内化为积累或成就感,我们在每段视频对话后面提供了替换短语或替换表达,使学生在英语语言方面能有扎扎实实的收获。

5. 对听说材料(对话与短文)进行了反复修改加工,尽可能适合学生实际水平。口语问题设计注重简单可行,基础差的学生也能开口。

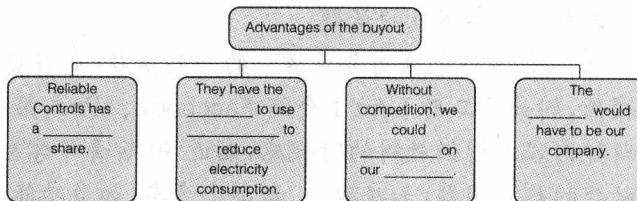
6. 第3、4册内容形式更加丰富。例如,(1)大量增加了语篇结构的听力练习,运用信息结构理论、信息转换理论,将对话与短文的主要内容总结成图表的形式,培养学生的综合分析能力,帮助他们更清晰地掌握整个对话或短文的语义结构。本书在这方面的练习大大多于同类教材。(2)添加了更多中国元素,以激发学生开展口语活动的兴趣。见以下两例:

王大伟  
2009年6月

## 语篇结构与图表总结

增加中国元素,调动学生  
开口的积极性

### B. Listen to the conversation again and complete the blanks in the flow chart.



### C. Pair work: Work with your partner to discuss the questions.

I'd like to save room for dumplings.  
I hope to save some space for dumplings.  
I need some room for dumplings.

### E. Pair/Group work: Work with your partner(s) to order dishes according to the following situations:

- Suppose you are treating a foreign exchange student to a Chinese dinner. Select six dishes from the menu. Briefly give reasons (such as price, taste and unique Chinese cuisine) for your choices.

MENU			
Smoked fish 熏鱼	yuan	Fish fillet in chili sauce 凉拌鱼块	20
Tender boiled chicken with soy sauce 鸡块	10	Fish slices in vinegar sauce 醋溜鱼片	20
Spiced duck 五香鸭	15	Mandarin fish in chili sauce 干锅鱼	30
Sweet-and-sour spare ribs 糖醋小排	15	Sea cucumbers in brown sauce 红扒海参	40
Braised pork joints 红烧蹄子	15	Shark's fin in brown sauce 红烧鱼翅	50
Shaved beef 红椒牛肉	20	Fried pork shreds with green pepper 青椒炒肉丝	15
Instant boiled mutton 涮羊肉	20	Home-cooked bean curd 家常豆腐	15
Beijing Roast Duck 北京烤鸭	30	Assorted vegetarian delicacies 素什锦	15
Diced chicken with peanuts in chili sauce 宫保丁	15	Green cabbage in oyster sauce 蚝油白菜	10
Sliced chicken in egg white 美国鸡片	15	Sichuan-style eggplant 鱼香茄子	10
Fried pork and egg 炒水浸肉	15	Soup of three delicacies 三鲜汤	15
Scrambled egg 炒鸡蛋	10	Sour-and-hot soup 酸辣汤	10

ted by law in many  
to them.

and service;

operators.

partner.

Word Tips

company

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# Unit 1 Internal Operations of Companies

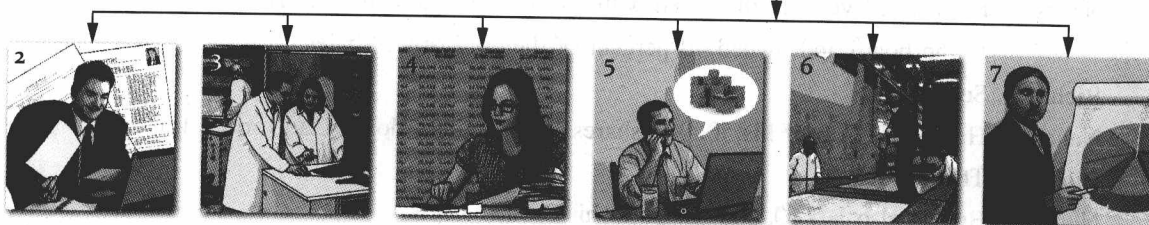
## Lead-in

- A. Examine the flow chart showing a typical company's organizational structure. Match the words to the pictures. Then answer the question.

- A. Purchasing Department
- B. Marketing Department
- C. Manufacturing Department
- D. Research and Development Department
- E. Accountancy
- F. HR (Human Resources) Department
- G. General Manager



Board of Directors



1. G 2. F 3. D 4. E 5. A 6. C 7. B

- B. Six people are talking about the advantages of working for a big company or a small one. Listen and supply the missing words and then answer the question.

## Opinions

- There are a lot of advantages in working for a small company. You have more opportunities to talk with the boss. Problems are easily resolved between employees. Easy to become senior employees. Easier to get a pay raise. More chances to get a bonus after each project.
- Small firms tend to give you more varied experience, and often a person has to do a wide range of jobs. This will probably raise your motivation to make a better effort.
- In small companies, no other person can really help you as they are busy on their own tasks.

Smaller companies most likely have smaller budgets, a smaller amount of capital and more risk in losing a contract to a bigger company, hence adding insecurity to your job.

4. With a small company, one big drawback I have seen is that they have usually one core product, and they just revolve around that so there is little chance to innovate. I assume a big company can provide you with more challenges and growth opportunities.
5. In a large company there is the potential to move to different roles or departments without actually changing your employer.
6. Who cares if you are in a big or small company, as long as you are paid what you think you are worth. In both cases there is room to grow with the company. If you enjoy the work, there is no problem!

## Part 1 Viewing, Listening and Speaking



### Conversation 1

#### Script

Nancy: Hi, Richard, our company is running into trouble.

Richard: What's up? You sound terrible.

Nancy: Let me tell you. It all started with the death of old Johnson. He was the chairman of the board and owned 40 percent of the company's shares.

Richard: So what?

Nancy: He left 40,000 of his 50,000 shares, or 4 million dollars, to form a trust.

Richard: That's OK.

Nancy: But he also left 10,000 shares to his brother Chris.

Richard: Why not? Chris helped to tide him over some difficult times.

Nancy: Chris has been spending money like water and is in the red now.

Richard: Yeah, everybody knows he's been fooling around for a long time.

Nancy: Now that old fox Tony is making an attractive offer to Chris to buy all his shares.

Richard: We can do something to prevent this from happening. This is a private company. If Chris is going to sell his shares, he'll have to offer them first to the other shareholders like us.

Nancy: Well, the problem is this: I haven't got enough money to buy his shares, neither have you.

Richard: We'll have to try to hold onto the controlling interest. Maybe we can get a loan from the bank.

Nancy: I can mortgage my cottage. That should be worth something.

Richard: That's true. We'll find a way.



**A. Watch the video clip and choose the best answer to each question you hear.**

1. Which of the following could be the BEST title for the conversation?
  - A) How to Buy a Company.
  - B) How to Sell a Company.
  - C) How to Protect One's Company's Interests.**
  - D) How to Deal with a Foolish Young Man.
2. How much is a share of the company worth?
  - A) 150 dollars.
  - B) 100 dollars.**
  - C) 50 dollars.
  - D) 40 dollars.
3. Which of the following is a true description of Chris?
  - A) He does not do anything serious.**
  - B) He is a promising young man.
  - C) He wants to help the company tide over the difficult period.
  - D) He wants to help the two speakers.
4. Why must Chris first sell his shares to other shareholders?
  - A) Because he is on good terms with them.
  - B) Because he wants to cheat them.
  - C) Because the company is a state-owned one.
  - D) Because the company is a private one.**

**B. Watch the video clip again and complete the table with the information you hear.**

Problems	It all started with the <u>death</u> of old Johnson. He was the <u>chairman of the board</u> and owned <u>40 percent</u> of the company's <u>shares</u> .
	Johnson left 10,000 shares to <u>his brother</u> Chris.
	Chris has been spending money <u>like water</u> and is in <u>the red</u> now.
Solutions	Tony is making an <u>attractive offer</u> to Chris to buy all his shares.
	Chris will have to <u>offer</u> his shares first to the <u>other shareholders</u> like the man and the woman.
	But the woman hasn't got <u>enough money</u> to buy <u>his shares</u> , neither has the man.
	They will have to hold onto the <u>controlling interest</u> .
	Maybe they can get a <u>loan</u> from <u>the bank</u> .
	The woman can <u>mortgage</u> her cottage.

**C. (Omitted)**

- D. In the following box of substitution expressions, tick those you heard in the conversation. Memorize all the expressions in the box. Then make a new conversation with your partner by using any of the expressions. You don't have**

**to repeat all the details in the original conversation.**

( As an additional exercise after the students have ticked the expressions they heard and before they make a new conversation, the teacher can display the incomplete conversation in the courseware on the screen and give the students directions such as:

**Directions:** Look at the incomplete conversation on the screen and work in pairs to orally complete the conversation using any of the substitution expressions. )

**Substitution Expressions**

**Our company is running into trouble.**

Our firm is getting into difficulty.

There's trouble ahead for our organization.

You look miserable.

**You sound terrible.**

You're in bad shape.

controlled 40% of the company's equities

40 percent of the firm's shares were in his hands

**owned 40 percent of the company's shares**

What might happen next?

**So what?**

What consequences will there be?

Chris helped him overcome difficult periods.

**Chris helped to tide him over (during) some difficult times.**

Chris helped him out of trouble.

Chris spends money like water and is in debt now.

**Chris has been spending money like water and is in the red now.**

Chris throws money around and has fallen into debt.

**He's been fooling around for a long time.**

He's been wasting (his) time/frittering away his time.

He's been playing fast and loose for ages.

maintain the controlling shares

keep a grip on the controlling shares

**hold (onto) the controlling interest**

raise a mortgage on my cottage

**mortgage my cottage**

take out a mortgage on my cottage

**We'll find a way.**

We'll find an answer (find a way out).

We'll have a solution.



E. (Omitted)



## Conversation 2

### Script

Philip: Henry, these sales figures look good; how's our bottom line?

Henry: Not bad, Phil. But if we can find a way to reduce our expenditures on hardware, it will be even better.

Philip: Have you looked at off-shore suppliers? I know you like to buy domestic products when you can, but off-shore prices are better, I think.

Henry: Yes, it is a tough decision. I like to support local businesses. Outsourcing is creating a lot of problems in our country.

Philip: It is what everyone talks about. But if we don't operate at a profit, then our company will have to be closed down.

Henry: And then more jobs are lost. It's a complex problem, for sure.

Philip: Our higher labor costs are competing against the lower labor costs off-shore; that's the heart of the problem.

Henry: So we need to raise our production efficiency to overcome the differences in labor costs.

Philip: Our manufacturing processes are pretty efficient as it is. There isn't much room for further improvement.

Henry: So it comes down to lowering hardware costs.

Philip: You could contact our suppliers here and discuss the problem with them.

Henry: That's a good idea. We should involve everyone in the solution.

### A. Watch the video clip and answer the questions you hear with Y (Yes) or N (No).

- ☐ Y 1. Does Henry advise Phil to cut expenditures on hardware?
- ☐ N 2. Do Henry and Phil both think off-shore suppliers are a good choice?
- ☐ Y 3. Will the company be shut down if they do not make a profit?
- ☐ Y 4. Is a higher production efficiency proposed as a solution to solve the problem of higher domestic cost?
- ☐ N 5. Do the two men believe the present manufacturing processes are inefficient?

### B. Watch the video clip again and identify the main idea of the conversation by completing the blanks.

To further improve the company's profits, they have to find a way to reduce their expenditures on the hardware provided by off-shore suppliers. Off-shore prices are better, but outsourcing is creating a lot of problems in the country. However, if they don't operate at a profit, then their company will have to be closed down and more jobs will be lost. To solve the problem, they need to raise their production efficiency to overcome the differences in labor costs.

But their manufacturing processes are pretty efficient as it is, and there isn't much room for further improvement. Finally the solution comes down to lowering hardware costs.

C. (Omitted)

D. In the following box of substitution expressions, tick those you heard in the conversation. Memorize all the expressions in the box. Then make a new conversation with your partner by using any of the expressions. You don't have to repeat all the details in the original conversation.

(As an additional exercise after the students have ticked the expressions they heard and before they make a new conversation, the teacher can display the incomplete conversation in the courseware on the screen and give the students directions such as:

**Directions:** Look at the incomplete conversation on the screen and work in pairs to orally complete the conversation using any of the substitution expressions. )

### Substitution Expressions

Are we making any money?

**How's our bottom line?**

What does the balance sheet say?

cut our spending on hardware

decrease hardware costs

**reduce our expenditures on hardware**

run at a profit

**operate at a profit**

make/earn a profit

**Our company will have to be closed down.**

Our firm must be shut down.

Our corporation will go bankrupt.

It's certainly a complicated issue.

**It's a complex problem, for sure.**

Clearly, there's no easy solution.

the lower overseas labor costs

low-cost labor abroad

**the lower labor costs off-shore**

be more efficient in production

**raise our production efficiency**

become more productive

There's hardly any possibility for improvement.

There's scarcely any way to improve.

**There isn't much room for further improvement.**

**It comes down to lowering hardware costs.**

It boils down to reducing hardware costs.

It can be summarized as lower hardware costs.

## E. Debate

**Topic:** Are you for or against outsourcing?

**Procedure:**

1. Before coming to class, the students may surf the Internet for relevant information.
2. In class students are divided into groups of four.
3. Within each group the students are divided into an affirmative and a negative team.
4. The two speakers of each team brainstorm to formulate their points of view.
5. The two teams have a debate.
6. One group is invited to debate in front of the class.

**Directions:** If you don't have enough ideas, refer to the following words and phrases concerned with the advantages and disadvantages of outsourcing. You may also add points of view to the lists.

**Affirmative:**

- Saving costs
- Better-quality products
- Making use of more advanced technology overseas
- Making use of more competent human resources abroad
- High productivity and more income
- With more income, better development of the company
- With more income, more people employed by the company (perhaps for other purposes)
- Motivation for the company's present staff to work harder and improve their skills
- The advantages are greater than the disadvantages.

**Negative:**

- Some employees losing their jobs
- Less likely for the company to train its own engineers and technicians
- Difficult for the company to make innovations
- The company's loss of key technology
- Risks of disclosing the company's technical and business secrets
- Negative influence on the local economy
- Difficulty in communicating with people in a different culture (cross-cultural communication barrier)
- Difficulty in taking legal actions in a foreign country
- The disadvantages outweigh the advantages.





## Conversation 3: Additional Listening and Speaking

### Script

Jane: Hello, Max. Haven't seen you for ages. What are you up to?

Max: I'm with Nanjing Noodles Limited, doing R&D. And you?

Jane: Still teaching English to Spanish-speaking children. You're in R and what?

Max: R&D. Research and Development. We work on noodles.

Jane: You must be kidding. You did well in math and physics, so I thought you'd be a scientist.

Max: I am. In R&D we have to integrate science, technology and industry.

Jane: That sounds impressive, but do noodles have anything to do with science?

Max: My colleagues and I are developing a new kind of noodles.

Jane: You believe the world is waiting for a new kind of noodles?

Max: I do. We all love noodles, but they're full of calories, fattening.

Jane: Why not work on something useful like nicotine-free cigarettes?

Max: That's a joke. But IBM and Microsoft made billions from R&D.

Jane: You should look for a practical job like designing a production line.

Max: The day you read how Nanjing Noodles flood the market, think of me and R&D.

### A. Listen to the conversation and choose the best answer to each question you hear.

- What is the woman doing?
  - Teaching English.**
  - Teaching Spanish.
  - Studying noodles.
  - Studying IBM machines.
- Why did the woman think the man would be a scientist?
  - He was good at teaching children.
  - He was good at math and physics.**
  - He was interested in noodles.
  - He was interested in Microsoft programs.
- What does the man say about the new kind of noodles?
  - They're full of calories.
  - They are fattening.
  - They are healthy.**
  - They are inexpensive.
- What does the woman imply by saying "Why not work on something useful like nicotine-free cigarettes?"
  - She is especially interested in cigarettes.
  - She is especially interested in nicotine-free cigarettes.
  - She does not think the research on noodles is useful.**
  - She suggests combining cigarettes and noodles in the research.

5. According to the man, what will be the reason for the future success of Nanjing Noodles?
- A) His boss' far-sightedness.
  - B) The woman's help.
  - C) His good luck.
  - D) His R&D.

**B. Listen to the conversation again and answer the questions by completing the blanks.**

1. What is the man up to?

He is with Nanjing Noodles Limited, doing R&D.

2. What does the man say to prove that he is a scientist?

He says, "In R&D we have to integrate science, technology and industry."

3. What does the woman finally say about the man's work?

She says the man should look for a practical job like designing a production line.

- C. (Omitted)

## Part 2 Listening and Discussing

### Passage 1

#### Script

Research and development, or R&D, is becoming increasingly important in the pharmaceutical industry. Research often refers to basic experimental research, and development refers to the application of research findings. Research aims at finding out possible chemical compounds or theoretical mechanisms. In the United States, universities are the main providers of research-level products. Corporations buy licenses from universities or hire scientists directly when potentially profitable research-level products emerge, and the development phase of drug delivery is almost entirely managed by private enterprises. Development is concerned with proof of concept, safety testing, and determining ideal levels. In the United States, the development phase can cost between \$10 and \$200 million, and about one in ten compounds identified by basic research pass all development phases and reach the market.

Nowadays research and development are of great importance to business as the level of competition and the production processes and methods are rapidly increasing. It carries a special importance in the field of marketing, where companies always keep an eagle eye on competitors and customers to keep pace with modern trends and analyze customers' needs and desires. Now many companies have separate research departments that must keep pace with modern times.