

大学英语 视听说教程



COLLEGE ENGLISH

A Viewing Listening and Speaking Course

主 编 林 琼

副主编 葛璐群 陶 磊



上海交通大学出版社
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内 容 提 要

本书以“3I”教学理念为原则,强调视、听、说融合(integration),课堂师生、生生互动(interaction),规范语言浸润(immersion)。全书围绕智商与工作、生活与幸福感、梦想、强大媒体、自闭症、名人、死亡、教育解放、性别差异、爱的定义、公正、科学与人类等话题,选取相关经典材料,依据一定的学术英语听力策略,进行针对性的视听说训练,兼顾人文性和工具性,既满足学生个性化需求和未来专业需求,也符合教育部“卓越工程师人才培养计划”精神,旨在培养学生具有国际视野和跨文化交际能力。全书共分12个单元,每单元包括三个部分,第一部分为 Warming-up;第二部分为 Academic English,是本教材的重点与难点所在;第三部分为 Video/Movie English。

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编者说明

《大学英语视听说教程》以“3I”教学理念为编写原则,即强调视、听、说融合(integration),课堂师生、生生互动(interaction),规范语言浸润(immersion)。本书围绕智商与工作、生活与幸福感、梦想、强大媒体、自闭症、名人、死亡、教育解放、性别差异、爱的定义、公正、科学与人类等话题,选取相关学术讲座以及英美经典影视片段,依据一定的学术英语听力策略,进行针对性的视听说训练,兼顾人文性和工具性,既满足学生个性化需求和未来专业需求,也符合“卓越计划”精神,旨在培养学生具有广阔的国际视野和跨文化交际的能力。

※ 教材特色

强化学术英语听力策略训练,符合提高阶段学生学习需求。

突出学术性、知识性、时代性,提供多元化视听材料。

设计与主题式单元相匹配的相应视听材料,优化课堂组织。

组织互动式语言活动,实现视、听、说三位一体。

浸润于规范英语视听材料,供学生学习、模仿。

着力批判性思维培养,聚焦深层次问题探讨。

※ 内容说明

本教材共分 12 个单元,每单元包括三个部分,第一部分为 Warming-up,旨在用开放式话题或导入型视听材料引发本单元的主题,激发学生的原有图式。第二部分为 Academic English,是本教材的重点与难点所在,该部分在每个听力文本前,都有一个学术英语听力策略指导,即 Prediction, Listening for main ideas, Listening for Rhetorical Questions(main idea), Taking notes/Use Symbols and Abbreviations, Organizing the ideas, Chronology, Listening for Opinions, Listening for Causes and Effects, Listening for Comparison and Contrast, Processing details, Noting Definitions, Noting Examples & Noting Numbers,旨在训练学生学术英语听力技能的有效运用,听力策略训练后 Post Listening,即配有与主题紧密相关、形式多样的口语输出练习;之后是 Further Listening and Speaking,主要就所涉及的听力策略做进一步的听力训练以及针对深层次问题的探讨,以加大听说训练的深度与宽度。第三部分为 Video/Movie English,由主题影片或若干个电影/视频片段、相应的电影/视频内容简介、背景、人物介绍以及电影或片段之后的视听练习所组成,该部分所选主题与 Academic English 保持一致,相关的视听练习也与其相应的学术英语听力技能训练相呼应,随后的 Post Watching 是与主题、目标语文化相关的口语练习。

本教材所涉及的音频、视频资源几乎全部选自网上,有的选自世界名校的公开课,有的选自 TED 演讲(详见附录:音频/视频来源)。Video/Movie English 选自 15 部经典英语电影或视频片段。练习形式有选择、判断正误、听力填空、简要回答、配对练习、小组讨论、角色扮演、模仿、项目展示以及辩论等。授课教师可依据实际情况选择部分内容。

本教材可供工科类本科院校非英语专业高年级拓展课程使用,也可供本科院校英语专业二年级视听说课程使用。每个单元一般可以安排 4~6 学时,可供一整学年使用。

※ 鸣谢

感谢上海交通大学出版社对我们编写组全体成员的信任,将此教材的编写工作交给我们。同时也要感谢宁波工程学院对本教材的出版支持。特别要感谢姚剑鹏教授在本教材的编写过程中给予的精心指导与热诚帮助。葛璐群老师和陶磊老师为本教材的编写付出了极大的努力。此外,本教材的出版还凝聚着诸多朋友、同事还有我的学生们的友情相助,以及符荣波、赵钦、邓呈威、季节、姚林君等在素材的收集、剪辑等方面给予的无私帮助与指点。在此,编写组全体成员向他们表示诚挚的谢意与致敬。

本教材的编写,从选材内容到练习形式都有不少新的尝试,但由于编者水平有限,书中难免有疏漏之处,敬请广大教师和读者批评指正。

编者

2013年5月28日

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Important Skills

Your Comments

Unit One Emotional Intelligence in Workplace



Warming-up

As we all know that every office has some degree of office politics and conflict, a person's attitude and how they handle themselves in the workplace will determine their level of success.

Listen to an audio clip *How to Survive an Office Job*. Listen out at least 5 important skills for surviving an office job and give comments on them.

Audio Clip: How to Survive an Office Job (2m55s)



Important Skills:

Your Comments:

Part 1 Academic English



Listening Strategy: Prediction

Predicting the themes and vocabulary of a lecture before you listen can help to improve your comprehension of difficult listening materials.

First, read the title and look for any other clues in the text (maps, photos, outlines, etc.), and think of specific questions you think might be discussed in the lecture. Next, think about possible answers to each question. Discuss the questions with a partner, if possible.

Here are a few sample questions for the lecture **How to Give a Lecture**:

1. *What are the necessary steps to prepare for a lecture?*
2. *What are some techniques for delivering a lecture well?*
3. *How many main points can a lecture have?*

Could you think of other questions?

If you have trouble thinking of the questions, consider the major question words (**who, what, when, where, why, how**) and ask yourself how they might apply to the lecture topic. Creating these “prediction questions” will help you maintain your focus during lectures. In addition, the answers to the questions you form during this pre-listening step will improve comprehension to the actual main ideas of the lecture; in this way, these questions actually improve comprehension by helping you to identify main ideas and discriminate them from less important details.

Second, recall vocabulary you know about the topic and try to predict vocabulary you may hear in the lecture. To do this, you can analyze the main words in the title of the lecture. A dictionary and thesaurus will be very helpful.

Here is an example of predicting the themes and vocabulary of a lecture **How to Give a Lecture**:

Analysis Questions

What are some synonyms of the phrase *give a lecture*?

Who gives lectures? Who listens to them?

Where do people give lectures?

What can a lecture contain?

Vocabulary

make/give a speech,
deliver an address
lecturers, speakers,
presenters, professors,
audience, students
in universities/colleges,
in front of a class,
on stage
introduction,
main points,

Who have been some famous lecturers or speakers?

details, conclusion

Winston Churchill,

Franklin D. Roosevelt,

Martin Luther King

Note: You can use this prediction strategy **during** the lecture as well. That is, as often as you can, try to predict what kind of information might come next. Even if some of your predictions are incorrect, this strategy will help you stay focused and give you a better chance of general comprehension.

Academic English: Developing Emotional Intelligence (3m02s)

Word Bank

- | | | |
|------------|----|---|
| label | v. | to mark with a label 贴标签 |
| empathy | n. | the power of understanding and imaginatively entering into another person's feelings 同感, 共鸣 |
| invalidate | v. | to render weak or ineffective 使无效, 使作废 |

Before Listening

A Predict two questions you think might be discussed in the following lecture on *Developing Employees' Emotional Intelligence* by a Professor at a Business School.

Question 1: _____

Possible Answer: _____

Question 2: _____

Possible Answer: _____

B Predict at least 8 words you might hear in the lecture and list them below. You may use a dictionary to help you.

_____	_____
_____	_____
_____	_____
_____	_____

While Listening

A Listen to the lecture and check (✓) the questions/topics discussed in the lecture.

- ☐ What is emotional intelligence in an employer's eyes?
- ☐ Label your own feelings.
- ☐ How to distinguish a thought from a feeling?

- ☐ Who is to be responsible for our own feelings?
- ☐ How to use our own feelings to make decisions?
- ☐ The important issue of respecting each other.
- ☐ How to measure emotional intelligence?
- ☐ The professors' advice for improving emotional intelligence.

B Listen to the lecture again and decide whether these statements are true (T) or false (F).

- ___ 1. It's better to say "I'm unhappy" instead of "the situation is getting on my nerves".
- ___ 2. Thoughts and feelings are not the same and we express them differently.
- ___ 3. If we feel angry due to somebody's behavior, we should say "you are making me angry".
- ___ 4. We should always think about how other people might feel.
- ___ 5. Our own feelings should be more important than the feelings of others.
- ___ 6. It's important to think in a positive way.
- ___ 7. Showing your empathy for other people means you do care about them.
- ___ 8. When you could listen in a nonjudgmental way you have already got a high level of EQ.

Post Listening: Speaking (Optional)

Group Debate

Which has a more significant impact on people's level of achievement and sense of fulfillment in life, EQ or IQ? Have a debate on this topic.

Group Discussion

- 1. How important is emotional intelligence in the workplace? What benefits can it bring to one's job? Use details and examples to support your ideas.
- 2. Is emotional intelligence important in language learning? Why or why not?

Further Listening and Speaking

Listening Strategy Practice: A Seminar on Career Areas in Hotel (5m32s)

- 1. In this lecture, the speaker mainly discusses three career areas in a hotel: front desk and reception work, drink and bar service and restaurant service. Try to predict the job descriptions for the three fields.

Job descriptions for

front desk and reception work:

drink and bar service:

restaurant service:

2. Listen to the lecture and circle the letter beside the most suitable answer for each of the questions below.

- 1) How many major career areas does the lecture mention?
 - A. 3.
 - B. 4.
 - C. 5.
 - D. 6.
- 2) For each professional area the lecturer discusses _____.
 - A. the necessary professional qualifications
 - B. the available career opportunities
 - C. the personal skills needed
 - D. all of the above
- 3) The reception desk in a hotel is described as _____.
 - A. impressive at first
 - B. a switchboard operating system
 - C. the nervous center of the hotel
 - D. the first point of contact with a guest
- 4) It is essential in front desk and reception work to _____.
 - A. know a foreign language
 - B. have a good dictionary
 - C. master switchboard operation skills
 - D. none of the above
- 5) The lecturer says that a member of a drink and bar service team _____.
 - A. need not have a thorough knowledge of wine
 - B. must not drink on the job
 - C. can eventually become a wine maker
 - D. can eventually manage a cellar dealing only with wines
- 6) The most experienced cook is a _____.
 - A. Grade 3 chef
 - B. Grade 1 chef
 - C. Grade 2 chef
 - D. Grade 10 chef
- 7) Students completing the Catering Core option can start working as _____.
 - A. a Grade 2 chef
 - B. a Grade 1 chef
 - C. a Grade 3 chef
 - D. none of the above
- 8) The seminar was given _____.
 - A. by a career advisor of this school at a welcome ceremony
 - B. to introduce the school to potential students
 - C. to introduce the core subject option available at this school

D. to introduce the course option to potential students

3. Listen to the lecture again and finish the table below.

Career Areas	Personal Skills	Professional Qualifications	Career Opportunities
front desk and reception work	self-confident, caring, (1) _____, intelligent; being able to work calmly; speaking more than one language; clear diction and familiarity with (2) _____ system	an associate diploma with at least (3) _____ foreign language; being encouraged to take another language	Competent front desk staff can begin working in (4) _____ management.
drink and bar service	outgoing and (5) _____; an ability to work (6) _____ into the night	an intimate knowledge of most alcoholic beverages as well as (7) _____ and the correct choice of drinks to (8) _____	Two main avenues are (9) _____ management and the other area is working in co-ordination with fine restaurants as a (10) _____ or consultant.
restaurant service	A love of (11) _____ and its presentation is a must for anyone considering this job; work (12) _____ hours; endure (13) _____ competition.	complete the International Hotel Hospitality and Management Catering core option	Start as an assistant or (14) _____ chef. As you learn, you can progress to Grade 2 and then, with time, Grade 1 or (15) _____.

Speaking Practice

Pair Work

The following are *Six Interesting Jobs* in the world. Work with your partner and tell each other what your favorite jobs are, and discuss what qualifications and skills are necessary for the jobs you like.

Six Interesting Jobs

Island Caretaker

Queensland launched the "Best Job in the World" campaign in January 2009, calling for video applications from people interested in a \$100,000 contract to relax on Hamilton Island in the Great Barrier Reef for six months while writing a blog to promote the island.

Beer Taster

Helen Moores, chief buyer of world and speciality beers at Tesco, has a job that most men could only dream of. Ms Moores tastes beer. Often as early as 9.30 a.m. and is employed to

drink—and swallow—beers from around the world. “Sometimes I sample more than 20 beers in a session—so I have to watch it. My boyfriend is very jealous of my job.”

Electrician in Antarctica

Tony McLaughlan would argue that his role as an electrician in Antarctica for the British Antarctic Survey is the best. The -50°C temperatures and the fact that Mr. McLaughlan is 9,000 miles from home in an almost uninhabitable wilderness mean that demand for an electrician will be low. However, the £23,000 salary, free food and paid rent meant that thousands of people jammed phone lines when the job was first advertised on the BBC.

Waterslide Tester

For those who prefer warmer climates, work as a waterslide tester might be more appealing. Tommy Lynch spends his working days touring his holiday firm’s “splash resorts” to monitor quality control. For some of these he has to struggle to locations in Cyprus, the Algarve, Egypt and Mallorca. “I do have the best job in the world,” said Mr. Lynch, “but no one believes me when I tell them what it is.”

Luxury Bed Tester

Leigh McCarron is paid to take a night’s rest at a Travelodge three or four times a week to ensure that the beds are up to standard. The position of director of sleep pays a salary of £60,000 a year.

Body Painter

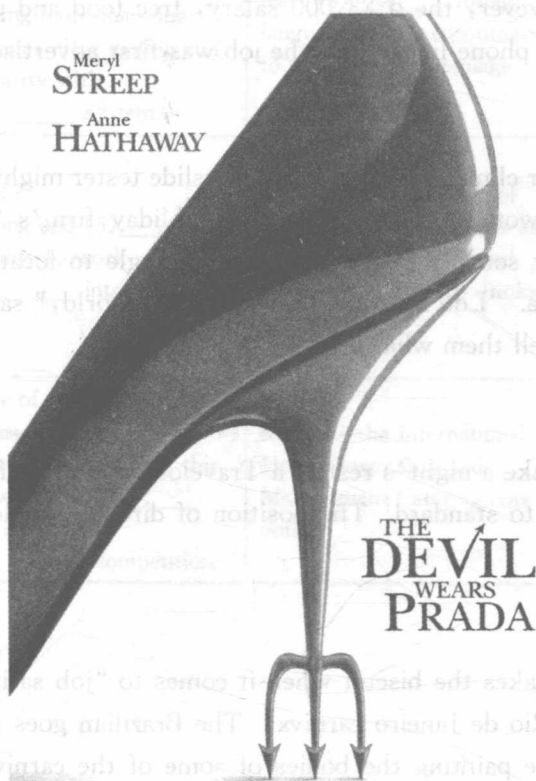
Perhaps the job that really takes the biscuit when it comes to “job satisfaction” belongs to Betto Almedia, during the Rio de Janeiro carnival. The Brazilian goes to work at 11 a. m. each day and spends his time painting the bodies of some of the carnival’s most beautiful women. It takes about two hours to paint each living artwork, and most days he will have two blank canvases to turn into masterpieces, for which he charges £660 a day. “You wouldn’t believe how many applications I get for an assistant,” Mr. Almedia said, “but it’s hard work, man, I take my job seriously.”

Part 2 Video/Movie English



Theme Movie: The Devil Wears Prada

Meryl
STREEP
Anne
HATHAWAY



THE
DEVIL
WEARS
PRADA

Brief Introduction

The Devil Wears Prada is a 2006 comedy-drama film. It stars Anne Hathaway as Andrea Sachs, a college graduate who goes to New York City and gets a job as a co-assistant to powerful fashion magazine editor Miranda Priestly, played by Meryl Streep. The commercial success of the film and praises for Streep's performance continued both in the U.S. and overseas and finished in that year's top 20. Although the movie is set in the fashion world, most designers and other fashion notables avoided appearing as themselves for fear of displeasing U.S. *Vogue* editor Anna Wintour, who is widely believed to have been the inspiration for Miranda Priestly. Many designers allowed their clothes and accessories to be used in the film, making it the most expensively costumed film in history.

Plot Summary

Andrea “Andy” Sachs is a new graduate. Despite ridiculing the shallowness of the fashion industry, she lands the job “a million girls would kill for”: junior personal assistant to Miranda Priestly, the icy editor-in-chief of *Runway* fashion magazine. Andy puts up with Miranda’s odd and humiliating treatment in hope of getting a job one day somewhere else as a reporter or writer.

At first, Andy deals with her job incompetently (笨拙地). However, with the help of art director Nigel, she learns her responsibilities and begins to dress stylishly. She also meets attractive young writer Christian Thompson, who offers to help her with her career. As she spends increasing amounts of time at Miranda’s beck and call (听其差遣), problems arise in her relationships with her college friends and her boyfriend Nate.

One day, Andy saves Miranda from being embarrassed by Emily at a charity benefit, and Miranda rewards her by offering to take her to the fall fashion shows in Paris instead of Emily. Andy hesitates to take this privilege away from Emily.

Once Nigel tells Andy he’s got a job as creative director with rising fashion star James Holt at Miranda’s recommendation. But Andy learns from Christian about a plan to replace Miranda with Jacqueline as editor of *Runway*. Despite the suffering she has endured, she attempts to warn Miranda. At a luncheon later that day, however, Miranda announces it is Jacqueline instead of Nigel who will leave *Runway* for Holt. Later she explains to stunned Andy that she was grateful for the warning but already knew of the plot to replace her and sacrificed Nigel to keep her own job. Pleased by her loyalty, she tells Andy she sees some of herself in her. Andy said she could never do to anyone what Miranda did to Nigel. Miranda replies that she already did, stepping over Emily when she agreed to go to Paris. Andy throws her cell phone leaving Miranda, *Runway*, and fashion behind.

At the conclusion of the film, she is interviewing for a newspaper job. The interviewer reveals that Miranda told him she was by far her biggest disappointment, but that he would be an idiot not to hire her. In the last scene, Andy, dressed casually but with a bit more style, sees Miranda getting into her car across the street. They exchange looks and Miranda gives a soft smile inside the car.

Character List

Miranda Priestly: The editor-in-chief of *Runway*, feared by her staff and many in the fashion world and powerful enough that she can lead a designer to redo an entire collection with the pursing of her lips.

Andrea “Andy” Sachs: A recent graduate and aspiring journalist who, despite no real knowledge of fashion, is hired as the junior personal assistant to the powerful and demanding editor-in-chief of *Runway* magazine, Miranda Priestly.

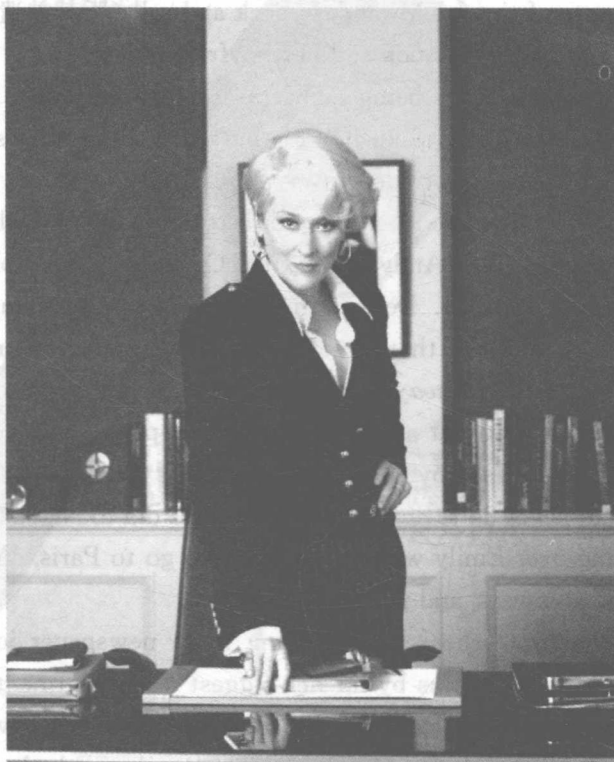
Emily Charlton: Miranda’s senior assistant, who tolerates her boss’s rudeness and insults so that she may accompany her to Paris for Fall Fashion Week.

Nigel: An art director for *Runway* and the only person at the magazine Andrea feels she can trust, despite his sometimes cutting remarks about her wardrobe and weight.

Christian Thompson: A magazine writer, whom Andrea grows increasingly attracted to, especially after his connections help her get the advance *Harry Potter* books Miranda requests for her daughters.

Nate Cooper: Andrea's boyfriend, a chef at a Manhattan restaurant who eventually breaks up with her due to the strain her job places on their relationship.

Movie Clip: *The Devil Wears Prada* (5m43s)



In this movie clip Andrea Sachs, who has just graduated in journalism and dreams to be a journalist gets interviewed at *Runway* magazine. There she meets Emily, the first assistant of Miranda, the legendary boss. What will be the result of Andrea's job interview?

Watching Task 1: Predicting the story

Make a prediction with your pairs based on this mute movie clip.

Watching Task 2: Story-retelling

Watch this clip again, and retell the story respectively from the perspective of Andrea, Emily and Miranda.

Post Task 1: Group Discussion

- 1) Why do you think Andrea's job interview went successfully?
- 2) If you were Andrea, what would you do before and during the job interview?
- 3) What do you think of Miranda? Do you want to work for such a boss? Why?



Post Task 2: Having a Live Job Interview

Work in groups as interviewers and interviewees. The positions to be interviewed for might be any job titles you could think of.

For the interviewees:

1. Think about your own situation and make notes under the following headings:

My Qualifications	My Experience	My Personal Qualities

2. Think about how you would answer these questions in an interview:

Question	Advice
Why do you want this job?	Think carefully about this question. Stress the positive aspects that have attracted you to applying for this position. NEVER mention the negative aspects of your current job.
What has been your biggest success/failure?	