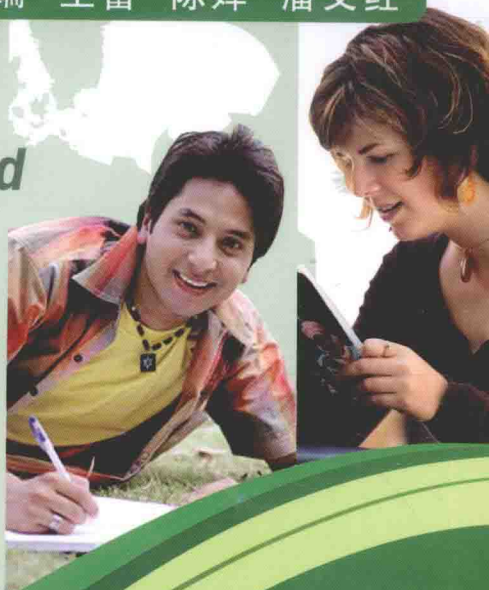
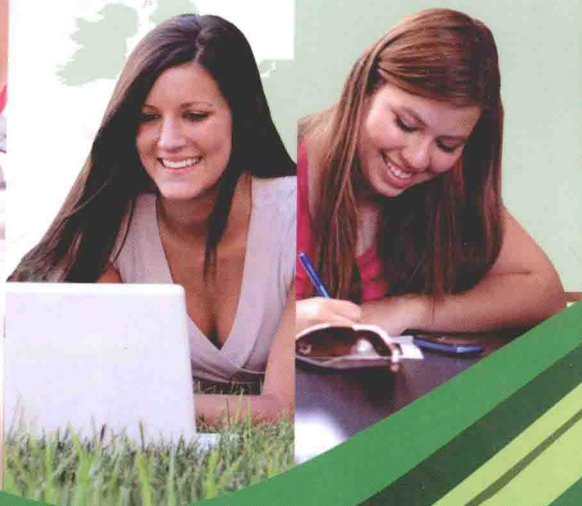
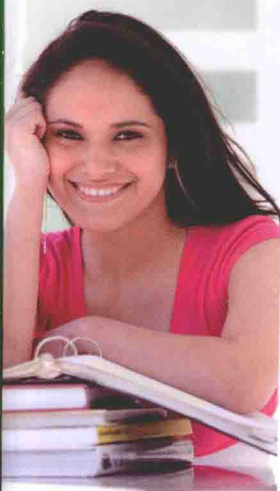


主编 王蕾 陈婵 潘文红

New Vision
Advanced English
Viewing, Listening and
Speaking



(第二版)

新视界
高级英语
视听说教程

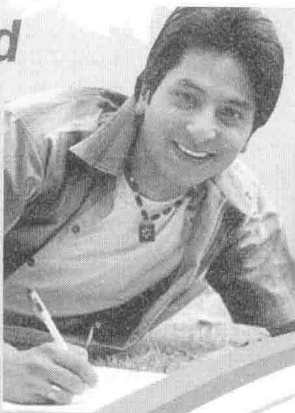
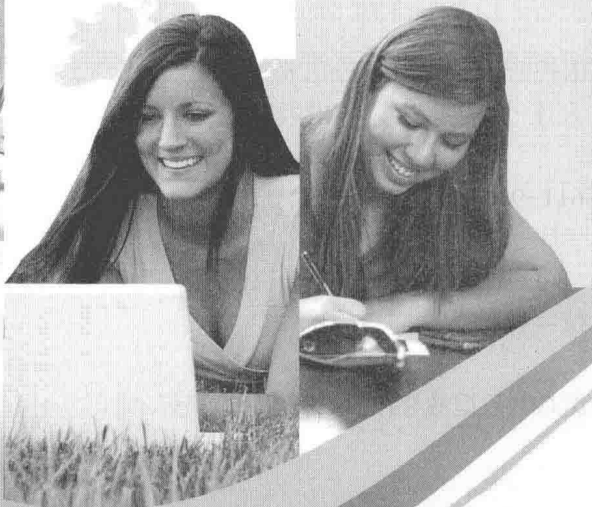
1



大连理工大学出版社



*New Vision
Advanced English
Viewing, Listening and
Speaking*



(第二版)

新视界 高级英语

视听说教程

1



大连理工大学出版社

图书在版编目(CIP)数据

新视界高级英语视听说教程. 1 / 王蕾, 陈婵, 潘文红主编. — 2版. — 大连: 大连理工大学出版社, 2014.9

ISBN 978-7-5611-9507-9

I. ①新… II. ①王… ②陈… ③潘… 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205893号

大连理工大学出版社出版

地址: 大连市软件园路80号 邮政编码: 116023

发行: 0411-84708842 邮购: 0411-84708943 传真: 0411-84701466

E-mail: dutp@dutp.cn URL: <http://www.dutp.cn>

大连永盛印业有限公司印刷

大连理工大学出版社发行

幅面尺寸: 185mm×260mm

印张: 11.5

字数: 278千字

附件: 光盘1张

2011年4月第1版

2014年9月第2版

2014年9月第1次印刷

责任编辑: 吴 琴

责任校对: 刘晓雪

封面设计: 张 莹

ISBN 978-7-5611-9507-9

定价: 38.00元

前 言

高等学校英语专业英语教学大纲对英语专业高年级学生开设的视听说课程进行了如下描述:视听说课的目的是为了提高学生对语言真实度较高的各类视听材料的理解能力和口头表达能力。通过“视”“听”“说”的结合,以直观画面和情节内容为基础开展有针对性的口语训练,运用复述、总结、对话、口头概述、即席演讲等活动形式,提高学生的听力理解和口头表达能力,加深他们对英语国家的政治、经济、社会、文化等方面的认识和了解。大纲同时提出利用广播、录音、投影、电影、电视、录像、计算机、多媒体和网络技术等对外语专业的教学进行改革。可以说,利用网络资源优化英语听说教学是信息化、数字化、网络化时代的发展趋势。

本教材正是为了适应时代的发展和英语教学的需要而编写的。编者努力吸收情景教学、个性化教学、交际教学等现代化教学理念的精髓,以听说带动读写、精讲多练为编写指导思想。在视听说的基础上,促进学生的听、说、读、写四项基本技能的全面提高。

本教材中所采用的视频材料大部分源自英美国家几个著名的广播电视网。所选择的材料覆盖范围广,涉及的话题丰富多样,并具有一定的深度。这些网络视频时效性强,口语特点鲜明,不仅能够帮助学生提高英语听说水平,还有助于提高他们的鉴赏批评能力、思维能力和创新能力。

本教材共两册,此书为第1册。全书共包括10个单元,每个单元包含三个视频,其内容反映了最新的社会现象,视频的长度平均为3分钟,可以给课堂教学留出足够的讲解和讨论时间。

每个单元主要由五大模块构成:Topic Preview、Viewing, Listening & Speaking、More About the Topic、Expanding the Topic 和 In Your Own Words 组成。基本编写原则是将听、说、读、写四项技能相结合,以听说为主。听之前用讨论的方式引入话题,之后再听力学和阅读中所学的内容以及词汇丰富说的任务。

Topic Preview: 此部分为 Lead-in, 位于每个单元之首。由一些学生熟悉的电影、故事或者图片引入单元主题。并引导学生就话题进行小组讨论。

Viewing, Listening & Speaking: 为本教材的主体部分。内容选自美国广播节目实录的原声听力,提供地道的媒体语言、生动用语以及最新的社会热点问题的表达和评述技巧。练习部分采用开放性问答、缺词填空、图表填写等多种形式,同时考查主旨大意和一些重要的细节。另外,通过练习引导学生注意视频中出现的一些非常生动真实的用语,并根据上下文猜测词义。最后,根据所听的内容,展开讨论。

More About the Topic: 此部分为第二部分的延伸。选取两段与前一话题类似或者相关的视频进行补充学习。目的是扩展本单元的主题,丰富讨论以及写作的内容,增加学生接触不同真实材料的机会。此部分内容可由学生课外自学,上课老师点评的方式开展。

Expanding the Topic: 该部分为扩展练习。将听说练习与阅读结合在一起。通过选取与单元主题相关的短文加深学生对该话题的理解,扩张他们的知识面,有助于丰富他们口语练习的内容。在每篇短文之后,设计不同类型的口语练习,提供充分的口语练习机会。

In Your Own Words: 为每个单元的最后一部分。要求学生利用在本单元学到的词汇和表达,进行口语练习(Speaking)或主题写作(Writing)。

本教材侧重于对英语原声广播节目的理解以及口语表达的训练。因此,适用于高等学校英语专业高年级学生使用,同时也可供研究生以及社会上具有中高级英语水平的自学者使用。

本教材由浙江工商大学长期从事英语专业听力教学一线的教师编写。编者谨向一切关心和帮助过本教材编写的同事和朋友们致以衷心的感谢,并感谢大连理工大学出版社在整套教材的编写、版式设计等方面所提出的宝贵意见和所做的大量工作。

由于水平有限,时间匆促,疏漏和不妥之处,敬请指正。

编者

2014年5月

所有意见和建议请发往:dutpwy@163.com

欢迎访问教材服务网站:<http://www.dutpbook.com>

联系电话:0411-84707604 84706231

Contents

Unit 1 Shake Up Tradition / 1

Part 1	Topic Preview	2
Part 2	Viewing, Listening & Speaking: Advertising Gets Physical	3
Part 3	More About the Topic: Viewing More Videos	5
Part 4	Expanding the Topic	8
Part 5	In Your Own Words	13

Unit 2 The Spell of Movies / 15

Part 1	Topic Preview	16
Part 2	Viewing, Listening & Speaking: The Curious Case of Benjamin Button	17
Part 3	More About the Topic: Viewing More Videos	19
Part 4	Expanding the Topic	22
Part 5	In Your Own Words	25

Unit 3 Cyber Security in Focus / 29

Part 1	Topic Preview	30
Part 2	Viewing, Listening & Speaking: Online Profile Can Hurt Job Search	31
Part 3	More About the Topic: Viewing More Videos	33
Part 4	Expanding the Topic	36
Part 5	In Your Own Words	40

Unit 4 Why People Lie / 41

Part 1	Topic Preview	42
Part 2	Viewing, Listening & Speaking: Is that OK to tell white lies?	43
Part 3	More About the Topic: Viewing More Videos	45
Part 4	Expanding the Topic	48
Part 5	In Your Own Words	51

Unit 5 Auto Market / 53

Part 1	Topic Preview	54
Part 2	Viewing, Listening & Speaking: Toyota's Troubles	55
Part 3	More About the Topic: Viewing More Videos	57
Part 4	Expanding the Topic	60
Part 5	In Your Own Words	65

Unit 6 Get Closer to Animals / 71

Part 1 Topic Preview	72
Part 2 Viewing, Listening & Speaking: A Closer Look at Baby Panda	73
Part 3 More About the Topic: Viewing More Videos	76
Part 4 Expanding the Topic	79
Part 5 In Your Own Words	84

Unit 7 Empowering Women / 87

Part 1 Topic Preview	88
Part 2 Viewing, Listening & Speaking : U.S. Working Mothers' Struggle	89
Part 3 More About the Topic: Viewing More Videos	91
Part 4 Expanding the Topic	94
Part 5 In Your Own Words	97

Unit 8 Myths on Aliens / 99

Part 1 Topic Preview	100
Part 2 Viewing, Listening & Speaking: Aliens, Fantasy or Reality?	101
Part 3 More About the Topic: Viewing More Videos	103
Part 4 Expanding the Topic	106
Part 5 In Your Own Words	109

Unit 9 Combating Disasters / 111

Part 1 Topic Preview	112
Part 2 Viewing, Listening & Speaking: Chile Rescue Mission	113
Part 3 More About the Topic: Viewing More Videos	115
Part 4 Expanding the Topic	118
Part 5 In Your Own Words	124

Unit 10 Ethical Questions on Medicine / 125

Part 1 Topic Preview	126
Part 2 Viewing, Listening & Speaking: Stem Cell	127
Part 3 More About the Topic: Viewing More Videos	129
Part 4 Expanding the Topic	132
Part 5 In Your Own Words	136

Tapescripts / 139



Unit

1

Shake Up Tradition

Videos:

Advertising Gets Physical
Hip-hop Grannies
Future Kitchen

Readings:

Creative Thinking: Born or Bred?
10 Creative Myths

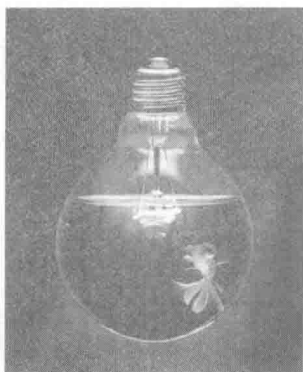
Lead-in

This unit talks about creativity and innovation. Instead of just following what the society dictates one to do, creativity brings us new ideas and perhaps new opportunities. Innovation is one of the most important ingredients for the culture of a nation. It can help us improve the society in many aspects. Therefore, we should make efforts to encourage creativity and innovation in education.

Part 1

Topic Preview

Individual work: Describe the following picture. What idea does it want to express?



Pair work: Answer the following questions. Then ask your partner and add information.

	You	Your partner
Do you like to try something new and unusual? Why or why not?		
Do you think creativity is important to college students? Why or why not?		
Should college education encourage innovation and creativity? Why or why not?		

Group discussion: Work in groups and discuss the following questions.

1. Find out some examples around you which show creativity and innovation. Share them with your classmates.
2. Vote for the most innovative one. And give your rationale.



Viewing, Listening & Speaking: Advertising Gets Physical

Video 1: Advertising Gets Physical

- ❖ In an age of omnipresent advertising and oddball marketing techniques, some people are selling the most personal ad space—their bodies. Anthony Mason, CBS Business correspondent, has the story.
- ❖ CBS: Columbia Broadcasting System

Getting to know the main points: Now view the video and complete the following chart with the information you get from the video.

Name	Courtney Van Dunk	Andrew Fisher	Amber Rainey
Occupation			
State where he or she lives		Nebraska	
Assets for bidding			
Price			
Highest bidder	Unknown		

Going further to the details: Now view the video again and fill in the blanks with the information you get from the video.

1. As a _____ at the College of _____, Courtney Van Dunk learned about _____. So _____, she posted an ad on _____, eBay, offering her body _____.
2. The same company also bought _____ and _____. “We’re doing something that people notice because _____, because it’s _____.”

3. In _____ where ads seem to be everywhere, body billboards could be _____ . For now, it may only be _____ , but it's making _____ .
4. "A lot of people are _____ what I'm doing. So there's still _____ ."
5. Call it _____ , or _____ a new advertising age.

Viewing to learn: You've met the following words and phrases while watching the video. Work in pairs and try to get their meanings from the context. Then explain them in your own words.

- ◇ assets: _____
- ◇ billboard: _____
- ◇ have a bid for: _____
- ◇ auction off: _____
- ◇ fad: _____
- ◇ novelty: _____
- ◇ expectant mother: _____
- ◇ airtime: _____

Speaking out: Based on the information you've got from the video, discuss in groups the following questions.

1. Do you think human body is a good billboard for advertisement? What are the main advantages of the body billboard over the non-personal one?
2. Do you want to market your body assets and make a small fortune through it? If yes, which part of your body do you want to auction? What's your selling point? And at what price will you sell it? Write an ad to market your body billboard.




Part 3
More About the Topic: Viewing More Videos

Viewing and listening: Here are two more videos talking about creativity and innovation. View them and do the following exercises.

Video 2: Hip-hop Grannies

- ❖ Wu Ying, a 71-year old Chinese granny eschews more traditional Tai Chi and takes to hip hop dancing, reported from NBC.
- ❖ NBC: National Broadcasting Company. It is sometimes referred to as the Peacock Network due to its stylized peacock logo.

Video 3: Future Kitchen

- ❖ Pots, pans and recipe books will not be necessary in the kitchen of the future if Electrolux's concept kitchen surface is anything to go by. Natalie Armstrong from Reuters reports.
- ❖ Reuters: Reuters Group Limited, a United Kingdom-based news service

Exercises for Video 2: Hip-hop Grannies

Getting to know the main points: Now view the video about a group of unusual hip-hopers and answer the following questions.

1. Who is the founder of "the hip-pop grannies"? What inspired her to found this special dancing group?

2. How does hip-pop benefit the senior dancers?

3. What is the next passion of the founder of the hip-hop grannies?

4. How does the daughter of the founder view her mother's passion on hip-hop?

Going further to the details: Now view the video again and fill in the blanks with the information you get from the video.

1. This morning on Today's China, hip-hop _____, dancing is _____ these days back home, thanks to those _____.
2. China's _____, _____ of Tai Chi, practiced by its elders, at least some of the time, it may seem _____, but this _____ has turned a group of _____ into _____, they are called "the hip-pop grannies".
3. The dancers were encouraged to wear both _____ and _____.
4. But Wu kept at it and the idea _____, attracting hundreds of _____ old school _____, then _____. More than just _____, these women _____ good dancers.
5. The grannies have also _____, also _____ from tens of millions in China, now familiar with _____.
6. They've even entered _____ and won against competitors _____.

Speaking out: Based on the information you've got from the video, do the following task.

Role-play: To be member of hip-hop grannies.

Directions: Choose a partner to role play a pair of grandparent and grandchild. One acts as Side A, and the other as Side B. Create a dialogue based on the roles and situations provided.

Side A: You are a traditional and conservative grandparent aged above 60. You have never tried anything like hip-hop.

Side B: You are the grandchild. After watching the TV show of hip-hop grannies, you think it really good for senior people. Therefore, you want to persuade your grandparent into having a try.



Exercises for Video 3: Future Kitchen

Getting to know the main points: Now view the video and complete the following summary with the information you get from the video.

According to a research by the United Nations, _____ of the world's increasing population

will _____ by 2050, making it necessary to rethink how space and energy is used and _____.

To help solve the problem, one of the world's largest _____ envisions the concept of future kitchen without pots, pan or even _____. That allows for a _____, which means having a living space that adapts itself to different _____ and _____.

The heart of future kitchen is an _____ kitchen surface, kitchen table and bar. The work area adjusts _____ when directed by the user. The surface automatically analyses _____ placed on it and give _____. Then the user marks by hand _____ and _____ of the cooking area. Once the surface fits the requirements, the user sets _____ with the swipe of the hand. What's more, the table can also determine whether the ingredients _____.

Speaking out: Based on the information you've got from the video, discuss the following questions in groups.

1. Do you think the concept of future kitchen will come true? And as one of the potential users, will you welcome it?
2. According to the video, the concept is meant to trigger discussion, feed-back and ideas from designers and scientists. But it also needs consumers'. Please help the company to conduct a survey around your school: What kind of future kitchen do you want? Then report your findings in class.

Glossary

hip-hop	all the rage	time-honored	martial art
ludicrous	posse	home girl	outfit
baggy pants	topi	rapper	recipes
appliance	envisions	malleable	swipe
morph-living	ferrofluid	magnetic	surfactant
carrier	quantumly	trigger	

Part 4

Expanding the Topic

Passage 1: Creative Thinking: Born or Bred?

Creativity is something we'd all like to have. The ability to see not just "what is", but "what could be". Envidable is the ability of finding innovative solutions to both personal and global problems, and all the successes that may accompany such breakthroughs. While it's true that some aspect of creativity is genetic (in the sense that genes are a program for neurological development) and I don't want to diminish that, breaking the typical patterns of thinking in order to cultivate creativity is also something that can be developed by use of lateral thinking exercises. Yet as commercial, scientific, educational and artistic organizations often talk about how they want to foster creativity, groups are less likely to spawn true innovation.

Typically, when groups are able to cultivate creativity it's because the people within the group are already creative on an individual level and the interactive dynamics can harness a variety of unique perspectives, which can then enhance creativity. However, groups only rarely foment great ideas because people in them are powerfully shaped by group norms: the unwritten rules which describe how individuals in a group 'are' and how they 'ought' to behave. Norms influence what people believe is right and wrong and flow almost imperceptibly from one person to the next so that changes are difficult to spot.



One classic study that highlights this was done on randomly allocated new university students to either conservative sororities or more liberal dormitories. Over time, students assigned to the liberal dormitories became less conservative as the group's norms seeped into their consciousness (Siegel & Siegel, 1957). In fact, B.F. Skinner used to have a whale of a time messing with his students' heads. He'd sit two students at the front of a classroom and have everyone agree with one student, who's in on the experiment, and disagree with the other, right or wrong. Within a short time the student (victim) would abandon the right answers in his mind in an attempt to gain the approval of the class.

In very short amounts of time people will conform to others with only the slightest encouragement, even if a person is not very well established within the group itself. Most often norms are beneficial as their purpose is to provide a stable and predictable social world, to regulate

our behavior with each other.

Such predictability is the enemy of the creative process. According to a 2006 study done by Adarves Yorno, groups frequently fail with thinking outside the box because implicit norms constrain them in the most explicit ways. They asked two groups of participants to create posters and subtly gave each group a norm about either using more words on the poster or more images. When they judged each other's work, participants equated creativity with following the group norm; the 'words' group rated posters with more words as more creative and the 'images' group rated posters with more images as more creative. In effect groups had redefined creativity as conformity. When the researchers emphasized the value of individuals as distinct from the group, actual creativity took hold.

Where you live and the environment which surrounds you also matter. When you present yourself with new surroundings your brain automatically rewires as it tries to absorb all the new information confronting it. This can be things as simple as trying a new cuisine at an ethnic restaurant, trying to appreciate the value of jazz instead of Lady Gaga (or appreciate Lady Gaga if you're into jazz... maybe), or something as large as taking a backpacking trip through Central America. As a result, your brain's neurons fire in patterns that are different from the norm, thus creating a new way of seeing the world (and as an added bonus, improving intelligence by establishing new neuronal connections).

Construal Level Theory (CLT) suggests that psychological distance may be a way to induce creativity. In a nutshell, CLT posits that the greater the perceived distance between you and the object of your thoughts, the wider the channels of creativity are opened. From a soon-to-be-published story, take the example of grease and vegetable oil. To most, these are things that are simply waste by-products from food (that's the perspective with little psychological distance). To others these are not waste by-products but are part of a whole chain of energy transfers. Just as surely as photosynthesis produces vegetation to feed livestock and oxygen to breath, which we then use for energy; so is vegetable oil leftover from a McDonald's French fry machine an extension of that process of energy moving from one place to another (that's the perspective with psychological distance—it's no longer seen from just its immediate use but as part of a larger picture).

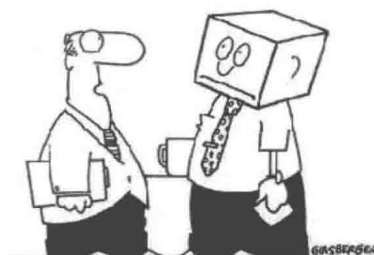
Putting distance between yourself and a problem gives a greater room for that "AHA" moment. This can also work if you picture your problems as being someone else's problems, or even picturing some set of problems as actually existing in some other country. Instead of asking yourself "what should I do here", imagine someone else has your task and you're giving advice on how they should handle it.

Is there a take-home lesson regarding creative thinking? I would suggest that if one does want to nurture creativity (and by default, nurture higher intelligence) that you constantly look to

challenge yourself with something different. Too often we read, hear or see something and because it doesn't agree with our preconceived notions or values, we dismiss it. Try reading a book that's outside your norm, and understanding the author's point of view or philosophy on life on their own merits. Take a vacation that's not too carefully planned. Go to a ballet instead of watching television. Step outside of yourself and appreciate how the bigger picture plays itself out. Be observant of others and their needs and don't be self-absorbed. Get off the computer and go meeting new people. Simply put, get out of your rut.

Questions for discussion:

1. How does the author view creativity and innovation?
Is it a nature or nurture or both?
2. According to the passage, what are the factors which may influence people's creativity?
3. What are your opinions on the above questions? Give your rationale.



"Thinking outside of the box is difficult for some people. Keep trying."

Passage 2: 10 Creative Myths

Over the years, I have heard a lot of people say a lot of daft things about creativity. Some of those things, I hear again and again. What's worse, a lot of these daft notions—or myths—about creativity are detrimental to the creative process. So, let's end this once and for all. Below are 10 creative myths. If you share these with everyone in the world, these myths will go away.

1. "I am not creative."

I have heard a lot of people say precisely that: "I am not creative." The truth, of course, is that we are all creative. That's what differentiates us from parrots who can say clever things but couldn't have a creative idea if their lives depended upon it. The truth is we are all creative. And while some people are naturally more creative than others, we can all have very creative ideas. The problem is, as we grow older, most of us learn to inhibit our creativity for reasons relating to work, acceptable behaviour and just the notion of being a grown-up.

2. "That's a stupid (or daft, or silly, or ridiculous) idea."

People say this kind of thing to colleagues, family and even to themselves. Indeed, this is one reason why people believe they are not creative: they have got into such a habit of censoring their creative ideas, by telling themselves that their ideas are stupid, that they no longer feel creative. Next time you have an idea you think is stupid, don't censor it. Rather, ask yourself how you could improve the idea.