



普通高等教育“十五”国家级规划教材



高等学校英语专业系列教材

# 高级英语视听说

## An Advanced Video Course

教师用书 / Teacher's Edition

主编：王镇平



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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主编：王镇平

编者：张春波 赵 东

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# 编写理念

21世纪是一个以经济全球化和信息化为显著特征的时代，我们的人才培养目标要适应这个时代，我们的教材则要适应这个新的培养目标。英语专业培养的人才应该是具有扎实的英语语言基础和广博的英语文化知识，并能在不同的工作和研究领域熟练运用英语的复合型人才，要同时兼具组织能力、实践能力和创新能力。这套教材就是在这样的需求中应运而生的。

根据2000年《高等院校英语专业英语教学大纲》(以下简称《大纲》)的要求，21世纪外语专业教材应具有以下几个特征：教材内容和语言能够反映快速变化的时代；教材能处理好专业知识、语言训练和相关学科知识之间的关系；教材不仅仅着眼于知识的传授，还有助于学生的鉴赏批判能力、思维能力和创新能力的培养；教学内容有较强的实用性和针对性；注意充分利用计算机、多媒体、网络等现代化的技术手段。

本教材的编写理念符合《大纲》的要求，具有以下七大特征：

## 一、内容强调趣味性

近些年来，人们越来越认识到兴趣是学习者内在动力的源泉。所以，我们在选择教材内容时，尽量贴近大学生的生活，尽可能地满足大学生的智力因素和成长需求；能最大限度地做到这一点，就能最大限度地激发学生学习的积极性和主动性。语言学家 Breen 和 Candlin 强调：教材应考虑学生的情感、态度和经历，适当的内容可激发学生的学习情趣，最终促进第二语言的学习。我们选择的影片包括《克莱默夫妇》、《毕业生》、《天涯何处无芳草》、《死亡诗社》、《闻香识女人》、《美国丽人》和《费城故事》等，它们大都与时代同步，反映时代脉搏，与大学生的生活贴近。同时，像《卡萨布兰卡》这样的经典影片内涵深刻，发人深省；还有根据名著、名剧改编的《时时刻刻》、《芝加哥》等探索人生的电影，引人思考。电视节目《中央公园》、《高端访谈》和《奥普拉·温弗瑞脱口秀》涉及人与自然的关系、联合国改革以及高科技产品给我们生活带来的改变，这些内容有助于开阔学生的视野，会使他们产生发自内心的学习热情和学习动力。

## 二、以学生为中心

现代语言教学的走向是以学生为中心，教师为主导，教师引导学生积极地、主动地、独立地完成学习的全过程。教材应该具有启发性、引导性，而不是传统的知识存储所。

认知理论认为，英语学习的过程是新旧语言知识不断结合的过程，也是语言能力从理论知识转化为自动应用的过程，而这种结合与转化都必须通过学生的自身活动才能得以实现。以学生为中心符合语言学习的规律。因此，教师与学生的角色发生了很大的变化，教师由原来知识的输出者变成学生的引导者和协调者；学生由听讲者变成自觉的学习者和研究者。

以学生为中心是一种新的教学模式，而教材又必须体现教学思想和教学模式。首先，这种

教学模式要体现在整套教材的内容选择和编排上。内容的选择和编排要顺应学习者的学习过程,即内容要由浅入深,由熟悉到不熟悉,而且又有内在的连贯性。其次,这种教学模式还要体现在教材每一单元课前、课堂和课下的语言活动设计中。课前学生是自觉的学习者。他们要按教学计划观看影片或电视节目,然后分小组活动,组内成员进行分工合作,按照每人分配的不同任务分别到图书馆或网上查找相关的资料。最后,小组成员再一起讨论。教师的任务则是给予引导,比如,如何观看影片,如何进行思考,如何提出问题,如何查询资料等。课上学生是主要的参与者,学生需要轮流口述对影片或电视节目某一方面的评论。每一位学生讲述之后,其他同学向这位讲述者提出相关问题,讲述者要为此做好充分准备。教师在课堂上是协调者,保证每一位学生都有讲话的机会,都有运用语言的机会。课后,学生将口述评论写成文,教师进行批改并提出建议。教师最后根据学生课前、课堂表现和文章的水平给予一个综合分数作为本周成绩。

以学生为中心的教学模式就是把大部分时间给学生,让学生有更多的机会在课上和课下进行语言运用,以达到外语教学的最终目的。

### 三、语言活动的设计具有启发性

英语专业教材不仅仅要着眼于知识的传授,还要有助于学生的鉴赏能力、批判能力、思维能力和创新能力的培养。因此,教材只提供语言事实是不够的,这些是死的东西,无法培养学生的思维和创新的能力。那么,语言活动的设计就十分关键。我们设计的语言活动(课前、课堂、和课后的练习)都试图培养学生的批判能力和思维能力。语言活动应是一个过程,在这个过程中学生既是导演又是演员,他们需要对该活动进行分析、设计、编排、组织,直到最后实施。这样一个过程可以激发学生的学习热情和主动精神,也可以开启他们的聪明智慧,培养他们的思考能力和创新能力。

### 四、注重多元化的题材和体裁

我们认为不断变换题材才是保护和保证学生兴趣的手段。我们选择的题材涉及范围广泛,包括家庭、教育、代沟、同性恋、艾滋病、战争与爱情、环境、联合国、高科技产品、希望、名利场和腐败、中年危机等。我们的体裁也较多元化,除了电影这一种艺术形式外,我们还选择了电视节目,其中有著名电视节目《奥普拉·温弗瑞脱口秀》和《高端访谈》等。奥普拉·温弗瑞是美国著名黑人女主持,她聪颖、机智、有亲和力,语言简洁、恰当,节目主题丰富,极具吸引力。中国中央电视台著名主持人水均益,他的英语发音准确,字句使用恰当,表现得沉着、自信、敏锐。他主持的节目《高端访谈》收视率很高,受到广大观众的喜爱和关注。电视节目的特点是内容生动,形式新颖,紧跟时代节奏,提供最新信息,可以激发学生的强烈好奇心和新鲜感。

## 五、选材强调知识性

当今的大学生不同以往，现代社会对他们的要求也比以往高得多，而且是多元的。只懂外语而缺乏对其他领域知识的掌握已经落后于时代的要求。2000年《大纲》提到21世纪英语专业人才应具备的五个特征之一就是宽广的知识面。这些知识指的是英语专业知识（即文学、语言、国情文化）和相关专业知识（如外交、金融、法律、科技等学科的知识）。但目前，许多课程的教学内容中普遍缺少其他相关学科的知识。为了扩展学生的知识面，我们增添了电视节目，电视节目比电影知识性强，信息量大，涉及面广，学生可以在短时间内获得大量信息，学习各领域的知识。我们这里选择了三个节目，通过学习这些内容，学生可以了解和掌握环境、科技、联合国（国际组织）等方面的知识及词汇。这在一定程度上弥补了视听说课程相关学科知识不足的缺陷。

## 六、有助于培养学生的科研能力

《大纲》明确提出课堂教学要注重培养学生的学习能力和科研能力，同时也明确要求现代英语教学应注重培养学生利用图书馆、网络获取知识的能力，以适应新世纪的需求。要想真正成为独立的研究者，学生需要学习如何使用图书馆，如何利用网络来获取知识。为培养学生独立研究的能力，视听说课程增添了科研内容，要求学生在观看影片或电视节目之后走进图书馆，访问网站，寻找自己所需的资料，为小组讨论和课堂演讲寻找依据。这种科研体验为学生将来的独立学习和独立工作打下了良好的基础。

## 七、创造实践机会，实现视、听、说三位一体

《大纲》要求培养组织能力、实践能力、创新能力。外语教学的目标就是将课堂中学到的语言技能运用到实践中。教材是为教学服务的，它是通向教学目标的桥梁。那么，教材就应该有实践的内容。实践内容不同于某一课后的语言活动，它是一个完整的、大型的项目，它需要学生们走出校门，在社会实践中运用掌握的英语语言，运用电视节目主持人的采访技巧，就某一主题采访以英语为母语的外国人。在这样的实践活动中，检验自己的语言能力、知识面和采访能力，同时也锻炼自己的交际能力、组织能力和创新能力，实现语言训练的视、听、说三位一体。有位学生感慨地说：“这样的实践活动是我从未体验过的，我第一次将所学的知识运用到实践中，它不仅检验了我的语言水平，同时也培养了我的合作精神、组织能力和交往能力。”

主编：王镇平

2006年5月

## 使用说明

本书是《高级英语视听说》的教师用书，为使用该教材的高校教师提供参考。我们希望教师用书带给您的是思路的开拓而不是思维的局限，因为您和您的学生在探讨问题的过程中必定会有更广泛、更深刻的理解。

教学目的及教学要求已经在学生用书中详细讲述，就不再赘言。这里只对本书的内容作几点说明：

1. 本书的综合导视思考题答案是根据我们的理解得出的，您和学生的理解也许与本书答案不同，那是完全有可能的，对此不必有任何担心和顾虑，也不必强求一个答案。我们的重点本来就不在于选择了哪个答案，而在于启发学生的思想，开拓学生的思路，挖掘学生的思想深度。在研究性语言活动 (Research Activities) 部分也是如此。关于影片或问题的每一个方面，我们只提供了一部分内容而不是全部。每一个方面都有几个侧面，学生从哪个侧面展开都可以。鼓励学生讲述时注重一个侧面进行深入探讨和挖掘，不要全面讲述，全面讲述的结果是对每个问题的研究都只停留在表面，不能提高学生深入思考分析的能力。
2. 本书所附的光盘收入了北京外国语大学《高级英语视听说》课程的示范课视频。示范课包括三个部分，分别演示了电影、电视节目和项目的课堂教学流程，提供基本授课方法，供授课教师参考。
3. 本书附录收入了北京外国语大学英语学院2003级学生对视听说课程的整体评价。

测试是评价教学效果和学生表现的重要手段，下面我们将详细介绍本课程在北京外国语大学开课时采用的测试方法，供任课教师参考。

### 总评成绩分配比例：

为了不把期末考试作为衡量学生水平的唯一标准，我们将总评成绩分为70%（平时对电影、电视节目的分析和讨论）、10%（项目）和20%（期末考试）三部分。从比例上看，我们的重点放在平时成绩，这是为了让学生重视日常的学习和练习，淡化期末考试的分量，同时也避免出现某些学生因一次考试失误，而无法体现在整个学期中所付出的努力的情况。

### 考试内容及方法：

考试是针对一个电视节目的主题做演讲。教师先提供一些电视节目，学生从中选择自己感兴趣的节目来准备。电视节目的长短在20至40分钟左右，节目需要有一个可供讨论的主题。

考试要求学生根据节目的主题做一个3分钟左右的演讲。演讲的前半部分需要简单介绍节

目的内容，检查学生的叙述能力；后半部分阐述对问题的看法，这部分是考查重点，检查学生分析问题的能力；演讲之后学生须准备回答教师提出的2到3个相关问题，这是为了检查学生即席阐述观点的能力和语言表达能力。

通常教师在考试前两周告诉学生可从中选择的电视节目范围以及考试要求，并把这些节目输入小型局域网，学生可以在开放时间内随时观看。我们建议准备10个左右的电视节目，要求每个学生挑选其中2个最感兴趣的节目进行准备。考试时只需要考核一个节目，考核哪一个由教师来决定。

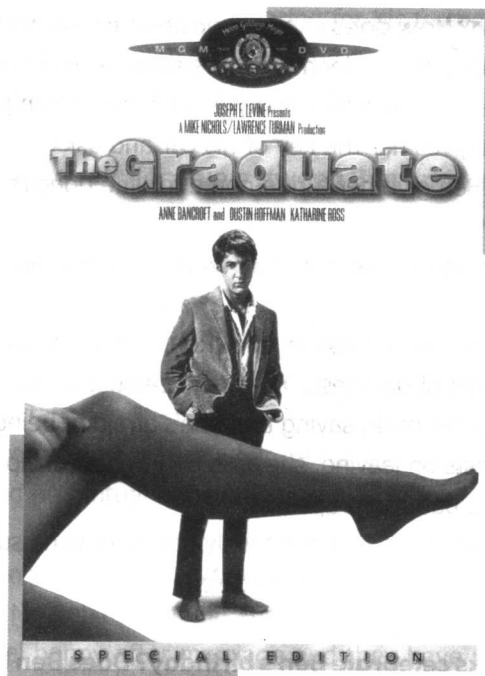
我们衷心希望《高级英语视听说》教师用书给您带来帮助。希望您在教授时感到得心应手。同时希望听到您和您的学生真诚的建议和意见。

主编：王镇平

2006年5月

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## II. Questions for Thoughts

The following answers are given only for reference, and the students are encouraged to present their own understandings of or opinions on these questions.

### 1. How do Benjamin Braddock's parents celebrate his returning home? Does Ben like this idea?

They hold a party to celebrate his college graduation. However, Ben is not as excited as his parents and he is reluctant to meet the guests. He is deeply worried about his future because he wants to do something other than receiving further education as his parents expect.

### 2. Who are invited to the party? What do they think of Ben? Why?

The guests are all his parents' old friends, so none of them is his age. They all regard Ben as an excellent boy with a promising future, because he has graduated with good records and won a scholarship.

### 3. How does Ben behave himself at the party? Why does he finally escape to his room upstairs?

He tries to be polite to everyone but obviously he seems detached, not being able to enjoy any

bit of the party. Finally, he retreats to his own room because he finds it impossible to share his worries and cares with anyone in the party and he wants to be alone.

**4. Who is Mrs. Robinson? How does she persuade Ben to drive her home?**

Mrs. Robinson is one of the old friends of Ben's parents. Her husband has been the business partner of Ben's father. She asks Ben to drive her home, saying that their car is taken by her husband. At first, Ben gives her the key of his car and asks her to drive by herself. However, Mrs. Robinson insists Ben give her a ride home for she doesn't know how to drive Ben's car.

**5. How does Mrs. Robinson make Ben stay with her in her house? What does Ben think of her?**

When they arrive in front of the house, Mrs. Robinson asks Ben to come into the house with her because she is afraid of darkness. Then, she persuades Ben to have a drink and stay with her till her husband comes back, saying that she's afraid of being alone. Later, when Ben feels so nervous that he insists on leaving, she asks Ben to help unzip her dress and bring her purse from downstairs to the bathroom upstairs.

Ben has always thought of her as a nice family friend. Now he suspects she is trying to seduce him, so he becomes quite confused and scared.

**6. How do the Braddocks celebrate Ben's birthday? Does Ben have a good time? Why?**

They hold a party around the swimming pool, inviting some family friends again. Ben is dressed in the diver's wet suit, carrying an oxygen can, wearing a mask and holding a spear gun in his hand. He is about to make a show of diving into deep water as arranged by his father. Ben doesn't like the idea at all. He tries to discuss it with his father, but his father is overexcited about the idea and what he cares is that Ben should not disappoint the guests.

**7. Why does Ben invite Mrs. Robinson to accompany him at the hotel?**

He is at a loss about his life. In his depression, Mrs. Robinson's offer of an affair appears much more fascinating than before. Nevertheless, Ben does not call Mrs. Robinson in order to have an affair; he is not sure of his action and is fearful of such a situation.

**8. How does Ben manage to get a room at the hotel? Is he prepared for having an affair with Mrs. Robinson?**

He pretends to come to stay in the hotel by himself. At the registration desk, he figures out a false name for himself. When the receptionist offers to help him with his luggage, he lies that he prefers to leave his luggage in his car outside and he'd rather go to find the hotel room himself.

He has some vague idea about what will happen in the hotel, but he is not fully prepared for this. What he wants most is to talk with her about his deep worries, to find some emotional outlet. So, when Mrs. Robinson starts to take off her clothes, he's extremely nervous and somewhat scared.

**9. How do Ben's parents plan for his future? Do they get suspicious of his behavior?**

They want him to go to a good graduate school. His father thinks Ben is just relaxing and drifting around after a long time of hard study. He is a bit angry and disappointed with Ben when Ben shows no intention to consider preparing for his further education, but he never suspects anything about his affair with anyone. Ben's mother suspects that Ben may get involved with some girl, but she is also far away from the truth.

**10. How would you describe the relationship between Ben and Mrs. Robinson? Why does Ben insist on starting a conversation with her while they are together in the hotel room for the second time?**

Answers to this question may vary. A possible answer can be like this: Their relationship is nothing more than a sexual affair, for they never understand each other and they do not have anything in common. Both of them take the affair as their emotional outlet and a way to escape difficulties and frustration in life.

Ben wants to start a conversation because what he wants is not only an affair but a kind of intimate relationship based on mutual understanding.

**11. What does Mrs. Robinson say about her marriage?**

She says she doesn't love Mr. Robinson at all. They get married because she gets pregnant at that time. She doesn't feel happy after marriage and they have not slept together for five years. Now both of them are heavy drinkers.

**12. What promise does Ben make to Mrs. Robinson? Does he promise her willingly? Why?**

Ben promises he will not take Elaine out. He is not quite willing to make such a promise because he finds that Mrs. Robinson does not think he is good enough for her daughter. That hurts Ben and makes him reflect on their affair, and he feels sick of it.

**13. Does Ben keep his promise? Why?**

No. His parents insist he should ask Elaine out because both of them think Elaine is a very good girl for him. Besides, Mr. Robinson keeps asking Ben's parents to let Ben call Elaine, and that makes Ben's parents rather embarrassed when Ben keeps refusing to call the girl. So, the parents decide if Ben doesn't want to ask her out, they'd like to invite the Robinson family to have dinner at home. To make things less awkward, Ben finally agrees to ask Elaine out.

**14. How does Ben behave himself on his first date with Elaine? Why does he do so?**

He behaves very rude on purpose. He drives fast, pretends to be not hungry, making Elaine feel he has no intention to have dinner with her, and he walks very fast, making it difficult for Elaine to follow. Then, he takes Elaine to watch a stripper's show which makes Elaine feel insulted and hurt. He tries to hurt Elaine because he thinks it's better for both of them to keep away from each other.

**15. How does Elaine get to know that Ben had an affair with her mother? How do the daughter and the mother react to the revealing of the truth?**

Ben tells her something about his having an affair with an older woman, but he doesn't tell her who the woman is. However, later Mrs. Robinson demands that Ben stop seeing Elaine and she threatens to tell Elaine the truth if Ben turns a deaf ear to her warning. With Mrs. Robinson following him to Elaine's room, Ben decides to tell Elaine the truth himself. Just at that moment, Mrs. Robinson appears, and Elaine can tell from their expressions that her mother is the older woman.

Elaine is on the edge of breaking down while getting the truth. Mrs. Robinson remains cold and untouched because she takes it as an acceptable price for stopping Ben and Elaine from seeing each other.

**16. How does Ben know that Elaine left for Berkeley? What does he decide to do then?**

He often stands outside the Robinson house, watching Elaine from far away and one day he sees Mr. Robinson and Elaine putting her luggage in the car and driving away. Then he knows Elaine is leaving for Berkeley.

He decides to go to Berkeley to look for Elaine and make a proposal to her.

**17. Does Ben have a substantial conversation with Elaine after he arrived in Berkeley? Why? What does he do then?**

No. At first, he cannot get an opportunity to have a real conversation with Elaine for she always stays together with a group of students. Besides, he is very nervous, having no idea how to talk with Elaine about his incident with Mrs. Robinson and how to make her understand him and forgive him. So, he just stands somewhere watching Elaine on campus. Later, he finds Elaine is going out with another guy and she just thinks it's impossible for them to have any further talks.

**18. Why does Elaine go to visit Ben and then ask Ben to leave her alone? Does she believe in Ben's words about his relationship with her mother?**

She wants to tell Ben she can never forgive him for doing such a terrible thing to her mother, for her mother tells her that she was raped by Ben. When Ben tells her everything, she finds it too hard to believe; but deep in her heart, she knows that her mother might be lying to her.

**19. How does Mr. Robinson get to know the affair? What does he decide to do?**

Mrs. Robinson tells him about her relationship with Ben, but she obviously lies. Mr. Robinson comes to Berkeley to warn Ben not to get close to Elaine again. Otherwise, he says he will prosecute Ben and send him into prison.

**20. Why does Elaine refuse Ben's proposal?**

She feels it's best for her to refuse Ben because her father gets very angry with Ben. If they

get married, her father will definitely take a revenge on Ben. Besides, her mother will also be mad at them. So, Elaine feels it will never work out.

**21. How does Ben get to know that Elaine is going to marry Carl?**

When he goes to look for Elaine at the Robinson house, he meets Mrs. Robinson, who tells him in a triumphant way that Elaine is going to marry Carl.

**22. How does Ben find the wedding church and how does he prevent the announcement of the marriage?**

First, he finds out where Carl lives and then he goes to the fraternity house asking the boys about the wedding place. Then on his way driving to the place, he makes a phone call to Carl's father's office, saying he's supposed to be at the wedding but gets lost. Thus, he gets the exact location of the wedding church.

When he finds a way to get into the church, the ceremony is already taking place and he can just watch everything going on through a glass window of a corridor on the second floor. Then, to stop the ceremony he starts to punch the window and yell for Elaine's attention. Soon, everyone sees him and the ceremony is interrupted.

**23. How do Ben and Elaine manage to flee from the church?**

Elaine is startled at her first sight of Ben, but soon she is overwhelmed by his persistence and love for her and starts yelling back at him. Ben is encouraged and starts going downstairs and moving close to Elaine. Mr. Robinson, Mrs. Robinson and Carl all come to stop him. However, Ben fights them bravely and finally manages to grab Elaine's hand and lead her toward the door. After getting out of the door, they jam the cross through the door handle and run away from the church. Later, they take a bus and go away.

**24. What do you think of Mrs. Robinson? Why does she seduce a boy who is almost 20 years younger than herself? And why does she try to stop Ben from seeing her daughter?**

Answers to these questions may vary.

**25. What do you think of Ben? Why does he start an affair with his father's partner's wife who is almost twice his age?**

Answers to these questions may vary.

## V. Research Activities

Four basic aspects of the movie:

- |                      |   |
|----------------------|---|
| <b>Background:</b>   | historical background, social background, the novel on which the movie is based, the author of the novel, production of the movie, etc. |
| <b>Themes:</b>       | the main ideas that the movie intends to convey to the audience.  |
| <b>Conflicts:</b>    | conflicts within oneself, conflicts with others, conflicts with the society, conflicts between events, conflicts of ideas, etc.         |
| <b>Performances:</b> | actor, actress, director, playwright, song, music, Academy Awards, etc.   |

These four aspects, however, can never be clear-cut; they are often interrelated. The information provided below serves as some supplementary material only. The students are free to present any material relevant to the four aspects. Their presentations should include both factual information and their own opinions or comments.

### Background:

- a. *The Graduate* is adapted from a novel by Charles Webb, made into a 1967 film of the same name by director Mike Nichols. "Just one word: plastics." "Are you here for an affair?" These lines and others became cultural touchstones, as 1960s youth rebellion began to influence the California upper-middle-class in Mike Nichols' *The Graduate*. In the mid to late 1960s, youth across North America and Europe began to "turn on, tune in and drop out." Fed up with the establishment—parents, schools, police—they went looking for a new way of life. The rebellious youth came, preaching peace, love and non-conformity. During the late 1960s many young people turned against the lifestyle of their parents. Some turned to radical politics.
- b. Parents found it difficult to understand their children, some of whom wore hippy clothes, long hair, followed eastern religions, used drugs (LSD/acid and cannabis) and had liberal sexual attitudes. Most of them were white middle-class college students who "were angry over the war in Vietnam/rejected the idea of getting a well-paid job." Some lived in hippy communes, inspired by San Francisco where the "flower power" idea had started. True hippies were non-violent; some came into confrontation with the police especially when anti-Vietnam demonstrations turned into physical conflict. Many students went on strike or took over their own universities demanding a say in how they were run.
- c. *The Graduate* stands as one of the most influential films of the late 1960s, as its truthful description of the generation gap helped lead the way to the youth-oriented Hollywood artistic "renaissance" of the early 1970s. The decade from 1960 to 1970 is definitely one of those eras and it became known as the Counter Culture Era (the Hippie Generation). It was known as the Counter Culture Era because the young people involved in it rejected the old-fashioned American values and lifestyles. The youth was no longer satisfied with being replicas of the generation

that preceded them. Instead, young people longed for change. The changes affected lifestyles, values, laws, education, and entertainment. The dream of love, peace, happiness, and freedom was what many young Americans longed for. The most striking change is that during the 1960s a radical crowd called the hippies stunned America with their unusual lifestyle and radical beliefs. They were young people who enjoyed life and lived it to its fullest. They used illegal drugs and listened to rock and roll music. With their different beliefs and practices they bewildered America's traditional middle class. Concerned primarily in protesting the Vietnam War and advocating civil rights they made a huge impact on America and the world. Even today the effects of the hippie movement are still felt.

### Themes:

**a. Innocent and Confused Youth:** The movie shows that an innocent and confused youth is exploited, misdirected, seduced and betrayed by a corrupt, decadent, and discredited older generation. This idea is well understood by film audiences and captures the spirit of the times. Ben is at a loss as to how to plan for his future. His confusion, emptiness and desire for adulthood are well reflected in the movie. It reveals the grossness of the upper-middle-class adult world. It is a study of coming-of-age, of alienation, of frustration, and of empty values. One of the film's posters proclaims the difficult transition from innocence into experience for the recent, aimless college graduate: "This is Benjamin. He's a little worried about his future."

**b. Identity Crisis:** In a word, the hero Ben is suffering from "identity crisis." He looks so cheerless and depressed. His future is being arranged by his dominating father. To show his repulsion for it, Ben takes an attitude of cynicism, idling around and indulging himself in the affair with Mrs. Robinson. Being dominated all the time, he feels powerless and finds his life meaningless to himself. He has no idea what path he wishes to take. The question of future weighs on him heavily, but all he knows is that he doesn't want to become someone like his parents—upper-middle-class professional suburbanites with swimming pools. Not that he knows what he actually does want. All of us, young and old, can hear the ironical sting when a family friend advises Benjamin about his future with that one darkly predictive word: plastics.

### Conflicts:

**a. New Graduate vs. Alien World:** Ben returns home after graduation only to find a world painfully alien to him, as his ideal and value go far against the sophisticate and fundamentally hypocritical society at that time. Ben's trouble begins right at the party welcoming him home. As an innocent young man just out of college, he wants to search out an honest and sincere way to live his future life, but he is confused and worried as people around him seem to be from a different world—they are all his parents' friends and there is a huge generation gap in between. Instead of caring about what he feels and thinks, they just keep on acting the smiling faces and saying complimentary words. Even the one who does give him advice on his future is considering no further than financial success.

- b. Youth vs. Adult:** The transition from youth to adult is a burden that many have yet to experience and others yet to forget. The catalyst of his sexual liberation is Mrs. Robinson. As a friend of his parents she should be no more than a boring distraction to him. She sees in him a boundless youthful passion that she can draw upon to make up for her husband's inadequacies. She seduces him and he tries to resist. As it turns out, his resistance is to prove futile and once broken, he is all too keen to continue their fling.
- c. Affair vs. Love:** Ben falls in love with Mrs. Robinson's daughter Elaine. She is his age and as innocent and sincere as him. They belong to the same world. The affair between him and Mrs. Robinson blows them apart. However, Ben determines to get Elaine back because he decides that she is "the one" for him. After Elaine goes back to Berkeley, Ben leaves everything and goes there too to marry her though the road ahead is tough.
- d. Confinement vs. Rebellion:** The society itself never compromises and it may be easier for one to adopt its customs and values. However, Ben is different. He acts as a countercultural hero, living by his own standard of truth, thinking for himself and doing what he needs to do for love and happiness. He distinguishes himself by rebelling against the confining lifestyle of his parents.

### Performances

Mike Nichols won the Oscar for Best Director for *The Graduate*. Director Mike Nichols was, as a result of *Who's Afraid of Virginia Woolf?*, already established as one of the most promising young directors of the "New Hollywood." But *The Graduate* made him (for a while, at least) the most powerful and influential of those people who were reshaping the American motion picture product. First, Nichols decided to make a major motion picture with no big-name stars, and in so doing, introduced Dustin Hoffman, who would quickly become, ironically enough, the new big name to be reckoned with. Second, Nichols employed a series of camera techniques that had been extensively used in television commercials and avant-garde pictures, but were new to the Hollywood product. Third, there was the equally important decision to change the notion of the musical score, and instead of just featuring music composed expressly for the picture, Nichols included currently popular songs by folksingers Simon and Garfunkel (*The Sound of Silence*, *Scarborough Fair*) without necessarily correlating them directly to a scene. The soundtrack sold spectacularly well, and it made Simon and Garfunkel one of America's most popular recording groups.

### Scarborough Fair

By Simon & Garfunkel

Are you goin' to Scarborough fair? parsley, sage, rosemary and thyme  
Remember me to one who lives there, she once was a true love of mine

Tell her to make me a cambric shirt, parsley, sage, rosemary and thyme