

视听说

VIEWING
LISTENING
AND SPEAKING

美国经典电影

American Classic Movies

总主编：常俊跃

主 编：吕春媚 刘 翔

副主编：夏 洋 孟 健



随书附赠光盘



北京师范大学出版集团
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《视听说：美国经典电影》是在内容依托教学理念的指导下编写的一部英语听力教材，是 2012 年度国家社科基金项目“内容依托教学理论指导下的英语专业整体课程体系的改革与实践研究”开发的系列教材之一，是大连外国语大学优秀教学成果一等奖、辽宁省优秀教学成果一等奖、第六届国家级优秀教学成果奖获奖成果的重要组成部分。

随着我国英语教育的快速发展，英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家教师们密切关注的现行英语专业教育与大、中、小学英语教学脱节，语言、内容教学割裂，单纯语言技能训练过多，专业内容课程不足，学科内容课程系统性差。高、低年级内容课程安排失衡导致学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分。

针对上述问题，大连外国语大学以内容依托教学（CBI）理论为指导，确定了如下改革思路。

（一）更新语言教学理念，改革英语专业教学的课程结构。在不改变专业总体培养目标和教学时限的前提下，对课程结构进行革命性变革，改变传统单一的语言技能课程模式，实现内容课程与语言课程的融合，扩展学生的知识面，提高学生的语言技能。

（二）开发课程自身潜力，同步提高专业知识和语言技能。内容依托课程本身也同时关注内容和语言，把内容教学和语言教学有机结合。以英语为媒介，系统教授专业内容；以专业内容为依托，在使用语言过程中提高语言技能，扩展学生的知识面。

（三）改革教学方法手段，全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性，通过问题驱动、输出驱动等方法调动学生主动学习的积极性，把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合，提高学生的语言技能，激发学生的兴趣，培养学生的自主性和创造性，提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业基础阶段通过开设单纯的听、说、读、写四种语言技能课提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性改革。首创了英语专业基础阶段具有我国特色的内容与语言融合教学的课程体系;率先开发了适合英语专业教学的内容依托课程;系统开发了文化、文学、语言学系列教材;以英语为媒介,系统教授专业内容;以内容为依托,全面发展学生的语言技能;扩展学生的知识面,提高学生的综合素质,以崭新的途径实现英语专业教育的总体培养目标。

经过八年的酝酿、准备、实验,内容依托教学改革取得了令人鼓舞的成果。

(一) 构建了英语专业基础阶段内容依托课程与语言课程融合的课程体系。

新的课程体系改变了传统单一的听、说、读、写语言技能课程模式,综合英语依托美国文学作品、英国文学作品、世界文学作品;听力课程引入了美国社会文化经典电影、英国社会文化经典电影、环球资讯、专题资讯;口语课程改革为功能英语交际、情景英语交际、英语演讲、英语辩论;文化课程拓展为美国历史文化、美国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化、希腊罗马神话;文学课程改革为英语短篇小说、英语长篇小说、英语诗歌、英语戏剧、英语散文;语言学课程改革为英语语言学、英语词汇学、语言与语用、语言与文化、语言与社会;英译汉、汉译英、连续传译、同声传译课程依托应用领域知识内容。语言技能课程密切关注听、说、读、写技能的发展,课程内容既关注系统的学科内容教学,也关注综合语言能力的培养。内容教学与语言教学结合,提高学生的语言能力,扩展学生的知识面,提升学生的综合素质和多元文化意识,从根本上改变英语专业学生知识面偏窄、综合素质偏低的问题。

(二) 系统开发了英语文学、语言学及相关国家文化课程资源。在内容依托教学理论的指导下,围绕内容依托课程开发了系列教材。这些教材改变了传统的组织模式,系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多样,实践教学中受到了学生的广泛欢迎。此外还开发了开设课程所需要的大量资源。在北京大学出版社、华中科技大学出版社、国防工业出版社、北京师范大学出版社的支持下,系列教材已经陆续出版。

(三) 牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容依托教学理论的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习的积极性,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与



学科内容教学有机结合，激发学生的兴趣，培养学生自主性和创造性，提高学生的语言技能，提升思辨能力和综合素质。曾有专家教师担心取消专门的英语泛读课以及缩减基础英语精读课会对阅读技能发展产生消极影响。实验数据证明，内容依托教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响，而且还产生了多方面的积极影响；在取消专门英语阅读课的情况下，阅读能力发展迅速；内容依托教学对学科知识的学习产生了巨大的积极影响。

（四）提高了教师的科研意识和科研水平，取得了丰硕的教研成果。项目开展以来，团队对内容依托教学问题进行了系列研究，活跃了整个教学单位的科研气氛，科研意识和科研水平也得到很大提高。课题组已经撰写研究论文数十篇，不仅在国际、国内学术研讨会交流，而且在国际学术期刊 *World Englishes*，国内外语类核心期刊《外语教学与研究》《外语与外语教学》《中国外语》《外语研究》《解放军外国语学院学报》等杂志发表。

教学改革开展以来，每次成果发布都引起强烈反响。外语教育专家戴炜栋教授、王守仁教授等对这项改革给予高度关注，博士生导师蔡基刚教授认为改革“具有导向性作用”，研究成果得到知名专家文秋芳教授、石坚教授、余理明教授等人的高度评价。改革成果获得两个大连外国语大学教学研究成果一等奖、两个辽宁省优秀教学成果奖一等奖，一个国家级优秀教学成果奖。

目前，该项成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲，影响了课程建设的理念，引领了英语专业的教学改革，改善了教学实践，必将对未来英语专业教育的发展产生积极影响。

本项改革得到了全国各地专家教师的关注、支持和帮助。衷心感谢戴炜栋教授、王守仁教授、汪榕培教授、文秋芳教授、石坚教授、俞理明教授、蔡基刚教授、杨忠教授等前辈们给予的关注、鼓励、指导和帮助，衷心感谢大连外国语大学孙玉华教授、杨俊峰教授、刘宏教授等各级领导的大力支持，感谢大连外国语大学英语学院同事们的理解、帮助以及团队成员的共同努力。同时也特别感谢几家出版社富有远见的领导和编辑，没有他们对新教学理念的认同，没有他们对英语专业教育的关注和支持，系列教材不可能如此迅速地面世。

内容简介

《视听说：美国经典电影》教材顺应了英语专业改革的时代需求，将内容依托教学模式引入听说教学，将知识内容的学习和听说技能的提高有机地结合在一起，改变了“通过听说技能课程培养英语听说技能”的课程建设理念。引入了美国经典电影，结合英文歌曲、新闻、访谈、演讲等高质量的语料，调动了学生的学习积极性，训练学生的听说技能，消除了传统听力教材内容枯燥、形式单一的弊病。教材除了关注学生的听说技能之外，还注重培养学生对异域文化的敏感性，拓宽学生的知识面，培养学生对外交际沟通能力和国际视野，提高学生的人文素质。

该教材针对的读者群体是具有中学英语基础的大学生。适用于英语专业一、二年级学生，也适用于具有中学英语基础的非英语专业学生和英语爱好者。这部教材努力凸显以下特色。

（一）优质的语言材料。本教材选取了美国经典电影作为听力输入的语料，学生面对的不再是沉闷的听力训练，而是真实、有趣、地道的语言情境，为学生提供了高质量的语言输入。

（二）丰富的听说练习。本教材在关注英语语言知识训练和相关知识内容传授的基础上，将听说练习和内容知识学习有机地结合在一起。听说不再是机械、被动和乏味的语言技能训练，而是具有知识性、目的性和趣味性的人文活动，成为获取内容知识、了解美国社会历史文化知识的一种途径和手段。

（三）新颖的教学板块。本教材设计了新颖的教学板块，涵盖了听前、听中和听后的各个环节。这些教学板块的设置是本教材的亮点之一，有利于增加学生的参与，激发学生学习的热情，促进课堂的互动性，也有利于教师教学活动的开展。此外，本教材还设计与电影相关的社会和文化背景阅读材料，以及补充听力练习，有利于学生进行自主学习。

（四）经典的听力学习材料。本教材的另一特色在于它对教学内容的延伸和拓展。在每一章节的最后部分，编者向读者推荐了相关的美国经典电影，这不仅有益于学生开阔视野，也使得课堂教学得以延伸，方便不同院校、不同英

语水平的读者使用。

（五）有意义的内容主题。本教材系统关注了美国社会、历史、法律、文化等多方面主题，所有的听说训练均围绕各个主题展开，而这些主题又通过电影真实地展现出来。本教材包括以美国独立战争为背景的电影《爱国者》（*Patriot*），揭示美国司法制度漏洞的《肖申克的救赎》（*The Shawshank Redemption*），反映美国大学生活的《大学之路》（*College Road Trip*）等。

由于编者知识水平有限，书中难免存在疏漏和不足，敬请读者提出修改意见和建议，以期不断改进完善教材，为提高英语专业教育质量共同努力。

编 者

2015 年 1 月于大连外国语大学

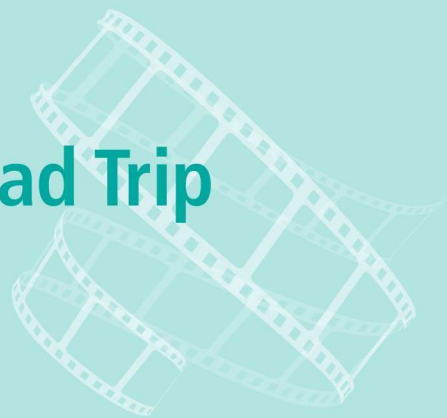


Contents

Unit 1	College Road Trip.....	1
Unit 2	Kit Kittredge: An American Girl	18
Unit 3	In America	34
Unit 4	The Pursuit of Happyness	49
Unit 5	Forrest Gump	64
Unit 6	The Truman Show	78
Unit 7	The Patriot.....	93
Unit 8	Dead Poets Society	108
Unit 9	The Shawshank Redemption	123
Unit 10	Glory Road	137
Unit 11	Rain Man	153
Unit 12	John Q	169
Unit 13	The Devil Wears Prada	185
Unit 14	Kramer vs. Kramer	199
	Key to Exercises	217

Unit 1

College Road Trip



Dads don't know everything. We just try to do the best we can.
Mel, this is what you gotta do. Go in there with all confidence. Keep your head up. And do your best. All you can do is win.

— *College Road Trip*

Unit Goals

- To get acquainted with the American college application process
- To understand American parent-child relationship
- To improve the skills of spot dictation

Before You Watch

1 Have you heard about “Open House”? Please first read the following paragraph about “Open House” from Wikipedia.

An “open house” is an event held at an institution whereby its doors are open to the general public so as to allow people to become familiar with that institution and to gain information on it. These are often held at schools and universities in the United States and Canada, to attract prospective students, familiarize them (and their parents) with facilities, allow new students to become familiar with facilities and meet others, or to open informal communication channels between school staff and students and parents.

Now discuss the following questions with your partner.

- a. What are the benefits of attending an Open House?
- b. If your present university is going to offer an Open House, as a freshman, how are you going to contribute to it? What do you want to tell to the prospective students?



2 Suppose both Georgetown University and Northwest University are your desired universities. Visit the websites of these two universities and make a choice based on your research.

	Georgetown University	Northwest University
Location		
History		
Academic Departments		
Student Life		
Tuition		



Listening Focus

Episode 1

I. Vocabulary

riveting	foam	sarcastic	hypothetically	freak
awesome	lemonade	frat	overprotective	

II. Listening for Main Ideas

This episode is Melanie's college trip to Northwest University. What did she experience there? Do you think she is going to choose this university?



III. Listening for Details

1 Choose the best answer to each of the following question according to what you hear.

- (1) According to the guide, parents' weekend will be _____.
A. in November B. three weeks later
C. in December D. three days later
- (2) James allows Melanie to check out the campus with Nick alone because _____.
A. Nick looks like a reliable guy
B. Northwest University is safe
C. he wants Nick to persuade Melanie to go to Northwest University
D. he wants Melanie to know more people from Northwest University

- (3) Which of the following is NOT the reason that Nick thinks it is awesome to go to college close to home?
- A. Free laundry. B. Lower cost.
C. Home-made food. D. Private place to study.
- (4) When Melanie says, “Off the chain”, she means _____.
A. out of control B. beyond imagination
C. boring D. crazy and exciting
- (5) James teases Nick because _____.
A. Nick fails to persuade Melanie to go to Northwest University
B. he thought Nick brought Melanie to a frat party
C. Nick is his deputy
D. Nick leaves Melanie alone

2 Fill in the blanks according to what you hear.

Guide: And that’s how, in (1) _____, the university named the surrounding town “Evanston”, in honor of its (2) _____, John Evans. He was a doctor and a builder and boring, boring, boring. Questions?

(GRUNTING)

Guide: Are you sure?

Greenhut: Yes. Please, please, please.

Guide: Go ahead.

Doug: Hi. Doug Greenhut, BPT. (3) _____ Parent in Training. (BOTH LAUGHING) We’re up here from (4) _____ on our big “college road trip”. This is Wendy, my daughter.

Wendy: Hi, I’m Wendy Greenhut. CST, College Student in Training.

Guide: You have a question, (5) _____?

Doug: I was just wondering, when is parents’ weekend?

Guide: It’s early November.

Doug: What? That’s three months after school starts.

Guide: Any other (6) _____ questions? (GRUNTING) Yes. (IN HIGH-PITCHED VOICE) Mr. School Spirit, with (7) _____.

Doug: Disregard his (8) _____ tone, James.

Dad: How does Northwestern compare to other universities, like Georgetown, for example?

Guide: (SCOFFS) Georgetown? We’re better than Georgetown.

Melanie: Excuse me. (9) _____ speaking, if your dad was an



overprotective control freak and lived (10) _____ miles away from Northwestern, then would you go to Georgetown?

ALL: Yeah.

Dad: Who said that? Who said it?

Melanie: I knew this was a bad idea.

Episode 2

I. Vocabulary

donut chorus as mad as a hatter jinx

II. Listening for Main Ideas

In this episode, you will see two different father-daughter relationships. In what way are they different from each other? Which one do you prefer?



III. Listening for Details

1 Decide whether the following statements are true (T) or false (F).

- _____ (1) James and Melanie bump into Doug and Wendy again, who offer them a ride since James' car breaks down.
- _____ (2) James, Melanie and Trey are all annoyed by Doug and Wendy's singing.
- _____ (3) James knows nothing about Cooper Program before Wendy mentions it.

- _____ (4) Wendy also plans to study abroad with Melanie.
_____ (5) James gives Doug gas money as a return of his help.

2 Fill in the blanks according to what you hear.

Wendy: I don't believe it!

(SQUEALING)

Doug: Shiver me (1) _____.

(BOTH LAUGHING)

Doug: In the words of my favorite ride ever, "It's a small world after all".

James: What are you guys doing here?

Doug: Well, me and the little "cowgirl".

(IMITATING SHOOTING)

Just picking up a dozen (2) _____ before we hit the "rodeo".

What about you?

James: We just had a little trouble with the car.

(BOTH MOAN)

(WHISPERING)

Doug: Well, new friend, your luck just changed.

(BOTH SINGING)

Doug and Wendy:

We wish you a Merry Christmas.

We wish you a Merry Christmas.

We wish you a Merry Christmas.

And a Happy New Year.

(SQUEALING)

Wendy: I just love Christmas (3) _____. Don't you? Just give me a

(4) _____ of Joy to the World, and I'm as mad as a hatter!

(LAUGHING HYSTERICALLY)

Trey: (WHISPERING) They're crazy.

Melanie: I know.

Doug: So, JP, looking forward to the big day?

James: What day is that?

Doug: The day our (5) _____ little ones "(6) _____ _____ to Buffalo". I gotta tell you, this road trip has been the greatest experience for Wendy and I. I mean, there's just so much to talk about.

Wendy: Yeah, it's like we're getting to know each other all over again.
Jinx!



Doug: Jinx!

(SINGING)

Doug and Wendy:

Getting to know you,
getting to know all about you.

DOUG: (SINGING) Getting to like you,
getting to hope you like me,
I like you.

Wendy: I like you, too!

Doug and Wendy:

It was an itsy-bitsy teeny-weeny
yellow polka-dot bikini
that she wore for the first time today.

Wendy: So, Melanie, what other schools are you looking at?

Melanie: Actually, I have an interview at Georgetown.

Wendy: Wow! Georgetown, great school! So what would you study?

Melanie: Pre-law. I want to get into the Cooper Program.

Wendy: The Cooper Program, no way! I always wanted to go to Japan.

James: Japan? What about Japan?

Wendy: Sure, you study abroad at their sister school. Tokyo, right?

James: Tokyo?

Doug: Here you go.

James: Look, Doug. I really (7) _____ this, man. Can I help you out
with (8) _____, anything?

Doug: Gas money?

James: Yeah.

Doug: We charge (9) _____ in this family.

(DOUG GUFFAWING)

One more for luck!

James: Thank you.

Doug: You mean... (SINGING) So long, farewell

Auf Wiedersehen, adieu

Adieu, adieu

To you and you and you

(HUMMING)

See you!

Wendy: Bye! I call shotgun!