

# 大学实用英语视听说教程

College Practical English Viewing, Listening & Speaking Course

## 第一册

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# 前言

文秋芳(2002)在论述英语专业教材的编写原则时提到了以下三条重要原则:以“人的发展”为重要依据、以第二语言理论的最新成果为依据、充分体现中国外语教学的特色。我们认为这三条同样是大学英语教材编写应遵循的原则。

在文秋芳提出的上述三个原则中,“人的发展”这一条似乎在国内出版的各种各样的教材评论中很少提及。其实,所谓“人的发展”这一编写教材的原则,也就是我们常说的以学生为中心的教学原则。对以学生为中心的教学原则的贯彻,不是仅局限于课堂教学过程中,而是要体现在整个外语教学的每一环节上,其中当然包括教材编写这一非常重要的环节。

纵观目前已经出版的种目繁多的本科大学英语教材,我们发现一个突出的问题就是把使用教材的大学生看成是清一色的整体,认为一套教材能适用所有学生。而事实上,不同英语水平、不同专业方向、不同就业目标的大学生对大学英语教材的需求是不同的。就拿英语水平来说,几乎每一个在校的大学生从小学到高中学习英语约有十年之久,他们之间的英语水平也就有很大差异。我们大学英语教材如何去满足英语水平不同的学生需要?最常见的做法是用一套大学英语教材来满足各种英语水平学生的需要,最多再搞一个预备级来满足英语水平低的学生们的需要。在我们看来,这不是以学生为中心的编写原则,而是以教材编写者为中心,不是以教材来适应学生,而是以学生来适应教材。Cunningworth (1995)指出,教材扮演的是一个辅助学习的角色。如同教师一样,教材在学习者和目的语之间,通过提供相应级别或水平的语言来充当一种媒介作用,教材编者也参与了这个教与学的过程。所以如何针对不同目的语(即英语)水平编写不同的英语教材应当成为教材编写者主要考虑的一个问题,但目前似乎还没有人对这个问题做过详细的研究。

文秋芳在我们引述的文章中进一步指出,教材可以分成三大板块:①语言板块;②人生观与世界观板块;③终生学习与研究能力板块。其中语言板块处于中心地位,其他两个板块的内容必须贯穿于语言板块的始终。因此,如何处理好语言板块成为教材编写的一个核心问题。本教材在处理语言板块时,明确以中、低起点的学生为主要对象,从选材到练习,充分考虑这些学生的实际英语水平和心理特征。

除了在教材难度上充分考虑本教材使用者的目的语的实际水平外,我们还真正把应用性放在第一位,把学生的就业需要充分考虑进去。值得注意的是,虽然在我国目前出版的大学英语教材中都提到“实用”或“应用”,但这些教材往往先考虑人文性,再兼顾应用性。我们在教材编写中,每一单元大致可以分成阅读和应用两大模块,这样从体例上体现了实用性的语言训练和传统的“精读”平分秋色的特色。本系列教材涵盖语言功能、场景功能和信息功能。语言功能涉及介绍、邀请、请求、祝贺、约会、建议、拒绝、抱怨等30多项;场景功能涉及商务电话、商务谈判、演讲、销售等60多个常用场景;信息功能涉及可能性、原因与结果、信息核查与核实、意念对照与比较、表述趋势、信息分类、信息综合、信息切换、信息转化等。此外,本系列教材同时也非常强调对学生实用写作技能和商务技能的训练和提高。实用写作技能涉及预订书信、邀请信、感谢信、旅行报告、演讲、欢迎词、简历、求职信、导游讲解、景点介绍、水单、留言记录表、中西餐菜单、通关表单、通知、海报、新闻稿、E-MAIL、传真、自荐信、留学表单等。商务技能涉及意向书、咨询函、索赔、投诉、祝贺、商务请柬、账单、接受/拒绝工作意向、合同、催款、调研报告、市场分析报告、业绩汇报、祝酒词、开幕词、会议议程、会议记录、贸易等。

语言板块处理好了,这也为文秋芳所说的“人生观与世界观板块”和“终生学习与研究能力

板块”的建设奠定了良好的基础。这两个模块体现在以下几方面：

### 一、着眼学生的学习动机，点燃学生的学习激情

本系列教材的语言模块，语料新颖实用，形式短小，言语生动有趣，练习精当，时代感强，体现很强的实用型、趣味型、情景型、职场型、言语型、文化渗透型等特色。我们的阅读课文中，使用“新”、“趣”、“奇”的故事情节，来抓学生的“兴奋点”，燃起他们学习和使用英语的热情。

看一本教材能否激发学生的动机，除了语言材料要为学生喜闻乐见之外，教材还要反映学生的需要。学生的需要有两种，一是将来就业的需要，上面已经讲到，我们教材采用实用型，就是为了解决学生的这一需要；此外，学生还有通过四、六级考试的需要，我们仔细研究四、六级新动向，教材练习的编写体现了四、六级最新题型。

### 二、注重学生人文精神培养，启迪学生心灵

二语习得研究者指出，在外语学习中，不能把注意力仅仅聚焦到语言形式上，而是在关注语言的同时，还要关注这种语言形式所表达的思想内容。但不少教材把提高学生英语能力作为教材编写的出发点和归宿，而把提高学生人文精神看作与己无关的“分外事”。课文分析讲解几乎都集中在语言形式，对课文内容只满足于一般的理解，而不去引导学生深入挖掘课文深层次的含义。

我们认为，如果提高语言能力是编写教材的唯一目的，那么教材中怎么能建造“人生观与世界观”板块呢？事实是，语言离不开文化，语言学习离不开对内容的理解和思想的交流。课文难度越高，表达越复杂，语言、思想和文化的交织程度就越高。因此，到了大学英语教学阶段，如何处理好语言和文化教学是每个教材编写人员都无法避免的问题。

### 三、充分利用现代科学技术手段，培养学生的自主学习能力

信息技术的发展给我们教材编写者如何利用网络这个平台，给学生创造一个学习和使用语言技能的舞台提出更高的要求，这也是教育部对外语教学的最新精神。本系列教材配套提供的相关网络资源，引导学生学会利用计算机和网络来进行自主性学习。本书部分练习需要学生到指定网站或本书提供的光盘上去搜索、阅读、剪辑、整理相关信息。

本教程为“大学实用英语系列教材”之《大学实用英语视听说教程》，共四册，每册八个单元。本教程选材地道、难度适中、体例新颖活泼，富有时代感和创新性。本教程每个单元的内容包括以下几部分：Part I Warm-up：热身练习，利用图片、文字、声音及回答问题的方式激发学生对单元主题的了解；Part II Listen and watch：视听练习，通过听力技巧训练、新闻听力练习、视频练习等方式提高学生的综合语言应用能力；Leisure Time：休闲一刻，主要是让学生听一些经典歌曲或观看一些趣味视频，放松心情，寓教于乐；Part III Let's talk：观看视频并根据提供的情景进行口语练习；Part IV Supplementary tasks：配音练习和故事听写，配音练习目的在于让学生观看一些经典电影片段，然后进行配音练习，使学生能够学到纯正地道的发音和句式，故事听写主要是让学生听一些与单元主题相关的故事，做听力填空练习，加强学生捕捉信息的能力。

由于编写时间仓促和水平有限，恳请广大使用本教程的教师和学生批评指正，以便我们在今后的修订中加以改进。

编者

2013年10月

# Contents

<b>Unit 1 Dreams</b> .....	1
Part I Warm-up .....	1
Part II Listen and watch .....	4
Section One Listen for pronunciation skills .....	4
Section Two Special English programs .....	5
A. Item 1 “I Have a Dream” Program .....	5
B. Item 2 The American Dream .....	7
C. Item 3 Really Achieving Your Childhood Dreams .....	9
Section Three Read after me .....	11
Section Four Real world Believe in Your Dreams .....	11
Leisure Time The Power of the Dream .....	13
Part III Let’s talk .....	16
Section One Commencement speech .....	16
Section Two Your turn .....	19
Part IV Supplementary tasks .....	20
A. Dubbing We Have Different Dreams .....	20
B. Story dictation I Feel too Tired to Walk .....	22
<b>Unit 2 The People We Know</b> .....	25
Part I Warm-up .....	25
Part II Listen and watch .....	28
Section One Listen for pronunciation skills .....	28
Section Two Special English programs .....	29
A. Item 1 Mark Twain: One of America’s Best-known and Best-loved Writers .....	29
B. Item 2 Martin Luther King: the Man Who Gained Equal Rights for Black Americans .....	31
C. Item 3 Helen Keller: She Gave Others Hope .....	32
Section Three Read after me .....	34
Section Four Real world Family and Fans Say Goodbye to Michael Jackson .....	34
Leisure Time Heal the World .....	37
Part III Let’s talk .....	40

Section One	Interview with a celebrity	40
Section Two	Your turn	43
Part IV	Supplementary tasks	44
	A. Dubbing	44
	B. Story dictation	46

### Unit 3 Animals 47

Part I	Warm-up	47
Part II	Listen and watch	50
	Section One	50
	Section Two	51
	A. Item 1	51
	B. Item 2	53
	C. Item 3	55
	Section Three	57
	Section Four	57
Leisure Time	A Whole New World	59
Part III	Let's talk	62
	Section One	62
	Section Two	65
Part IV	Supplementary tasks	66
	A. Dubbing	66
	B. Story dictation	68

### Unit 4 Romance 71

Part I	Warm-up	71
Part II	Listen and watch	74
	Section One	74
	Section Two	76
	A. Item 1	76
	B. Item 2	78
	C. Item 3	80
	Section Three	82
	Section Four	82
Leisure Time	Pretty Boy	85
Part III	Let's talk	88
	Section One	88
	Section Two	90
Part IV	Supplementary tasks	91

A. Dubbing <i>Beauty and the Beast</i> .....	91
B. Story dictation <i>The Man Who Loved Women</i> .....	93
<b>Unit 5 Crime and Punishment</b> .....	<b>95</b>
Part I Warm-up .....	95
Part II Listen and watch .....	98
Section One Listen for pronunciation skills .....	98
Section Two Special English programs .....	99
A. Item 1 <i>City and Crime</i> .....	99
B. Item 2 <i>Killing at Virginia Tech</i> .....	101
C. Item 3 <i>Capital Punishment in Japan</i> .....	103
Section Three Read after me .....	105
Section Four Real world <i>Jack Stark Private Detective</i> .....	105
Leisure Time <i>Old Straw Hat</i> .....	107
Part III Let's talk .....	109
Section One <i>Court cross-examination</i> .....	109
Section Two Your turn .....	112
Part IV Supplementary tasks .....	113
A. Dubbing <i>A Mock Trial</i> .....	113
B. Story dictation <i>A Bank Robbery</i> .....	115
<b>Unit 6 Food</b> .....	<b>117</b>
Part I Warm-up .....	117
Part II Listen and watch .....	119
Section One Listen for pronunciation skills .....	119
Section Two Special English programs .....	120
A. Item 1 <i>Canned Food</i> .....	120
B. Item 2 <i>Frozen Food</i> .....	122
C. Item 3 <i>Country of Origin Labeling</i> .....	124
Section Three Read after me .....	126
Section Four Real world <i>How to Cook Sichuan Orange Beef</i> .....	126
Leisure Time <i>Tom's Diner</i> .....	128
Part III Let's talk .....	130
Section One <i>Ordering dishes in a restaurant</i> .....	130
Section Two Your turn .....	132
Part IV Supplementary tasks .....	133
A. Dubbing <i>Pull Yourself Together, Pal</i> .....	133
B. Story dictation <i>Who Got the Message?</i> .....	135

**Unit 7 Language Without Voice** ..... 137

Part I Warm-up ..... 137

Part II Listen and watch ..... 140

Section One Listen for pronunciation skills ..... 140

Section Two Special English programs ..... 141

    A. Item 1 Washoe Learned a Human Language ..... 141

    B. Item 2 American Sign Language ..... 143

    C. Item 3 A New Language of Movement ..... 145

Section Three Read after me ..... 147

Section Four Real world How to Use Body Language to Improve  
Presentation ..... 147

Leisure Time Body Language ..... 149

Part III Let's talk ..... 151

Section One Body Language ..... 151

Section Two Your turn ..... 153

Part IV Supplementary tasks ..... 154

    A. Dubbing Smurfing in Sign Language ..... 154

    B. Story dictation A Tin of Disappear ..... 156

**Unit 8 Travel** ..... 159

Part I Warm-up ..... 159

Part II Listen and watch ..... 162

Section One Listen for pronunciation skills ..... 162

Section Two Special English programs ..... 163

    A. Item 1 Autumn in Washington ..... 163

    B. Item 2 The Statue of Liberty ..... 165

    C. Item 3 Carlsbad Cavern ..... 167

Section Three Read after me ..... 169

Section Four Real world Travel in Paris ..... 169

Leisure Time Traveling Light ..... 172

Part III Let's talk ..... 174

Section One At the travel agency ..... 174

Section Two Your turn ..... 176

Part IV Supplementary tasks ..... 177

    A. Dubbing Joey and Chandler in London ..... 177

    B. Story dictation Travel in the Far East ..... 179

# Unit 1

## Dreams

### Part I Warm-up

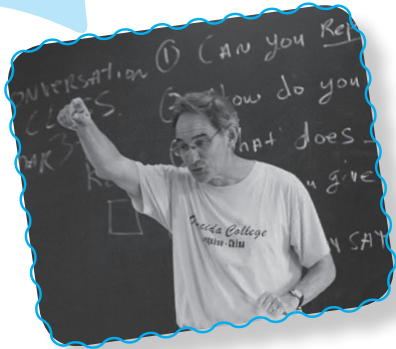
#### A. Look and listen

Look at the pictures. Guess what these dreams are. Then listen to the statements and fill in the blanks with the words in the list.

astronaut	grow up	millionaire	interesting	childhood
daydream	poor children	airplane pilot	ambition	superstar
exciting	short-sighted			

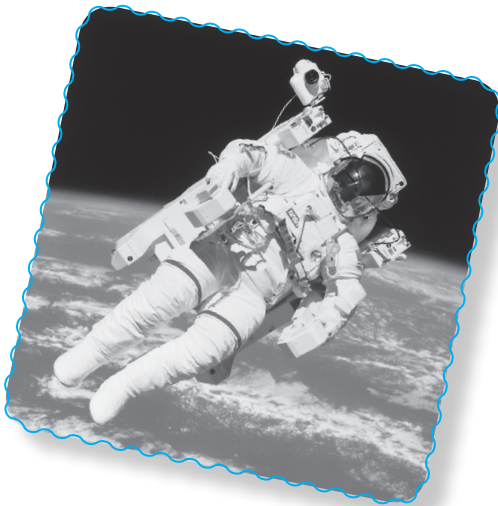


1. I wish I could become an \_\_\_\_\_ and fly my plane high in the blue sky. But this is only a daydream because I am \_\_\_\_\_.



2. My \_\_\_\_\_ is to become a teacher after graduation. Unlike many of my classmates, I do not want to live in a large city. I plan to go to Xinjiang and help the \_\_\_\_\_ there.

3. I've always dreamed of becoming a \_\_\_\_\_ some day. It must be \_\_\_\_\_ to be surrounded by crowds of fans.



4. Since my \_\_\_\_\_, I've had this dream — to become an \_\_\_\_\_ and explore the universe.

## B. Ask and answer the questions

Ask and answer the following questions with a partner.

1. What do you dream of doing in the future?

---

---

2. How can you realize your dream?

---

---

### Learning

#### Talking about dreams

I dream of becoming / doing...

My dream / ambition is to...

I have a dream that...

I hope I can...

To realize my dream, I must...

## Part II Listen and watch

### Section One Listen for pronunciation skills

#### A. Listen and write

Listen to the expressions and statements and put them down in the blanks.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

#### B. Listen and repeat

Listen again and read each expression or statement after the speaker.

### Learning

#### Liaisons 1 (连读1)

连读就是前一个单词的尾音与后一个单词的首音紧密连接在一起而形成的读音。英语中的连读主要有四种，分别在第一单元和第二单元的听力技巧部分进行解析：

##### 1) 辅音+元音

相邻的两个词，前者以辅音音素结尾，后者以元音音素开头，需连读。例如：my name is [maɪ 'neɪmɪz], because I've [brɪ'kɔʊzɪv].

不只是句子中，读字母缩写也可以连读：LA ['eɪleɪ].

读数字时也可以连读：902 5050 [naɪnəʊ tuː fɑɪvəʊ fɑɪvəʊ].

还要注意的，相邻的两个词，前者以r或re结尾，而后者以元音音素开头，则r或re发[r]音，并与后面的单词产生连读。例如：a pair of shoes [ə peərəv ʃuːz], here and

there [hɪərən(d)ðeə]等。

另外，如果前一个单词以“l”结尾，而后一个单词以元音开头，也经常发生连读，如“total investment”中的“l”和“investment”的“in”就连读成[lɪn]。

## 2) 辅音+辅音

当英语中的6个爆破音(/p/ /b/ /d/ /t/ /g/ /k/)中的任何两个相邻时要连读，前者发不完全爆破音，而后者则需要完全爆破。例如 ho(t) day, chea(p) book 等（失去爆破将在第6单元进行单独讲解和练习）。

## Section Two Special English programs

### A. Item 1

#### “I Have a Dream” Program



#### Glossary

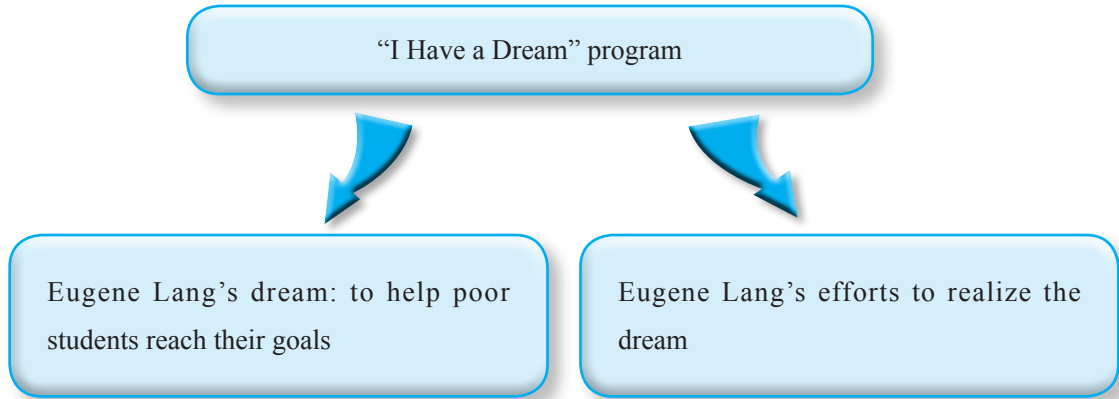
Eugene Lang /ju:'dʒɪn læŋ/ 尤金·兰（人名）

urge /ɜ:dʒ/ v. 力劝

extremely /ɪk'stri:mli/ ad. 非常

**1. Read the graph**

This report is about an American businessman's project to help poor students realize their dreams. He called it the "I Have a Dream" program.

**2. Listen for details**

1) Listen to the report and choose the best answer to the following question.

Where were the 61 poor students from?

- a. Washington, D.C.
- b. New York City.
- c. San Francisco.
- d. Boston.

2) Now listen to the report again and choose the best answer to the following question.

Why did Eugene hire a social worker and others?

- a. Because he had more students to help.
- b. Because college costs had increased.
- c. Because the "I Have a Dream" program needed more money.
- d. Because they could provide more help than he alone could.

## B. Item 2

## The American Dream

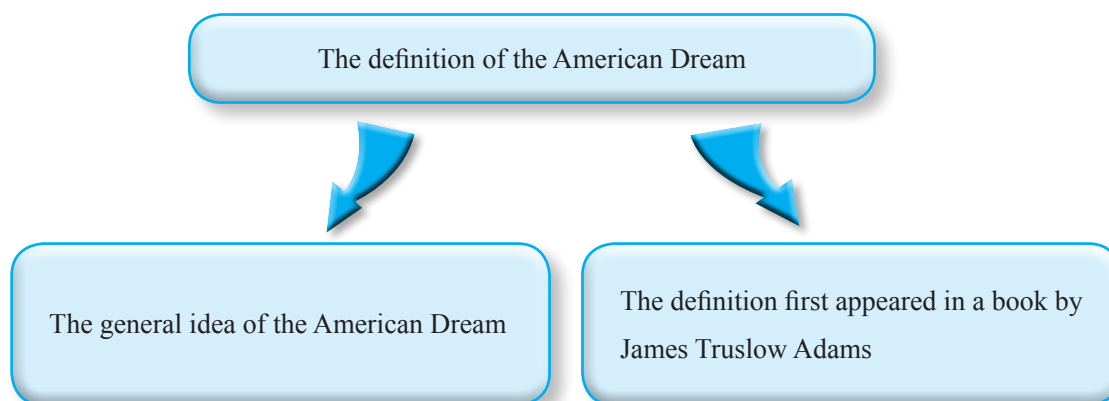


## Glossary

carry out	实行, 执行
immigrant /'ɪmɪgrənt/ <i>n.</i>	移民
James Truslow Adams /dʒeɪmz 'trʌsləʊ 'ædəmz/	詹姆斯·特拉斯洛·亚当斯
epic /'epɪk/ <i>n.</i>	史诗

## 1. Read the graph

In this report, the American Dream is defined as the fact that a person in the United States has the freedom to carry out his or her goals.



**2. Listen for details****1) Listen to the report and choose the best answer to the following question.**

The definition of the American Dream appeared in \_\_\_\_\_ in a history book by James Truslow Adams.

- a. 1913
- b. 1931
- c. 1916
- d. 1961

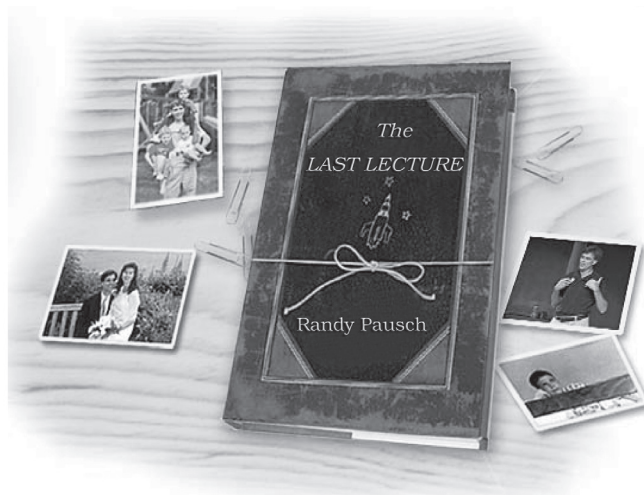
**2) Now listen to the report again and choose the best answer to the following question.**

Which of the following statements is NOT true?

- a. Each individual may define the American Dream differently.
- b. The general idea is that a person in the United States has the freedom to carry out his or her goals.
- c. Many immigrants come to America to seek the American Dream.
- d. The expression first appeared in the book *The Tragedy of America*.

## C. Item 3

## Really Achieving Your Childhood Dreams

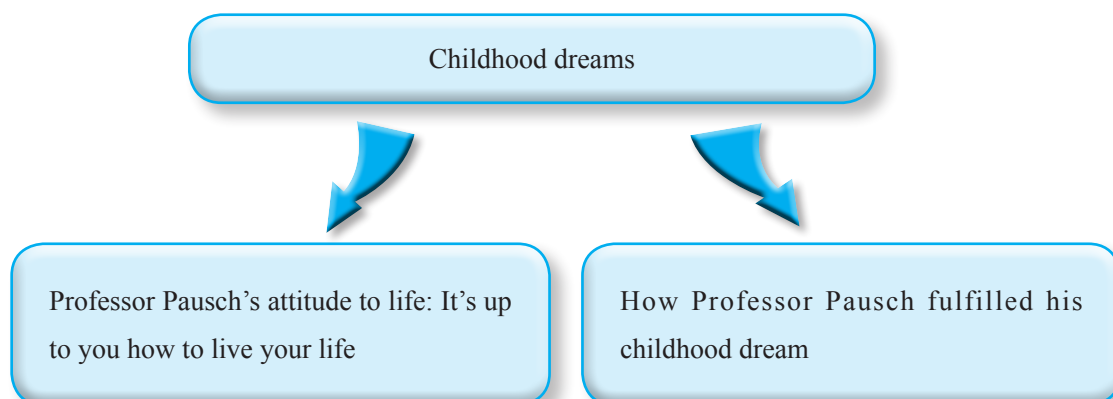


## Glossary

zero gravity	零重力, 失重状态
weightlessness /'weɪtləsənəs/ <i>n.</i>	失重
press pass	记者证
demonstrate /'demənstreɪt/ <i>v.</i>	证明, 说明

## 1. Read the graph

In this report, Professor Pausch talked about his childhood dreams and how he had reached his goal as an adult.



**2. Listen for details****1) Listen to the report and choose the best answer to the following question.**

Which of the following statements about Mr. Pausch is true?

- a. He was a college student.
- b. He got cancer.
- c. He won a NASA competition.
- d. He didn't experience zero gravity.

**2) Now listen to the report again and choose the best answer to the following question.**

How did Mr. Pausch manage to realize his childhood dream?

- a. He represented his students who had won a NASA competition.
- b. He pretended to be a research student.
- c. NASA accepted him in that program as a guest professor.
- d. He got a press pass and experienced zero gravity as a reporter.

## Section Three

Read after me

Listen to the following statements and read after the speaker, paying attention to the marked parts.

1. More than twenty years ago, a successful American businessman made a promise to a group of twelve-year-old students in New York City.
2. For many people, this means being able to get a good education, have a good job, and own a house.
3. Some of his students won a NASA competition to use the space agency's astronaut weightlessness training equipment.

## Section Four

Real world

## Believe in Your Dreams

**HONDA**

HONDA CB 223S

Enjoy CB life



## Glossary

Soichiro Honda /sɔɪ'tʃɪrəʊ 'hɒndə/

本田宗一郎（人名，日本本田公司创始人）

determination /dɪ'tɜːmɪ'neɪʃn/ *n.*

决心

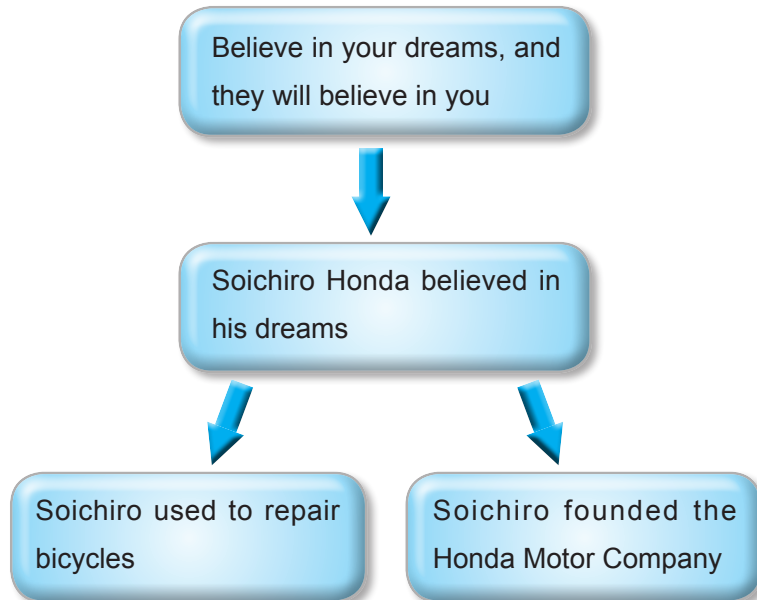
fascinate /'fæsɪneɪt/ *v.*

深深吸引

legend /'ledʒənd/ *n.*

传奇，神话

## A. Read the graph



## B. Watch for details

Watch the video clip. Choose the best answers to the following questions.

1. When was Soichiro Honda born?
  - a. In 1906.
  - b. In 1946.
  - c. In 1926.
  - d. In 1960.
2. Which of the following is NOT mentioned about Soichiro Honda?
  - a. He was hardworking.
  - b. He was good at designing things.
  - c. He was always inspired by his dreams.
  - d. He had a strong will and great determination.
3. When did Soichiro found the Honda Motor Company?
  - a. In 1905.
  - b. In 1944.
  - c. In 1946.
  - d. In 1948.

## C. Listen and write

Listen to the sound clips and fill in the blanks with the exact words or phrases you've heard.

1. With every changing of the stars, a baby is born who has the \_\_\_\_\_ — a heart that can listen to dreams and the power to \_\_\_\_\_.
2. He used to \_\_\_\_\_ when he was a boy, helping in his father's \_\_\_\_\_.
3. He was a hard worker and at the same time he was \_\_\_\_\_. He had a little study where he \_\_\_\_\_ his ideas.
4. Thanks to his \_\_\_\_\_ and his delight in creating, he \_\_\_\_\_ everyone, including me.
5. In 1946, Soichiro Honda attached the \_\_\_\_\_ to his bicycle. He called that \_\_\_\_\_ his "Dream Type A".

## Leisure Time

Now, let's relax. Watch the music video *The Power of the Dream* by Celine Dion.



## The Power of the Dream 梦想的力量

Deep within each heart  
There lies a magic spark  
That lights the fire of our imagination  
And since the dawn of man  
The strength of just "I can"  
Has brought together people of all nations  
There's nothing ordinary  
In the living of each day  
There's a special part every one of us will play

Feel the flame forever burn  
Teaching lessons we must learn  
To bring us closer to the power of the dream  
As the world gives us its best  
To stand apart from all the rest  
It is the power of the dream that brings us here

Your mind will take you far  
The rest is just pure heart  
You'll find your fate is all your own creation  
Every boy and girl  
As they come into this world  
They bring the gift of hope and inspiration

Feel the flame forever burn  
Teaching lessons we must learn  
To bring us closer to the power of the dream  
The world unites in hope and peace  
We pray that it will always be  
It is the power of the dream that brings us here

There's so much strength in all of us  
Every woman, child, and man

每个人内心深处  
都蕴藏着神奇的火花  
它会点燃梦想之火  
自从人类之初  
自信自强的力量  
使不同种族的人们团结一心  
所有的日子，所有的生命  
都有不平凡的魅力  
所有人都会有不平凡的壮举

看圣火生生不息  
我们应该焕发火一样的生机  
梦想的力量在汇聚  
世界将其最珍贵的无私赐予  
使我们超然于芸芸万物  
梦想的力量使我们汇聚在这里

你有高远的意志  
你有执着的精神  
命运就握在你自己手中  
所有的孩子们啊  
当你们踏上这个星球  
就带给我们希望和激励

看圣火生生不息  
我们应该焕发火一样的生机  
梦想的力量在汇聚  
世界因希望与和平而统一  
我们祈祷它永远如此美丽  
梦想的力量使我们汇聚在这里

我们都拥有如此神奇的力量  
所有的兄弟姐妹啊

It's the moment that you think you can't  
You'll discover that you can

Feel the flame forever burn  
Teaching lessons we must learn  
To bring us closer to the power of the dream  
The world unites in hope and peace  
We pray that it will always be  
It is the power of the dream that brings us here

The power of the dream  
The faith in things unseen  
The courage to embrace your fear  
No matter where you are  
To reach for your own star  
To realize the power of the dream

或许你此刻才发现  
那些可望不可及的梦想如今触手可及

看圣火生生不息  
我们应该焕发火一样的生机  
梦想的力量在汇聚  
世界因希望与和平而统一  
我们祈祷它永远如此美丽  
梦想的力量使我们汇聚在这里

梦想的力量  
无形无边的信念  
给你征服恐惧的勇气  
不管你身在何方  
摘取属于自己的那颗星辰  
因为你有梦想的力量

## Part III Let's talk

## Section One Commencement speech



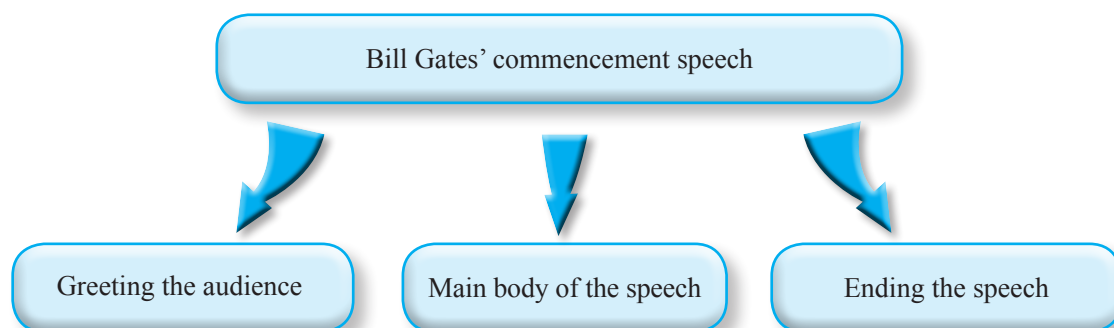
## Glossary

Bok /bɒk/	博克 (姓氏)
Rudensine	鲁登斯坦 (姓氏)
Faust /faʊst/	福斯特 (姓氏)
dropout /'drɒpɔʊt/ <i>n.</i>	辍学者, 退学者
valedictorian /ˌvælɪdɪk'tɔːrɪən/ <i>n.</i>	(毕业典礼上) 致告别辞的最优生
Steve Ballmer /stɪv 'bɔːlmə(r)/	史蒂夫·鲍尔默 (人名)
orientation /ˌɔːrɪən'teɪʃn/ <i>n.</i>	迎新会

## Background Information

Bill Gates is the founder of Microsoft Corporation. He enrolled in Harvard University in 1973 but quit in 1975 to start his own business. He was awarded an honorary Doctor of Laws degree by Harvard in 2007. This clip is the speech he delivered at Harvard's commencement ceremony in 2007.

## A. Read the graph



## B. Get the theme

Answer the following questions according to the video clip you've just watched.

1. How does Bill Gates start his speech and greet the audience?

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2. Who is his major audience?

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3. What does he say to end his speech?

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Learning

**Delivering a speech**

**Starting a speech**

Good morning / afternoon / evening, everyone / dear teachers and classmates...

Hello, everyone!

It is a great honor for me to speak here.

It is my pleasure to speak today.

**Introducing a topic**

Today I will talk about...

I'd like to briefly talk about...

Please allow me to talk about...

**Closing a speech**

Thank you for listening to me.

That's all. Thank you.

Thank you once again for giving me this opportunity.

**Section Two** Your turn

What do you want to do after graduating from college? What dream do you have for your future? Work in pairs. You are to give a speech on the topic: My Dream. Prepare a two-minute speech and deliver it to the class, referring to the following outline:

1. Your dream for the future;
2. The reason(s) for your dream;
3. The way(s) of realizing your dream.

**Learning****How to deliver a speech**

1. Make an outline of a speech. It should have an introduction, a body, and a conclusion.
2. Be friendly. Greet different individuals in the audience. Look at the audience and make eye contact.
3. Speak as if you are holding an animated conversation. Say “I” and “you.”
4. Speak clearly and slowly. Remember to have some pauses to make sure that the audience can follow you.
5. End the speech politely and decently. After the conclusion, don’t forget to end the speech with “thank you” or something like that.

## Part IV Supplementary tasks

### A. Dubbing

#### We Have Different Dreams



#### Glossary

Matt /mæt/	马特 (男名)
Kevin /'keɪvɪn/	凯文 (男名)
San Francisco /,sæn frən'sɪskəʊ/	旧金山 (美国城市)
Becky /'bekɪ/	贝尔 (姓名Rebecca昵称)
California /,kælə'fɔːniə/	加利福尼亚 (美国州名)
call it quits	终止关系; 叫停

#### Background Information

Rebecca has always dreamed of studying at the San Francisco College of Music, and her dream comes true! She finally enrolls in this college. But she has to leave her father, brother, and boyfriend Matt in Boston. Matt fails to persuade Rebecca not to go, and he makes the painful decision to break up with her.

Watch the video clip with the help of the lines below and then do the dubbing job by watching the silent video clip. Pay attention to the characters' mouth movements, and try to achieve lip-sync.

**Rebecca:** Hey, Matt. What are you doing here?

**Matt:** I got out of work late. I called your house. And Kevin told me you'd be here. Nice jacket.

**Rebecca:** Thanks. It's a present from the team.

**Matt:** They're gonna miss you. You're their star player.

**Rebecca:** I wasn't today. We lost. 22 to 2.

**Matt:** That's not true. I think we need to have a talk.

**Rebecca:** Look. If it's about my decision to go to San Francisco, I'm not gonna change my mind.

**Matt:** I realize that.

**Rebecca:** But I'll be back to visit, and you can come and see me.

**Matt:** No, let's not kid ourselves. Four years of college in California will pretty much end our relationship.

**Rebecca:** Lots of people have long-distance relationships.

**Matt:** Not me. I'm not a long-distance kind of guy. All our friends are getting married. They are having kids. I thought we were next. Listen, Becky, you and I, we have different dreams. I think it's better to call it quits.

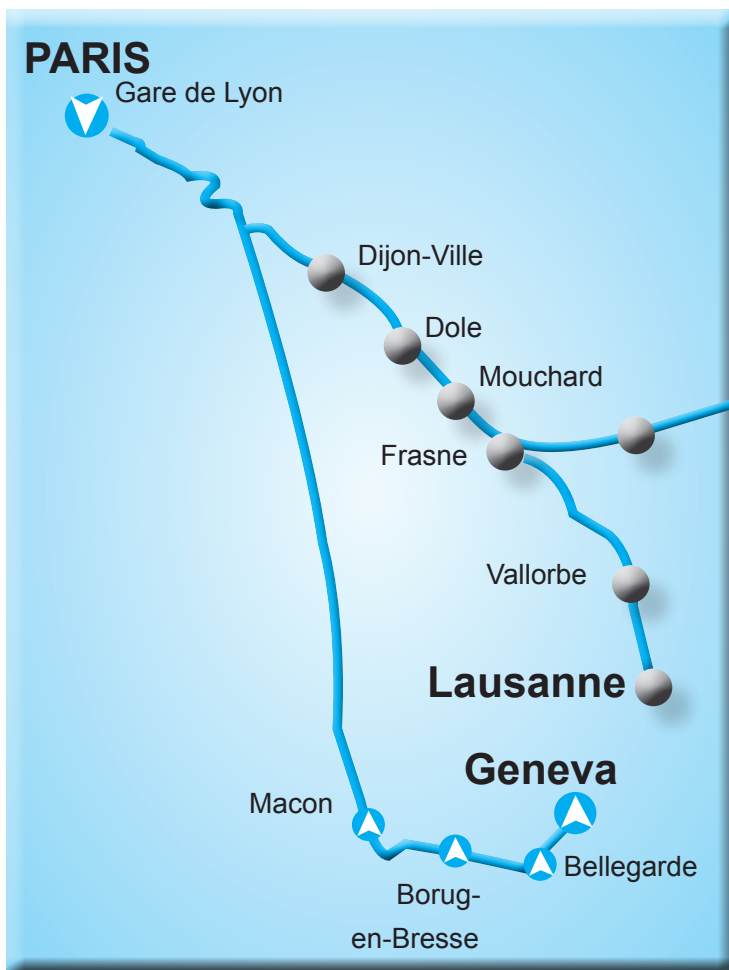
**Rebecca:** Is it?

**Matt:** I think so.

**Rebecca:** Look. I'm sorry you feel this way. But I'm never gonna be happy if I don't try this... I'm sorry.

## B. Story dictation

## I Feel too Tired to Walk



## Glossary

Geneva /dʒɪ'ni:və/

日内瓦 (瑞士城市)

take-off /'teɪk,ɒf/ n.

(飞机的) 起飞

**Listen to a story and fill in the missing words. The story will be read three times. The first and the third times it will be read at normal speed, and the second time, there will be a 6-second pause for each missing part.**

**Now listen to the story:**

When Bob Smith was invited to attend an international conference, he was delighted. The conference was to (1) \_\_\_\_\_ in Geneva and Bob thought that it would be a good opportunity to take his wife Susan on a short holiday. They decided that they would go to Paris for a week before Bob traveled on to Geneva for the conference. Susan would then return home.

Bob and Susan spent a nice week in Paris. They did a lot of (2) \_\_\_\_\_ and at the end of the week, they were very tired. Bob went with Susan to the airport and saw her on to a plane for London. While he was waiting for his plane to Geneva, a mist began to form. Finally his plane took off. Shortly after the plane's take-off, Bob fell fast asleep.

Unfortunately, as the plane (3) \_\_\_\_\_ towards Geneva, the mist changed into thick fog. It was impossible to land in Geneva because of the fog. When this news was given to the passengers, Bob was still having his sweet dream. He did not (4) \_\_\_\_\_ until the plane landed back in Paris.

Still very sleepy, he (5) \_\_\_\_\_ the airport and found a taxi. He asked the driver to take him to the Geneva International Hotel. The surprised driver looked at him as if he were mad. He asked, "Are you sure you want a taxi?" "Yes," Bob said, "I feel too tired to walk."