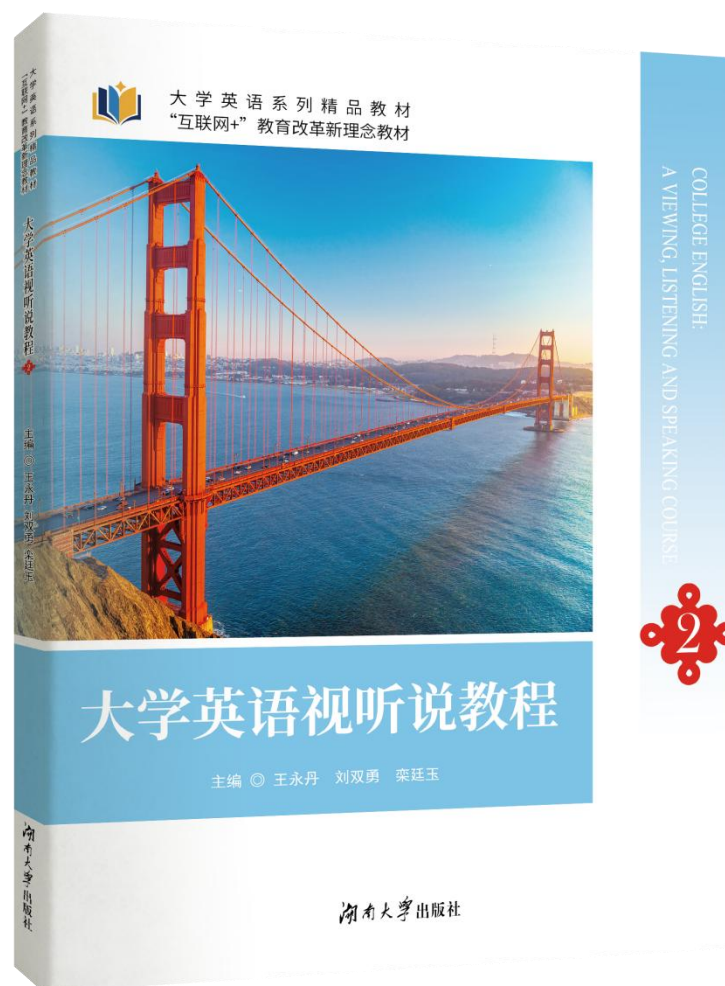


# 大学英语视听说教程 2



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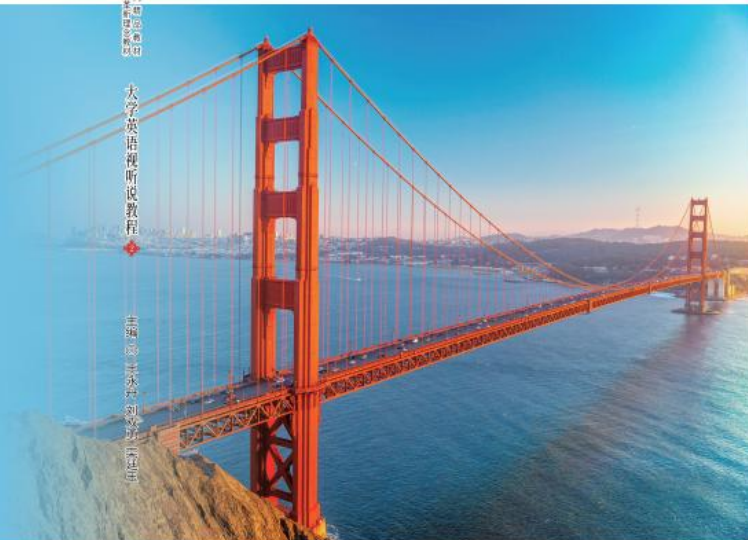
“互联网+”教育改革新理念教材

大学英语视听说教程

主编：王永丹、刘双勇、栾廷玉



大学英语  
视听说教程



# 大学英语视听说教程

主编 © 王永丹 刘双勇 栾廷玉



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COLLEGE ENGLISH:  
A VIEWING, LISTENING AND SPEAKING COURSE





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# 前言 / Preface

《大学英语视听说教程》系列教材的编写以《大学英语课程教学要求》为指导,遵循“以人为本”的理念,注重对学生语言综合能力,跨文化交际意识以及创造性、批判性思维的培养。在市面上多数英语教材中中国文化内容融入不足的背景下,《大学英语视听说教程》系列教材增加大量中华优秀传统文化内容,致力于提高学生的语言表达能力和跨文化交流能力,为学生提供更多关于中国文化的英文表达素材,以帮助学生熟悉相应表达灵活运用于跨文化实践中。

《大学英语视听说教程》系列教材共4册,每册8个单元,单元结构内容如下:

## 1. Warming up

以调查问卷、趣味测试、话题讨论等多种形式的口语练习导入单元主题,开拓思维,激发兴趣。

## 2. Watching and Speaking

根据《大学英语综合教程》主题设计二至三个视频,帮助学生了解西方文化,学习地道表达,也帮助学生了解中国文化在西方的传播,并学习用地道英语介绍中国文化。选取真实视频资料,展现社会万象,开拓学生视野,引发深入思考。本部分视频内容丰富,体裁多样,涵盖纪录片、新闻、访谈、专题节目等多种形式。

## 3. Listening Skills

根据主题从不同角度探讨听力技巧,对听力策略进行讲解,并提供大量丰富生动的例子。

## 4. Listening Practice

包括两篇短新闻、两段与主题相关的长对话以及一个听力篇章。提供大量的实战练习,尤其是新闻听力部分,并提供生词及新闻术语讲解。长对话中讲话者身份各异,语音生动自然,语言鲜活地道。

## 5. Speaking Skills

提供了口语技巧,巧妙设置信息差,营造真实语言环境。

## 6. Speaking Practice

通过形式多样、生动有趣的口语活动引导学生探讨单元主题,调节学习节奏。



### 7. Pronunciation

以单元视频、听力材料为例,讲解听力中的弱点和难点,并训练学生发音,包括语音、语调、弱读、连读、停顿等。

编 者



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# Unit 1

## College Life



**In this unit, we will:**

- *Learn Something About China's Higher Education*
- *Discover Steve Jobs*
- *Talk About College Life*



## Warming up



Work in pairs, match the famous universities with the countries where they are located.

Harvard University

Cambridge University

Peking University

The University of Tokyo

University of Paris

Lomonosov Moscow State University

Heidelberg University

Russia

Japan

The USA

France

Germany

China

The UK



東京大学  
THE UNIVERSITY OF TOKYO



LOMONOSOV MOSCOW  
STATE UNIVERSITY

Now please name more famous universities you know in the world.



## Watching and Speaking



### Video 1 Chinese Higher Education



I. Work in pairs. Read the background information and discuss the following questions.

1. Do you know what offshore campus is? What do you think of top universities spreading their wings overseas?
2. Higher education in China has long been teacher-curriculum-oriented. Do you think it's still applicable in modern times?
3. What efforts should Chinese universities make in order to move up the ladder in the world of higher education?
4. Do you have any good ideas to enact higher education reform in China?



## Background Information

With the upcoming visit by British Prime Minister David Cameron to Beijing in early December, 2013, momentum has been picking up rapidly in the advancement of Sino-UK cooperation. This goes far beyond the realm of trade and investment.

At the same time, a delegation led by Sir Steve Smith, Vice Chancellor of the University of Exeter, one of Britain's leading universities, visited Beijing and Shanghai. The visit was aimed at seeking greater collaboration with China's top universities, including Peking University, Tsinghua University and Fudan University.

China's top higher-educational institutions have come a long way in building up their research capacities and cultivating top-caliber international talent. But there remains vast room for improvement in terms of catching up to the world's top-tier universities. A higher level of cooperation between Chinese and Western universities will definitely help China to get there.

### II. Watch video 1 and check (✓) the opinions of Sir Steve Smith towards Chinese higher education.

- ( ) 1. At the moment, the worldwide trend of top universities spreading their wings has already taken off completely.
- ( ) 2. I don't welcome Chinese institutions setting up in London.
- ( ) 3. The UK welcomes outstanding Chinese students to study in the UK and it's a fantastic relationship between two countries.
- ( ) 4. British government is not very keen to encourage British students to go abroad because British education is satisfactory enough.
- ( ) 5. Going abroad can help students to be better employed in the world of work.
- ( ) 6. Throughout the world attention has shifted from content to the soft skills that enable students to learn ways of thinking, to question, to be able to react to new situations.
- ( ) 7. Chinese education authorities should be worried about talent drain happening right now in China.
- ( ) 8. The vast majority of Chinese students arrive, study, do well, pass and come back to China where their skills are being used.
- ( ) 9. China has done a remarkable job in its educational system reform.
- ( ) 10. Top universities should work together to produce the best research.



New Words

memorandum /ˌmeməˈrændəm/ of understanding 谅解备忘录, 协议  
 momentum /məˈmentəm/ *n.* 势头; 动力  
 offshore /ˈɔ:fʃɔ:(r)/ *adj.* 国外的, 境外的  
 Imperial /ɪmˈpɪəriəl/ College London 帝国理工学院  
 skyrocket /ˈskaɪrɒkɪt/ *v.* 突升, 猛涨  
 internship /ˈɪntə:nʃɪp/ *n.* 实习  
 outstanding /aʊtˈstændɪŋ/ *adj.* 杰出的  
 diversity /daɪˈvɜ:səti/ *n.* 差异; 多样化  
 committed /kəˈmɪtɪd/ *adj.* 忠诚的, 坚定的  
 sustainable /səˈsteɪnəbl/ *adj.* 可持续的; 可以忍受的; 合理利用的  
 multi- /ˈmʌlti/ *pref.* 多, 多种, 多个  
 curriculum /kəˈrɪkjələm/ *n.* 全部课程  
 autonomy /ɔ:ˈtɒnəmi/ *n.* 自主权; 自治  
 gravity /ˈgrævəti/ *n.* 重力; 严重性

innovation /ˌɪnəˈveɪʃn/ *n.* 创新, 改革  
 identical /aɪˈdentɪkl/ *adj.* 同一的; 完全相同的  
 flexibility /ˌfleksəˈbɪləti/ *n.* 机动性, 灵活性  
 literacy /ˈlɪtərəsi/ *n.* 识字, 读书能力  
 numeracy /ˈnju:mərəsi/ *n.* 识数, 计算能力  
 historical high 历史最高值  
 craze /kreɪz/ *n.* 短暂的时尚  
 talent drain 人才流失  
 expansion of enrollment 扩招  
 presumptuous /prɪˈzʌmptʃuəs/ *adj.* 自以为是的  
 remarkable /rɪˈmɑ:kəbl/ *adj.* 显著的; 非凡的  
 track record 业绩记录  
 linkage /ˈlɪŋkɪdʒ/ *n.* 联系

III. Listen to the conversation in video clip 1 and complete the sentences.

(J: Journalist S: Sir Steve Smith)

J: Well. A recent development was that one China's top university, Zhejiang University, (1) \_\_\_\_\_ a MOU with Imperial College London and (2) \_\_\_\_\_ there in London and also Xiamen University in China is also trying to (3) \_\_\_\_\_ by establishing a campus in Malaysia. How would you look at this momentum (4) \_\_\_\_\_ in China? Perhaps would you consider other top universities also set up (5) \_\_\_\_\_ near the Exeter, town Exeter?

S: Yes, well, it's very interesting because (6) \_\_\_\_\_. Not only (7) \_\_\_\_\_, thinking spreading the wings so are a lot of top American universities, not British universities. There's a trend here but the truth is at the moment that the trend (8) \_\_\_\_\_, because you worries university leader: (9) \_\_\_\_\_ in your offshore campus as you do at home? And as you know the one I run, we rank, you know, the top ten comfortably in Britain, and we do that in public we provide very, very strong student experience now. I think you can provide it



and certainly there are examples around the world of this happening but (10) \_\_\_\_\_  
 \_\_\_\_\_. But candidly, I (11) \_\_\_\_\_ and I think what the  
 future would look like is increasingly top universities around the world (12) \_\_\_\_\_  
 \_\_\_\_\_.

IV. Watch video 1 again and choose the best answer to the question.

- The “Generation UK” aims for over \_\_\_\_\_ British students to China by 2016.  
 A. 12,000                      B. 13,000                      C. 14,000                      D. 15,000
- At Exeter, there are over \_\_\_\_\_ Chinese students studying.  
 A. 1000                      B. 980                      C. 1200                      D. 1600
- What do Chinese students mean to the University of Exeter?  
 A. A rich part of cultural diversity.  
 B. A part of all students.  
 C. The same as British students.  
 D. Nothing.
- What is the major call of British government for the next years?  
 A. To enroll more Chinese students.  
 B. To encourage British students to go abroad.  
 C. To spread Chinese culture and tradition in the UK.  
 D. To develop the relationship between China and the UK.
- What is the worldwide trend in higher education according to Steve Smith?  
 A. Curriculum-based education.  
 B. A shift from teacher to learner.  
 C. Content reform in education.  
 D. None of the above.
- What is important to students in higher education?  
 A. Soft skills.                      B. Flexibility.  
 C. Innovation.                      D. All of the above.
- What is “the fourth age of research”?  
 A. Institutional.                      B. Individual.  
 C. International.                      D. National.

V. Work in pairs, watch video 1 again and discuss the questions.

- What is the biggest challenge brought by off-campus to university leaders? Do you have any good idea to cope with this problem?
- What contribution of campaigns like “Generation UK” can be made to the collaboration in higher education between China and the UK?
- What changes may be brought to the higher education concerning the shift between teachers and students? Do you think this can help the Chinese students to improve its



innovation capabilities?

4. What is the biggest problem of higher education in China? How can China produce better research in the future?

Now, read the following passage about the history of higher education reform in China aloud.

Higher education in China is continuously growing, changing and developing. There are over 2,000 universities and colleges, with more than six million enrollments in total. China has set up a degree system, including Bachelors, Masters and Doctoral degrees that are also open to foreign students. The country offers non-degree programs as well.

According to the Ministry of Education of the People's Republic of China, the government authority on all matters pertaining to education and language, higher education in China has played a significant part in economic growth, scientific progress and social development in the country "by bringing up large scale of advanced talents and experts for the construction of socialist modernization." In recent years, China has also become a major destination for international students. As of 2013, China is the most popular country in Asia for international students, and ranks third overall among countries.

The traditional Chinese education system is based on legalist and Confucian ideals. The teaching of Confucius has shaped the overall Chinese mindset for the past 2500 years. But, other outside forces have played a large role in the nation's educational development.

From the 1980s on, Chinese higher education has undergone a series of reforms that have slowly brought improvement. The government found that schools lacked the flexibility and autonomy to provide education according to the needs of the society. Structural reform of higher education consists of five parts: reforms of education provision, management, investment, recruitment and job-placement inner-institute management—the most difficult.

The reforms aim to provide higher education institutions more autonomy and the ability to better meet the needs of students. Instead of micromanagement, the state aims to provide general planning.

The Provisional Regulations Concerning the Management of Institutions of Higher Learning, promulgated by the State Council in 1986, led to a number of changes in administration and adjusted educational opportunity, direction and content. Reform allowed universities and colleges to choose their own teaching plans and curricula, to accept projects from or cooperate with other socialist establishments for scientific research and technical development in setting up "combines" involving teaching, scientific research, and production, to suggest appointments and removals of vice presidents and other staff members; to take charge of the distribution of capital construction investment and funds allocated by the state and to be responsible for the development of international exchanges by using their own funds.

Reforms picked up the pace in 2000, with the state aiming to complete the reform of 200



universities operating under China's ministries and start 15 university-based scientific technology parks.

VI. Read the passage and take some notes. Then make a short summary in oral English, trying to speak freely and not just to read the notes. The summary should include:

- the timeline of the development of higher education in China
- the changes of higher education in China

### Talking about College Life

VII. Work in pairs and talk about your college life with your partner. You can use the following example for reference.

A: Hey, Jordan, is that you? Long time no see!

B: Oh, hey, no kidding! I haven't seen you since orientation three months ago! So how've you been? Settling into college life OK?

A: Yeah, I think so! I pledged to Phi Iota Alpha, so I'm living at the frat house now.

B: Oh, so you're a frat boy now, huh?

A: Yeah, yeah, I know, it's totally cliché, but really, I think it's been a good decision. I've got a lot of support and good suggestions from the guys. What about you? What have you been up to?

B: Not much. I'm still living at home and commuting to school. I ended up dropping that metal working class I was so excited about. It just wasn't as interesting as I'd hoped. The guidance counselor suggested that I focus on my prerequisite courses so that I can make sure the credits count.

A: That sounds smart...but kind of boring.

B: Yeah, it is, a little bit. I joined the Great Outdoors Club, though, which has been a lot of fun. We've gone on two camping trips already, and I've made some good friends.

A: That's cool. Hey, so have you decided on your major yet?

B: Definitely pre-med. What about you?

A: I still have no clue...but we don't have to declare a major till our sophomore year, so I've got time! Oops, I'm late for class. Gotta run!

B: OK, take care! Hey, nice running into you!

A: Yeah, you too!



## Video 2 Steve Jobs

### I. Steve Jobs quiz.

1. What is Steve Jobs's nationality?  
A. England.      B. America.      C. Canada.
2. What company did Steve Jobs found?  
A. Microsoft.      B. IBM.      C. Apple.
3. Steve Jobs is widely recognized as a pioneer of \_\_\_\_\_.  
A. the microcomputer revolution  
B. the technology development  
C. the economy advance
4. Who is the co-founder of Steve Jobs from the very start?  
A. Steve Wozniak.      B. Bill Gates.      C. Walter Isaacson.
5. When did Steve Jobs die?  
A. 2010.      B. 2011.      C. 2013.



### II. Watch video 2 from beginning to the end for its general idea. Share your understanding of the three stories Steve Jobs told.

### III. Watch the first story of the video and fill in the blank below.

1. The first story is about \_\_\_\_\_. I dropped out of \_\_\_\_\_ after the first \_\_\_\_\_, but then stayed around as a \_\_\_\_\_ for another \_\_\_\_\_ or so before I really quit.
2. My \_\_\_\_\_ was a young, unwed \_\_\_\_\_, and she decided to put me up for \_\_\_\_\_. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be \_\_\_\_\_ by a lawyer and his wife.
3. But I naively chose a college that was almost \_\_\_\_\_ Stanford, and all of my \_\_\_\_\_ were being spent on my \_\_\_\_\_.
4. The minute I \_\_\_\_\_ I could stop \_\_\_\_\_ that didn't interest me, and begin \_\_\_\_\_ that looked far more interesting.
5. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5-cent deposits to buy food with, and I would walk the \_\_\_\_\_ across town every Sunday night to get \_\_\_\_\_ at the Hare Krishna temple.
6. And much of what I \_\_\_\_\_ by following my \_\_\_\_\_ turned out to be priceless later on. Let me give you one example. Reed College at that time offered perhaps the best \_\_\_\_\_ in the country. Throughout the campus, every poster, \_\_\_\_\_, was beautifully hand calligraphed.
7. If I had never dropped in on that single course in college, the Mac would have never had



- \_\_\_\_\_ or \_\_\_\_\_. And since Windows just \_\_\_\_\_, it's likely that no personal computer would have them.
8. If I had never dropped out, I would have never \_\_\_\_\_, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots \_\_\_\_\_ when I was in college. But it was very, very clear \_\_\_\_\_ ten years later.
  9. So you have to \_\_\_\_\_ that the \_\_\_\_\_ will somehow \_\_\_\_\_. You have to trust in something—your \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, karma, whatever.
  10. Because believing that the \_\_\_\_\_ will give you the confidence to \_\_\_\_\_ even when it leads you \_\_\_\_\_. And that would \_\_\_\_\_.

**IV. Watch the second story of the video and put the following events in time sequence.**

1. The finest creation—the Macintosh—is released and Steve had just turned 30.
2. Steve got fired.
3. Steve and Woz started Apple in his parents' garage.
4. Steve decided to start over and started a company named Next, another company named Pixar.
5. Steve met with David Packard and Bob Noyce and tried to apologize for screwing up so badly.
6. Apple bought Next, and Steve returned to Apple.

**V. Watch the last story of the video and answer the following questions.**

1. What quote did Steve read when he was 17?

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2. What is the most important tool Steve has ever encountered to help him make the big choices in life? Why is it important?

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3. What happened to Steve Jobs a year ago?

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4. What lessons did Steve Jobs teach about death?

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5. How should young people live their lives, according to Steve Jobs?

---



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- VI. Watch video 2 again from beginning to the end. Then work with your partners to talk about your understanding towards “stay hungry, stay foolish”.



- VII. Read the quotes by Steve Jobs aloud.

1. Do you want to spend the rest of your life selling sugared water or do you want a chance to change the world?
2. If you do something and it turns out pretty good, then you should go and do something else wonderful, not dwell on it for too long. Just figure out what's next.
3. There's a phrase in Buddhism, 'Beginner's mind.' It's wonderful to have a beginner's mind.
4. Being the richest man in the cemetery doesn't matter to me. Going to bed at night saying we've done something wonderful. That's what matters to me.
5. You can't just ask customers what they want and then try to give that to them. By the time you get it built, they'll want something new.
6. Life is brief, and then you die, you know?



## Listening Skills



### Effective note-taking

Note-taking is difficult since spoken language is more diffused than written language and its organization is not immediately apparent. In addition, spoken language is quickly gone, which makes analysis difficult. So it can be seen that to achieve such a complex task as note-taking, a high level of ability in many separate skills is required.



1. Before taking notes, prepare yourself mentally. Be sure of your purpose and the speaker's purpose. Review your notes and other background material if available. Be ready to understand and anticipate what is to come.
2. While taking notes, try to understand the new words by inferring the meanings from



the context. Study carefully the title, which usually implies the most important information. Catch the speaker's emphasis through tone, repetition. Pay attention to the speaker's indirect signals to indicate what is important, like changes in speed or a greater range of intonation. While writing down the main points, develop a system of mechanics: jotting down words or phrases; using shorthand, abbreviations and symbols; leaving out small service words. While selecting words to write down, pick those having the maximum information, like nouns, verbs or adjectives, and those indicating the proceeding direction of the lecture, like connecting words or connectives.

3. After taking notes, review and reword them as soon as possible. Rewrite incomplete parts in greater detail. Fill in gaps as you remember points heard but not recorded.

Some common abbreviations:

Original	Abbr.
according to	acc to
and	&
each	ea
equals	=
example	eg
maximum	max
minimum	min



## Listening Practice



### News item 1

#### News language

*The Times Higher Education (THE)*, formerly *The Times Higher Education Supplement (THES)*, is a weekly magazine based in London, reporting specifically on news and issues related to higher education. It is the United Kingdom's leading publication in this field.

#### New Words

elite /eɪ'li:t/ *n.* 精锐, 精英; 上层集团

I. Listen to news item 1 and choose the best answer to the questions.

- How many Chinese universities are there in the top 100 universities' list?  
A. Eight.                      B. Nine.                      C. Ten.                      D. Eleven.



**Margin call**  
Loser incentives for lower fees 10

**Ministry ensound**  
For academy, Whitehall insecurity isn't new 28

**All stick, wrong carrot**  
When metrics don't measure up 30

**Small print**  
No-frills publishing can leave you in a bind 40



2. Which Chinese university is listed in the top 20 world universities?
  - A. Peking University.
  - B. Tsinghua University.
  - C. Fudan University.
  - D. Zhejiang University.
3. Which country dominates the ranking?
  - A. The UK.
  - B. The USA.
  - C. Canada.
  - D. China.

II. Put the universities in order according to their rankings.

- Tsinghua University
- Peking University
- Harvard University
- Cambridge University
- Oxford University

III. Listen to news item 1 again and check the true statements according to the passage.

- ( ) 1. Both Tsinghua University and Peking University are listed in the top 20 world universities.
- ( ) 2. The investment and the reform China has made in higher education make China become more competitive on the world stage.
- ( ) 3. The top of the list shows great changes from previous years.
- ( ) 4. Britain is the second most represented country, with 10 universities making the rankings.

## News item 2

### News language

The National Union of Students of the United Kingdom (NUS) (英国全国学生联合会) is a confederation of students' unions in the United Kingdom. Around 600 students' unions are affiliated, accounting for more than 95% of all higher and further education unions in the UK.



## New Words

referendum /ˌrefə'rendəm/ *n.* 全民公投;  
全民投票

disaffiliation /'dɪsə'fɪliəʃən/ *n.* 脱离

anti-semitism /ˌæntɪ'semɪtɪzəm/ *n.* 反犹  
太主义

pluralistic /ˌplʊərə'lɪstɪk/ *adj.* 多元论的,  
多元化的

Listen to news item 2 and choose the best answer to the questions.

- What is the news report mainly about?
  - Oxford students vote to stay in National Union of Students.
  - Malia Bouattia, the elected NUS president, has been accused of anti-semitism.
  - Essex students would continue to have a national voice.
  - NUS is a pluralistic and democratic organization and criticism and debate are welcomed.
- When did several universities vote on disaffiliation with NUS?
  - After students at Cambridge University voted.
  - After students at Essex University voted.
  - After Malia Bouattia, who has been accused of anti-semitism, was elected NUS president.
  - After students at Oxford University voted.
- At Essex, \_\_\_\_\_ students voted, with \_\_\_\_\_ opting to remain and \_\_\_\_\_ wanting to leave.
 

A. 1082; 528; 554	B. 1076; 528; 548
C. 974; 528; 446	D. 1028; 582; 446
- Which of the following statements is true?
  - Cambridge University and Essex University have voted to be disaffiliated.
  - A total of 67% voted in a referendum wanted to remain affiliated in Oxford.
  - The debate could weaken the organization and turned students against students.
  - The massive participation of students will make NUS stronger and more relevant.

## Dialogue 1

I. Listen to dialogue 1 and number the topics in the order you hear them.

- ( ) Students can become more positive about their new environment after the training.
- ( ) Disaster prevention training, such as earthquake survival or escaping from fires would be more useful.
- ( ) Military training is physically challenging and blackouts happen frequently.
- ( ) It is unrealistic to expect military training to make a difference in only 14 days.



( ) We should keep on training both our body and mind after the military training.

II. Listen to dialogue 1 again and complete the sentences.

1. The school \_\_\_\_\_ from both students and parents.
2. Military training has long been \_\_\_\_\_ that \_\_\_\_\_ in order to \_\_\_\_\_ their college lives.
3. The purpose of military training is to \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
4. By \_\_\_\_\_ this tough training, students \_\_\_\_\_ and \_\_\_\_\_ to the school can be \_\_\_\_\_.
5. Military training is just the \_\_\_\_\_ of \_\_\_\_\_.

## Dialogue 2

Listen to dialogue 2 and choose the best answer to the questions.

1. What are the speakers discussing?
  - A. What the boy can do to be admitted to UC Berkeley.
  - B. What UC Berkeley is like and why it is famous.
  - C. Why the girl chose UC Berkeley as her university.
  - D. The history of UC Berkeley.
2. What is UC Berkeley famous for in history?
  - A. It cultivates many Nobel Prize winners and famous scholars.
  - B. It is the center for American higher education.
  - C. It is the center for the freedom of speech movement and the civil rights movement.
  - D. It is located in a famous city which is very beautiful.
3. UC Berkeley is just right across the bay from \_\_\_\_\_.
  - A. Washington, D. C.
  - B. New York
  - C. Los Angeles
  - D. San Francisco
4. During the World War II, what tests were done on campus?
  - A. Integrating floral species.
  - B. Chemical experiments.
  - C. Experiments about atomic bomb.
  - D. Human cognition research.

### New Words

ritual /'rɪtʃuəl/ *n.* (宗教等的) 仪式; 例行公事, 老规矩

endurance /ɪn'dʒʊərəns/ *n.* 忍耐, 忍耐力

unrealistic /ˌʌnrɪə'lɪstɪk/ *adj.* 不切实际的; 不现实的; 空想的; 不实在的



## Passage 1

Listen to passage 1 and answer the questions.

1. What has contributed to the prevailing idea in the countryside that “education is useless”?

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2. Why are many rural families ending their children’s education earlier and sending them out to work?

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3. What kind of students do top universities favor?

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4. Why entrance to elite universities is becoming more difficult for students from the countryside?

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5. Write down two reasons why the rural poor used to believe that “education changes fate” but feel that is no longer true.

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## Passage 2

Listen to passage 2 and choose the best answer to the questions.

1. The present-day universities have become \_\_\_\_\_.  
A. more popularized than ever before  
B. in-service training organizations  
C. a powerful force for global integration  
D. more and more research-oriented
2. Over the past decades, the enrollment of overseas students has increased \_\_\_\_\_.  
A. at an annual rate of 8 percent  
B. at an annual rate of 3.9 percent  
C. by 800,000



- D. by 2.5 million
3. In the United States, how many of the newly hired professors in science and engineering are foreign-born?
- A. 38%.      B. 10%.      C. 30%.      D. 20%.
4. How do Yale and Harvard prepare their undergraduates for global careers?
- A. They give them chances for international study or internship.
- B. They arrange for them to participate in the Erasmus program.
- C. They offer them various courses in international politics.
- D. They organize a series of seminars on world economy.



## Speaking Skills



### How to ask and give recommendation



*The only thing to do with good advice is pass it on. It is never any use to oneself.*

— Oscar Wilde

The need to ask for advice arises periodically throughout life. Looking for a job, navigating the world of relationships, dealing with health issues and raising children are just a few of the life circumstances that may lead you to ask others for advice. Here are the steps for asking for advice.

1. Determine what the advice giver has to offer. Ideally, you want to ask for advice from experts and experienced people who have extensive knowledge about the topic at hand. For example, if you want to work as a nonfiction writer, you might reach out to an accomplished writer, agent or publisher. Identify the specific way (s) in which the letter recipient can help you.
2. Consider the motivation of the advice giver. Whereas a guidance counselor's job is to provide advice, others to whom you write may not be accustomed to dispensing advice on a daily basis. Determine how you might increase the motivation of the letter recipient to assist you. You might appeal to the advice giver's sense of paying it forward or offer an exchange of services.
3. Ask specific questions. Think of 3 to 5 questions that can be answered quickly. Avoid asking an extensive list of complicated questions that require hours to answer in writing. Keeping it short and to the point will increase your chances of receiving a reply.



First of all, make sure that the person who is talking to you is actually soliciting advice. He or she may just want you to listen and be a good friend, seeking instead of understanding, empathy, and compassion. Don't assume that everyone wants advice. You may have some insight into the problem, but you really need to listen attentively to a person first for a very long time to understand the situation. If and only if, your friend actually ASKS for advice should you then furnish it.

It is a great honor to be asked for advice, but it is also a big responsibility. Good advice can help people make sound decisions or find the right path in life, while bad advice can have disastrous consequences. Fortunately, with a little forethought you can weed out the good from the bad. The key to giving advice is to know the difference between passive venting and active solicitation. And when you have been solicited for advice, you need to approach these situations the way life and career coaches approach their work: namely, not by giving answers, but by asking the right questions.

Follow our guide on how to give advice.

### Venting and listening

Venting is a satisfying experience. Something has been on your mind for days, and all of a sudden you let loose about it to a friend. You were just talking out loud, but the mere act of expunging these thoughts from your mind is cathartic, and even provides you with the start of a solution or two. Then, your friend chimes in with what you've done wrong, what you should do, and what he would do if he were you.

Advice is best given—and received—when requested. Some of the worst advice you may ever give, and some of the worst you've ever gotten, is the unsolicited kind. Venting is an important part of the process of discovery, and unless it ends with a question like “So what do you think?” it is best to let our friends vent to us about their problems, nod or shake our heads in response, maybe throw out “that sucks” or “sounds like a bitch” and keep our advice to ourselves unless they ask for it.

### Asking questions

If you are asked to give advice, and you want to avoid sounding patronizing or holier-than-thou, the most effective way to achieve this is to ask questions because:

- it forces that person to explore areas of their dilemma they have not yet considered;
- it permits them to find solutions for themselves and puts their decisions and the outcomes under their control;
- it allows you to dodge having to present an answer that you may not know in the first place or that may be wrong;
- you won't seem patronizing because you aren't presuming to have all the answers.



## Speaking Practice



The following list of asking and giving recommendations might be helpful in your everyday life:

### Asking for advice

- What do you think I should do?
- What do you suggest?
- What would you do (in this situation)?
- I've got a bad toothache. What do you suggest?
- What do you advise me to do?
- What should I do?
- What ought I to do?
- What's your advice?
- If you were me what would you do?



### Giving advice

- I think you should get a lawyer.
- Maybe you should try some place else.
- Why don't you call the company?
- If I were you, I would tell her.
- If I were you, I would go to the dentist.
- Why don't you go to the dentist?
- You'd better brush your teeth regularly.
- You ought to/should avoid eating sweets.
- If you take my advice, you'll go to the dentist.
- It might be a good idea to brush your teeth on a regular basis.
- I advise you to brush your teeth on a regular basis.
- Have you thought about seeing a dentist.

### Declining to give advice

- I don't know what to advise, I'm afraid.



- I wish I could suggest something, but I can't.
- I wish I could help.
- I'm afraid I can't really help you.



## Pronunciation



### Plosives (I)

- I. Listen and mark the places where incomplete plosion should be made. Pay attention to incomplete plosion: plosives+plosives.

what time

goodbye

bedtime

big kite

Glad to meet you.

He has a bad cold today.

active blackboard

post-card

September

hard times

quite different

wet ground

warm bed

take care

next door

You should take care of the children.

- II. Listen and mark the places where incomplete plosion should be made. Pay attention to incomplete plosion: plosives + fricatives.

picture

big jug

good child

that joke

outside

a big house

good friend

can't sing



a good try  
a big tree  
white chalk  
great change  
loud cheers  
a good child  
a bit dry  
a second choice  
a black jacket  
a good job  
a hard journey  
a fast train  
a sweet dream  
a cold drink

III. Read the following sentences aloud. Pay attention to the position.

My father kept working till midnight.  
Please write the answer on the blackboard.  
Write the answer in your notebook.  
I'd like to say goodbye to everyone.  
The young lady gave that child a big apple.  
Look at that old monkey!  
This is an old picture of a big factory.  
The old doctor has a cat, too.  
We're going to work on a farm next Tuesday.  
These questions are quite easy for me.  
I happened to have an extra copy of the lecture.  
I went there alone at nine last night.  
This is my best friend.  
You should get back in half an hour.

# Unit 2

## *Drama and Opera*



**In this unit, we will:**

- *Appreciate the Beauty of Peking Opera*
- *Give You an Insight into Hamlet*
- *Talk About Drama and Opera*

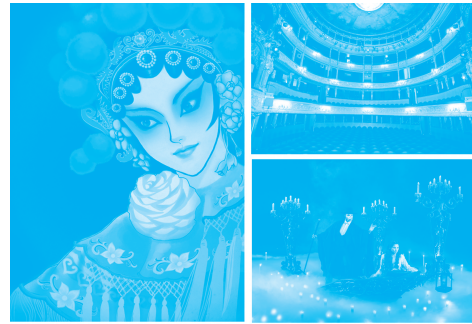


## Warming up



Work in groups, and brainstorm things which you think are important for the drama and opera. The table below might be helpful.

Aspects	Description
theatre	quiet and comfortable
actor/actress	
costume	
music	
plot	
stage design	
...	



Now add more ideas to the list.



## Watching and Speaking



### Video 1 Peking Opera



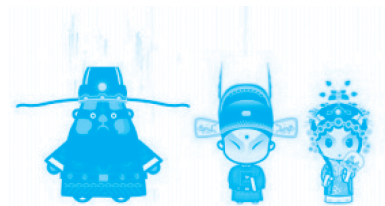
Peking opera characters like Sun Yujiao, Bao Zheng and Yang Yuhuan appear in the new animated movies.

I. Work in pairs. Look at the photos and culture box. Answer the following questions.

1. What do you know about the opera in China?
2. What do you think are the distinguishing features of Peking Opera?
3. How important is Peking Opera to the inheritance of Chinese culture?
4. What can we do to protect and develop Peking Opera?



Peking Opera masks



Characters in Peking Opera

II. Watch video 1 and check (✓) the true statements according to the passage.

- ( ) 1. Peking Opera is established partly on the basis of Kunqu Opera.
- ( ) 2. The entry of the four great Anhui troupes into Beijing was of great importance to the development of Peking Opera.
- ( ) 3. The music and stage design in Peking Opera need not follow certain rules and formats.
- ( ) 4. The words in Peking Opera were only rooted in the Beijing dialect.
- ( ) 5. Transition in time and space can be fully represented by the performance, costumes, the props and the music.
- ( ) 6. The costume and hair dress in Peking Opera are very simple.
- ( ) 7. There are about 20 schools of Peking Opera in China.
- ( ) 8. Only the upper-class families can enjoy Peking Opera.
- ( ) 9. Some Peking Opera arias have been included in the textbooks for high school students.
- ( ) 10. Peking Opera reveals the aesthetic ideal of the Chinese nation.

III. Watch video 1 again and choose the best answer to the question.

1. When did Peking Opera come into being?
- A. In the late 18th century.                      B. In the middle 18th century.
- C. In the late 19th century.                     D. In the middle 19th century.
2. Which instrument is mainly used for martial scenes?





- How many types of roles are there in Peking Opera?  
A. 3                                      B. 4                                      C. 5                                      D. 6
- What do the Peking Opera troops do to increase the social awareness?  
A. Tours.                                      B. On-campus shows.  
C. International exchanges.                                      D. All of the above.
- When was Peking Opera included among the first group national intangible cultural heritage list?  
A. In 1790.                                      B. In 2006.                                      C. In 2008.                                      D. In 2001.

IV. Watch video 1 again and complete the sentences.

- It can be performed in various rhythms such as (1) \_\_\_\_\_, adagio, moderato, allegro, and (2) \_\_\_\_\_.
- Facial makeup highlights the character's (3) \_\_\_\_\_ with exaggerated symbols, patterns and colors.
- Tradition and (4) \_\_\_\_\_ are both highly valued. Today, Peking Opera is still being passed down from generation to generation by (5) \_\_\_\_\_.
- Peking Opera has become a (6) \_\_\_\_\_ linking Chinese people both at home and abroad. It helps to strengthen (7) \_\_\_\_\_. Peking Opera can enhance (8) \_\_\_\_\_ and promote the (9) \_\_\_\_\_ and the respect for (10) \_\_\_\_\_.

V. Write a short summary of the video clip, which should include:

- the distinguishing features of Peking Opera
- the importance of Peking Opera
- the protection and development of Peking Opera

New Words

incorporate /ɪn'kɒpəreɪt/ *v.* 合并; 包含  
 coalescence /,kəʊə'lesns/n. 联合  
 rhythm /'rɪðəm/n. 节奏  
 percussion instrument 打击乐器  
 rhyme /raɪm/ *n.* 押韵  
 libretto /lɪ'bretəʊ/ *n.* 歌词  
 exaggerated /ɪg'zædʒəreɪtɪd/ *adj.* 夸张的  
 transition /træn'zɪʃn/ *n.* 过渡; 转变  
 prop /prɒp/ *n.* 支撑物  
 flamboyant /flæm'bɔɪənt/ *adj.* 艳丽的; 奢华的  
 representative /,reprɪ'zentətɪv/ *n.* 代表  
*adj.* 有代表性的

innovation /,ɪnə'veɪʃn/ *n.* 创新  
 compile /kəm'paɪl/ *v.* 编写  
 inheritance /ɪn'herɪtəns/ *n.* 遗传; 遗产  
 cultural bond 文化纽带  
 cultural identity 文化身份; 文化认同  
 cultural diversity 文化多样性  
 safeguard /'seɪfɡɑ:d/ *v.* 保护  
 intangible cultural heritage 非物质文化遗产  
 aria /'ɑ:rɪə/ *n.* 咏叹调  
 aesthetic /i:s'θetɪk/ *adj.* 美学的; 审美的



## Culture Box

文化部振兴京剧指导委员会：文化部振兴京剧指导委员会（The Peking Opera Steering Committee）成立于1991年9月30日。委员会由著名京剧表演艺术家、专家和有关方面负责人及社会各界热心京剧事业的知名人士组成，由张庚、张君秋、俞振飞任委员会顾问，贺敬之任主任。自建立以来，委员会积极鼓励京剧人才培养和剧目创作，扶持重点京剧院团，开展中国京剧音配像精粹工程，举办京剧艺术节等活动，为京剧事业的继承、创新和发展做出了重要贡献。

**Kunqu Opera:** Kunqu Opera (simplified Chinese: 昆曲) or Kunju, developed under the Ming dynasty in Kunshan, is regarded as “the ancestors of the Chinese opera”. It is characterized by its dynamic structure and melody (kunqiang) and classic pieces such as *the Peony Pavilion* (牡丹亭) and *the Hall of Longevity* (长生殿). A Kunqu play combines song and recital as well as a complex system of choreographic techniques, acrobatics and symbolic gestures. It was listed as one of the Masterpieces of the Oral and Intangible Heritage of Humanity by UNESCO in 2001.

**Mei Lanfang:** Mei (1894—1961) was one of the most famous Peking Opera artists in modern Chinese theater. He started to learn the art of opera when he was a little boy, and made his stage debut at the age of eleven. In his 50-year stage career, Mei played more than one hundred roles and was exclusively known for his female lead roles (dan) such as Beauty Yu and General Mu. He introduced many new techniques into Peking Opera, and made outstanding contributions to the development of the opera and the spread of the beauty of Chinese theatre all over the world.

VI. Work in pairs. Look at the pictures and discuss the questions.

1. What Peking Opera plays do you know? Please talk about them in details.
2. Do you like Peking Opera? Why or why not?
3. What do you think makes Peking Opera unique?
4. What other Chinese operas do you know?





## Talking about drama and opera

VII. Here are some famous quotes on drama and opera. Now read them aloud.

*The drama is the book of the people.*

—Robert Willmott

*The drama is the looking glass in which we see the hideousness of vice and the beauties of virtue.*

—Frances Anne

*Drama is like life with the dull bits cut out.*

—Alfred Hitchcock

*An opera begins long before the curtain goes up and ends long after it has come down. It starts in my imagination, it becomes my life, and it stays part of my life long after I've left the opera house.*

—Maria Callas

*I wish the opera was every night. It is, of all entertainments, the sweetest and most delightful. Some of the songs seemed to melt my very soul.*

—Frances Burney

*Opera is when a guy gets stabbed and instead of bleeding, he sings.*

—Ed Gardner

*I don't mind what language an opera is sung in so long as it is in a language I don't understand.*

—Sir Edward Appleton

*The opera isn't over till the fat lady sings.*

—Anonymous

*The opera is like a husband with a foreign title: expensive to support, hard to understand, and therefore a supreme social challenge.*

—Cleveland Amory



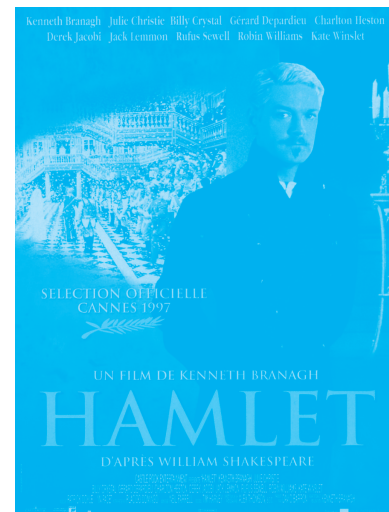
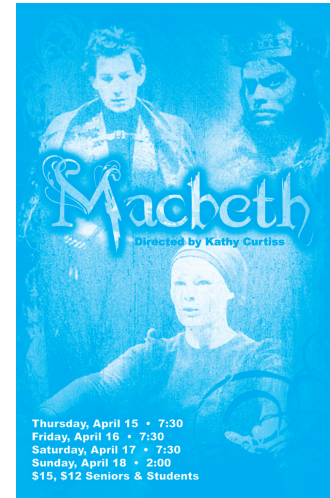
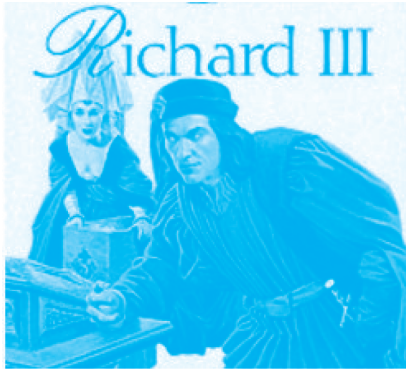
VIII. Work in pairs and voice your opinions on drama or opera.

IX. Work in pairs. Look at the pictures and discuss the questions.

1. Have you watched these plays before?



- Do you know who wrote them?
- Which play do you like best? Why?
- Compared with Peking Opera in video 1, what do you think makes these plays unique?



## Video 2 Hamlet

### I. Quiz: What do you know about Hamlet?

- Who is Hamlet?
  - He is the prince of Denmark.
  - He is the prince of Norway.
  - He is the king of England.
- What is Hamlet's relationship with Ophelia?
  - They are schoolmates.
  - Ophelia is Hamlet's sister.
  - They used to be lovers.



3. What happened to Hamlet's father?
  - A. He was poisoned to death by his own brother.
  - B. He was killed in the battlefield.
  - C. He was murdered by his soldiers.
4. How much time has passed between the death of King Hamlet and the remarriage of Gertrude (Hamlet's mother) to Claudius (the new king)?
  - A. Six months.
  - B. Two months.
  - C. Two weeks.
5. What happens to Hamlet in the end?
  - A. He is sent to England.
  - B. He is killed by a poisoned sword.
  - C. He becomes the king himself.

II. Work in groups. Watch video 2 and discuss the following questions.

1. What is Hamlet trying to decide in his soliloquy?
2. What happens between Hamlet and Ophelia?
3. Do you think Hamlet is mad? Why or why not?

III. Listen to the soliloquy in video 2 and fill in the blanks.

To be, or not to be.

that is the question;

Whether 'tis nobler in the mind to (1) \_\_\_\_\_

The slings and arrows of outrageous fortune,

Or to take arms against a sea of troubles,

And by (2) \_\_\_\_\_ end them.

To die, to sleep.

No more; and by a sleep to say we end

The (3) \_\_\_\_\_, and the thousand natural shocks

That (4) \_\_\_\_\_ is heir to.

Tis a consummation

Devoutly to be wish'd.

To die, to sleep.

To sleep, perchance to (5) \_\_\_\_\_:

ay, there's the rub!

For in that sleep of death what dreams may come

When we have (6) \_\_\_\_\_ this mortal coil, Must give us pause.

There's the respect.

That makes calamity of so long life.



For who would bear the whips and scorns of time,  
 But that the (7) \_\_\_\_\_ of something after death, The undiscover'd country,  
 from whose bourn  
 No traveller returns, (8) \_\_\_\_\_ the will,  
 And makes us rather bear those ills we have,  
 Than fly to others that we know not of.  
 Thus conscience does make (9) \_\_\_\_\_ of us all,  
 And thus the native hue of (10) \_\_\_\_\_  
 Is sicklied o'er with the pale cast of thought,  
 And (11) \_\_\_\_\_ of great pith and moment,  
 With this regard their currents turn awry  
 And lose the name of (12) \_\_\_\_\_.



#### IV. Work in groups, and discuss the following questions.

1. How do you understand Hamlet's "To be or not to be"? Give a brief analysis.
2. What is your understanding of the saying that "There are a thousand Hamlets in a thousand people's eyes"?

#### New Words

soliloquy /sə'li:ləkwɪ/ *n.* 独白

outrageous /aʊt'reɪdʒəs/ *adj.* 无法容忍的, 反常的

consummation /kən'sʌməɪʃn/ *n.* 完成; 使完美

devoutly /dɪ'vɔ:tli/ *adv.* 虔诚地

rub /rʌb/ *n.* 摩擦; 困难

shuffle off 摆脱

coil /kɔɪl/ *n.* 线圈

calamity /kə'læməti/ *n.* 灾难

conscience /'kɒnʃəns/ *n.* 良心

resolution /,rezə'lʊ:ʃn/ *n.* 决定; 决心

enterprise /'entəpraɪz/ *n.* 企业; 事业

awry /ə'raɪ/ *adv.* 歪斜地

orison /'ɒrɪzn/ *n.* 祈祷

nunnery /'nʌnəri/ *n.* 女修道院

accuse /ə'kju:z/ *v.* 指责

crawl /krɔ:l/ *v.* 爬行

dowry /'daʊri/ *n.* 嫁妆

chaste /tʃeɪst/ *adj.* 纯真的

calumny /'kæləmni/ *n.* 诽谤

restore /rɪ'stɔ:/ *v.* 使复原; 恢复



### Video 3 Hamlet's soliloquy

I. Watch video 3 and think about the questions below. Share your opinions with the whole class.

1. Why is Hamlet's soliloquy so influential and powerful?
2. What is your understanding of the sentence that "There are as many different Hamlets as there are actors to play him"?

II. Watch video 3 again and check (✓) the true statements.

- ( ) 1. When Hamlet is talking to himself on stage, it is hard for the audience to get involved.
- ( ) 2. It is legal to commit suicide in Shakespeare's time.
- ( ) 3. For actors, performing the soliloquy in Hamlet is fascinating as well as terrifying.
- ( ) 4. Actors have to clearly understand Shakespeare's words before playing the role.
- ( ) 5. Sometimes, the actors need to put away their acting persona and bring something personal to the performance of Hamlet.

III. Watch video 3 again and select the best answer to the questions.

1. How does Professor Marjorie Garber feel about the soliloquy?  
A. Resonant.                      B. Puzzling.                      C. Powerful.
2. Why is the character of Hamlet very personal to the audience?  
A. Because the actor is good at presenting the character through performance and expression.  
B. Because the audience will ask the questions themselves and try to come up with their own answers.  
C. Because Hamlet is so popular among the audience.
3. What makes the role of Hamlet so fascinating for actors?  
A. The scope for reinterpretation.  
B. The incredible words.  
C. The heroic deeds.
4. How did Jude Law feel about the role of Hamlet?  
A. This particular role is like a sharing of one's soul.  
B. This role was the most transparent one among all the parts he has played.  
C. The role was quite exposing.
5. Which of the following is true about the Hamlet played by David Warner?  
A. David Warner played Hamlet at the age of 42.  
B. David Warner had a good understanding of the work when he played the role.  
C. Critics gave both positive and negative reviews on the performance.

IV. Watch video 3 again and make notes.

1. There's something about it that transcends its time and place. On some level (1) \_\_\_\_\_



- \_\_\_\_\_ , and those moments where it really feels that (2) \_\_\_\_\_ .
2. What's so shocking about this scene is that here is a man, in one sense, (3) \_\_\_\_\_  
\_\_\_\_\_. This is clearly not somebody possessed by the devil. This  
is somebody (4) \_\_\_\_\_ .
3. When you go and see it, you're seeing something of the actor. Something (5) \_\_\_\_\_  
\_\_\_\_\_ who's playing it. Always, I think. It's not a mask (6) \_\_\_\_\_  
\_\_\_\_\_ .
4. **David Tennant:** Some of the reactions to your Hamlet, which range from the effusive.  
(7) \_\_\_\_\_ to some quite snippy criticism.
- David Warner:** I happen to have on me the bad reviews. "I would just leave the town crier  
spoke Shakespeare's lines as to hear David Warner." (8) \_\_\_\_\_  
"Tiresome, perverse, indulgent."
- David Tennant:** Wow!
- David Warner:** There was one person who, when they heard I was going to do it, said,  
"This actor cannot do it."
- David Tennant:** Right. Thanks. That's helpful, isn't it!
- David Warner:** "I've seen him, and (9) \_\_\_\_\_". And  
that was before.
- David Tennant:** How did that feel?
- David Warner:** (10) \_\_\_\_\_ .

## New Words

confront /kən'frʌnt/ *v.* 面对

characteristic /kærəktə'rɪstɪk/ *n.* 特征

crisis /'kraɪsɪs/ *n.* 危机

resonant /'rezənənt/ *adj.* 引起共鸣的

revolutionary /,revə'lju:ʃənəri/ *adj.* 革命性的

forbid /fə'brɪd/ *v.* 禁止

weigh /weɪ/ *v.* 权衡

deliver /dɪ'lɪvə/ *v.* 递送; 讲话

bounce off 了解想法; 大发讨论

approach /ə'prəʊtʃ/ *v.* 接近; 处理

intimidating /ɪn'tɪmɪdeɪtɪŋ/ *adj.* 令人生  
畏的

revealing /rɪ'vi:lɪŋ/ *adj.* 揭露真相的

grasp /grɑ:sp/ *v.* 抓住; 理解

figure out 解决; 算出

reinterpretation /,rɪ: ɪn: tɜ: prɪ'teɪʃn/ *n.* 重新  
解释

transparent /træns'pærənt/ *adj.* 透明的  
strip away 除去; 揭掉

persona /pə'səʊnə/ *n.* 人格面具; 伪装

infuriating /ɪn'fjuəri'eɪtɪŋ/ *adj.* 令人大  
怒的

instinctively /ɪn'stɪŋktɪvli/ *adv.* 本能地;  
凭直觉地

critic /'krɪtɪk/ *n.* 评论家

effusive /ɪ'fju:sv/ *adj.* 感情横溢的

criticism /'krɪtɪsɪzəm/ *n.* 批评; 评论

town crier 街头公告员

perverse /pə'veɜ:s/ *adj.* 任性的

indulgent /ɪn'dʌldʒənt/ *adj.* 放纵的



## Culture Box

**William Shakespeare** (1564–1616) was one of the greatest figures in English literature. Shakespeare was born and brought up in Stratford-upon-Avon. In his lifetime, he wrote 37 plays, 2 long narrative poems and 154 sonnets. His plays have been translated into every major living language and are performed more often than those of any other playwrights. Ben Johnson commented on Shakespeare, “He was not of an age, but for all time.”

*Hamlet*, or *The Tragedy of Hamlet, Prince of Denmark*, is one of Shakespeare’s great tragedies. The story comes from a Danish legend. The whole play shows the revenge Prince Hamlet took for his father on his uncle, Claudius who had murdered his own brother, seized the throne, and married his deceased brother’s widow. *Hamlet* is usually regarded as the summit of Shakespeare’s literature career, and has been described as “the world’s most filmed story after Cinderella”.

V. **Work in Pairs** and make out a conversation to comment on the role of Hamlet in video 2. Try to use everyday English.



### How to give comments

That’s the best/worst performance I have ever seen.

What a fabulous/an amazing performance it is!

I enjoy the play very much. You are such a good actor.

You’re really boring. It makes me fall asleep.

Even that little boy can be a better Hamlet than you.

It makes me sick.



### Useful expression:

In my opinion/view...

Generally speaking, I think...

Personally, I think...



I'd just like to say...  
 As far as I'm concerned...  
 I'm quite convinced that...  
 To be quite honest/frank...

VI. Read the quotes by William Shakespeare aloud, and talk about the one you like most.

1. "The fool doth think he is wise, but the wise man knows himself to be a fool."  
 —*As You Like It*
2. "Love all, trust a few, do wrong to none."  
 —*All's Well That Ends Well*
3. "There is nothing either good or bad, but thinking makes it so."  
 —*Hamlet*
4. "Be not afraid of greatness. Some are born great, some achieve greatness, and others have greatness thrust upon them."  
 —*Twelfth Night*
5. "Hell is empty and all the devils are here."  
 —*The Tempest*
6. "You speak an infinite deal of nothing."  
 —*The Merchant of Venice*
7. "Cowards die many times before their deaths; The valiant never taste of death but once."  
 —*Julius Caesar*



## Listening Skills



### Listen to tone

The tone, value and pitch all add to what someone is saying.

Good speakers always use tone, volume and pitch to their advantage to keep the audience attentive and to stress the important message. Effective listening requires the listeners to note the differences in them so as to understand the emphasis of what is being said and grasp what he or she really means.

#### Pitch 音高

Pitch refers to how low or how high the speakers' voice is. The speakers usually vary



their pitch to establish and reinforce your message. For instance, questions usually end on a higher note, while affirmative statements end in a level or slightly lower pitch. The ending of statements on a high pitch can create doubt in your listeners.

### Volume 音量

Volume refers to how loudly or how quietly one speaks. The speakers can create emphasis by raising or lowering volume sometimes. For example, if the speakers drop their voice to almost a whisper for one sentence or two, it will make the audience suddenly alert. And the speakers will gradually raise the volume as they build toward a point.

### Tone 音调

The tone of voice depends on its pitch and volume.

**The rising tone:** It is best described by a rising pitch and staying high at the end of a sentence. It is used to...

- Ask Yes/No question

1. Do you find test difficult?
2. Is the question clear?

- Express expectation

1. This is just exactly what I had in mind.
2. There's the answer that we have been hoping for.

- Show interest and excitement

1. What you did there was awesome!
2. This is something we have never imagined!

**The falling tone:** It is neutral and is best described by a sharply falling tone at the end of a sentence to give the impression of directness in asking a question and confidence in making a statement. It is used to...

- Ask who, what, when, why and how questions

1. Who do you look up to?
2. When are you taking the test?

- Making a statement

1. This test is easy to pass if you are fully prepared.
2. Relax, and speak up when you're ready.

