

2022-2023 年春季学期
《实用英语视听说》

（内部教材，请勿外传）

Unit 1: Effects of urban environments on animals

Introduction

Recent urban developments represent massive environmental changes. It was previously thought that only a few animals were suitable for city life, e.g.

- the 1)..... - because of its general adaptability
- the pigeon - because walls of city buildings are similar to 2).....

In fact, many urban animals are adapting with unusual 3).....

Recent research

- Emilie Snell-Rood studied small urbanised mammal specimens from museums in Minnesota.
 - She found the size of their 4)..... had increased.
 - She suggests this may be due to the need to locate new sources of 5)..... and to deal with new dangers.
- Catarina Miranda focused on the 6)..... of urban and rural blackbirds.
 - She found urban birds were often braver, but were afraid of situations that were 7).....
- Jonathan Atwell studies how animals respond to urban environments.
 - He found that some animals respond to 8)..... by producing lower levels of hormones.
- Sarah Partan's team found urban squirrels use their 9)..... to help them communicate.

Long-term possibilities

Species of animals may develop which are unique to cities. However, some changes may not be 10).....

Unit 2: The history of weather forecasting

Ancient cultures

- many cultures believed that floods and other disasters were involved in the creation of the world
- many cultures invented 1)..... and other ceremonies to make the weather gods friendly
- people needed to observe and interpret the sky to ensure their 2).....
- around 650 BC, Babylonians started forecasting, using weather phenomena such as 3).....
- by 300 BC, the Chinese had a calendar made up of a number of 4)..... connected with the weather

Ancient Greeks

- a more scientific approach
- Aristotle tried to explain the formation of various weather phenomena
- Aristotle also described haloes and 5).....

Middle Ages

- Aristotle's work considered accurate
- many proverbs, e.g. about the significance of the colour of the 6)..... passed on accurate information.

15th-19th centuries

- 15th century: scientists recognised value of 7)..... for the first time
- Galileo invented the 8).....
- Pascal showed relationship between atmospheric pressure and altitude
- from the 17th century, scientists could measure atmospheric pressure and temperature
- 18th century: Franklin identified the movement of 9).....
- 19th century: data from different locations could be sent to the same place by 10).....

Unit 3: An Alternative Solution to Plastic Pollution—Bacteria

Problems

- Since plastic is tough and durable, it takes up to 1)_____ to fully break down.
- Plastic leaches harmful 2)_____ into the environment.
- Plastic is cheap, durable, 3)_____ and everywhere.

Possible solution:

- Bacteria live in all sorts of 4)_____ environments.
- They are creative with their 5)_____.

6)_____

- Could bacteria in plastic-polluted environments have plastic for food?

Research methods

- Collecting 7)_____ teeming with bacteria from Houston;
- Feeding the bacteria with 8)_____ without other food;
- Investigating if the bacteria could 9)_____

Research results

- With a special enzyme, bacteria digest PET plastic into 10)_____ and then use for 11)_____.
- They 12)_____ the plastic polluted environment and evolve the ability to 13)_____.

Discussion

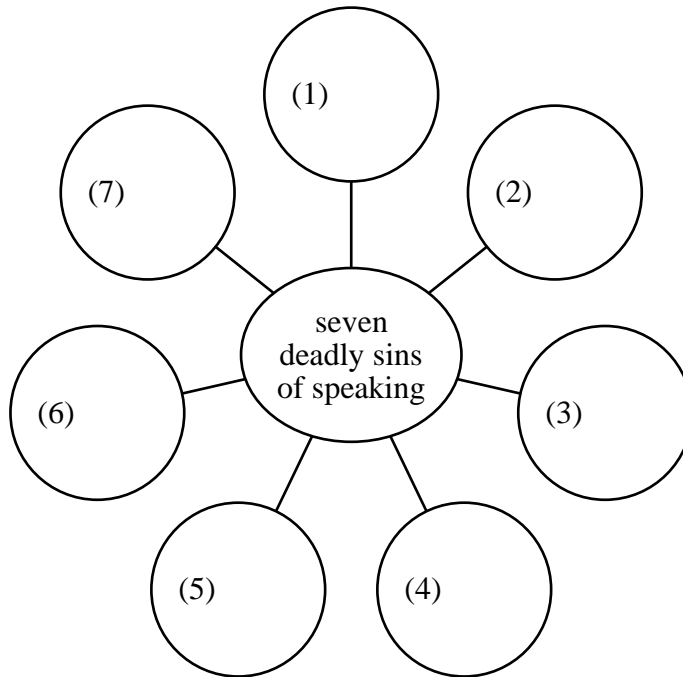
- Only 14)_____ of plastic winds up being recycling, which is not enough for plastic pollution problem.
- Bacteria are naturally occurring and they do not pose 15)_____ to human beings.

Future direction

- Speeding up the digestion process with 16)_____;
- Creating an 17)_____ carbon free system where bacteria live with 18)_____ as the only food source

Unit 4: How Can We Speak Powerfully?

1) Seven deadly sins of speaking:



2) Four powerful foundations to make our speech powerful:

H Honesty

A (2) _____

I Integrity

L (4) _____

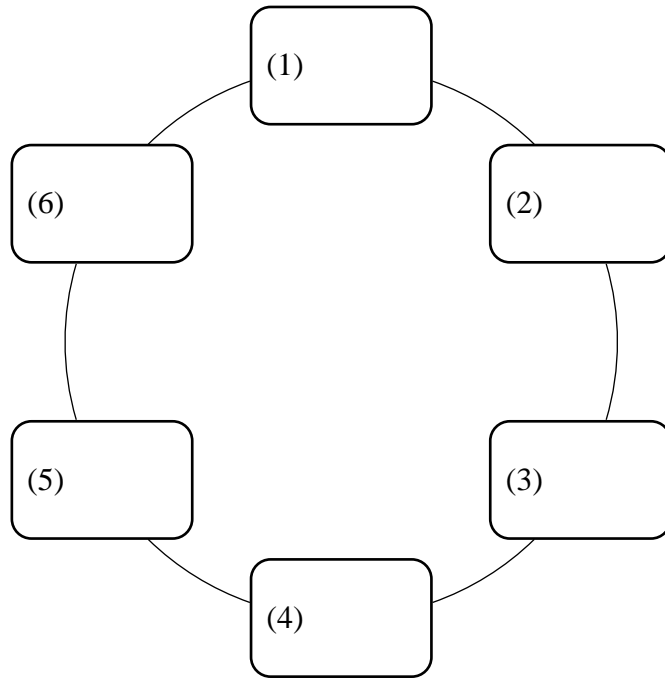
Being true in what you say,
(1) _____

Being yourself.

(3) _____, actually doing what you say, being somebody people can trust.

Wish people well.

3) A few tools to increase the power of your speaking:



Unit 5: Spend Time on What Matters

Watch section 1 of the video and decide whether the following statements are true or false (circle the right answer). Correct the wrong one.

1) The speaker is always on time. (True / False)

If it is false, the truth is _____

2) The speaker has lots of tips and tricks for saving time. (True / False)

If it is false, the truth is _____

3) We build the lives we want by saving time. (True / False)

If it is false, the truth is _____

Watch section 2 of the video. In this part, stories of two busy women are told to support the speaker's arguments. Listen and write down the details in the following chart. Share your answers with your classmates.

		The first woman	The second woman
What happened to her?	Time	1)	2)
	Event	3) She used _____ hours to deal with the mess because _____.	4) She refused to talk with the speaker because _____.
How can we manage time based on the lessons learnt from these anecdotes?		5) Time is highly elastic, so we can find time to do the _____.	6) Time is a choice, so we have the power to fill our lives with the things that _____.

Watch section 3 of the video and fill in the gaps below.

How to Treat our Priorities?

First, 1) _____ what they are.

➤ Two strategies:

✧ The first is on the 2) _____ side. Give yourself 3) _____ now instead of at the end of the year.

✧ The second is about your 4) _____ life. Write down 3-5 5) _____

things now on your next year's family holiday letter.

Next, break them down into 6) _____ steps.

➤ Two examples

✧ To write a family history, first read some other family histories to get

7) _____, then think about some questions and interview your

8) _____.

✧ To run a 5K, first find a race and sign up, then get a 9) _____, and get

everything ready.

Then, the key is to put priorities into our 10) _____ first.

➤ To find a good time to do this: Friday afternoons, which is called a 11) _____
_____ time.

➤ To make a three-category priority list: 12) _____, relationship and self.

➤ To look out over the whole of the next week, and see where you can plan them in.

Watch section 4 of the video and choose the best answer to summarize the main idea of this part.

a. Even though working time takes up the largest part of a 168-hour week, we can still find time to do what we want to do.

b. We can always find time to do what matters most to us in a 168-hour week and use bits of time to get bits of joy.

Unit 6: EDUCATIONAL REVOLUTION

➤ Lead-in

- ✧ **Speaker's observation 1:** In any class, there is always someone who is (1) _____ than the teacher

for example, the Lancaster bomber and the C-19 Globemaster III story

- ✧ **Speaker's suggestion:** A teacher should (2) _____ around students, and put the students (3) _____ of their learning.

- ✧ **Speaker's observation 2:** Educational policy or rules around (4) _____ and comparing students and schools can end with tears in students' eyes.

for example, a crying boy sitting for a NAPLAN test.

- ✧ **Speaker's suggestion:** Teachers need to stop thinking of the students as empty vessels.

➤ Defining "education" in Latin:

- ✧ to (5) _____ or to mold students

- ✧ to guide or to (6) _____ students

➤ Problem with "education" in reality: focus on the academics, but miss out on the (7) _____, such as love, empathy, compassion, understanding.

➤ The way to solve the problem:

- ✧ **The Montessori way:** to do with the classroom or the (8) _____.

In class:

to allow students to (9) _____ (Provide **one** example).

In this way, students can develop (10) _____.



Students will become more (11) _____ to change.

e.g., their performance in the Covid-19 pandemic situation.

At home

to allow students to (12) _____ (Provide **one** example).

to allow students to make mistakes, which will be great avenues of learning.

➤ **Conclusion**

Real education does not only educate the mind, but also the (13) _____

e.g., Oliver and Oscar's story.

Unit 7: Getting Executive Function Improved

What is executive function:

Ability to consciously 1) _____ thoughts, emotions and actions in order to 2) _____.

Why executive function matters:

It predicts all kinds of good things like social skills, 3) _____ achievement, mental and physical health.

How to improve executive function

- Wrong way: 4) _____ such as games or playing chess
- Correct way: using executive function in context
 - ✧ Supporting Test 1: Dimensional change 5) _____ test
 - ✓ Purpose: To explain the effects of 6) _____ on executive function
 - ✓ Procedure: Young child was required to sort the same cards 7) _____ or by color.
 - ✓ Result: The child succeeded in putting the card in the correct box when 8) _____ but failed when by shape.
 - ✓ Conclusion: Children need to 9) _____ from one situation to another
 - ✧ Supporting Test 2: Marshmallow tests as a measure of delay of 10) _____
 - ✓ Purpose: To explain how executive function is influenced by 11) _____, peers and strategies used.
 - ✓ Procedure: Children were divided into two group one of which waited for 12) _____ while another did not.
 - ✓ Results:
 - The children who believe they would get more are more 13) _____.
 - Children would generate some strategies to 14) _____, such like sitting on their hands, 15) _____ from marshmallow or singing a song.
 - ✧ Implications
 - ✓ Change 16) _____ around.
 - ✓ Make 17) _____ matter.
 - ✓ Employ some 18) _____ in specific context.

Unit 8: Teach Girls Bravery, Not Perfection

Lead-in: The speaker's story

- She used to work as a 1) _____, and an organizer, wanting to run for Congress in her heart.
- The polls said she was 2) _____.
- Her 2012 run
 - had the support from the media; raised 3) _____ form people
 - only got 4) _____ of the vote; being said to waste money
- This is the first time in her life that she'd done something that was 5) _____ without worrying about being 6) _____

Body:

- many women play safe in their career
 - most girls are taught to avoid 7) _____ **vs.** Boys are taught to play 8) _____ and take risks
 - In Silicon Valley: no one takes you seriously unless you've failed two 9) _____.
- The speaker worries about the bravery deficit
 - It is why women are 10) _____ in STEM, in C-suits, etc.
- The Study by Prof. Dweck
 - bright girls were quick to 11) _____ when being given rather demanding tasks

VS.

- bright boys found the difficult task to be a 12) _____; found it empowering
- This is not a question of ability, but their attitude towards challenge. Another relevant example from HP:
 - men go for a job if meeting 13) _____ of the qualifications
 - women will apply the job only if they meet 100% of the qualifications
- All these show that women have been 14) _____ to pursue perfection, and they are 15) _____. Thus, they are left behind in the tech industry and the economy will also be affected.
- #Girls Who Code Company#

- Teaching girls to code will socialize them to be brave.
- Coding is a non-stop process of 16) _____.
- Coding requires 17) _____ and imperfection.
- Rather than show the 18) _____ that the girls themselves made, they'd show nothing at all → perfectionism → just teaching them to code is not enough!

- We should teach girls to be brave and build a supporting 19) _____ cheering them on.

- Then girls can do marvelous things:

- two high school girls build a game Tampon Run.
- A Syrian refugee building an 20) _____
- A 16-year-old girl built an 21) _____ to detect cancer

Conclusion:

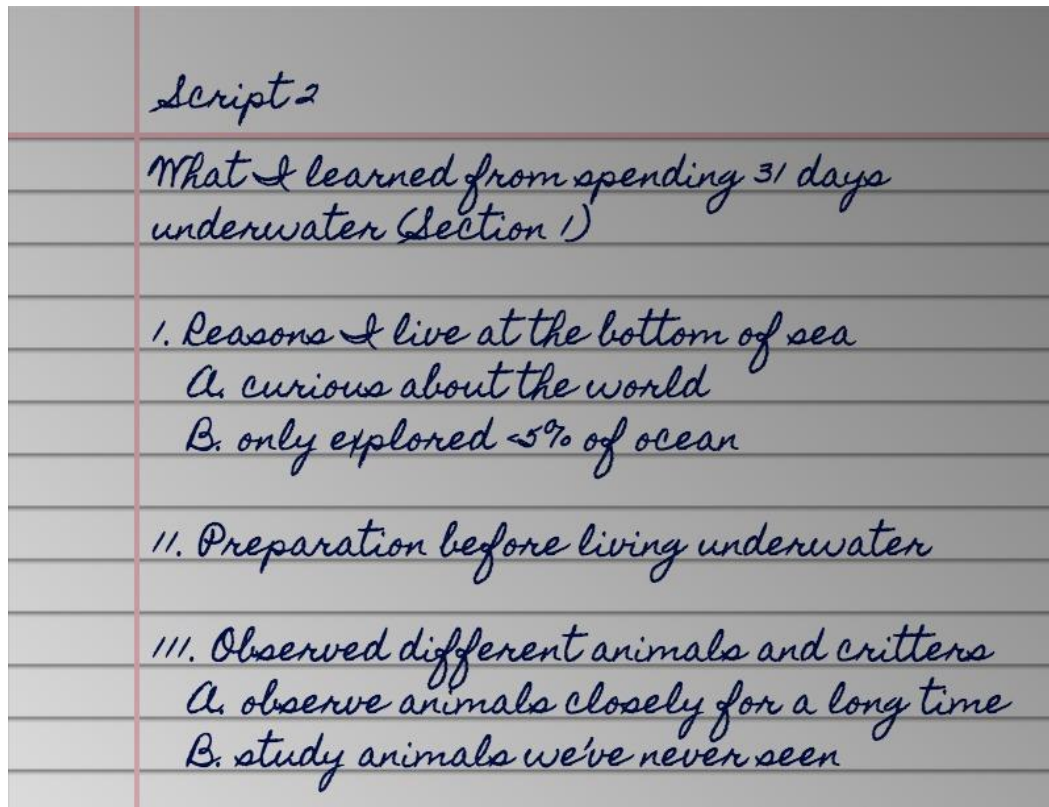
- Work together to socialize girls to be comfortable with 22) _____.

- We should show girls that they are loved and accepted not for being perfect but for being 23)

- This will make the world a better place for each one.

Unit 9: Deep sea

Watch section 1 of the lecture video and then look at the notes taken below.

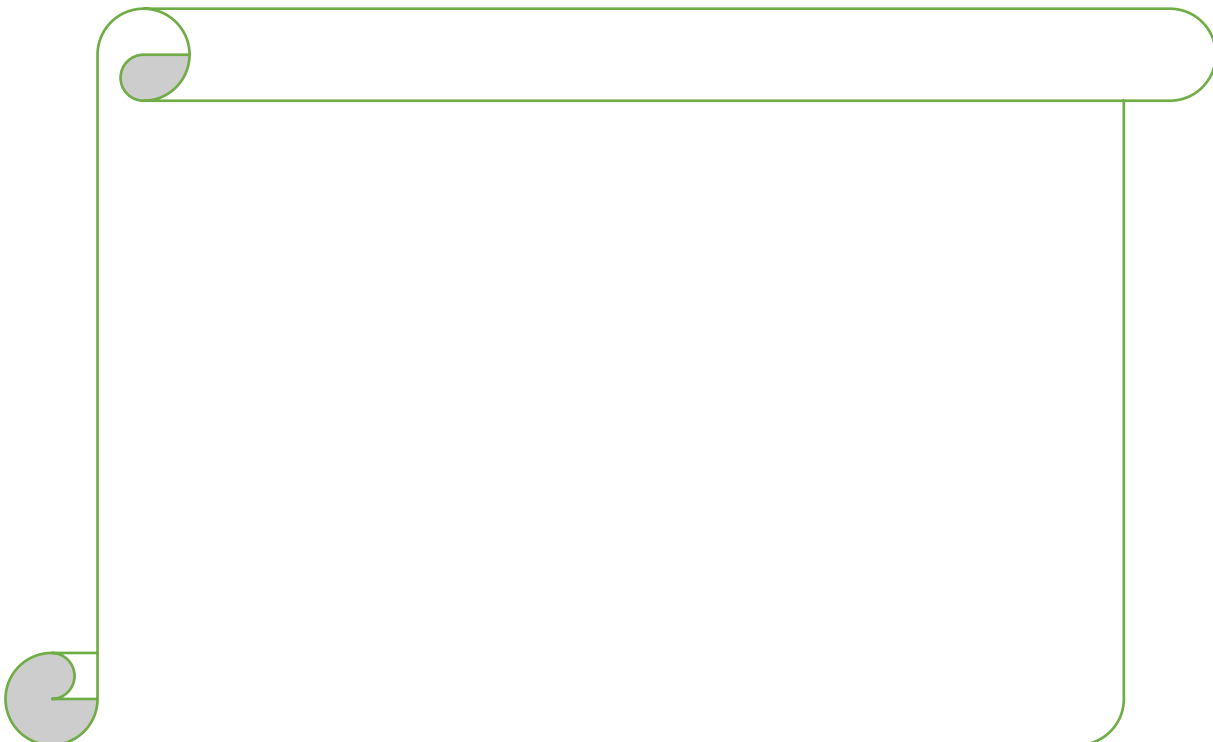


Script 2

What I learned from spending 31 days underwater (Section 1)

- I. Reasons I live at the bottom of sea
 - A. curious about the world
 - B. only explored 5% of ocean
- II. Preparation before living underwater
- III. Observed different animals and critters
 - A. observe animals closely for a long time
 - B. study animals we've never seen

Now, it is your turn to continue listening to the rest of the lecture (section 2) and then take notes.



Watch the talk again and then use your notes to fill in the outline below.

Deep Sea Research (section 2)

A number of scientific studies were carried out

- A PAM was used to study 1) _____, which could indicate the pollutants in water.
- A sonde was used to test metabolism rates, to understand what's happening underwater, regarding 2) _____ and how they affect humans on land.
- Predator-prey 3) _____ was also studied.

Knowledge was shared to the world.

- A prototype camera was used to capture 4) _____ video underwater.
 - ✧ Provide insights into what common animals do.
 - ✧ Give the 5) _____ to look at and analyze the amazing acts.
- 6) _____ allowed people underwater to connect with the world in real time.
 - ✧ 7) _____ students were connected every day through skypeing.

We all need to have an adventure in order to 8) _____

Unit 10: Want to Learn Better? Start Mind Mapping

Definition

Mind mapping is a method you use to take notes and help your **1.**_____.

Key features of a handwritten mind map

- ✓ It is very **2.**_____ and you use **3.**_____ (e.g., hands, arms, etc.).
- ✓ You start from the topic in the center and build out **4.**_____.
- ✓ It is **5.**_____: People's mind maps of the same talk/book can be different.
- ✓ You put down single words or short phrases rather than **6.**_____.
- ✓ It works like the **7.**_____ works.

Why is it important

- ✓ A tool to apply in all kinds of **8.**_____ and subjects
- ✓ A strategy to work with our brain, rather than against it
- ✓ Keywords **9.**_____ bigger ideas
- ✓ Being used in both **10.**_____ and business meetings

How to mind map

- ✓ Take out a piece of paper and put it **11.**_____. And ignore the lines.
- ✓ Write down keywords, short phrases, and the connections between them.
- ✓ Develop your **12.**_____ radially.
- ✓ Go back and forth completely **13.**_____.
- ✓ Do not blindly document or **14.**_____ something.
- ✓ Think about how does it **15.**_____, how does it work and how to remember it.

Unit 11: The Power of Introverts

Flashback: childhood summer camp experience

- In the speaker’s family, reading together and 1. _____ around the adventureland in one’s mind was the primary social activity.
- But the summer camp emphasized group spirit and encouraged every girl to be 2. _____.

The speaker’s reaction: making 3. _____ choices

- Denying the 4. _____ that introverts are also excellent.
- Becoming a lawyer rather than the writer she has longed to be.
- Going off to crowded bars instead of her preferred places for dinners.

To better understand introversion: 5. _____ of the population

- While shyness is more about the fear of 6. _____, introversion is more about how to respond to 7. _____.
- Introverts prefer quieter, more 8. _____ environments.
- The key to 9. _____ one’s talents is to put oneself into the right context.

The new groupthink in institutions: preferring a 10. _____ place

	Features
Classrooms	<ul style="list-style-type: none"> ➤ Pods (rather than rows) of desks; countless group assignments ➤ Students who prefer to work alone are seen as troublesome, even though they tend to be more 11. _____ and score higher.
Workplaces	<ul style="list-style-type: none"> ➤ Open plan offices without walls; the noise and gaze of coworkers ➤ Introverts are always neglected for leadership positions, even though they are more careful and much less likely to 12. _____.

The strength of introverts: better leaders.

- They are more likely to let 13. _____ employees run with their ideas.
- They do not enjoy leading others, but are driven to do the right things.

To become more creative and productive: keeping a balance

- Ambiverts are people who lie in the middle of the introvert/extrovert 14. _____.
- Although people should be good at communicating, 15. _____ is also a crucial ingredient.

Unit 12: How to Become a Critical Thinker

Definition of critical thinking

- The tendency to think about the world critically comes from having the **1.**_____.
- It is a personality trait rather than a skill.
- There is no quick **2.**_____ to become a critical thinker, but some habits to build.

Six traits related to critical thinking

- Open and **3.**_____
- **4.**_____
- Flexibility
- A **5.**_____ to seek reason
- A desire to be well-informed
- A respect for and willingness to **6.**_____

Seven habits to become a critical thinker

No.1 Read a lot and read widely.

- Be exposed to unique viewpoints: a good way to **7.**_____ and stay open-minded.
- Be exposed to extensive reading: having multiple problem-solving skills and **8.**_____.

No.2 Don't jump to conclusions.

- Never conclude in the **9.**_____ of data.
- Only judge after studying in depth.
- Justify you position with **10.**_____.

No.3 Create systems not goals.

- A system can be measured, refined and **11.**_____.
- A goal only focuses on **12.**_____.

No.4 Argue with yourself.

- Try to **13.**_____ routinely and intelligently.
- Go back and forth until only the most **14.**_____ and strongest argument (truth) exists.

No.5 Be willing to change your opinion.

- Be 15._____ to information.
- Have the willingness to change your opinion with better data.

No.6 Write.

- Writing is thinking.
- It helps 16._____ what you actually know from what you think you know.

No.7 Seek 17._____.

- This is 18._____ but most powerful.
- It generates 19._____ that drives you into active thinking modes.
- Don't live defensively, but attack life.

Conclusion

- Great thinkers constantly 20._____ critical thinking in their daily lives.
- Schools should foster the environment of critical thinking.