Unit 1 VLS -- 填空练习答案 == scripts

使用方法

1）如果做填空练习，可以不做教材中的练习。你们可以自己看着办，每篇文章你只要做过练习就行了，无论是我设计的填空练习还是教材中的练习，做过都算的。

2）填空内容选择标准：选的都是比较地道的语言表达方式或者难点，都值得关注。这些会了的话，quiz考试起来应该不会特别难了。

3）我设计的填空练习：有难度，但是直接针对小测验。

教材中的练习：内容体裁等对标四六级考试题型。

愿意的话，甚至可以先做教材上的练习，然后复习的时候再做一轮填空练习。

Listening and understanding P5

Scripts:

Susan: Hi, Steve. ***How is your MOOC experience so far***?

Steve: Oh, hi, Susan. ***Funny you should ask.*** I’m thinking about ***dropping the course.***

***Susan: Why?***

Steve: You know I’ve always had a personal interest in nutrition. So, Nutrition for Health Promotion ***sounded like a really good fit.*** ***Plus***, the course only suggested two to four hours’ study a week.

Susan: So, what is the problem?

Steve: I just feel the ***video lectures*** aren’t adding anything to my learning experience. I could have got the information from a book on the subject. Plus, in each video lecture, I had to pause the video several times to copy out the ***slides*** which were being shown on-screen and take notes, which ***increased the time estimates dramatically.***

Susan: I see. ***Too bad it didn’t work out.*** I guess I’m lucky. I’ve just completed my first ***MOOC***.

Steve: Congratulations. It’s a music-related course, right?

Susan: Yeah. It’s called Introduction to ***Digital Sound Design.*** One thing the course excels at is that it shows you ways to ***enhance*** the knowledge you have just learned. For instance, it provided you with information about useful software. It also ***set up non-compulsory fun projects*** that supported what had been learned!

Steve: That sounds wonderful. How was the final?

Susan: This is where I expected the MOOC format to fail because the questions were all ***multiple choice***. ***Contrary to my belief,*** however, this didn’t make the exam easy, as the four possible answers to each question were all very similar.

Steve: ***That sounds a bit challenging.***

Susan: Yeah. Toward the end of the course, there was increasing discussion of the ***upcoming*** final on the course forums. Fortunately, many of the forum users were there to give advice as they were ***clearly experienced*** in the field. This made the process of learning at home feel a lot more like a group situation.

Steve: That’s nice.

P7: Passage 1:

From the day we were born, we have been told to do well in school. We are told: “Study hard! Get good grades! Go to college!” ***Somewhere along the way,*** we get the idea that our grades are ***critically important*** and begin to let the grades ***define*** us. We think if we are A students, we must be inherently intelligent; if we are C students, we must be ***inherently*** not as smart as other students. This affects how we learn. We stop studying to learn something new. Rather, we study to ***maintain a GPA.***

That stops today.

The point of college isn’t to prove your intelligence, but to ***grow your intelligence.*** And our intelligence can only grow when we’re ***challenged***. We shouldn’t fear tests, or grades, or teachers’ comments. None of those things define us. They are not even about us. They are all about the work. They tell us this is where you are right now, not this is where you’ll always be, or this is who you ***inherently*** are. If we get As in a class but learn nothing, we are no smarter than if we didn’t take the class at all, because when we ***struggle***, that’s when we learn and when our intelligence grows. In other words, struggling in college means we are ***doing college right.***

So, we have to challenge ourselves; we have to take the hard classes; we have to ***embrace the hard work*** – not as a ***vice***, but as a ***virtue***. We have to be open to failure. If we try but ***do poorly,*** we should read the comments, and learn what didn’t work. Then our intelligence will grow. And that’s the point of college – to grow.

So, celebrate the learning. Celebrate the growth. Take the challenging classes. Read the comments. ***Embrace*** the process. Grow your intelligence.

P9 Passage 2

The summer before I started university, I ran into some family friends at the ***grocery store.*** Naturally, they asked what I planned to study. “I’ll study history with a ***minor*** in creative writing.” “***Good luck making money,***” the man, a biology teacher, said.

The idea that certain degrees are ***impractical*** and won’t make money is ***reinforced*** not only by ***well-intentioned*** grocery store conversation but by articles from financial magazines, which create a general sense of fear that choosing the wrong major means you’ll e***nd up making burgers*** for the rest of your life.

Generally, the degrees regarded as impractical are in the arts, ***humanities*** and some social sciences. Perhaps these degrees have potential to be ***financially impractical,*** but they are beneficial in a variety of other ways. Without the arts, we wouldn’t have theater, books or television. And studying history ***enriches*** us with knowledge about the past, which improves our understanding of the present.

Are these degrees really “useless”? If there were strong evidence for humanities degrees giving graduates ***bleaker job prospects*** than other majors, then yes, maybe we should avoid them. But the truth is the unemployment data for humanities majors isn’t that terrible.

If your major interests you and gives you ***a good fighting chance*** to be employed, then ***go for it***. I have two paid internships and a student job. Both my internships focus on history, so even though I’m ***essentially*** doing three part-time jobs, I’m happy because I love what I’m doing.

College is ***stressful***. Graduating is difficult and no degree ***guarantees*** employment, so you might as well be happy with your studies in the meantime. It’ll make everything else a bit better.

Questions

1. What are the speaker’s major and minor respectively?

2. What did the speaker think of the biology teacher she met at the grocery store?

3. What was the benefit of studying history, according to the speaker?

4. Why was the speaker happy with doing three part-time jobs?

P11 Lecture

Hello, everyone. Today we are going to ***take a close look*** at an ***influential*** Chinese educator and thinker, Tao Xingzhi. He spent a ***lifetime*** on the education of the common people both in theory and in practice and set up the model of modern education in China. His approach to studying still has important ***reference value*** in ***contemporary*** times. Now let’s look at four of his learning principles.

First, Tao put forward the idea that we should respect freedom ***in the pursuit of truth*** and take being an ***authentic*** person as the ***ultimate goal.*** In Tao’s eyes, “free learning” is the individual’s ability to ***stick to the principles of “self-restraint***” and not to be influenced by “***authority***” after setting goals in learning.

Second, influenced by the idea that “there is unity of knowledge and action” ***proposed*** by Chinese philosopher Wang Yangming of the Ming Dynasty, Tao considered practice to be the basis of ***cognition*** and knowledge to ***originate*** from practice. He made an ***analogy*** of knowing and doing: “Action is the father, knowledge is the son, and creation is the grandson.”

Third, Tao stresses a scientific learning method, and ***advocates “the combination*** of teaching, learning and working.” In March 1927, Tao founded Xiao Zhuang School. He invited a group of professors and experts from outside the school to ***instruct*** students and teachers in “teaching, learning and working” activities. In order to develop the students’ s***elf-management,*** ***independent learning and life skills***, they were required to take turns to ***undertake*** and deal with school affairs. As Tao also proposed that “he who teaches others teaches himself first,” he also got ***involved*** in buying vegetables, cooking, cleaning, and other ***specific matters*** of the school.

Fourth, a famous modern educator, Tao always ***kept a humble mind*** and stuck to the principle of “study, study and study again” all his life. He kept writing and became ***a shining example to Chinese intellectuals***. At the same time, he urged the younger generation to learn ***modestly*** and ***pursue lifelong learning.*** Tao also encouraged young students to ***stay connected to ordinary people,*** live with them, take them as their teachers, and “learn not only the people’s language and feelings, but also their ***virtues***.”

Questions

1. To what did Tao Xingzhi devote his life?

2. When was Xiao Zhuang School founded?

3. Why was Tao Xingzhi involved in specific matters of Xiao Zhuang School?

4. What do we learn about Tao Xingzhi from the lecture?

P11 录像(这个填空练习不做要求，仅供参考)

Cathy N. Davidson: The model of higher education that we’ve ***inherited*** is you go to college, you get your ***diploma***, you ***go through*** graduation, done. We don’t live in that world anymore.

Cathy N. Davidson: I ***absolutely*** believe that college is more ***essential*** than ever, period, full stop. And I believe that we have to be ***remaking*** education.

Voice-over: One of the more ***pressing*** reasons for this change grows out of a new reality graduates will face as technology ***transforms the landscape of employment.***

David Joyer: The world is moving so fast that you can’t go to college for four years and be prepared for 40 years.

Richard DeMillo: If your focus is on “Let’s make this 18-year-old really happy with going to football games,” you’re not gonna stay in business very long. There are people that are changing jobs five or six times ***over the course*** of their, er, of their, their career. They tend to be in industries where ***disruptive*** change is happening all the, all the time. And so they come back to universities and say, “Can you help me with this?”

Voice-over: And this has some students and universities ***rethinking*** the model of college as a single stage of life.

Richard DeMillo: So the old model for college was that people would show up as 18-year-old high school graduates, spend four years with you, and then you would send them out and they would work for the next 40 or 50 years.

Voice-over: And this classic model of college is newer than you might think.

Cathy N. Davidson: The most common ***cliché*** I hear about education is that it hasn’t changed in 2,000 years. That’s totally not true. In (At) the end of the 19th century, both European and American colleges realized the whole world had been ***industrialized***. You had to have a different role in society. You had to have a different kind of education, and education ***went through massive transformations.***

Voice-over: A lot of the things we take for ***granted*** in the US college experience like ***entrance exams,*** multiple choice questions, grades, even the ***divisions*** among many ***academic disciplines*** were adopted during another time of rapid technological change, between the 1880s and the 1920s.

Cathy N. Davidson: And we now equally need to go through massive transformations for a world that is not an industrial world, but ***an interconnected, linked world.*** And I always say if people did this in 1890, we can change higher education now. I think we are ***at the tipping point,*** and we are about to see massive changes in higher education ***from inside.***

Voice-over: And Georgia Tech is ***betting on this future*** with programs like a ***full-credit master’s degree*** in computer science that students can take online, from anywhere in the world.

Richard DeMillo: The new model is that people come back to you episodically ***over the course of their lifetime.*** So the online master’s program is a window into this future that we imagine.

Victor Montgomery: College isn’t for kids. I mean, I’m 36 years old now. I have three children. I’ve been working ***professionally*** for a number of years. But I find it very ***beneficial*** to come back to the college environment to help ***improve my skill set.*** Otherwise, I could be ***behind the eight ball.***

Voice-over: And it’s not just mid-career professionals who are feeling this pressure. Sarah Hernandez is a 24-year-old aerospace engineer, who shortly after graduating with a mechanical

engineering degree from Rice University in 2016, ***landed*** what you might think is the job of a lifetime.

Sarah Hernandez: I am a research engineer at the ***NASA*** Ames Research Center here in Mountain View, California. And that means I climb around wind tunnels, set up experiments, run ***wind tunnels,*** take data, and then analyze the data after the fact. We test anything from 18 wheelers to full-sized rockets. I’d like to think this kind of makes me a rocket scientist since I work on rockets. Eh. Yeah.

Voice-over: But she wants to match her skills to a workplace that’s becoming more ***digital*** all the time. That’s why, a little more than a year out of school, she’s going back, taking Georgia Tech’s master’s in computer science program from home.

Sarah Hernandez: There is a lot of scary stuff out there in terms of where the world’s ***heading***. I think a lot of us are just very antsy right now. This is kind of how I’m dealing with it. The reality of the world we’re in right now is that you have to keep learning and keep ***retooling*** yourself to be useful in our society, which is unfortunately how our society ***functions***. I feel like I always have to be ***accelerating***.

Voice-over: Which could suggest that, for many of us, the future of college will be more of it. The challenge for students will be finding ways to pay for more schooling, particularly when they are in between jobs. Some advocates are calling for colleges to rethink the business model for education that’s lifelong.

Cathy N. Davidson: I’m ***fascinated*** and encouraged by a new trend of many universities to ***offer lifelong alumni benefits,*** where you can come back to your own college and either for ***a reduced rate*** or sometimes even free, take classes. It’s good business on college’s part to do this, but it’s also a sense that we owe something to you for the rest of your life.

P18 Further listening

Conversation:

T: Sam, ***have you got a minute?*** I’d like to talk to you about your presentation today.

S: Yeah, OK, Professor Green.

T: In your presentation, you talked about what you would do if you were a “real” engineer. I’m just wondering what you meant by not being a “real” engineer. I mean you designed the project. And you presented it to a group of your ***peers***. Right?

S: Yes. But this is college. What happens here and what I’ll be doing in my career won’t be the same.

T: ***I’m sorry that you see it this way***. But actually, they aren’t as different as you may think.

S: I don’t know. You see, in college we have many ***term papers*** and tests. We won’t have them in the real world.

T: It’s true that you probably won’t be asked to write term papers, but you will have all sorts of writing assignments, for instance, providing customers with clear, nontechnical descriptions on how to run your software. And yes, you won’t have the same kinds of tests on the job that you have in the classroom, but your knowledge will be tested, and on-the-job exams are not ***scheduled***.

S: I guess that is true.

T: Another thing is that when you believe what you’re doing in school isn’t the real deal, that changes how you ***approach*** your work. I mean, how you ***normally*** view your assignments.

S: I haven’t really thought about that. I guess I look at them as, as stuff that teachers make me do.

T: But that belief will only ***motivate*** you to ***figure out*** what the teacher wants, and you will not worry about whether you can actually learn anything from the experience. As a result, you waste a precious opportunity to make preparations for your professional life.

S: Thanks, Professor Green. I’ll think about what we talked about today.

Questions

1. Why did the student feel what he was doing wasn’t real?

2. What are on-the-job tests like, according to the professor?

3. What will happen if students view assignments as stuff teachers make them do?

Further Listening, Passage 1: P18

By the late ***Medieval*** and early modern period, the number of universities began to grow rapidly in Europe, and in the 18th century, there were probably around 143 universities there. The University of Paris began to develop the idea of ***faculties*** that ***differentiated*** areas of study. The topic of focus that began to develop in universities was ***philosophy***. The traditional title for PhDs was awarded to students of philosophy, medicine, ***logic***, law, mathematics, grammar, etc. These ***branches of study*** were seen to be related to ***a humanistic perspective,*** as many required translation of ancient works in addition to a focus on the discipline.

Early universities were rigid and ***heavily influenced*** by Aristotle’s ***notion*** of the sciences and learning. However, scholars began to try new ways of learning and experimentation. Disciplines began to break away from heavy humanistic influences. This led to the development of the sciences within the education system. In the 18th century, universities also began developing research journals, encouraging scholars to publish and share their findings with other scholars. In Germany, Wilhelm von Humboldt developed ideas of ***academic freedom***, ***seminars***, and laboratories as a way for universities to ***foster*** debate, knowledge, and new scientific ***inquiry***.

During the 19th century, public universities ***available*** to ordinary people became more ***widespread***. Only in the 19th century did ***religion*** become ***less of an important focus*** in the ***curriculum***. This gradually made universities secular（现世的，俗界的） higher education institutions. With the development of the ***Industrial Revolution,*** many universities began to focus more on the sciences as industrialization began to develop as a form of competition between the Western countries.

Questions

1. What idea was first developed at the University of Paris?

2. For what purpose were research journals developed in the 18th century?

3. What is the passage mainly about?

Though an educator and researcher today, I did not initially thrive in school.

Passage 2:

Though an educator and researcher today, I did not ***initially thrive*** in school.

As a young, ***energetic*** African American boy, I found myself trying to create excitement in what I found a boring classroom that did not connect with me. These actions quickly earned me the label “***troublemaker***,” which afforded me multiple trips to the principal’s office.

Fortunately, after years of living in the principal’s office and earning ***a well-established reputation*** as a ***mischievous*** child, I was assigned to an “angel” of a teacher, Ms. Brown.

Ms. Brown truly believed in me. She supported and encouraged me to ***strive*** to master the reading and math ***curriculum***. She would come in early and stay late to ***assist*** me. She even dared to challenge other people’s ***negative perspective.*** Once, I ***overheard her responding*** to another teacher, who was complaining about my behavior the ***previous*** day. Of course, Ms. Brown said it loud enough for me to hear. After the teacher left, we ***chuckled***, and Ms. Brown told me, “Ty, I need you also to be a star student in her classroom, so she knows that I’m telling the truth.” Ms. Brown’s belief that it was her responsibility to educate every child in the classroom, no matter his or her ***circumstances***, created a sense of responsibility in me.

It wasn’t ***overnight***, but as a result of Ms. Brown’s ***dedication***, my label began to change from “troublemaker” to “superstar.” I started to do better in all of my classes and, a few years later, was identified for a ***competitive*** gifted program in the city. Of course, Ms. Brown wrote the letter for me to be considered. These experiences truly s***haped my teaching philosophy.***

Questions

1. Why did the speaker earn the label “troublemaker”?

2. Why did Ms. Brown let the speaker overhear her conversation with another teacher?

3. What did Ms. Brown believe?

Lecture

Hi, everyone. In today’s lecture, I’d like to share with you what I consider important in providing ***feedback*** to students. During my early years as an instructor, I used ***sarcasm*** and wit in feedback to students. Students complained that the feedback was negative and unhelpful. In one case, my feedback even ***drew a tearful response*** from one student.

***Worst of all,*** I found that most students were not ***performing*** any better on later assignments, despite being provided with plenty, and what I considered helpful, feedback. Most of my feedback was simply being ignored.

It took three semesters for me to realize that I might need to change how I provided written feedback to my students. So here are the three essential principles of written feedback for college instructors.

***1. Provide timely feedback.***

Return feedback as quickly as possible, especially when it ***is intended to*** help students perform better in future work. Students are more likely to value ***prompt*** written feedback, and ***delayed feedback reduces its value.***

2. Provide ***balanced*** feedback.

Positive feedback can be motivating, but can also be ***problematic***. Certain types of praise are considered to be the ***least effective*** type of feedback, particularly if it fails to provide helpful information. Examples of unhelpful praise, as documented by researchers, include comments like “Top-notch!” and “Outstanding performance!” Balanced feedback, on the other hand, also ***highlights*** areas where ***there is room for growth***. And in every case, feedback should be ***clearly linked*** to learning objectives of the assignment.

3. Provide direct feedback.

Indirect feedback such as “I’m sorry, but I just don’t feel you are writing clearly.” leads to ***miscommunication***. This often ***stems from concerns*** for students’ negative reactions to criticism of their work. The result is that students are left feeling unsure about what parts of their work are correct or whether they should make changes in the future. Examples of direct feedback are ***worded*** in the “***imperative*** format.” For instance, “You have a strong grasp of APA style. In your next paper, continue citing just like you did in this one.”

Questions

1. How did students view the speaker’s feedback in his early years of teaching?

2. Why are some types of praise considered to be the least effective type of feedback?

3. What is the problem of indirect feedback?

4. For what purpose was the lecture given?