



Listening



走进真实情景

——英语中高级听力教程

Talking Into The Real Situation

邹为诚 张晓晖 编著

世界图书出版公司

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Walking Into The Real Situation

——An English Listening Course For
Intermediate And Advanced Students

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前 言

学习英语,何处最难?记得有人说过,最难莫过于听懂外国人之间的谈话。对此,我们中国学生体会尤深。学了八九年的英语,虽然也能与外国人进行一些口头交流,亦能听懂一些广播节目,但一听英语本族语人之间的说话,就如同听天书了。有人说,这是文化差异造成的,我看不尽如此,为什么这些口语材料一变成文字就好懂了呢?我看除了文化因素之外,还与学生所接触的语言种类有关。我国学生是在一个没有语言环境的氛围中学习英语,练习口语,他们所听到的和所操练的都是“规规矩矩”的英语。在大部分情况下,这些“字正腔圆”的语言与真实情境中的语言相距甚远。这样的英语对于打基础是必要的,然而要能够听得懂,继而能说出地道的英语口语,这又是远远不够的。对于中级和中级以上的学生来说,他们一定要去品尝“原汁原味”的英语,去接触那些充满生机活力的口头语言。只有这样,他们的听说能力才会产生质的飞跃,攀上一个新台阶。我们就是出于这个目的,为广大的英语学习者,尤其是中高级的学习者编写了这本教材。

本书不仅仅是一本外语教材,它还是我们数年来的研究成果之一。在反映外国人平时是如何讲话的同时,向读者展现出一幅幅民俗图画。读者从这些老百姓的故事中,可以了解到许许多多的生活细节。

本书的录音均录自国外电台的实况谈话节目。听众给电台节目主持人打电话,就社会,生活,工作和家庭等问题与主持人交谈。

大部分谈话都是随意即兴的,因而语言真实自然。参加谈话的有工人,农民,年轻学生,家庭主妇,大学教授和社会活动家。谈话的主题广泛,涉及政治,经济,农业,社会福利,学校生活,妇女问题,音乐及家庭琐事。对每一段录音,我们对讲话人的口语特点和语言难点都作了详细的注解,力求使读者能从感性和理性两方面了解口语的语言特点。此外,对谈话中所涉及的内容,我们也尽可能地提供文化背景知识,以帮助学生更准确地理解原文。

为了方便学生学习,我们设计了各种适合自学的练习,按层层深入的原则引导学生一步一步地进入真实情景的英语。部分练习项目甚至还提供了参考答案。

在本书出版之际,我们特别要感谢新西兰“太平洋电台”(Radio Pacific),他们允许并支持我们出版其电台录音,他们的慷慨帮助是我们得以出版此书的根本保证。此外,我们还要感谢新西兰驻上海总领事馆和英国专家 Bill Candler 先生,在此书的出版过程中,他们都给予了极大的帮助。

邹为诚

1997 年 2 月于上海

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Unit 1 Women's Rights



A. Introduction

- a. This conversation happened on the evening of March 8, 1993.
The caller was a woman lib movement activist. During the day, she took part in a celebration party in a place which was called "Botanical Garden" in her local area. What do you think she is going to talk about on the radio? Listen and answer the questions.
1. What is the woman going to say on the radio?

2. What did the woman want to achieve with the petition?

3. How many points does the petition make?

- b. Listen again to get details of the petition and fill out the following table.

Points	Details
1	There have been _____ men, and only _____ women on the roll of the New Zealand House of Representatives.
2	No political party in New Zealand has _____ to equal representation of women and men.
3	No electoral system in New Zealand or any other country has delivered to women _____.
4	A government _____, is not a representative democracy.
5	A society governed overwhelmingly by men is _____.
6	To fulfill the full equality _____ of New Zealand ...
7	To _____ the full intent of New Zealand suffrage movement of 100 years ago...

- c. Listen to the following sentences and tick the words or phrases that have been mentioned in the recording.

_____ to re-address the imbalance	重新(讨论)不平等 (问题)
_____ equal opportunity's legislation	平等机会立法
_____ the parliament assembled	议会会议
_____ a vote for women	投妇女一票
_____ petition	请愿书
_____ the indigenous people	土著居民
_____ other than that	除此之外
_____ committed itself to constitution	遵守宪法
_____ delivered	给予
_____ have half and half	一半对一半
_____ woman MP	女议员
_____ something like that	差不多
_____ a blow for freedom	对自由的打击
_____ electoral system	选举制度
_____ equal representation	男女平等
_____ the full equality provisions	(保障)男女完全平等 的法律条款
_____ suffrage movement	(妇女)选举权
_____ draw loosely the conclusion	大致得出(这个)结论
_____ stand for election	参加选举

d. Listen for the sentences that answer the following questions.

1. How does the woman introduce the letter?

2. How does the writer start the letter?

3. How does the writer make the points easy for the readers/listeners to follow?

4. How does the writer end the letter?

5. How does the woman finish her reading?

e. Predict how the man would respond to the petition. Choose a most probable answer from the following list.

- | | | |
|---------------|---------------|----------------|
| 1. Supportive | 2. Joking | 3. Neutral |
| 4. Hostile | 5. Unfriendly | 6. Sympathetic |

B. More about Story

a. Listen and answer the questions.

1. What does the man think of the petition?

2. What does the man think women should do in order to change gender imbalance in parliament?

b. Listen and write down the exact sentences you hear to match the following reported speech.

1. The man said carefully that the petition was not of much use.

2. The man said that women was able to win if they fought for their rights generally thoroughly.

3. The man said that if women wanted to get a position in the government, they should stand out for the nomination themselves in the election.

4. The man said that the party who discriminated against women candidates would be punished.

5. The man argued that a truly democratic election would not permit forcing people to vote.

c. Predict how the woman would respond. Choose a most probable answer from the following list.

- | | | |
|-------------|----------------|------------|
| 1. Agreeing | 2. Disagreeing | 3. Neutral |
| 4. Angry | 5. Frustrated | 6. Annoyed |

C. More about Story

a. Listen and answer the questions.

1. How does the man understand the concept of equal representation?

2. What does the woman think of the present situation of women in politics?

3. What does the man think of the present situation of women in politics?

4. Why are more women not elected in parliament according to

the man?

5. How does the woman finally argue that women are discriminated against?
-

- b. Listen and write down the exact sentences you hear to match the following reported speech.

1. The woman denied that she wanted to force people to vote for women.
-

2. The man wanted to confirm if the woman speaker meant a half to half ratio by equal representation of men and women.
-

3. The woman complained that as women were rejected by society, it was often difficult for them to fight against the majority.
-

4. The man disagreed that women were rejected by asking a question whose answer was too obvious.
-

5. The man argued that the present gender imbalance in parliament was caused by women themselves because there were more women than men in population.
-

6. The man emphasized that political parties were already open to women.
-

7. The woman argued that women knew they were discriminated against because they could feel it.
-

- c. Predict how the man would respond. Choose a most probable answer from the following list.

- | | |
|---------------------------|--------------|
| 1. Continuing to argue | 2. Upset |
| 3. Giving up the argument | 4. Impatient |
| 5. Patiently explaining | 6. Joking |

D. More about Story

- a. Listen and answer the questions.

1. What is this part of conversation about?
-

2. How were the men in the garden party dressed?
-

3. What was the weather like during the party?
-

4. What were the activities for the celebration?
-

- b. Listen and write down the exact sentences you hear to match the following reported speech.

1. The man changed the topic of the conversation by asking about the party itself.
-

2. The man asked if the men at the party were dressed formally.
-

3. The woman said they danced at the party.

4. The woman said they had a good time except for one thing.

5. The man ended the conversation politely.

E. Explain the expressions in your own words

Listen and explain these expressions:

1. on the roll of

2. committed

3. delivered

4. to honor the full intent

5. by and large

6. clean

7. encourage women to be up there

8. marginalized

9. draw loosely the conclusion

10. ... who feels it knows it.
-
-

F. Now, listen to the whole conversation and answer the following questions. Take notes if necessary.

1. Why did these women write the petition?
2. Does the man support the petition? Why or why not?
3. The two speakers can't see eye to eye, whose argument are you in favor of? And why?
4. Why did the man laugh when he asked about the male guests at the party? What is funny?

G. Recognize and interpret attitude

Listen to the complete piece of the conversation. Pay special attention to the following expressions in the grid. Write next to the remark(s) the number of the attitudes listed below. You may consider that some of their remarks may have more than one attitude. If so, note down the other numbers. You may add your own category in 12.

When you finish the section of **Attitude**, listen to the conversation again and explain why the speaker adopts that attitude.

1. happy	2. proud	3. impatient
4. understanding	5. humorous	6. sad
7. objection	8. dissatisfied	9. high spirits
10. disagreeing	11. disparaging	12.

No.	Remarks	Attitude	Why this attitude
1.	I was at that ... eh... garden party this afternoon.		
2.	It's never going to work though, is it?		
3.	(... they fought by and large clean... and they won) Right.		
4.	We are not talking about forcing it.		
5.	You mean people would say no, we don't think that we want women.		
6.	But are the women who are coming forward to put their names up for parliament,... are they marginalized?		
7.	Ye... That's a ... st- ... a ... a blow for freedom.		
8.	You can only feel that from the inside.		
9.	But they are, they surely are... they surely are.		
10.	Ah, they were in bow ties and black pants, were they?		

H. Listen and check

Listen to the recording again and note down your remaining problems. Check them by reading through the transcript and notes.

I. Give your opinion

1. Do you agree with the woman's understanding of equal representation of men and women?
2. And what is your understanding of equal rights of men and women?
3. Do you agree with the man about the imbalance in parliament?
4. Do you think women are marginalized in your society? Why or why not?
5. What should we do to promote gender equality?

Transcript of Recording

Line No.

- | | | |
|-----------|--|--|
| A: | I was at that eh... garden party this afternoon. | 1 |
| B: | Oh, with Dame Catherine... and... | 2 |
| A: | Yes, everybody ... and I think one of the most significant things that happened was the petition that ... Georgina Kirby read out and I thought maybe your listeners will be interested in hearing. | 3
4
5
6 |
| B: | Yes, please. | 7 |
| A: | It's to the members of the House of Representatives of New Zealand, in parliament assembled. And it says "Today, on International Woman's Day, 1993, there have been 1,127 men, and only 36 women on the roll of the New Zealand House of Representatives. 2. No political party in New Zealand has committed itself in its constitution or by laws to equal representation of women and men. 3. No electoral system in New Zealand or any other country has de- | 8
9
10
11
12
13
14
15
16 |