



普通高等教育“十五”国家级规划教材

★ 教育部大学外语推荐教材

新视野

NEW HORIZON COLLEGE ENGLISH

大学英语

听说教程 教师用书

9.69
22
J-3
03
1

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

3



普通高等教育“十五”国家级规划教材 ★ 教育部大学外语推荐教材

新视野

NEW HORIZON COLLEGE ENGLISH

大学英语

听说教程 教师用书

总主编：郑树棠
主编：李思国
编者：金敬红
王基鹏

朱蔓 姜焱
徐淑仙 冼峰

李欣 高丽新
邓岚

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

3

(京)新登字 155 号

图书在版编目(CIP)数据

新视野大学英语听说教程教师用书 3/郑树棠总主编. - 北京:外语教学与研究出版社, 2003
ISBN 7-5600-3236-2

I. 新… II. 郑… III. 英语-听说教学-高等学校-教学参考资料 IV. H319.9

中国版本图书馆 CIP 数据核字(2002)第 110788 号

版权所有。未经版权所有者书面同意,不得以翻印、复录、信息存储、网络传输等任何形式复制、
演绎或使用本系列教材(包括音带、光盘与网络课程)的文字、图像、录音、电子文本等内容,违者必究。

新视野大学英语

听说教程 教师用书 3

总主编: 郑树棠

* * *

项目负责: 雷 航 姚 虹

责任编辑: 刘 晖

外研社高等英语教育事业部:

电话: 010-68917544; 68917848

传真: 010-68916344

E-mail: ced@fltrp.com.cn

宗旨: 推动科研 服务教学

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京外国语大学印刷厂

开 本: 787×1092 1/16

印 张: 8.25

版 次: 2003 年 1 月第 1 版 2003 年 1 月第 2 次印刷

书 号: ISBN 7-5600-3236-2/G·1559

定 价: 9.90 元

* * *

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励 (010)68917826

版权保护办公室举报电话: (010)68917519

前言

大学英语的发展历程,可追溯到20世纪80年代初期。我国的外语教育家们博采古今中外之长,精心研究,推出了《大学英语教学大纲》和大学英语四、六级考试,编写了一套套各具特色的精品教材,创造了大学英语教学蓬勃发展、满园春色的今天!

新旧世纪的交替,不是一个简单的更迭,而是事物不断发展、循序渐进的过程。新世纪带来的是新的起点,新的追求,新的开拓。在教育战线上,我们看到了宏伟壮观的“面向21世纪教育振兴行动计划”、“新世纪高等教育改革工程”、“新世纪网络课程建设工程”等一系列新世纪的大手笔。

“新世纪网络课程建设工程”是经国务院批准的、由教育部实施的“面向21世纪振兴行动计划”的重点工程。“新世纪网络课程建设工程”计划用两年左右的时间,建设200门左右的基础性网络课程。《新视野大学英语》便是其中之一,它像一枝刚刚破土而出的幼苗,沐浴着新世纪的曙光,带着思索与遐想,来到了大学英语教师和学生的身旁。它是教育部普通高等教育“十五”国家级规划教材,也是教育部大学外语推荐教材。我们作为《新视野大学英语》的作者,怀着无限的诚挚,愿与广大高校英语界的同仁们共同探讨大学英语再上一个新阶段的思路。

一、《新视野大学英语》的探索

《新视野大学英语》的设计、编写和制作过程是一个向同仁学习的过程,一个上下求索的过程。这种探索主要体现在以下几个方面:

1. 传统的课本与光盘、网络课程

《新视野大学英语》这套教材同步提供课本、光盘与网络课程。传统的课本是几千年文化的承袭,为人类培养了一代又一代的社会栋梁。课本有其特有的编写体系,摒弃课本会严重影响长期形成的教学理念。课本仍然是不可取代的、行之有效的根本性教学工具。课本与光盘、网络课程的同步推出,有助于拓宽教学内容,使教学内容可以从课本开始,通过因特网这一媒介,延伸到多元化的信息世界;课本与光盘、网络课程的同步推出,有助于广大教师对教与学的思维转化和手段更新,使传统的“灌注式教学”能逐步演化到自主选择、参与式的教学;课本与光盘、网络课程的同步推出,会引起教学模式的转变,既可以实现由教师现场指导的实时同步学习,也可以实现在教学计划指导下的非实时自学,还可以实现通过使用电子邮件、网上讨论区、网络通话等手段的小组合作型学习等。

2. 课堂教学与网络教学

《新视野大学英语》不仅继承了传统课堂教学的优良传统,还兼有网络课程的许多长处:不仅包括教学内容的传输,还有学生学业管理模块;不仅跟踪学生的学与练的过程,还自动记录学习的情况,提供平时学习成绩的查询。此外,网络课程还为教师提供了试题库及实施考试的工具和环境。《新视野大学英语》充分利用了网络实时和异时交互的工具,在网络课件内量身定做了自己的网上讨论区和电子邮件及邮件列表系统,使学生在《新视野大学英语》网站上方方便快捷地实现互动交流,开展小组合作型学习。然而这一切只是对课堂教学的延伸、补充和加强,绝对不是取代课堂教学。面对面的课堂教学仍然是师生交互的重要手段。在网络课程内容日益丰富的情况下,教师应适量减少内容的重复讲解,同时要加强面授形式的课堂教学与辅导。

3. 基本教学内容与教学内容的拓宽

《新视野大学英语》的网络课程提供了极为详尽的教学内容,其中包含了传统教学模式中最基本的东西。同时,网络课程还提供了网上工具,便于教师自行制作教案或修改网络已提供的教案,以便丰富和完善教学内容。此外,网络课程还利用互联网的便捷,提供了与课文内容相关的网址,为学生提供了个性化学习的空间。但有一点不可忽视,即面对基本教学内容与拓宽的教学内容之间的选择,教师应以基本教学内容作为教学的主战场。

4. 语言学理论与教学实践

从20世纪80年代开始,许多语言学、应用语言学的著作开始被陆续引进我国,广大高校英语教师在教学实践的同时,潜心研读理论,主动将理论应用于教学实践和教学科研。《新视野大学英语》的编委在设计、编写和制作的过程中,就十分注意理论对实践的指导作用。

著名的语言学家 Widdowson 指出:“以交际为目的的语言教学要求一种教学方法,即把语言技能和交际能力结合在一起。”他又指出,“从课堂教学的角度来说,尽管在课堂中有些练习或活动可能会侧重于某一种技能的训练,可是其成功往往需要学习者使用到其他的交际技能。”《新视野大学英语》就体现了这样一种以应用为本,听、说、读、写多位一体的教材设计理念,把提高学生综合应用能力放在首位。其配套的《读写教程》与《听说教程》在内容上联系紧密,听、说、读、写练习互为补充,浑然一体。

根据第二语言或外语习得理论,阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题:课文过长,会造成课堂教学操作上的困难;课文过短,会使生词相对集中,生词量过多,造成学习者理解上的困难,而频繁的查阅生词会挫伤学习者的阅读积极性。《新视野大学英语》对阅读课文的长度有适当的控制,如《读写教程》一级的课文一般在700词左右,《读写教程》二级的课文在800词左右,《读写教程》三、四级的课文在900词左右,快速阅读则每篇控制在300词左右。每篇课文出现的单词的数量控制在课文总词量的5%至7%左右。

A University Grammar of English 的作者之一 Quirk 曾经指出:“我们的眼光……应该重点放在词汇的共核上,该共核构成了任何英语语体——无论多么专业的语体——的主要部分。不掌握词汇的共核,对于任何语体来说,都无法达到比学舌水平稍好一点的流利程度。”著名的语言学家、*COBUILD* 系列词典的主编 John Sinclair 也提出:“在没有特定指导方针的前提下,我们可以建议任何英语学习者把学习的重点放在:(a)语言中的最常见词形;(b)词汇的核心用法;(c)它们构成的典型组合搭配。”《新视野大学英语》教材的编写也体现了对核心词汇的关注和重视,《新视野大学英语》第一级的起点为1,800单词,在1~4级教材中覆盖全部的核心词汇四级词汇,在5~6级教材中覆盖全部的六级词汇。

语言学家 Harmer 指出:“如果我们希望学生学到的语言是在真实生活中能够使用的语言,那么在教材编写中接受性技能和产出性技能的培养也应该像在生活中那样有机结合在一起,注重各分项能力训练之间的衔接和互补及篇章层次上的一体化技能培训,孤立地发展某项技能显然是荒谬的。”《新视野大学英语》所有栏目和练习的编写,均紧扣课文进行,彼此衔接和补充。语篇分析、写作、阅读技能、内容概要等全部取材于课文。我们认为课文是最佳的语篇分析素材和写作范本,也是阅读技能分析和操练的素材。

5. 教学与测试

测试是教学的重要检测和评估手段。测试理论与实践的发展,为我们提供了各种不同性质、不同目的的测试。在教学过程中,我们选择以学业测试为主线,引导学生在教材学习上

多下功夫。《新视野大学英语》同步提供了每级教材的试题库。教师可以根据教学进度和学生的学习情况,选择某一个或几个单元,选择某一个或几个题型作为测试内容。测试的时间也可以根据需要,进行五分钟的小测验,或两个小时的综合测试。教师既可以从题库中选择试题,也可以删改或增加试题。试题库提供的试题可以在学校局域网上进行测试,组织几个甚至更多的教室同步测试,也可以在不联网的情况下组织测试,或在计算机上实现无纸化测试。当然也允许教师从试题库获取试卷、录音,在打印之后,用传统的方式组织小测验或测试。

6. 教学与科研

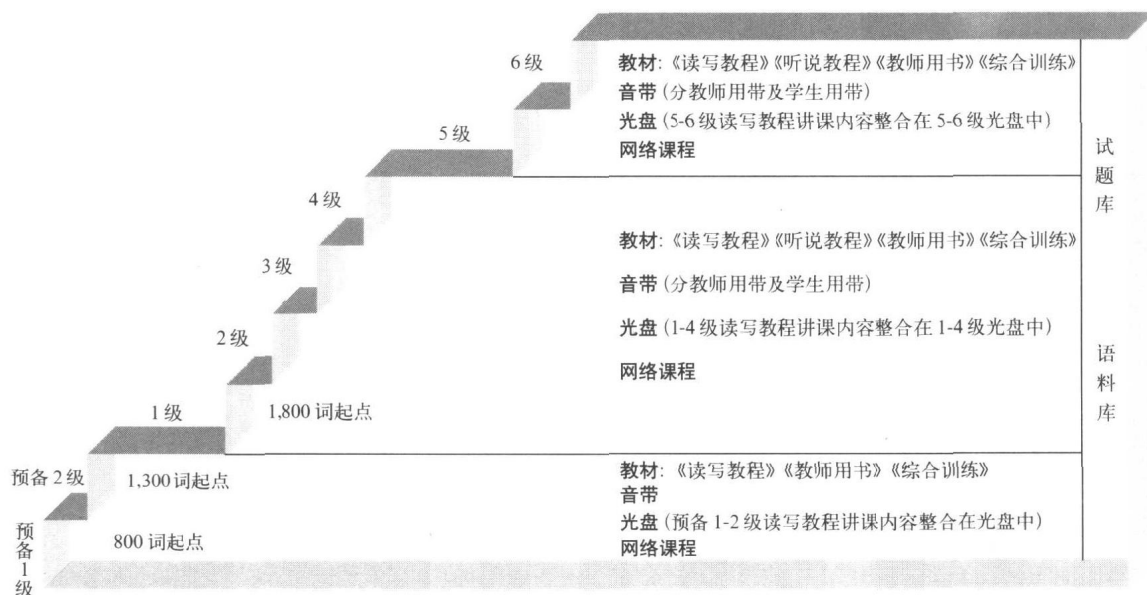
《新视野大学英语》的设计、编写和制作过程是一个教学与科研相结合的探索过程,反过来它又为高校外语教学科研提供了交流和探讨的园地。在编写过程中,我们同时设计和制作了配套专用的语料库。根据目前情况,估计语料库的最终规模可达到150万词左右,相当于国外著名的Brown和LOB语料库的最初规模,也相当于最近国外学术界推出的Cobuild TEFL的规模,可以适用于各种不同用途的研究。语料库的建立既为本套教材的编写提供了素材,也为对本套教材作评估的有识之士提供了依据。

7. 《读写教程》、《听说教程》与《综合训练》的关系

《新视野大学英语》的《读写教程》以题材为中心组织单元,但每个单元的三篇课文的体裁形式不一定完全相同。《听说教程》配合《读写教程》的中心话题展开并组织听、说训练,《综合训练》则配合《读写教程》对词汇、语法、结构、翻译、阅读等多方面提供进一步操练的内容。《新视野大学英语》通过《读写教程》这一主线,以培养读、写、译的能力为主,同时结合《听说教程》与《综合训练》,全面培养听、说、读、写、译的能力。

二、《新视野大学英语》的框架结构

《新视野大学英语》拥有课本、光盘与网络课程三种不同的载体,既可以选择使用,也可以组合使用。《新视野大学英语》的主教材每一级分别有《读写教程》、《听说教程》、《综合训练》以及《教师用书》。现把《新视野大学英语》全套教材的框架结构图示如下:



注: 试题库只以软件包形式向使用院校或单位提供。

三、《新视野大学英语》的编写和制作队伍

《新视野大学英语》项目总负责人、教材总主编为上海交通大学郑树棠教授。

《新视野大学英语》顾问有胡文仲、杨惠中、汪榕培、Frank Borchardt(美国)、Joyce Wilkinson(加拿大)。

参加《新视野大学英语》编写、制作的单位有：上海交通大学、清华大学、东北大学、哈尔滨工业大学、同济大学、北京师范大学、华东理工大学、北京理工大学、北方交通大学、上海大学、上海师范大学、北京工业大学、天津大学、南开大学、石油大学等。

《新视野大学英语》编委会成员有(以姓氏笔画为序)：王亚平、王基鹏、王焱华、毛忠明、许建平、李思国、乔梦铎、辛丁、陈永捷、吴江、吴树敬、陆伟忠、汪家树、罗立胜、金启军、周国强、周俊英、郑树棠、胡全生、顾大僖、徐玲、徐钟、黄跃华、嵇纬武。

参加《新视野大学英语》编写、制作的有全国十余所大学的几十名资深教授和中青年骨干教师。

新世纪的到来标志着一个新的开端。《新视野大学英语》带给我们的是辛勤的耕耘，无尽的探索。它像一枝刚刚破土而出的幼苗，需要我们去灌溉和呵护；它提供给广大教师的是教学、实践、再创造、再发展的园地。岁月的交替，不是我们追求的终结，而是新的追求的开始，《新视野大学英语》在实践中能否成功，关键在于我们是否辛勤地付出。我们愿以自己的汗水来浇灌这块园地的鲜花，使之更加绚丽多彩。

《新视野大学英语》编委会

2002年12月

编写及使用说明

一、总体建议

《新视野大学英语：听说教程 3》是与《新视野大学英语：读写教程 3》配合使用的听说教材，主要包括听力训练和口语训练。本册教材练习量大，形式多样，每一部分的练习形式内容各有侧重，形式也不尽相同。教师可根据学生的具体情况有选择地使用。每单元授课时间可安排 1-2 课时，但教师对学生的课外预习和作业(包括听说练习和书面作业)应提出明确要求，以弥补课堂训练时间不足的缺陷。授课时应及时提供提示和帮助，创造宽松的氛围，评定口语成绩时对学生的积极参与应给予充分鼓励和肯定，从而消除学生害羞、怕讲错的心理。由于非英语专业的学生班级规模大，课时有限，《听说教程》的课堂组织可以以小组活动为主，尽量使每个学生都能得到开口讲话的机会。

二、具体使用说明

Listening 这部分主要是听力练习，包括 Understanding Short Conversations, Understanding Long Conversations 和 Understanding Passages。其内容与《读写教程》相配合。由于课时有限，教师可以安排学生在课外以听为主，课内给予检查；也可以选择部分课内、部分课外进行听力训练。

Speaking 这部分是说的能力训练，主要从两个方面安排：

Practicing Conversational Skills，这是语言功能意念训练。教师可视学生情况给予适当的讲解。学生通过听对话，学习所提供的句型并理解使用该句型时的情景。通常这部分以两人一组进行活动，教师起示范作用。

Discussing the Text 和 **Expressing Yourself**，这是通过口头操练对《读写教程》课文 A 的内容进行复述和讨论，帮助学生进一步巩固课文中所学过的单词、词组、习惯表达及句型等。同时也训练学生进行有实质性内容的对话、讨论、复述或评论等。

Listening & Speaking 这部分是听说能力相结合的训练。一般均为先听一篇对话、一篇故事、一篇说明文或论说文，要求学生边听边记，做听写练习(可能是填空、完成句子、整句听写或复合式听写等)，根据所记的内容进行小组讨论，然后选派代表向班级报告。如果所听的内容较简单，也可要求学生发表自己的看法或展开争论。

Assignment 我们希望改变过去听说课没有课外练习的状况。教师可以把部分或全部听力练习安排在课外完成。课外练习主要为口语表达训练做准备，形式可以是单人复述或两人对话等，由教师在下节课进行检查。教师可根据学生课外准备情况及课堂口头表达熟练程度当场打分，作为平时成绩，并可以在学生学期成绩总分中占一定比例。

《新视野大学英语》总主编为上海交通大学郑树棠教授。

《新视野大学英语：听说教程 3》教师用书主编为东北大学李思国，参加编写的主要人员有东北大学金敬红、朱蔓、姜焱、李欣、高丽新，石油大学王基鹏、徐淑仙、冼峰、邓岚等。本书由郑树棠教授和美籍专家 William Bruce 审定全稿。

在从事材料整理、计算机处理等方面，上海交通大学陈庆昌、冯宗祥、赵勇、管博、王秀文、朱一凡、杨敏敏、胡海燕、阮晓辉、孙华萍等同志做了大量工作，在此一并表示感谢。

编者

2002 年 12 月

Contents

▶ Unit 1	1-12
▶ Unit 2	13-24
▶ Unit 3	25-35
▶ Unit 4	36-47
▶ Unit 5	48-58
▶ Unit 6	59-70
▶ Unit 7	71-83
▶ Unit 8	84-96
▶ Unit 9	97-109
▶ Unit 10	110-123


UNIT 1

THE EXPENSIVE FANTASY OF LORD WILLIAMS

LISTENING

▼ UNDERSTANDING SHORT CONVERSATIONS

Listening Task

▼ Tapescript

1. M: Did you read today's newspaper? "Lord Williams" was arrested two days ago.
W: Why? I heard he poured a lot of cash into a beautiful mountain village and gave jobs to many people.
M: You could never have possibly guessed the truth. He stole funds from Scotland Yard, and the fund was supposed to be used to pay spies and conduct secret activities against the Irish Republican Army.
Q: What is the conversation about?
2. M: Did you attend yesterday's lecture?
W: Yes.
M: The lecture was supposed to start at 9:00 a. m., but the professor was an hour late.
W: He would have arrived on time, but an accident jammed the main road for one and a half hours.
Q: What does the woman mean?
3. W: Robert, what a surprise! It's nice to see you again!
M: Hello, Susan! My gosh! How long has it been? Wasn't it several months ago, the last time we saw each other?
W: I think you're right. You know, we bought a cottage in a mountain village. We've been transforming it from a mess into a good place to spend our holiday.
M: Sounds good!
Q: What can be learned from the conversation?
4. M: Did you hear that they are going to build a first-class hotel here, with furnished rooms, wood-paneled stairs and an outstanding restaurant?
W: Oh, no. It's going to ruin the neighborhood. They will have to tear down all those nice old houses.
Q: What is the woman's reaction to the new hotel?
5. W: How's your job going?
M: Great! I'm enjoying it a lot. At first I was chosen to manage the construction work. And

now I'm in charge of running the business. The only problem we have is that it's hard to obtain all the bank loans we need.

Q: What is the problem the man has in his job?

6. M: Did you hear the latest about David? He is going to move to Seattle.

W: To Seattle? That's a long way from here! What in the world made him decide to move there?

M: He inherited a large sum of money from a rich uncle there.

Q: How does the woman feel?

7. M: I know the foundation has given the community \$10,000 to improve its environment.

W: The money will bring the community back to life. \$10,000! They gave twice that amount, I bet.

Q: How does the woman feel about the money?

8. W: I can hardly believe it! Such a soft-spoken, well-dressed middle-aged man fired three shots into a crowded birthday party, killing one man.

M: To be more exact, he killed one man and wounded two other people.

W: Has he already been sentenced?

M: Yeah, he was arrested soon after the police arrived. He has been brought into court and sentenced to thirty years in prison.

Q: What do we learn from the conversation?

9. W: I'm taking my daughter out for her birthday tonight — you know, to that outstanding restaurant.

M: You can't go like that. You'd better change.

Q: What does the man suggest the woman do?

10. M: What's your opinion of the village? You've spent your holidays twice there.

W: It captured my heart when I first saw it.

M: Is it a special village?

W: Yes, there are fine stone cottages, a central area of green grass and a fantastic view of rolling fields and pine forests.

M: If only I had some free time.

Q: What does the man mean?

11. M: More and more people are paying attention to the problem of computer crime. Have you heard about it?

W: Of course. A month ago one of my colleagues was arrested because she transferred funds at our bank to accounts she had set up in other banks.

M: How did they find out?

W: Her bank deposits were so large that they were noticed by the bank's management. The bank notified the police.

Q: What are the man and woman talking about?

12. M: How do you like our boss?

W: I find him a very charming man, very friendly, considerate — not at all proud.

- M: I certainly can't disagree with you on that.
Q: What does the man think of the boss?
13. W: To his terrible embarrassment, there were many people around at the time.
M: You're right. He was really embarrassed. He still turns red when anyone mentions what happened. The best thing to do is not to talk about it when he is around.
Q: What does the man think they should do?
14. M: How did you enjoy your trip to China?
W: It was a wonderful trip. We went to Beijing to see the Great Wall, the Ming Tombs and Beijing's *Siheyuan*.
M: But I heard they have torn down a lot of such houses because people in the city need better housing.
W: Yeah, I think no one goes anywhere in the world to see apartment houses. How can Beijing be Beijing without *Hutongs*?
Q: What conclusion can be drawn from the conversation?
15. W: What made you steal so much money? Did you need so much?
M: First, I discovered this huge amount of money. Then I went from the need to pay off a few debts to what can only be described as greed.
W: You just couldn't hold back your greed for money?
M: Yeah, there is no way to justify it.
Q: What is the possible relationship between the two speakers?
16. W: Good evening. Can I help you?
M: Oh, good evening. Yes, please. I'd like to have some information about nice places where I can have a drink.
W: Well, you could go to the pub not far from the hotel. It's a fine place to have a glass of Scotch whisky.
M: Oh, that's a good idea.
Q: Where does the conversation most probably take place?
17. W: Harry, I heard you bought an estate with a fine brick house and a run-down hotel.
M: Yes, indeed. I'm trying to have the hotel totally restored.
W: How's it coming along?
M: I'm just taking it one step at a time.
Q: What does the man imply?
18. M: The city is going to put up a new shopping center in the neighborhood.
W: Another shopping center? That's nothing new.
Q: What does the woman mean?
19. M: I'd like to know some information about Mr. Smith.
W: He was born in Scotland and educated in England. He has worked for the London police since the 1980s.
M: Thanks a lot.
Q: Where did Mr. Smith get his schooling?

20. M: What's your family like?

W: Well, I come from the mountain area. My family has been farming the surrounding hills for generations.

M: Don't your parents want to live in the city?

W: No, they are used to the life there.

Q: How do the woman's parents get along?

- Key: 1. (B) 2. (B) 3. (C) 4. (D) 5. (B)
 6. (C) 7. (B) 8. (C) 9. (C) 10. (A)
 11. (B) 12. (D) 13. (C) 14. (C) 15. (A)
 16. (B) 17. (D) 18. (D) 19. (A) 20. (B)

UNDERSTANDING LONG CONVERSATIONS

Listening Task

Conversation 1

(Dr. Scott and Thomas Hunt talk about a man called Martin.)

M1: Dr. Scott, I have had some problems since my father died and left me all his money. Do you remember Martin, the man who took care of my father's gardens for many years?

M2: A smiling, polite fellow, right?

M1: That's the man. I told him his job ended the day my father died. Well, three days ago he came to my office, smiling as always, and demanded that I pay him \$100,000. He claimed to have been taking care of the trees outside my father's room when Dad prepared another will, leaving all of his money to his brother in New Zealand.

M2: You believed him?

M1: I admit the news surprised me. Sometime during the last week in November, Dad and I had argued about my plans to marry Elizabeth. Dad did not want us to marry, so it seemed possible that he had decided to change his will and leave all his money to his brother instead of to me. Martin said he had my father's second will and offered to sell it to me and keep it a secret for one hundred thousand dollars. He told me that the second will would be considered legal because it was dated November 31, the day after the will that left my father's money to me. I refused. He tried to bargain, asking \$50,000, and then \$25,000.

M2: You paid nothing, I hope?

M1: Nothing at all. I told him to get out of my house.

M2: Quite right. The story is clearly not true!

Words: 261

Questions 1 to 5 are based on the conversation you have just heard.

1. Who was Martin?
2. According to Martin, who did Thomas' father leave his money to?
3. What did Thomas and his father argue about?

4. How much did Martin demand first in order to keep the "secret"?
5. Why did Dr. Scott say the story was clearly not true?

Conversation 2

M: Excuse me, madam.

W: Yes?

M: Would you mind letting me take a look in your bag?

W: I beg your pardon?

M: I'd like to look into your bag, if you don't mind.

W: Well I'm afraid I certainly do mind, if it's all the same to you. Now go away.

M: I'm afraid I shall have to insist, madam.

W: And just who are you to insist, may I ask? I advise you to go away before I call a policeman.

M: I am a policeman, madam. Here's my identity card.

W: What? Oh... well... and just what right does that give you to go around looking into people's bags?

M: None whatsoever, unless I have reason to believe that there's something in the bags belonging to someone else?

W: What do you mean belonging to someone else?

M: Well, perhaps, things that haven't been paid for?

W: Are you talking about stolen goods? I don't know what things are coming to when perfectly honest citizens get stopped in the street and have their bags examined.

M: Exactly, but if the citizens are honest they wouldn't mind, would they? So may I look in your bag, madam? We don't want to make a fuss, do we?

W: Fuss? Who's making a fuss? Stopping people in the street and demanding to see what they've got in their bags. Now go away. I've got a train to catch.

M: I'm sorry. I'm trying to do my job as politely as possible but I'm afraid you're making it rather difficult. However, I must insist on seeing what you have in your bag.

W: And what, precisely, do you expect to find in there? The jewels?

M: Madam, if there's nothing in there which doesn't belong to you, you can go straight off and catch your train and I'll apologize for the inconvenience.

W: Oh, very well. There you are.

M: Thank you. And ten men's watches?

W: Er, yes. I get very nervous if I don't know the time. Anxiety, you know. We all suffer from it in this day and age.

M: I see you smoke a lot, too, madam. Fifteen cigarette lighters?

W: Yes, I am rather a heavy smoker. And... and I use them for finding my way in the dark and... and for finding the keyhole late at night. And... and I happen to collect lighters.

M: I bet you do, madam. Well, I'm afraid I'm going to have to ask you to come along with me.

W: How dare you! I...

Words: 385

Questions 6 to 10 are based on the conversation you have just heard.

6. What does the man do?
7. Where does the conversation probably take place?

- 8. Why does the man stop the woman?
- 9. What is the woman going to do?
- 10. What does the man find in the woman's bag?

Key:

Conversation 1: 1. (D) 2. (A) 3. (B) 4. (B) 5. (A)
 Conversation 2: 6. (C) 7. (A) 8. (C) 9. (B) 10. (A)

▼ UNDERSTANDING PASSAGES

Listening Task

Passage 1

Are you forty years old and fat? Do you wear fine clothes? Do you look rich? If so, be careful. There is a pickpocket looking for you. World travelers, away from home and usually carrying a lot of money, are often troubled by pickpockets in foreign countries, but they should remember that there are pickpockets in their own countries, too.

A typical pickpocket is under forty years of age, usually a male. He has trained himself in running. Generally, he carries a newspaper or magazine in his hand. He may appear fairly clever and pretend to be calm. He has learned his job from another pickpocket, and he pays his "teacher" back by giving him a percentage of the money or things which he steals.

The good pickpocket always operates in crowded places. Very well-dressed men and slightly drunken men are the favorite objects of the pickpocket.

An average-sized department store hires about six or seven men and women who are looking for pickpockets and thieves all the time. Many police districts have such people whose only job is to catch the pickpockets quickly. But a good pickpocket knows these things and is very careful. He is especially busy on buses, trains and subways between 11:00 a.m. and 3:00 p.m. when there are many shoppers with a lot of money to spend. He carefully remembers the payday of companies.

Pickpocketing and stealing from a shop together represent about 75% of daytime crime in America. The sentence for these crimes is usually from three to five years in prison. After finishing their sentence, pickpockets and thieves usually advance to more serious crimes.

Words: 267

Questions 1 to 5 are based on the passage you have just heard.

- 1. What does a typical pickpocket look like?
- 2. Where does a good pickpocket always operate?
- 3. What will happen to a pickpocket if he is caught in America?
- 4. What will a pickpocket most probably do after finishing his sentence?
- 5. What is the main purpose of the author of the passage?

Passage 2

A wise man once said that the only thing necessary for the triumph of evil was for good men to do nothing. So, as a police officer, I have some things to say to good people.

Day after day my men and I struggle to hold back a wave of crime. Something has gone terribly wrong with our once proud American way of life. It has happened in the area of values. A key ingredient is disappearing, and I think I know what it is: accountability.

Accountability isn't hard to define. It means that every person is responsible for his or her actions and for their consequences.

Of the many values that hold civilization together — honesty, kindness, and so on — accountability may be the most important of all. Without it, there can be no respect, no trust, no law — and, ultimately, no society.

My job as a police officer is to impose accountability on people who refuse, or who have never learned, to impose it on themselves. But as every policeman knows, external controls on people's behavior are far less effective than internal controls such as guilt, shame and embarrassment.

Yet more and more, especially in our large cities and suburbs, these inner controls are loosening. Someone considers your property his property; he takes what he wants, including your life.

The main cause of this break-down is a radical shift in attitudes. Thirty years ago, if a crime was committed, society was considered the victim. Now, shockingly, it's the criminal who is considered the victim because of the school that didn't teach him to read, because of the church that failed to reach him with moral guidance, and because of the parents who didn't provide a stable home.

I don't believe it. If we free the criminal, even partly, from accountability, we become a society of endless excuses where no one accepts responsibility for anything. We in America badly need more people who believe that the person who commits a crime is the one responsible for it.

Words: 338

Questions 6 to 10 are based on the passage you have just heard.

6. According to the author, what is wrong with the American way of life?
7. What do people in large cities and suburbs tend to have?
8. What is the shift in most people's attitude towards criminals?
9. What will be the consequences if criminals are considered victims?
10. What is more effective than external controls on people's behavior?

Passage 3

Lillian Beard smiled while she worked. "Why are you so happy?" her coworkers asked her.

"Last week some of my income tax was paid back." Lillian answered. "This morning I went to the bank and cashed the check. I have \$462 in my pocket. I'm thinking about the money. How will I spend it?"

After work Lillian came back home and decided to wash some clothes. She looked at the jeans she was wearing. They were dirty. So she put them in the washing machine, too. Ten minutes later she remembered the money in the pocket of her jeans. Lillian ran to the washing machine

and took out the jeans. The money was still in the pocket, but it was wet. Lillian put the money on the kitchen table to dry.

A few hours later the money was still wet. Then Lillian had an idea. She could dry the money in her microwave oven! Lillian put the money in it and left the kitchen.

When Lillian came back a few minutes later, she saw a fire in the microwave. She opened the microwave door, blew out the fire, and looked at her money. The money was burned.

The next day Lillian took the burned money to the bank. A teller at the bank told her. "If I can see the numbers on the burned bills, I can give you new money." Unfortunately, the teller found numbers on only a few bills. The teller took those bills and gave Lillian \$17.

A newspaper reporter heard about the burned money. He wrote a story about Lillian for the newspaper. Several people read the story and called the newspaper. "Tell Ms. Beard to send the burned money to the U.S. Department of Treasury," the people said. "Maybe she can get her money back."

Lillian sent her money to the Department of Treasury. The experts looked at Lillian's burned money and sent her a check for \$231. What did Lillian buy with the money? She didn't buy anything. She gave the \$231 to friends who needed money. Lillian said, "When I burned the \$462, I thought, 'Well, my money is gone.' The check for \$231 was a big surprise. I decided to give the money to my friends. Money is important, but people are more important to me."

Words: 383

Questions 11 to 15 are based on the passage you have just heard.

11. Why was Lillian so happy that day?
12. What happened to the money?
13. How much money did she get back from the bank?
14. How did she spend the money finally?
15. What did she realize after what had happened?

Passage 4

American TV and movies once gave a tough and cruel picture of the American police, though now there are TV series which have policemen as heroes and defenders of society. The police are grateful for their new image, especially in cities where there are black ghettos. White policemen are now careful of how they speak and behave towards their fellow black citizens.

The ordinary policeman, is a city or a state employee. He cannot arrest anyone outside his city or his state. He cannot even cross the border into a neighboring state to catch a criminal. If he does, he can be charged with breaking the law of that state. The police who have to be really tough are those that operate in big cities, like New York, Chicago and Detroit, which have large ghettos and organized criminals.

Since the majority of criminals are armed, American policemen have to use their guns more often than most policemen in other places. American policemen get shot down, run over, beaten up, and their wives are often in fear that one day their men will not come home.

Many policemen do a lot to help children whose parents are criminals. They understand better than most citizens the awful sufferings of the ghettos. They feel sorry for the drug users, but often treat roughly the "pushers" who sell the drugs — when they can catch them. They have been criticized for making no serious efforts to break up the many different drug rings. They claim