



# 大学形态英语

## Experiencing English

Listening & Speaking If it was

《大学体验英语》项目组

(第二版)





高等教育出版社

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### 《大学体验英语<sup>®</sup>》(第二版)立体化系列教材

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《大学体验英语®听说教程 4》(第二版)

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#### 第二版前言

《大学体验英语》系列教材之《听说教程》(第二版) 1 至 4 册是基于培生教育出版集团最新编写出版的英语听说教材 Impact Listening (2nd Edition),并参照教育部 2004 年颁布的《大学英语课程教学要求(试行)》改编而成的。本教程在总体设计上体现了"以听力训练为导入,以听说技能交互训练为过程,以口语表达为目标"的编写模式,力求体现当代外语教学中先进的教学理念和科研成果,并使教学内容、教学方式和教学安排能符合我国大学英语听说教学的要求和实际。

本教程共分 4 册,每册由 15 个单元组成,较好地适应了我国大学英语教学安排;每个单元均由背景知识介绍和相关语言知识难点学习为导入,为下一步的听说技能训练扫清语言和背景知识的障碍,较为简单的短篇听力训练及简单的口语练习承接其后,继而是篇幅较长的听力材料以及围绕听力材料内容而展开的口头回答或讨论,最后要求学生运用新学到的语言素材结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排有助于学生听得进、说得出,有助于激励学生主动投入并保持良好的学习热情。此外,本教程中的每个单元围绕一个主题展开,学习内容涉及同这一主题相关的场景、情景、功能、意念以及相关的文化背景知识,进一步加强了单元内各部分之间的相互衔接和技能之间的相互转换,使得各个教学环节有机相连、浑然一体。

为了有效地使用本教程,实现相关的教学目标,我们提出"课前预习是前提,课堂训练是关键,课后温习是保证"的教学基本原则,在英语听力和口语训练中将课内与课外整合为一体的教学管理理念,因为只有这样才能做到尊重语言学习规律、充分利用学习机会、切实提高语言学习效率。

在改编过程中,我们一方面在尽量保持原书在听说教学方面的优点的基础上,对不适合我国英语教学实际的练习活动和语言材料进行了适当的修改,例如,对一些不合时宜或不适当的材料进行了更新和替换,并引入了一些为中国学生所适应和熟悉的练习形式。另一方面,考虑到我国英语听说教学的实际情况,改进并强化了听说技能的交互训练,突出了口语技能的训练,弥补了原书听说训练不平衡、与中国大学英语教学联系不紧密的缺陷,强化了本套教程所推崇的实用性和"体验性"原则。具体表现在:为了适应我国教学实际,本套教程由第一版的每册 20 个单元缩减为现在的 15 个单元,每个单元都添加了针对教程听力内容的练习项目。例如,在听说训练不太平衡的部分适当增删了相应的听力或口语训练内容,在 Review Unit 当中添加了口语训练内容,等等。

本教程的学生用书后附有供学生使用的 Self-Study Pages,将每单元中有一定难度的 Real World Listening 听力内容以光盘形式附于书后,供学生课后自主学习。为方便教学,本教程还配有内容丰富、指导详尽、使用方便的教学参考书(书后附有各单元相关听力材料),大大减轻了教师的备课难度,同时还介绍了一些新的教学方法。此外,本教程还配有包含教程完整听力材料的磁带以及辅助教学的多媒体课件光盘等。

《听说教程》(第二版)在改编过程中得到了东南大学的大力支持,高等教育出版社外语出版社的领导和编辑也给 予了及时的指导和帮助,借此机会,我们向他们表示衷心的感谢。此外,我们也恳请广大专家、教师和同学对本套教 程中可能存在的疏漏和不当之处进行批评、指正。

**编 者** 2007 年 5 月于金陵六朝松

### 第一版前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求,加强了实用性英语教学,以培养学生的英语综合应用能为目标,特别突出和加强了听说与交流能力的训练与培养而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材,供大学英语教学基础阶段使用。《大学体验英语》参照大学英语教学对各级的要求,分为1~6级。每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案等组成。此外,我们还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点,既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。在上述总体思路的指导下,《大学体验英语》更新教学理念和内容体系,这主要体现在如下几个方面:

- 1. **注重培养表达能力**。《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。以任务为主 线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。
- 2. 强调交际内容的实用性。《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。文章短小精悍,易于学习、操练。为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。
- 3. 课堂教学和自主学习相结合。《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。《大学体验英语》的《综合教程》(Integrated Book) 和《听说教程》(Listening & Speaking) 主要用于课堂教学,《扩展教程》(Extended Book) 供学生自主学习使用。二者紧密配合,相辅相成。
- 4. 重视文化教学,培养"跨文化意识"。跨文化交际中的文化因素在外语教学中具有特殊意义。《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的"文化沙龙"模块就是其特点之一。
- 5. "教、学、考"相互照应。《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。
- 6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。
- 7. **图文并茂,版式新颖**。《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,加强了学生对学习和使用语言的实际体验。

本书为《听说教程》第 4 册。《听说教程》是根据朗文出版社最新出版的 Impact Listening 英语听说教材,同时结合教育部 1999 年颁布的《大学英语教学大纲》(修订本)的要求改编而成的。原书以听力教学为主,辅之以一定的口语练习,较好地体现了当代外语教学中先进的教学理念和研究成果,其教学内容、教学方式和教学安排也基本符合我国大学英语听说教学的要求。改编中,我们一方面力求保持原书在听说教学方面的优点,对不适合中国学生的练习活动和语言材料进行了适当的修改,另一方面进一步改进和强化了口语练习,弥补了原书听说训练不平衡以及与中国大学生生活联系不紧密的缺陷,强化了本系列教程所强调的"体验"性。经过改编,本教材主要体现以下一些特点:

- 1. 内容丰富,语言真实。本教材每册共包含 20 个单元,每单元一个主题。这 20 个主题覆盖了与当代青年学生日常生活相关的大部分内容。教材中的听力材料大都取自真实的交际场景,使听者如同身临其境。经过编写者的选择与加工,这些真实的语言材料可以为不同语言能力的学生所接受,使初级和中级听力水平的学生也能感受到听懂真实英语的乐趣。
- 2. 题材贴近大学生生活。本教程在语言材料的选择上强调将知识性、趣味性、实用性相结合的原则,使学生在学习语言的同时吸收大量与语言相关的社会、文化等知识,同时为他们创造一个轻松、活泼的语言学习氛围。听力和口语活动的话题围绕学生熟悉并且感兴趣的内容展开,力求使学生听得有兴趣,说得有内容,提高学习效率,最终达到学以致用的教学目的。
- 3. 教学内容安排合理。本教材每一个单元由词汇和背景知识学习入手,为下一步听力练习扫清语言和背景知识的障碍,然后是较为简单的短篇听力训练及简短的口语练习,进而则是较长篇幅的听力材料学习和围绕听力材料内容的口头回答或讨论,最后,学生则被要求运用新学到的语言材料结合真实的交际场景进行口语训练。这种由浅入深、由输入到输出的教学安排使学生听得进、说得出,从而激励学生主动投入并保持良好的学习热情。另外,本教材每一个单元围绕同一个主题展开,内容涉及与这一主题相关的场景、情景、功能、意念和相关的文化背景知识,这进一步加强了单元内各部分,以及听和说的有机联系,使所有教学环节浑然一体。
- 4. 配套材料完善。本教程的学生用书除附有供学生自测使用的材料外,还将每单元中较难的 Real World Listening 听力内容以光盘形式附于书后,供学生课后进一步研听。为方便教学,本教程还配有内容丰富、指导详尽、方便使用的教学参考书,大大减轻了教师的备课难度,同时还可以使教师学到一些新的教学方法。本教程的录音材料有磁带与 CD 两种载体形式供使用者选择,方便在不同教学环境中师生的使用。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力,较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶,它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作:北京大学、南京大学、华南理工大学、电子科技大学、吉林大学、华中科技大学、大连理工大学、中山大学、武汉大学、重庆大学、西安交通大学、湖南大学、东南大学、四川大学、东北大学、中国农业大学等。

《大学体验英语》网络技术指导委员会的领导和专家有:吴中福(重庆大学校长,教育部现代远程教育资源建设专家组组长)、邹寿彬(电子科技大学校长,教育部现代远程教育资源建设专家组副组长)、樊明武(华中科技大学校长,中国工程院院士)、陈准民(对外经济贸易大学校长、教授)、庾建设(湖南大学副校长,网络教育学院院长)、陈建平(广东外语外贸大学副校长、教授,全国高等学校外语专业教学指导委员会委员,中国英语教学研究会副会长)、王洪(教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编)、顾宗连(中国人民大学网络教育学院院长)、张亚斌(华南理工大学网络教育学院副院长)。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此,编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试,其中定会存在不当和疏漏之处,敬请使用者批评指正。

编 者 2002年5月

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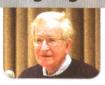
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Warm Up Listening Task 1 Listening Task 2 Real World Listening

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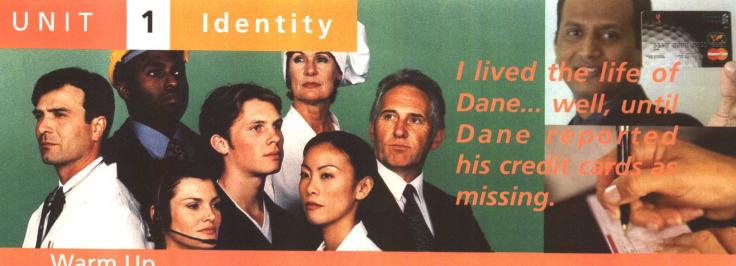
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Warm Up

catch



Read the following passage about identity. Fill in the blanks with the words and phrases provided below. Make changes where necessary.

self-conscious

	catch	self-conscious	accept	believe
	more confuse	all-white	community	racial identity
	worry	belong	African American	identify with
beir frier was own whe	nltural andng seen with my black of the seen with my black of the seen with my black of the seen they belonged. I		nts would come to visit, about being seen between two cul nerican. Some of my frier s struck me as even	I set out on a search for I was about too often with my white tures. More and more, I ads were clear about their than I was about ever I wanted to live and eling of
	w listen and check.			
	the same as or o	lifferent from your ers? Discuss with yo	peer group? How fa	Have you felt yourself r have you identified
	Oral Preview Hov	<mark>v do</mark> you express the	following ideas in idio	matic English?
			following ideas in idio	omatic English?
	1. A: How did you B: I remember	ı feel about your Gran	dma's question?	ematic English? _(困惑) by her question.
	1. A: How did you  B: I remember  I felt	<mark>1 fee</mark> l about your Gran being	dma's question? (震惊) and	
	<ol> <li>A: How did you</li> <li>B: I remember</li> <li>I felt</li> <li>A: Do you enjo</li> <li>B: Not really. To</li> </ol>	n feel about your Gran being(不知所措). y being with other peo The easy flow of casual s	dma's question? (震惊) and pple?	_(困惑) by her question.
	1. A: How did you B: I remember I felt	n feel about your Gran being(不知所措). y being with other peo The easy flow of casual s	dma's question? (震惊) and pple? social chat has remained f (不是我的兴趣所	_(困惑) by her question.
	1. A: How did you B: I remember I felt  2. A: Do you enjo B: Not really. T 我能力所及)  3. A: What did you	n feel about your Granbeing(不知所措). y being with other peo he easy flow of casual: andu do when the young r	dma's question? (震惊) and  pple? social chat has remained for the control of the control	_(困惑) by her question.  Forever(非在), too.
	1. A: How did you B: I remember I felt  2. A: Do you enjo B: Not really. T 我能力所及)  3. A: What did you	n feel about your Granbeing(不知所措). y being with other peoche easy flow of casual andu do when the young n(惊呆了). I felt	dma's question? (震惊) and pple? social chat has remained f (不是我的兴趣所	_(困惑) by her question.  Forever(非在), too.
	1. A: How did you B: I remember I felt  2. A: Do you enjo B: Not really. T 我能力所及)  3. A: What did you B: I almost (无法为自己	teel about your Granbeing(不知所措).  y being with other peothe easy flow of casual andu do when the young to(惊呆了). I felt 辩解).	dma's question? (震惊) and  pple? social chat has remained for the control of the control	_(困惑) by her question.  Forever(非在), too.

### Listening Task 1

Look at the pictures. Describe what kind of person the boy in each of the pictures is. First Listening Check the words that fit the speaker. energetic short tempered outgoing introverted lazy excitable timid lively shy anxious Second Listening The speaker's grandma thought his way of being was natural. his way of being was unusual. there was something wrong with the speaker. there was something wrong with the other children. The speaker was surprised at his grandma's remark because he didn't like his grandma. he never thought his way of being was problematic. his grandma was too demanding. he never wanted to play with the other children. When he was with the other children the speaker felt excited. disoriented. at ease. confused. different.

### UNIT 1 Identity

	Third Listening
	1. Fill in the following notes of the speech with what you have heard.
	Other children liked together; I liked being alone My
	grandma my way of being by remarking "? Why don't
	the other children want to play with you?" By then I had never in playing
	with the other children. I thought it was for me to be like this. I had
	never thought that they didn't "" me. Later, in the fourth grade, I began to
	from other children, living in I decided to turn back to
	reading and writing again. In this way I moved from my
	peers. I have always found it difficult to participate in the
	<ol> <li>Discuss with your partner to give a title to this recording.</li> <li>How much do you identify yourself with the speaker? If you find yourself very much like the speaker, share with others your viewpoint or experience. If you find yourself different from the speaker, discuss with others what you should do to put the speaker at ease.</li> </ol>
List	ening Task 2
	pictures?  First Listening What is the speaker's major problem?
	being a foreigner being black
	being refused by both societies being bullied by other children
	Second Listening Write T (true), F (false), or ? (I don't know) for each statement.
	<ol> <li>The girl's major problem stems from the fact that she was non-Swiss.</li> <li>The girl was born in Ivory Coast.</li> <li>The girl's mother is Swiss.</li> <li>The girl's father is German.</li> </ol>

- **6.** \_\_\_\_\_ The man who insulted her is also a foreigner in that country.
- 7. \_\_\_\_ She hopes to leave that place and to live in her hometown.



### Third Listening

- 1. The speaker is a person of mixed origin. Can you describe what makes her mixed origin? Does the speaker's mixed origin affect her in any way? How? How does the speaker herself feel about her mixed origin?
- 2. People of mixed origin are also called biracial, multiracial, multiethnic, polygeneric, or simply mixed. Discuss with others the possibilities of becoming multiracial in different parts of the world, such as in Britain and the United States. You may also discuss the historical or social factors that make people of mixed origin.
- 3. Are there people of mixed origin in China? How are they treated in society?

### Real World Listening



Millions at risk from identity theft—good thing I'm safe.

Yes, Ma'm, I'm calling from your local utility to confirm some information. Could I have your date of birth, social security number, and any credit cards or bank accounts please?





We're looking for someone who can help us crack down on identity theft. Fill out this application and don't forget to include your Social Security number, date of birth, phone number, home address and mother's maiden names.



Cool. Now get your parents' checkbook and read me the balance.

### **PREPARE**



What do these pictures show? Write some words to describe the pictures.

What will be heard in the following recording?

### Culture Note

Identity theft, the use of one person's personal information by another to commit fraud or other crimes. The most common forms of identity theft occur when someone obtains another person's social security number, driver's license number, date of birth, and the like and uses it to open a fraudulent bank, credit card, cellular telephone, or other account, or to obtain false loans.

Now list

### Now listen and check.

### **GET THE MAIN IDEAS**



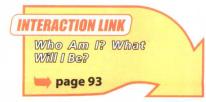
Write short answers to the questions with what you have heard.

- 1. Why was the man wanted by the police?
- 2. What did the man do for the charge?
- 3. What is the scary part of the man's story?
- 4. How do young people suffer from identity theft?
- 5. What about the person who stole the man's identity? Did anything happen to him?

### RESPOND TO THE IDEAS



- 1. Complete the story with the opening sentence according to what you have heard. "My friend was a victim of identity theft. One day early in the morning, he ..."
- 2. Discuss with others the question: If you were the man who became a victim of identity theft, how would you respond to the police charge and what can you do to prevent yourself from being a victim of identity theft?





Read these statements or short paragraphs about moral values and virtues. Write the missing words, phrases and expressions. Make changes where necessary.

A. ibilia

	perseverance ungrateful	fashion patient	inability compassion	essential tolerant	
1.	Forgiveness is the act of erasing an emotional debt. At some time in your life, you may have been severely wronged or hurt by another person to such a degree that forgiveness seems impossible. However, harboring resentment only keeps you trapped in victimhood. Under such a circumstance, you should force yourself to see the bigger picture and shift the focus away from the anger and resentment.				
2.	is an inner standard for judging your behavior. Integrity means you do what you do because it's right and not just or politically correct. It is the real bottom line in every area of society.				
3.	Often we allow ourselves to be upset by small things we should let go and forget. Perhaps some man we helped has proved, some woman we believed to be a friend has spoken ill of us, and some reward we thought we deserved has been denied us. We feel such disappointment so strongly that we can no longer work or sleep. Our to forgive and let go can make us sick.				
4.	One of the most basic moral values for Americans is Sometimes American honesty — being open and direct — can offend people. But Americans still believe that "honesty is the best policy."				
5.	is the display of while awaiting an outcome. You tend to expect immediate results and are often disappointed when you fail in your first few attempts. In fact, growth can be a slow, painstaking process and patience will provide you with the you need to become mature.				
6.	is defined that you lear deprives you of the oppor	rn to bend and flex ar	ound every new circums	e of your lifetime, it is stance, as stubbornness	
7.	may be the you approach the world viglue connecting you to yo	vith your emotional l	barriers lowered. Compa	assion is the emotional	

Now listen and check.

### UNIT 2 Personality



What is your interpretation of integrity? Do you agree that integrity is the basic requirement in the construction of morality?

Oral Preview How do you express the following ideas in idiomatic English?

- 1. 人人都舞弊,没有人按章办事。
- 2. 人们应该反对舞弊,还应当告诫年轻人不要舞弊。
- 3. 人们都生活在互不信任的环境里。

### Listening Task 1



Look at the pictures. What do you think they will talk about?



### First Listening

Is it an exaggeration to say that everybody cheats? (There may be more than one correct answer.)



A taxi driver who takes a visitor the long way round cheats.



Riders who take drugs in a cycling tour cheat.



Footballers who pretend to be hurt for a free-kick cheat.

### Second Listening

Is sport rife with cheating? (There may be more than one correct answer.)

	The pinnacle of football, the World Cup, should be free from cheating.  A yellow card is given for the foul because the injured player is in great pain.
العاد	Footballers will do anything for a free-kick or a penalty shot.
WAR -	In 1998, the world's greatest cycling event was hit by a drug-taking scandal.
	Forty bottles of drugs were found with a team in the cycling tour.
	One rider was banned for nine months because of drug problem.

### Listening Task 2 (Continued)



### First Listening

Which of these statements describe cheating in the fields of business and education? (There may be more than one correct answer.)



Fake products are everywhere.