

总主编：戴炜栋

# 新世纪研究生 公共英语教材

*Listening and Speaking (Second Edition)*

## 听说 教师用书 (下)

第二版

主编：李玉璞



上海外语教育出版社

总主编：戴炜栋

# 新世纪研究生 公共英语教材

*Listening and Speaking (Second Edition)*

## 听说 教师用书 (下) 第二版

主编：李玉璞

编者：李玉璞 王兰兰



上海外语教育出版社

图书在版编目 (CIP) 数据

听说 (下册) / 李玉璞主编. —2版. —上海:

上海外语教育出版社, 2006

新世纪研究生公共英语教材 (第二版)

教师用书

ISBN 7-5446-0236-2

I. 听… II. 李… III. 英语—听说教学—

研究生—教学参考资料 IV. H31

中国版本图书馆CIP数据核字 (2006) 第117821号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 张亚东

---

印 刷: 太仓市印刷厂有限公司

经 销: 新华书店上海发行所

开 本: 787×1092 1/16 印张 13.25 字数 343 千字

版 次: 2006 年 11 月第 2 版 2006 年 11 月第 1 次印刷

印 数: 3 100 册

---

书 号: ISBN 7-5446-0236-2 / H · 0101

定 价: 20.00 元

本版图书如有印装质量问题, 可向本社调换

# 出版说明

随着大学外语教学水平的不断提高,研究生外语学习的起点也逐年提升。研究生入学时,绝大多数已经具备了较为扎实的语言基础,基本上都通过了大学英语四级考试,不少还通过了六级考试。为了编写出适应新时代要求的研究生英语教材,上海外语教育出版社组织了清华大学、复旦大学、浙江大学、山东大学、中山大学、大连理工大学、南京航空航天大学等10余所重点大学,召开了教材编写委员会会议,做了广泛而深入的调研。在认真分析当时研究生英语教学状况的基础上,于2002年推出了《新世纪研究生公共英语教材》。

教材编写时曾考虑到以下几点:1. 练习设计和活动安排以学习者为中心,强调应用能力的培养。2. 针对研究生听说能力下降的情况,编写专门教材,重视口语和听力的培养。3. 课文题材、体裁多样,内容时代感强。4. 重视翻译和写作(尤其是论文写作)能力的培养。5. 在突出词法、句法的基础上,融入篇章知识的教学。

《新世纪研究生公共英语教材》由以下几个品种组成:

《阅读》A 学生用书、教师用书各一册

《阅读》B 学生用书、教师用书各一册

《阅读》C 学生用书、教师用书各一册

《听说》上 学生用书、教师用书各一册

《听说》下 学生用书、教师用书各一册

《口语口译》一册

教材推出后受到了使用学校的广泛欢迎。为了适应新时期社会对研究生人才培养的需要,满足新时期研究生英语教学的要求,在广泛听取使用高校意见的基础上,上海外语教育出版社组织原编者对这套教材进行了修订。修订在保持原教材编写结构的基础上,更新了三分之一以上的篇目,进一步突出了选材的时代性。同时亦对部分练习进行了调整,单元后增加任务型的练习,使教材更符合培养学生的听、说、读、写、译等实用技能方面的要求。

由于研究生生源不一,该套教材在使用过程中可能存在这样或那样的缺点。我们衷心希望广大师生多和我们联系、沟通,提出宝贵的意见和建议,以便我们不断修订,不断提高、完善。

本套教材的录音材料由上海外语音像出版社出版。

上海外语教育出版社



# 修 订 说 明

为顺应新时期非英语专业研究生英语教学改革的新要求,根据公共英语听力教学的特点及教学对象的英语水平,本书按下列原则修订:

1. 本教材第一版《新世纪研究生公共英语教材——听力》(下)均为听力技能训练,由A, B, C, D四部分组成。修订版仍然以听力训练为主,但增添了新的篇目,更新了部分单元,丰富了练习形式,另外增加了口语训练部分,由A, B, C, D, E五部分组成,并更名为《新世纪研究生公共英语教材——听说》(下),以体现培养学生交际能力的意图。
2. 教师用书每单元前三项训练(即Part A, B, C)前均添加目的(Purpose)与步骤(Procedures),学生用书仅添加目的(Purpose),方便师生明确训练目的,也便于教师合理安排课堂教学。
3. Part A为预备听力训练,由15个对话组成。在第一版的基础上,修订版扩大了对话内容涵盖的范围,并丰富了提问形式,旨在训练学生通过分析和推理来理解基本对话,为进入Part B的语篇听力训练做好准备。
4. Part B为语篇听力训练,是全书听力训练的重点。第一版该部分由三篇同一主题、同一训练模式、长度均约为350词的短文组成,侧重于培养和提高学生的应试能力。与第一版相比,修订版在诸如训练重点、选材及形式等方面都进行了改动。该部分的前两篇短文保留了第一版中较好的篇目,增补了新的内容,并更新了部分单元。第三篇短文均为新内容,以提高学生应用能力为目的重新设计了练习,改变了第一版只侧重培养学生应试能力的训练形式。
5. Part C为口语训练,是修订版的新增内容,主要由导入和讨论题两部分组成。导入部分均为关于单元主题的开放性简短概述,旨在引导学生以此为契机,思考话题,展开深入讨论。讨论题按照由浅入深的原则安排。较为浅显的问题多为客观事实性问题,只需要学生对事实进行描述,用以引发学生的讨论兴趣,做到人人能够开口,增强学生的自信心,为后续讨论做好准备。较为深入的问题多为主观观点性问题,需要学生认真思考后,全面而严密地阐述自己的观点,以培养和提高学生的英语思维能力及自如运用英语阐述思想的能力。在教师用书中,该部分为主观观点性问题提供答案,以供教师指导学生时参考。
6. Part D为自主听力训练部分,内容广泛,包括演讲及电影片段等,有一定难度,供有余力的学习者课外选择使用。
7. Part E为英语流行歌曲,本书提供了歌词,供师生课余欣赏。

8. 本书配有录音磁带，教师如果认为某些材料需要反复听，或录音材料之间的间隙时间太长或太短，可自己灵活掌握使用。

本书录音磁带由上海外语音像出版社出版发行。

在此，向参与本书第一版编写工作的杜新宇、黄希玲同志表示诚挚的感谢。

李玉璞

2006年7月 于济南

# CONTENTS

## **Lesson One Resources and Energy ..... 1**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	1
<b>PART B</b>	<b>Intensive Listening: Resources and Energy</b> .....	4
	Passage I   Population and Resources .....	5
	Passage II   The Middle East's Water Resource Crisis .....	7
	Passage III   Water Resources .....	8
<b>PART C</b>	<b>Speaking</b> .....	9
<b>PART D</b>	<b>Extensive Listening: William Faulkner's Nobel Prize Speech</b> .....	10
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	11
	Nothing to Lose .....	11

## **Lesson Two Crime and Punishment ..... 13**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	13
<b>PART B</b>	<b>Intensive Listening: Crime and Punishment</b> .....	16
	Passage I   Purse Snatching .....	17
	Passage II   How Do Handwriting Experts Catch Criminals? .....	18
	Passage III   Death Penalty .....	20
<b>PART C</b>	<b>Speaking</b> .....	21
<b>PART D</b>	<b>Extensive Listening: Bush's Speech at Qinghua University</b> .....	23
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	24
	Angels .....	24

## **Lesson Three Computers and the Internet ..... 27**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	27
<b>PART B</b>	<b>Intensive Listening: Computers and the Internet</b> .....	31
	Passage I   The Application of Computers in Education .....	31
	Passage II   E-Commerce .....	33
	Passage III   Computerized Systems .....	35
<b>PART C</b>	<b>Speaking</b> .....	36
<b>PART D</b>	<b>Extensive Listening: Life Imitates Farce</b> .....	37
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	38
	Don't Let Me Be the Last to Know .....	38

## **Lesson Four Finance ..... 41**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	41
<b>PART B</b>	<b>Intensive Listening: Finance</b> .....	44

Passage I	The Gold Rush .....	45
Passage II	Functions of Money .....	47
Passage III	Credit Cards .....	48
<b>PART C</b>	<b>Speaking .....</b>	<b>49</b>
<b>PART D</b>	<b>Extensive Listening: John Kennedy's Inaugural Address .....</b>	<b>51</b>
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs .....</b>	<b>52</b>
	Big Big World .....	52

## **Lesson Five Places to See .....53**

<b>PART A</b>	<b>Getting Started: Short Conversations .....</b>	<b>53</b>
<b>PART B</b>	<b>Intensive Listening: Places to See .....</b>	<b>56</b>
Passage I	The Highlands .....	57
Passage II	Wales .....	58
Passage III	New York City .....	60
<b>PART C</b>	<b>Speaking .....</b>	<b>61</b>
<b>PART D</b>	<b>Extensive Listening: Youth .....</b>	<b>63</b>
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs .....</b>	<b>63</b>
	I Need You Tonight .....	63

## **Lesson Six Education .....65**

<b>PART A</b>	<b>Getting Started: Short Conversations .....</b>	<b>65</b>
<b>PART B</b>	<b>Intensive Listening: Education .....</b>	<b>69</b>
Passage I	SAT Examination .....	69
Passage II	Medical Education .....	71
Passage III	Graduate Students .....	73
<b>PART C</b>	<b>Speaking .....</b>	<b>74</b>
<b>PART D</b>	<b>Extensive Listening: The Sound of Music .....</b>	<b>75</b>
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs .....</b>	<b>77</b>
	The Perfect Fan .....	77

## **Lesson Seven Business .....79**

<b>PART A</b>	<b>Getting Started: Short Conversations .....</b>	<b>79</b>
<b>PART B</b>	<b>Intensive Listening: Business .....</b>	<b>83</b>
Passage I	How to Increase Business Profits .....	83
Passage II	Advertising .....	85
Passage III	The Dual Function of Advertising .....	87
<b>PART C</b>	<b>Speaking .....</b>	<b>87</b>
<b>PART D</b>	<b>Extensive Listening: Gone with the Wind .....</b>	<b>89</b>
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs .....</b>	<b>90</b>
	As Long As You Love Me .....	90

## **Lesson Eight Aspects of Life .....93**



<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	93
<b>PART B</b>	<b>Intensive Listening: Aspects of Life</b> .....	97
	Passage I   Tax .....	97
	Passage II   Religion .....	99
	Passage III   Health Insurance .....	100
<b>PART C</b>	<b>Speaking</b> .....	101
<b>PART D</b>	<b>Extensive Listening: Halloween Again</b> .....	103
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	104
	Don't Wanna Lose You Now .....	104

## **Lesson Nine College Life .....107**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	107
<b>PART B</b>	<b>Intensive Listening: College Life</b> .....	111
	Passage I   College Search.....	111
	Passage II   How to Get a Master's Degree .....	113
	Passage III   Financial Aid for Graduate Students .....	114
<b>PART C</b>	<b>Speaking</b> .....	115
<b>PART D</b>	<b>Extensive Listening: Poetry</b> .....	117
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	118
	From This Moment On .....	118

## **Lesson Ten Women .....121**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	121
<b>PART B</b>	<b>Intensive Listening: Women</b> .....	124
	Passage I   Women in Southern Europe .....	125
	Passage II   American Women .....	126
	Passage III   Professional Women .....	128
<b>PART C</b>	<b>Speaking</b> .....	129
<b>PART D</b>	<b>Extensive Listening: Elaine Chao: The Most Powerful Chinese-American Woman in the U.S.</b> .....	130
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	131
	Viva Forever .....	131

## **Lesson Eleven Famous People .....133**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	133
<b>PART B</b>	<b>Intensive Listening: Famous People</b> .....	136
	Passage I   William Jefferson Clinton .....	137
	Passage II   William Shakespeare .....	139
	Passage III   Michael Jordan .....	140
<b>PART C</b>	<b>Speaking</b> .....	141
<b>PART D</b>	<b>Extensive Listening: Pioneering into the Future</b> .....	142
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	144
	Where Are You Now .....	144

## **Lesson Twelve Culture ..... 147**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	147
<b>PART B</b>	<b>Intensive Listening: Culture</b> .....	151
	Passage I   Beijing's Hutongs .....	151
	Passage II   The White Wedding Dress .....	153
	Passage III   Customary Behavior for Guests .....	154
<b>PART C</b>	<b>Speaking</b> .....	155
<b>PART D</b>	<b>Extensive Listening: My American Journey</b> .....	157
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	158
	Girl in the Mirror .....	158

## **Lesson Thirteen Science and Technology ..... 161**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	161
<b>PART B</b>	<b>Intensive Listening: Science and Technology</b> .....	164
	Passage I   Cloning Mount Vernon's Trees .....	165
	Passage II   Dinosaur Noses .....	167
	Passage III   Disappearance of Large Animals .....	168
<b>PART C</b>	<b>Speaking</b> .....	169
<b>PART D</b>	<b>Extensive Listening: The Seventy-Fourth Annual Academy Awards</b> .....	171
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	172
	Turn Back Time .....	172

## **Lesson Fourteen Sports ..... 175**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	175
<b>PART B</b>	<b>Intensive Listening: Sports</b> .....	179
	Passage I   The Famous Bicycle Racer .....	179
	Passage II   The Williams Sisters .....	181
	Passage III   American Sports .....	183
<b>PART C</b>	<b>Speaking</b> .....	184
<b>PART D</b>	<b>Extensive Listening: Beijing — an Olympic Dream Comes True</b> .....	185
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	186
	I'll Be There for You .....	186

## **Lesson Fifteen Reform and Development ..... 189**

<b>PART A</b>	<b>Getting Started: Short Conversations</b> .....	189
<b>PART B</b>	<b>Intensive Listening: Reform and Development</b> .....	192
	Passage I   Reform of the FBI .....	193
	Passage II   Yucca Mountain .....	195
	Passage III   The Development of the Internet .....	197
<b>PART C</b>	<b>Speaking</b> .....	197
<b>PART D</b>	<b>Extensive Listening: Definiteness of Purpose</b> .....	199
<b>PART E</b>	<b>Listening for Pleasure: Pop Songs</b> .....	200
	Lucky .....	200



# LESSON ONE

## Resources and Energy

### Part A Getting Started



#### SHORT CONVERSATIONS

##### *Purpose*

*This warm-up exercise helps students to understand the basic conversation. The aim is to lay a good foundation for the passage comprehension in Part B, and to prepare the students to improve their ability to analyze, sum up and infer what they are listening to.*

##### **Procedures**

1. While listening, ask students to concentrate on understanding the implied meaning and the tone of the speakers.
2. Ask students to answer the questions based on what they infer from the conversation.
3. Check the answers.

*Listen to the tape carefully and choose the right answer to each question you have heard.*

1. W: Could you mail these letters for me, please?  
M: More letters? Your friends are going to be very happy to hear from you.  
Q: What does the man imply about the woman?
  - a. She doesn't like to write letters.
  - b. She is happy to be here with her friends.



- c. She likes to mail her letters herself.  
**d. She's written a lot of letters recently.**
2. W: Does Professor Ford always come to class?  
 M: Is ice cold?  
 Q: What do you learn about Professor Ford?  
 a. She teaches high school.  
 b. She wants more ice in her glass.  
**c. She never misses class.**  
 d. She thinks cold weather is nice.
3. W: Would you have some time this week to go over these questions with me?  
 M: How does tomorrow sound?  
 Q: What does the man mean?  
 a. The woman should ask someone else for help.  
 b. He wonders if the woman hears a noise.  
**c. They can work together the next day.**  
 d. He didn't hear her question.
4. M: Hey? John! John!  
 W: Save your breath. He's out of earshot.  
 Q: What is true about John, according to the woman?  
**a. John is too far away to hear.**  
 b. John is out of money.  
 c. John hasn't left yet.  
 d. John doesn't hear well.
5. W: You only have water to serve your guests?  
 M: This isn't just water. This is imported mineral water.  
 Q: What is the implication of the woman?  
**b. Water isn't appropriate for guests.**  
 a. The guests aren't thirsty.  
 c. The guests don't want to be served water.  
 d. There isn't enough water.
6. M: Could I borrow a twenty to tide me over till payday next Tuesday?  
 W: You're in luck. I just cashed a check.  
 Q: What will the woman probably do next?  
**a. Lend the man some money.**  
 b. Take the man to the bank.  
 c. Ask the man when he'll be paid.  
 d. Ask the man to write her a check.
7. M: Jean, didn't you get my messages? I left two on your answering machine.  
 W: Hmm? Oh, sorry, Tom. I've been meaning to get back in touch with you. It just slipped my mind.  
 Q: Why didn't the woman return the man's calls?



- a. **She forgot to call him.**
  - b. Her telephone is broken.
  - c. She didn't get the man's messages.
  - d. She couldn't remember the man's phone number.
8. W: I'm sorry, sir, but you're allowed only one piece of luggage on the plane. You'll have to check in one of your suitcases at the package counter.
- M: Actually, one of these belongs to the woman up ahead. I'm just giving her a hand.
- Q: Why is the man carrying an extra suitcase?
- a. He received permission to carry an extra bag.
  - b. He doesn't know he is allowed to carry only one with him on the plane.
  - c. **The extra suitcase he is carrying belongs to someone else.**
  - d. He has too much stuff.
9. W: We need to drive to the city tonight, but the doctor said this medicine might make me drowsy.
- M: In that case, I'd better drive.
- Q: What does the man think the woman should do?
- a. Travel into the city another day.
  - b. Pick up her medicine before they leave.
  - c. **Avoid driving after taking her medicine.**
  - d. Wait to take her medicine until after their trip.
10. M: Look at all the pollution going into the air from those factories. Do you think they'll ever get under control?
- W: With the new laws and social awareness, we'll turn things around.
- Q: What does the woman predict will happen?
- a. The air will be cleaner if they go to a different city.
  - b. It'll soon be too late to control the pollution.
  - c. Society will not pay attention to the new laws.
  - d. **The situation will improve with the new changes.**
11. W: Aren't you cold? Why aren't you wearing a jacket?
- M: I overslept this morning, so I ran out of the house without listening to the forecast.
- Q: Why isn't the man wearing a jacket?
- a. He didn't have time to look for his jacket.
  - b. He didn't like its style.
  - c. **He didn't know it would be cold.**
  - d. He forgot to bring his jacket.
12. M: Prof. Jones, last night when I was putting the finishing touches on my paper that electrical storm completely wiped out my computer files. Do you think I could have another day to retype it?
- W: I'm sorry, Steven. I'm leaving for a conference tomorrow, and I'll be away for two weeks. I suppose you could send it to me there.
- Q: What will the professor probably allow the student to do?



- a. Attend a conference with her.
  - b. Mail her the paper after the deadline.**
  - c. Submit a handwritten draft of the paper.
  - d. Complete the course without submitting the paper.
13. W: Do you know if Mary has come by the office this morning?  
 M: I just got here myself, so I'm not the one to ask.  
 Q: What does the woman want to know?
- a. She wants to know who saw Mary this morning.
  - b. She wants to know when the man got to the office.
  - c. She wants to know if Mary has come by this morning.**
  - d. She wants to know which person in the office needed help.
14. M: I really enjoyed that TV special about wealth last night. Did you get home in time to see it?  
 W: Well, yes. But I wish I could have stayed awake long enough to see the whole thing.  
 Q: What does the woman mean?
- a. She fell asleep before the program ended.**
  - b. She especially enjoyed the end of the program.
  - c. She missed the beginning of the program.
  - d. She wishes she had gone to sleep earlier.
15. W: Take two of these pills three times a day and you shouldn't take them on an empty stomach.  
 M: What if I don't have an appetite?  
 Q: What can be inferred about the man?
- a. He doesn't like to take pills.
  - b. He may not be able to wake up.
  - c. He may feel better soon.
  - d. He may want to take the pills without food.**

## Part B Intensive Listening



### RESOURCES AND ENERGY

#### *Purpose* \_\_\_\_\_

*For the first two passages: to train students to understand the passage as a whole and get specific information about it through listening.*

*For the third passage: to train students to summarize the listening material.*

---





## Procedures

*For the first two passages:*

1. Listen to the passage once and do the first exercise. Ask students to focus on understanding the passage as a whole.
2. Listen to the passage again and do the second exercise. Ask students to grasp specific information of the passage.

*For the third passage:*

Listen to the passage twice and ask students to summarize the listening material as required with the help of the words and phrases given.

## Passage 1

### Population and Resources

#### Tapescript

The population of the world has been increasing faster and faster. In 10,000 B.C., there were probably 10 million people. In A.D. 1, there were 300 million. It took 1750 years for the population to reach 625 million, a little more than double the A.D. 1 figure. In 1990, there were 5.3 billion people. By the year 2000, the world's population was over 6 billion, and by 2050, it is expected to reach 10 billion.

Does the earth have enough natural resources to support this many people? Different scientists give different answers to this question. Some say that there are enough resources to support more than 6 billion people. However, the richest countries, with a small percentage of the world's population, use most of the resources. If these resources could be distributed more equally around the world, there would be enough for everyone.

Other scientists say that we must limit population growth because our resources are limited. Only 10 percent of the earth's land can be used for farming and another 20 percent for raising animals. It is possible to increase the amount of farmland, but only a little. Some land in developing countries could be more productive if people started using modern farming methods, but this would not increase worldwide production by much.

We all know that there is a limited amount of petroleum. There are also limits to the amounts of metals. There is a limit to the amount of water we can use since most of the earth's water is salt water, and most of the fresh water is frozen at the North and South Poles.

It is difficult to say how many people the earth can support, but it will help everyone if we can limit population growth before serious shortages develop. The problem is how to do it.

#### Exercises

i. Listen to the passage and choose the best answer to each question you have heard.

1. Between 1990 and 2000, what changes did the world population have?



- a. It had more than doubled.
  - b. It had more than tripled.
  - c. It had less than doubled.
  - d. It had increased by almost a billion.**
2. According to some scientists, which of the following is true?
    - a. The world's natural resources are adequate and evenly distributed.
    - b. The world's natural resources are adequate but not evenly distributed.**
    - c. The world's natural resources are neither adequate nor evenly distributed.
    - d. The world's natural resources are not adequate but evenly distributed.
  3. Why can't most of the earth's water be used?
    - a. There is too little to supply such a large population.
    - b. It's mostly salt or frozen at the North and South Poles.**
    - c. It's mostly polluted.
    - d. The water supply is decreasing.
  4. In developing countries, what does the use of modern farming methods result in?
    - a. It can greatly increase worldwide production.
    - b. It can slightly increase worldwide production.**
    - c. It can hardly increase worldwide production.
    - d. It can slightly decrease worldwide production.
  5. According to the author, what can you infer from the passage?
    - a. Limiting population growth will help to reserve natural resources.**
    - b. The problem of overpopulation cannot be solved.
    - c. Limiting population growth will help to produce natural resources.
    - d. Limiting population growth cannot solve the shortage of natural resources.

**ii. Listen to the passage again and give a short answer to each of the following questions.**

1. How many people were there in 10,000 B.C.?

There were probably 10 million people.

2. What is the world's population expected to be by 2050?

It is expected to be 10 billion.

3. Under what circumstances would there be enough resources for everyone?

If the resources could be distributed more equally around the world, there would be enough for everyone.

4. What percentage of the earth's land can be used for farming?

Only 10 percent.

5. According to the passage, what is the most important problem to be solved?

It is how to limit population growth.



***The Middle East's Water Resource Crisis*****Tapescript**

Fresh water, life itself, has never come easy in the Middle East. Ever since the Old Testament when God punished man with 40 days and 40 nights of rain, water supplies here have been dwindling. The rainfall only comes in winter and drains quickly through the semiarid land, leaving the soil to bake and to thirst for next November.

The region's accelerating population growth, expanding agriculture, industrialization, and higher living standards demand more fresh water. Drought and pollution limit its availability. War and mismanagement squander it. Nations like Israel and Jordan are swiftly sliding into that zone where they are using all the water resources available to them. They have only 15 to 20 years left before their agriculture, and ultimately their food security, is threatened.

Even amid the scarcity there are "haves" and "have-nots". Compared with the United States, which has a freshwater potential of 10,000 cubic meters a year for each citizen, Iraq has 5,500, Turkey has 4,000, and Syria has little more than 2,800. Egypt's potential is only 1,100, Israel has 460, and Jordan has less than 260. But these are not firm figures, because upstream use of river water can dramatically alter the potential downstream.

Scarcity is only one element of the Middle East's water crisis. Inefficiency is another, as is the reluctance of some water-poor nations to change priorities from agriculture to less water-intensive enterprises. Some experts suggest that if these nations would share both water technology and resources, they could satisfy the region's population, currently 159 million. But in this patchwork of ethnic and religious rivalries, the water crisis is not a clear-cut issue. It is entangled in the politics that keep people from trusting and seeking help from one another. Here where water, like truth, is precious, each nation tends to find its own water and supply its own truth.

***Exercises***

**i.** *Listen to the passage and choose the best answer to each question you have heard.*

1. When does the rainfall come in the Middle East?
  - a. In spring.
  - b. In summer.
  - c. In winter.**
  - d. In autumn.
2. What is the cause of the water crisis in the region?
  - a. Lack of water resources.
  - b. Lack of rainfall.
  - c. Inefficient use of water.
  - d. All of the above.**
3. How many years are left for Israel and Jordan before their agriculture is threatened?
  - a. 5 to 10 years.
  - b. 10 to 15 years.
  - c. 15 to 20 years.**
  - d. 20 to 25 years.

