

总主编 何其莘 [美] 杨孝明

超越概念 Beyond Concept

高等院校英语专业系列教材

Teacher's Manual for
Listening Comprehension 1

听力 教师用书
(第一册)

主编 贾国栋 [美] 石逸莉
编者 葛晓华

 中国人民大学出版社

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总 序

培养高校英语专业学生的文化素养要有合适的教材：不是那种仅仅文字漂亮却没有太多文化内涵的传统教材，而是具有时代特征，选自政治、经济、社会真实交往，含有丰富文化内涵的读本，同时兼有能够启发学生思考和分析的活泼、互动的教学方法以及配套的课外实践活动。这就是中国人民大学出版社推出“超越概念”这套英语专业系列教材的宗旨。

“超越概念”是一套完整的高校英语专业本科系列教材，涵盖了2000年教育部颁布执行的《高等学校英语专业英语教学大纲》中规定的“英语技能”和“英语知识”两大课程板块中的所有课程，由一批长期从事国内高校英语专业本科教学的中国教师和一批美国学者（均为20世纪80年代赴美留学，而后在美国大学获得博士学位和终身教职的华裔教授）合作编写而成。

与国内高校当前使用比较广泛的几套英语专业教材相比，“超越概念”有以下几个特点：

第一，教材采用了中美教授、学者合作编写的形式。由中外学者合编教材国内已有先例，但是本套教材无论从编撰者的数量到编写人员的素质，从双方合作的广度到相互交流的深度，从教材种类所涵盖的范围到其内容的真实性，都是前所未有的。编写初始由中方编者提出编写思路、选材要求，之后将要求交付美方编者，由美方编者在美国选材。在选材过程中，双方经过多次讨论，最后确定每一篇课文的内容与长度。然后由中方编者根据所选内容编写配套的练习，最后由美方审读并润色。这种分工方式最充分地利用了双方的优势：中方编者不但有在国外学习、工作、获取学位的经历，而且长期在国内高校从事英语教学，对国内学生的需求以及国内现有教材的情况了如指掌，可以准确地把握教材的内容和难易程度。而美方编者的优势在于对西方，特别是美国的英语教学和文化的认知与了解。他们出国前均为国内高校英语教师，并有在美国大学英语系不低于20年的教学经验。他们不但对国外的英语教学了如指掌，更重要的是对英语语言和文化有一种直觉的感知，而这种感知是从任何教科书中学不到的。凭着这种感知，他们不但可以在教材的最终审定过程中杜绝那种语法全对但读起来不像英语的中式英语，更能够在选材的过程中准确把握住西方文化核心的东西。

第二，教材以主要英语国家的文化为切入点，全部课文采用英文原文。教材的配套练习有很强的针对性，适合我国高校英语专业课堂教学使用。以精读教材为例，从第一册的第一课起，全部的课文均采用有实质内容的英文原文，从而彻底摒弃了无文化内容的以句型练习为主的课文。另外，语法讲解和练习均出自课文中出现的语法现象，而不是脱离课文内容、为语法而讲语法的训练。这样安排语法的讲解和练习就是将语法放在一个从属的地位。语法仅仅是对语言现象的描述与诠释，而不是规范语言对错的标准。与课文的文化内涵和语言的活力相比，语法理应处于从属地位。无论是以书面语为主的精读、泛读课文，还是形式活泼的听力、口语课文，有很多句子是“不符合语法规则”的。然而正是这些看似不符合语法的句子才是语言的生命，是有血有肉的活生生的语言。而我们的学生就是要感悟、学习并掌握这种有生命力的活的语言，而不是那些完全按语法规则编造出

来的僵死的语言。

过去社会上对于高校英语专业的毕业生有这样一种指责,说他们只是一个“传声筒”。当然,这种指责讲的并不是在翻译中,特别是口译中,即从一国语言转换成另外一国语言的过程,而是嘲笑英语专业的学生没有思想。虽然,在翻译过程中译者不能随意添加或删减原文中的内容,但是如果译者没有足够的思想文化素养,那么很可能在理解上出问题,或是在用另一种语言转述时出现纰漏。这是我们作为外语教师 and 我们的学生都不愿意看到的局面。我们编著本套教材的指导思想之一就是使学生接触有文化内涵、有生命力的真实语言,从而避免在语法规则内闭门造车,避免“传声筒”式的教学。

第三,在注重培养学生听、说、读、写、译英语综合运用能力的同时,努力锻炼学生对外国文化的分析、批判和吸收的能力。不同课型的教材相互呼应,相互配合。突出教材的文化特征是本套教材最大的特点。英语专业学生文化素养的培养起码应该涵盖以下3个方面的内容:(1)要熟悉所学语国家的文化;(2)要了解所学语国家文化深层的内容;(3)要有鉴别、分析、批判和吸收外国文化的能力。本套教材的编写就是基于以上3个文化方面的内容。首先,教材内容涵盖了主要英语国家的政治、经济、历史、地理、哲学、宗教、社会等诸多方面。学生通过学习课文不仅了解其中丰富多彩的内容,同时锻炼对包括历史渊源、宗教背景、政治、经济、地理诸领域之间盘根错节的联系的分析能力。其次,教材的内容要蕴含深层的文化内涵,要有强烈的时代感。要在有限的课文中详尽地反映出几百年甚至上千年的文化内涵是不可能的,因此必须做出选择,有取舍地遴选教材的内容。本套教材的选材原则是兼顾经典和现当代题材,以反映当代文化题材为主。如全部精读和泛读教材的128篇课文中,只有一篇选自18世纪爱尔兰裔英国作家斯威夫特(Swift)的作品,其他文章均为现代和当代作家的作品。而这些文章所涉及的主题并非西方文化所独有,很多文化现象,包括环保、就业、商业和技术对教育的冲击等等问题在世界各国均有普遍性,有些也是中国目前所面临的实际问题。另外,所选文章不仅体现出当代文化的特征,更重要的是这128篇课文中所涉及的问题均以议论文、辩论文的形式出现,没有一篇是一般人物或事件介绍性的文章。况且,很大一部分课文均以对西方传统、主流思潮批判的形式来阐述某个问题。这也是本套教材与国内其他教材一个重要的不同之处。由于议论文、辩论文旨在与读者进行交流,学生是以参与者的身份去接触课文中所涉及的内容,而不是被动的接受者。这就为学生对西方文化的内涵进行分析和批判提供了必要的途径与方法。

国内高校英语教材的编写不仅反映出不同时代西方文化的不同内涵,同时也折射出中国与西方世界的互动关系。20世纪五六十年代的英语教材以古典主义为主,所选内容多为西方文学经典,而中国学生对这一部分的西方文化大体上是被动地接受。七八十年代的英语教材主要以功能训练为主,学生学英语是为了掌握一门工具。而本套教材是以文化交流为宗旨,学生通过学习英语增加对西方文化的了解,全方位地参与到世界事务中去。这也是当前中国发展的真实写照与必然结果。

在教材编写过程中,我们得到了中国人民大学的大力支持,在此,我们代表全体编写人员向校方和相关职能部门表示由衷的感谢。

何其莘 杨孝明

2010年4月

《听力》教材使用说明

“超越概念”之《听力》教材是根据教育部《高等学校英语专业英语教学大纲》(以下简称《大纲》)中对听力能力的培养要求而编写的,一至四册分别对应《大纲》中基础阶段的1~4级。

本教材各册主要是参考《大纲》对各级的具体要求而编写的。因此,我们设计了听力策略、对话、访谈、篇章、新闻、视频专题、趣味听力、附加听力、长篇续听等不同版块,以满足《大纲》对听懂不同题材、体裁、语音、语速等内容的要求。

听力策略版块每单元集中讨论一个重点,4册书共64种策略,从第一册的如何听辨基本语音、重音、句调、数字等到第二册的如何听懂句子间的因果、条件、主辅等关系,再到第三册的如何听懂篇章主旨大意、细节、背景等语篇层次内容和新闻语篇特殊结构,最后到第四册的如何听懂英文讲座、做讲座笔记等,内容详尽,具有针对性,能为学生养成良好听力习惯打下坚实基础。对话和访谈两大版块的设计由易到难、由短到长,第一、二册以对话为主,第三、四册以访谈为主,力图训练学生在理解简单对话的基础上,理解稍长的各类访谈内容。篇章版块所选内容注意了不同题材的文章,内容均与学生生活密切相关。新闻版块的选材内容以时事、科技、文化、教育、语言等为主,语速上第一、二册以慢速英语为主,第三、四册为正常语速。视频专题版块精选了世界主要英语媒体的与语言学习、文化交际、大学生创业、公共事务、环境问题等内容相关的简短视频片段,以培养学生通过视与听相结合来理解学习内容,将来能够理解越来越普及的环球电视节目和网上视频节目。趣味听力版块选择了小笑话、故事、小诗、歌曲等,旨在使学生能在愉悦的心境下体会英语语言及韵律的优美。附加听力版块主要是配合听力策略部分而设计的拓展性练习,以巩固所学的听力策略。长篇续听版块主要是为泛听而设计的,每册选了一部英语名著,设计了理解性练习,每单元完成一至二章。

与国内同类教材相比,本教材突出了如下特色:

- ★ 中美教师合作编写,材料由美方提供,原汁原味。语音以英、美语音为主,但也选了部分澳大利亚英语、印度英语等材料,以扩大学生听懂不同英语变体的能力。
- ★ 系统的英语听力策略设计,帮助学生解决听懂英语的基本策略问题。

- ★ 语音材料发音标准、音质清晰、立体声文件格式,保证了质量。
- ★ 精听与泛听有机结合,其中对话、篇章、新闻版块可作为精听,视频专题、趣味听力、补充听力、长篇续听等版块可作为泛听。
- ★ 为使学生更积极地参与教学,每个对话、访谈、篇章和部分新闻版块前各设有问题,以鼓励学生用某专题已知的认知理念和信息来推测和联想新的听力内容。
- ★ 练习形式灵活多样,既有理解大意与细节的题,也设计了领会作者的态度、感情和真实意图的练习。题型方面包括听写、填空、总结、大纲、填表、讲座摘要等主观练习,也包括多项选择、辨误、是非、连线等客观练习形式,但以主观练习为主。同时,练习的设计也参考了国内专业英语四、八级考试和国外 TOFEL、IELTS 等的试题设计,以使學生能熟习基本的考试类型与题型。

该教材的适用范围为英语专业 1~4 级学生(1~2 年级)以及社会各界同等水平的英语自学者。教材中的某些方面如语言难度、语篇长度、语速等略高于《大纲》要求,这主要考虑到专业学生的入学水平在逐年提高和教材的前瞻性。

该教材选材新颖、原味、音视频结合、精泛听交错,希望能够满足英语专业及同等水平学习者的英语学习需求。我们也热切期待广大师生对教程提出宝贵意见。

编者

2010 年 6 月



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College Life

Keys to the Exercises

Section

I Listening Strategies

Part II Consolidation

Listen to the syllables in these words. Underline the number of syllables in each word. The first one is done for you.

- | | | | |
|---------------|----------------|--------------|----------------|
| 1. connection | 1 2 <u>3</u> 4 | 6. rhythm | 1 <u>2</u> 3 4 |
| 2. calm | <u>1</u> 2 3 4 | 7. anxiety | 1 2 3 <u>4</u> |
| 3. relaxed | 1 <u>2</u> 3 4 | 8. excited | 1 2 <u>3</u> 4 |
| 4. instrument | 1 2 <u>3</u> 4 | 9. pronounce | 1 <u>2</u> 3 4 |
| 5. academic | 1 2 3 <u>4</u> | | |

Section

II Listening Comprehension

Part I Dialogues

Dialogue 1

Listen to the dialogue once and get the main idea. Listen again and fill in the blanks with the missing words from the dialogue.

Student: Hi, you're James, right, the T.A. for this class?

T.A.: Yes, that's right.

Student: I (1) got my paper back and I have some questions.

T.A.: I wrote on each paper whether the student should revise the paper they (2) turned in or start over and rewrite the whole thing.

Student: On my paper, you had written that I should revise, but I'm not sure how to proceed.

T.A.: Let me take a look. Well, your paper needs better (3) organization. The introduction is fine, but the body is (4) confusing and your main arguments are unclear. I think that this sentence here is

your main thesis, is that right?

Student: Yes, that's right.

T.A.: Well, that's unclear. You have too many sub-topics and you (5) jump back and forth between each one. It's better to pick one major thesis and develop that fully, rather than try to (6) cover too many points in one paper.

Student: Well, I was trying to be (7) thorough.

T.A.: I can see that, but your arguments need more development, and you can't do that unless you pick just one major thesis. What I suggest is that you do that and cite more examples and evidence for support, and (8) include more citations.

Student: Oh, I see. Okay, I'll work on all of those issues.

T.A.: The paper also needs better transitions between sections. Right now, the paper (9) lacks cohesion.

Student: Okay, thanks a lot for your time. Your feedback is really helpful. I'll get started on those (10) revisions right away.

Dialogue 2

Listen to the audio clip about two students talking about the exam results. Listen again and take notes to answer the following questions.

1. Multiple choice tests.
2. 40%.
3. It's very hard for her to organize her ideas when the test is timed and there's a proctor standing over her.
4. No.
5. She agrees to study together with him.

Dialogue 3

Listen to the following dialogue about two students looking for a class to take. Listen carefully and rearrange the items according to what you hear.

1. c 2. b 3. d 4. a 5. e

Part II Passages

Passage 1

Listen to the passage about Washington University once for the main idea. Listen again and fill in the table with the information you hear.

Number of students	<u>eleven thousand</u>
Schools	<u>law, medicine, social work, design and visual arts, engineering and applied science</u>

Cost of the new school year for undergraduates	<u>fifty-two thousand dollars</u>
Graduate tuition for the Master of Social Work program	<u>twenty-seven thousand dollars</u>
Graduate tuition for the Master of Business Administration program	<u>thirty-eight thousand dollars</u>
Tick the items that the University offers	<input checked="" type="checkbox"/> financial assistance <input type="checkbox"/> teaching assistant <input checked="" type="checkbox"/> scholarships <input checked="" type="checkbox"/> monthly payment plan <input checked="" type="checkbox"/> loan

Passage 2

Listen to the following passage once for the main idea. Listen again and decide whether each of the following statements is true [T] or false [F].

1. T
2. F (The SAT costs forty-one dollars and fifty cents.)
3. F (The ACT is an achievement test.)
4. F (In the ACT, a writing test is offered but not required.)
5. T

Passage 3

Listen to the following passage once for the main idea. Listen again and check the statements that are mentioned in the passage.

- | | | |
|------------------|------------------|--------------|
| a. not mentioned | b. mentioned | c. mentioned |
| d. not mentioned | e. not mentioned | |

Part III News**News 1**

Listen to the news once to get the main ideas. Listen again and answer the following questions.

1. May first.
2. Three million three hundred thirty thousand students.
3. It can mean several acceptances to choose from. It also means more work for colleges to get the students they accept to accept them.
4. They have increased their financial aid.
5. They have had to house new students in hotels.

News 2

Listen to the news and rearrange the order of the items according to what you hear.

1. d 2. b 3. c 4. e 5. a

News 3

Listen to the news once to get the main ideas. Listen again and decide whether each of the following statements is True [T] or False [F].

1. F 2. F 3. F 4. T 5. T

Part IV Dictation**A. Sentences**

You will hear each sentence three times. First, listen and try to understand the meaning of the whole sentence. Second, listen and write. Third, listen and check.

1. You should come with me and check it out.
2. It's better to pick one major thesis and develop that fully.
3. It's so hard for me to organize my ideas when the test is timed.
4. The university offers financial assistance to international students.
5. ACT is designed to measure what a student has learned in school.

B. Paragraph

You will hear a paragraph three times. First, listen and try to understand the meaning of the whole paragraph. Second, listen and write. Third, listen and check.

October is usually the busiest month in the academic calendar. Universities have something called Freshers' Week for their newcomers. It's a great opportunity to make new friends, join lots of clubs and settle into university life. However, having just left the comfort of home and all your friends behind, the prospect of meeting lots of strangers in big halls can be nerve-wracking. Where do you start? Who should you make friends with? Which clubs should you join?

Part V Video Clip

Watch the video clip and write down the three idioms mentioned in the video and explain each of them.

Number	Idioms	Meanings
1	It's not my cup of tea.	I don't like it very much.
2	I wouldn't do it for all the tea in China.	There is something we would never do.
3	It's as good as a chocolate teapot.	Something is completely useless.

Section IV Supplementary Listening

Listen to these words. First, indicate the number of syllables. Second, indicate the stressed syllable of the word. The first one is done for you. The word "emotion" has three syllables and is stressed on the second syllable.

- | | | | |
|----------------|-----------|---------------|-----------|
| 1. emotion | [3 - 2] | 5. straight | [1 - 1] |
| 2. entertain | [3 - 3] | 6. probably | [3 - 1] |
| 3. nervousness | [3 - 1] | 7. instrument | [3 - 1] |
| 4. dictionary | [4 - 1] | 8. rhythm | [2 - 1] |

Section V Story Series

Listen to Chapter 1 of Robinson Crusoe and answer the following questions.

1. He was born in 1632 in the English city of York. He came from a good family that was from Holland. He was the third son of the family.
2. He wanted to go to sea and have a life of adventure. His father was against his idea.
3. He asked his mother to persuade his father. Then he went to Hull where he met an old friend Tom. Tom invited Robinson to travel in his father's ship. He wrote to his parents telling them what he was going to do.

Script

Section II Listening Comprehension

Part I Dialogues

Dialogue 1

Student: Hi, you're James, right, the T.A. for this class?

T.A.: Yes, that's right.

Student: I got my paper back and I have some questions.

T.A.: I wrote on each paper whether the student should revise the paper they turned in or start over and

rewrite the whole thing.

Student: On my paper, you had written that I should revise, but I'm not sure how to proceed.

T.A.: Let me take a look. Well, your paper needs better organization. The introduction is fine, but the body is confusing and your main arguments are unclear. I think that this sentence here is your main thesis, is that right?

Student: Yes, that's right.

T.A.: Well, that's unclear. You have too many sub-topics and you jump back and forth between each one. It's better to pick one major thesis and develop that fully, rather than try to cover too many points in one paper.

Student: Well, I was trying to be thorough.

T.A.: I can see that, but your arguments need more development, and you can't do that unless you pick just one major thesis. What I suggest is that you do that and cite more examples and evidence for support, and include more citations.

Student: Oh, I see. Okay, I'll work on all of those issues.

T.A.: The paper also needs better transitions between sections. Right now, the paper lacks cohesion.

Student: Okay, thanks a lot for your time. Your feedback is really helpful. I'll get started on those revisions right away.

Dialogue 2

Woman: Hi, what are you doing?

Man: I'm preparing for the exam next week.

W: What did you get on the last test?

M: I really blew it. I got a 78. The professor graded on a curve and I got a "C-." I just don't do well on multiple choice tests. Last semester when I took the prerequisite, the professor had open-book tests. They were still hard but I did a lot better on those.

W: Well, a 78 isn't bad.

M: Yes, it is. And, it's worth a large part of our grade.

W: Really? How much?

M: According to the syllabus, it's worth 40% of our final grade. How did you do?

W: I got lucky. I got a 91. I'm okay taking multiple choices, true-false, and short answer exams. It's the essay tests that trip me up. It's so hard for me to organize my ideas when the test is timed and there's a proctor standing over me. I just stare at the blank blue book pages and panic.

M: You got a 91! You must be pulling a solid "B" in this class.

W: I would be if I had done better on the last two quizzes. I think I have a "C" average right now.

M: It sounds like we're both trying to raise our final grades in this class. Do you want to study together for the next exam? It's supposed to be a mix of short answer, multiple choice, and essay questions.

W: Sure, I guess so, but you'd better bring the pizza.

M: Sure, you've got it.

Dialogue 3

Christie: Hey, Garret, how's it going?

Garret: Christie, what's up? I'm doing alright. Really busy though.

Christie: How come? It's only the first week. You don't have homework yet, do you?

Garret: No, but I'm going to a bunch of classes to try to figure out which ones I want to take. So far I've chosen five, but I'm going to have to drop one.

Christie: Really? Which classes are you taking? I'm only taking three classes, but I'm looking for a fourth.

Garret: I have three history classes and two psych classes. My major is history, so I'm really trying to get those out of the way. I want to graduate at the end of this year.

Christie: That's cool. I'm actually a psych major. Which of your psychology classes do you like the best?

Garret: I really like Psych 123. It's with Professor McCann, who is great. You should see if there are any openings so you can enroll in it.

Christie: Yeah, I'll go online later today to see. I've heard good things about Professor McCann, too.

Garret: Hey, what are you doing right now?

Christie: Um, I was going to walk home. Why?

Garret: The class starts in 10 minutes. You should come with me and check it out.

Christie: That's a great idea. I'd love to!

Part II Passages

Passage 1

Washington University in Saint Louis, Missouri, is a medium-sized school in the Midwest. It has almost eleven thousand students. Twelve percent this last school year were international students, mostly graduate students.

The university has schools for law, medicine and social work. It also has a business school, a school of design and visual arts and a school of engineering and applied science. But more than seventy percent of courses are taught through the Arts and Sciences program. The new school year that begins this fall will cost fifty-two thousand dollars for undergraduates. That includes twelve months of living expenses estimated at seventeen thousand dollars.

Graduate tuition differs by program. Tuition for the Master of Social Work program, for example, will cost twenty-seven thousand dollars in the coming year. The Master of Business Administration program will cost about thirty-eight thousand dollars.

The university offers financial assistance to international students, including first-year students, but says its resources are limited.

Scholarships are available. The university also offers a monthly payment plan to spread out the cost of tuition. And it offers loan programs.

Passage 2

The SAT measures reasoning skills in mathematics and language. Students have almost four hours to complete the SAT. The newest part is an essay. Students have twenty-five minutes to write an answer to a question.

The SAT costs forty-one dollars and fifty cents. The international processing charge is twenty-two dollars more. And test-takers in India and Pakistan must also pay a twenty-one dollar and fifty cent security charge. Students may also need to take SAT subject tests in areas like history, science and foreign language. Subject tests cost eighteen dollars each. The Web site for the SAT is collegeboard.com.

The ACT is an achievement test. It is designed to measure what a student has learned in school. Students are tested in mathematics, English, reading and science. A writing test is offered but not required. Without it, the ACT takes about three hours to complete. The essay part adds thirty minutes.

The ACT costs forty-nine dollars to take outside the United States. The writing test costs an additional fourteen dollars. The ACT Web site is act.org.

Passage 3

Today I'm going to talk to you about my internship with the advertising company "Flash". The handout you have includes some vocabulary related to international sales. If you have any questions about advertising or sales you can ask them at the end. In my presentation I'll explain what work I did and what I learnt from my internship.

First of all, I'd like to introduce the company. It was founded in 1985 by two brothers in Paris and they now have four offices worldwide. They have a turnover of 800, 000, 000 euros per year and employ over 200 people in France, London, and Chicago. These two slides show you some examples of the adverts they have designed for their clients.

So, to explain what work I was doing. I helped out in the international sales department in Paris. I had to contact potential clients by phone and e-mail and then present our company to them to find out if they might be interested in our services. Then a more experienced member of the sales team followed up the initial contact I had made and eventually secured an advertising deal.

Part III News

News 1

May first is an important date in the college admissions process in the United States. This is the last day for high school seniors to accept or reject offers of admission in the fall. Offers are sent by April

fifteenth. Acceptance rates at the top colleges were lower than ever this year. No surprise, just more stress from stories of top students getting rejection letters even from less competitive schools.

Numbers tell the story. The Education Department predicts that the number of high school graduates in the United States will reach the highest level ever this year. Three million three hundred thirty thousand students are expected to graduate.

But not only are there more college applicants these days, they are also applying to more colleges. Online and common applications make the process easier. It can mean several acceptances to choose from. It also means more work for colleges to get the students they accept to accept them.

Many colleges and universities hold visiting days that offer a chance to attend classes and stay overnight, sort of a test drive. Some schools send gifts. At least one college has its international students write letters in the native languages of accepted applicants. For many families, though, the most important thing colleges can do is show them the money. Lately, top schools with lots of money have increased their financial aid, putting pressure on other colleges to do the same.

Deciding how many students to accept can be difficult. It involves trying to predict the number of applicants who will decide to attend. Students may not like being put on waiting lists, but mistakes can be costly. Some colleges have had to house new students in hotels because a larger than expected number accepted admission offers.

News 2

Some American students from Florida are bringing the business of beekeeping to farmers in a community in Ghana. The program, called the Honey Project, not only gives the students a chance to own and manage a business. It also gives them a chance to help ease poverty in Agogo through beekeeping and the sale of honey.

There are plenty of wild honeybees around Agogo, but there was no established market. A businessman named Nathan Burrell and some of his colleagues came up with the idea during a business trip to Agogo three years ago.

NATHAN BURRELL: "It was the ability to effect change and impact the lives of the people. As an entrepreneur and a business person you normally look at market movement. You look at what will sell and what's the most profitable venture to take on. And trust me, it wouldn't have been honey. But it was the fact that the honey had an opportunity to really change the lives of those people and provide them with a living wage."

Nathan Burrell says many of the farmers in Agogo earn less than a dollar a day. He calls the project an example of social entrepreneurship.