



普通高等教育“十一五”国家级规划教材

大学体验英语®

Experiencing English

视听说教程

教 学 参 考 书



Viewing,  
Listening &  
Speaking

Teacher's Book

《大学体验英语》项目组

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# 前 言

《大学体验英语视听说教程》是普通高等教育“十一五”国家级规划教材——《大学体验英语》立体化系列教材的重要组成部分。《大学体验英语视听说教程》在充分贯彻体验式、研究性教学理念的前提下,依据《大学英语课程教学要求》,针对学生开展有效视听和口语交际的训练,重点培养学生的英语综合运用能力,提高学生用英语独立思考和自由表达的能力以及终身自主学习、自我发展的能力,真正实现大学英语教学的培养目标。

《大学体验英语视听说教程》的编写采用主题导航模式,各单元音视频材料、视听活动、口语任务、补充阅读及项目设计等均围绕同一主题展开。本教程单元主题总体与《大学体验英语综合教程》保持一致,选材注重实用性和教育性,兼顾知识性与趣味性,力求将思想内涵、语言、文化和技能有机融合。

《大学体验英语视听说教程》以最新原版英语视听资料为载体,以学生自主性与探究性学习为手段,以英语综合应用能力及多元人文素质培养为目标,依托项目化语言技能训练培养学生的英语综合学习能力,依托独特的任务驱动设计提高学生的研究能力与创新能力,依托网络自主式学习模式开发学生的学习潜能。

本系列教程主要具有以下特色:

## 1. 自主探究式学习与团队协作式学习相结合

本系列教程突出强调培养学生的自主学习意识,提高其自主学习能力,开发学生的学习潜能。不同于传统视听听说教程,本系列教程在单元内容编排上打破“视、听、说”的局限,在单元热身部分引入以自主探究式学习方式为主的课前阅读和与主题相关的搜索任务。每个单元还包含一个精心设计的团队项目,从项目实施到成果展示配有一系列相关任务,通过组织团队相互质询与评议锻炼学生信息搜索、团队协作、英语口语表达等能力。这些拓展和尝试旨在为学生创造一个自主探究式学习与团队协作式学习紧密结合、相互促进的英语学习环境,有效提高学生的综合素质。

## 2. 人文素养提高与品格教育兼顾

本系列教程从主题确定到篇目选择都充分考虑到学生人文素养的提高和优秀品格的培养,力求实现寓人文素养与品格教育于外语学习之中。本系列教程在单元开篇引入与主题相关的名人名言,在主题选择中有意识地选取了名人演讲、访谈、大学生心理问题探讨、濒危动物保护与老龄化问题、科技与商业以及网络问题等内容融入教学中,开展励志、解惑、公益、劝诫等方面的教育,以提高学生人文素养,健全品格。

## 3. 独特的口语任务驱动设计保证交流的有效性

本系列教程充分考虑到90后大学生接受新生事物快、乐于参与的特点,采用独特的口语任务驱动设计,通过模拟现实的情景和辩论,加强学生独立分析问题和解决问题的能力,拓展学生的批评性思维,鼓励独到见解,培养会思考的一代。此外,本系列教程在任务设计上注重不同专业学生的可参与性、活动的趣味性和启发性,激发学生在活动中主动运用所学知识,在知识运用中检验自己所学,弥补不足。

## 4. 自然真实的视听资料营造逼真的语言学习环境

本系列教程视听说材料选材新颖,内容丰富,大多取自最新英美广播、电视、网络或其他真实交际场景,题材接近生活,真实自然;视听及口语训练有机结合,相互促进,使学习者有置身英美异域文化之感。

## 5. 教学活动设计经学生试用,操控性强

本系列教程中所有活动任务都经过编者在所在院校教学中反复试用检验,并通过学生反馈作进一步修改完善,因而具有极强的可操作性。

#### 6. 与大学英语四、六级机网考接轨

本系列教程在单元编排设计上充分考虑到国内当前大学英语四、六级机网考的特点，把视频听力确定为各单元的重点，编排有助于提高学生处理视频听力信息能力的任务，同时在口语部分引入对音视频内容进行总结的任务。这些编排和设计都有利于帮助学生适应网络环境下的大学英语四、六级考试。

#### 7. 教学资源设计人性化，教材与网站相互支撑

本系列教程的编写秉承以人为本的理念，以使用对象的实际需求为出发点，在选材和任务设计上反复推敲，力求做到激发学生学习兴趣，实现知识性与趣味性的有机结合。为便于全国各地的师生共享授课资源和学习资源，交流经验，携手共进，本系列教程还在高等教育出版社外语出版中心的中国外语网 ([www.cflo.edu.cn](http://www.cflo.edu.cn)) 上开发了专门针对本系列教程的课程教学备课平台，供全国教师相互交流、下载授课资源和各单元模块课堂活动组织设计方案，供学生下载学习资源并展示各高校学生自己的任务设计成果。

《大学体验英语视听说教程》由北京科技大学张敬源、彭漪教授担任总主编，北京科技大学、华中科技大学等院校参加编写。北京科技大学兼职教授、英国剑桥大学博士Mark Buck为本书编写作出了很大贡献；美籍专家Monica Li和英籍专家Lin Lee、Raffaella S. A. Buonocore审阅了书稿，并提出了宝贵的意见和建议。高等教育出版社的领导和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，在此一并表示感谢。

《大学体验英语视听说教程》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

2010年4月28日

# 《大学体验英语视听说教程》框架说明及教学建议

《大学体验英语》根据国家对大学英语教学要培养具有很强国际竞争力的人才的要求编写，加强了实用性英语教学，尤其突出和加强了学生的听说与交流能力的训练与培养。

《大学体验英语视听说教程》是《大学体验英语》立体化系列教材的重要组成部分，在充分贯彻体验式、研究性教学理念的前提下，进一步更新观念、更新要求、更新内容、更新体系，力求做到求实创新。本书前言旨在阐明教材编写的主旨，以便于教师领会贯彻教材的编写意图，发扬其长处，避免其短处，使教材更好地服务于大学英语教学目标。

《大学体验英语视听说教程》共4册，每册供一个学期独立使用。每册含8个单元，每单元包括两个主题相同或相近的自成一体的课程。各单元包括教学引导、听力训练、视听训练、口语坊、项目发布、成果展示、课后训练和附录8个部分。这一编排打破了传统视听说教程仅以视听材料为中心、忽视学生运用语言创造性地学习的教材体系，设计形式多样并能调动学生创造性的项目，充分体现学—练—会—用—做事的完整学习和应用过程。为帮助教师深入了解与掌握本书各环节的编写意图，从而更好地使用本教材，现就上述各部分从框架和教法角度作进一步说明：

## 一、单元教学指导

各单元有名人名言 (Famous Quote)、单元综述 (Unit Overview)、背景介绍 (Background Information)、课前热身 (Topic Preview)。

单元封面页配有与主题相关的言简意赅、深入浅出的名人名言，教学参考书中提供相关名人的简要介绍。该设计旨在拓展学生的视野，激发其学习兴趣，顺利开启整个单元的学习。

单元综述描述本单元预期达到的教与学的目标，引导教师和学生目的明确地开展各项课内外教学活动。

背景介绍出现在教学参考书中，提供与单元主题相关的文化背景知识或相关专业信息，以帮助教师充分了解单元核心话题的文化和科技背景，提高授课质量。

课前热身有两项任务：任务1，课前阅读教材附录中提供的相关文章，从知识和语言两个方面为本单元的学习做好准备；任务2，信息搜索，旨在培养学生有效利用现代信息技术手段获取相关信息的能力，同时激发其学习兴趣，提高学生的课堂参与度。两个任务相互关联，有机结合，共同服务于单元课程的各项学习目的。

## 二、导入 (Lead-In)

Lesson 1的导入部分有三项任务：任务1，看图说话 (Describing the Picture)，学生在教师的引导下，通过描述贴近课文主题的图片，激活头脑中储备的相关知识，导入话题；任务2，阅读反馈 (Reflecting on the Reading)，对相关阅读文章的预习进行反馈，为视听说训练作好信息铺垫；任务3，词汇拓展 (Expanding Your Vocabulary)，采用matching的形式引入音频和视频部分的关键词汇，为后续学习作好语言方面的准备。

Lesson 2的导入部分有两项任务：任务1，小组讨论 (Brainstorming)，以小组活动的形式，引入课文主题；任务2，词汇拓展 (Expanding Your Vocabulary)，形式与Lesson 1相同。

## 三、视听训练 (Audio & Video Studio)

本系列教程的音频听力 (Audio Studio)包括长度1~2分钟的音频材料，第一、二册语速每分钟120~140词，第三、四册语速每分钟140~160词。视频听力 (Video Studio)包括长度2~4分钟的视频材料，均选自英美权威媒体，场景真实，语速自然。

本教程围绕音视频听力材料设计了与主题、细节理解相关的各项任务，如Identifying the Gist、Checking the Facts、Matching & Predicting、Checking Your Comprehension、Bridging the Gap等，帮助学生提高应对视听原声语料的能力。各项任务以选择、填空、要点记录、正误判断、简答、改错等题型出现，形式多样，富于变化，能有效提高学生的参与热情。

本教材在音视频任务设计中充分考虑了对辨音、数字、主旨大意、细节、推论、总结等听力技巧的训练，寓听力技巧训练于任务设计当中，潜移默化地提高学生的听力技能。

#### 四、口语坊 (Speaking Workshop)

口语部分是教师引导学生有效使用视、听、读部分出现的重点词汇和句型的重要实践环节。学生在完成教材所设计的各项口语任务的过程中，反复操练目标语言点，从而提升实际运用英语的能力，提高语言表达的质量。

口语部分设计三项任务：

任务1，总结 (Summarizing) 要求学生在开放或者半开放的情景下完成视频部分的总结。第一、二册学生用书中提供参考句型，学生根据对音视频内容的理解，套用重点句型，完成一段表述连贯、完整的总结；第三、四册提供重要信息点，要求学生运用语言储备，选择有效的词汇、词组和句型，把提供的信息点连贯地表述出来，形式与大学英语四、六级机网考所要求的作文任务相似。

任务2，解决问题 (Solving the Problem) 要求学生在编者精心设计的与单元主题相关的情景中，通过角色扮演等形式，模拟现实，寻找解决方案。

任务3，辩论 (Debating) 在训练语言技能的同时，训练学生的思辨能力，培养其独立、创造性、批判性地思考问题的能力。学生用书每单元的练习部分提供辩题及正反双方可能采用的两类观点，1-3册书后附录中提供详尽的参考论据，供教师和学生灵活使用。

Lesson 1和Lesson 2的第二个口语任务可以是Solving the Problem或Debating。

口语部分配合以选自补充阅读和音视频部分的重点短语和句型 (Expressions & Structures to Use)，要求学生口头表述中最大限度地使用，通过目的明确地操练，循序渐进地提高学生的口语表达质量。

#### 五、项目发布 (Project Bulletin)

项目发布环节布置本单元的策划项目，要求学生在规定时间内完成与主题相关并且有明确要求的项目，并准备参与汇报或评价。

项目发布部分综合训练学生的组织、协作、交流、判断、表达等实用能力，为学生创造一个模拟现实的场景，鼓励学生在虚拟的现实中利用英语进行“真实”的交流。

#### 六、成果展示 (Teamwork Show)

成果展示部分设计三项任务：任务1，小组总结 (Team Review)，项目小组就项目开展过程中遇到的问题及解决方案进行汇报；任务2，项目报告 (Project Report)，由项目小组进行项目成果汇报；任务3，质询与答辩 (Challenging & Defending)，教师及学生代表组成的项目评审团向项目小组发问，项目小组进行答辩。

三项任务紧密关联，顺序进行。对于英语能力较弱的学生，可以只进行前两项任务。而对于英语水平较高的学生，可以延长第三项任务的时间，使更多学生有机会参与提问和回答，从而实现真正意义上的交流。

#### 七、课后练习 (Home Listening)

各单元配有与主题相关的听力练习，作为学生课后听力训练的素材。此部分长度2~3分钟，语速与相应单元的音频听力部分相同，发音标准。

#### 八、附录 (Appendixes)

##### Appendix A: 补充阅读 (Supplementary Reading)

本系列教程在精心编排单元内容的同时，在书后收入了补充阅读部分。补充阅读是该单元音视频内容的热身，帮助学生从语言和知识两个方面为音视频材料的学习做好铺垫。阅读部分提供大学英语四、六级重点短语和超纲词汇的词性和中文释义，采用分栏排版，超纲词汇在阅读文章的右侧标注，便于阅读。

#### Appendix B: 辩论 (Debating)

为配合每单元练习部分辩论活动的有效开展,本系列教程1~3册在学生用书后附有详尽的参考论据,帮助学生拓展思路,学会思考,完成内容充实、有的放矢、言之有物的高质量英语辩论。

教学参考书中备有单元综述 (Unit Overview)、背景介绍 (Background Information)、教学贴士 (Teaching Tips)、备选活动设计 (Alternative Situation、Alternative Project和Alternative Debate)、视频概要 (Summarizing)、听力原文及答案 (Scripts of Audio & Video Clips, References to Tasks),供教师备课时参考使用。

本系列教程1-4册分别适用于大学英语1-4级视听说课,每册可独立使用。每册包括8个单元,每个单元包括2课,供一个学期16周使用。

建议学时分配:每个单元课堂教学4学时;每课课堂教学2学时。

在本系列教程的使用过程中,建议视听和口语训练并重,在课堂教学中可各占1学时。视听部分以信息输入为途径,以提高学生的英语理解能力为目的;口语部分以信息输出为手段,通过强化训练在阅读、视听部分接触到的重要语言现象,提高学生的口语表达质量。

为保证教学效果,同时培养学生的自主学习意识和能力,本系列教程设计形式多样的学习任务: Supplementary Reading、Project Bulletin以及Speaking Workshop部分的Solving the Problem和Debating等,要求学生提前准备,课堂面授要求学生展示、交流、互评并进行教师反馈; Home Listening要求学生在课后完成,以巩固课堂教学效果。

此外,教师可登录高等教育出版社外语出版中心的中国外语网 ([www.cflo.edu.cn](http://www.cflo.edu.cn))上的备课平台,与全国各地教师进行交流,同时可下载与本系列教程相关的授课资源以及单元各模块课堂活动组织设计方案等。



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# 1

## Men and Women's Prejudices



**Virginia Woolf (1882–1941):** A British novelist, essayist, critic, publisher and feminist. Her most famous works include the novels *Mrs Dalloway* (1925), *To the Lighthouse* (1927) and *Orlando* (1928), and the book-length essay *A Room of One's Own* (1929), with its famous dictum, "A woman must have money and a room of her own if she is to write fiction."



### Famous Quote

There can be no two opinions as to what a highbrow is. He is the man or woman of thoroughbred intelligence who rides his mind at a gallop across country in pursuit of an idea.

— **Virginia Woolf**

## Unit Overview

Do men and women really come from different planets? If not, why have they, for centuries, vilified one another? This may all result from the prejudices against each other. After the Women's Movement and the Men's Movement, we are now on the way to a better understanding of men and women in terms of their differences and equality. In this unit, you will find out women's social status, differences and similarities between the two sexes, and their new social roles. Students will consider the gender issue through listening, viewing and reading. A variety of activities will inspire them to talk about gender roles and gender equality using the words and expressions in this unit. And finally, they will conduct a survey on "Gender Consciousness in Advertisements".

• *In this unit, you will*

- ❖ consider the gender issues through reading, listening and viewing
- ❖ discuss the gender roles and gender equality through guided activities
- ❖ conduct a survey on "Gender Consciousness in Advertisements"
- ❖ pick up useful words and expressions
- ❖ learn to reflect on your own learning and comment on that of your peers
- ❖ learn to think independently, critically and creatively

### Background Information

"A woman must have money and a room of her own if she is to write fiction". Eighty years ago Virginia Woolf published these words in an essay that was to become one of the seminal feminist texts of our age. "A Room of One's Own" has shaped the way in which creative achievement by men and women is viewed, and provided a point of reference for generations of female writers. Woolf uses the "room" as a symbol for privacy, leisure time, and financial independence, all of which have been historically lacking for women. Women today are still struggling to find the mental and physical space for their creativity and advocating for equal rights with men in society.

In response to the Women's Movement, there arose a Men's Movement. Three books have catalyzed the mythopoetic men's movement: Robert Bly's *Iron John*, Sam Keen's *Fire in the Belly*, and Robert Moore and Douglas Gillette's *King, Warrior, Magician, Lover*. All posit a stable entity called "male identity" and see initiation as a key to achieving it.

Wherever these two movements will lead, it is time we took a new look on the gender roles and female-male relations.

### Global Gender Gap Index

Rank 2009	Country	Score	Rank 2008
1	Iceland	0.828	4
2	Finland	0.825	2
3	Norway	0.823	1
4	Sweden	0.814	3
5	New Zealand	0.788	5
6	South Africa	0.770	22
7	Denmark	0.763	7
8	Ireland	0.760	8
9	Philippines	0.758	6
10	Lesotho	0.750	16

\* 0-1 scale: 0= inequality, 1= equality



#### Topic Preview

- ① Read the passage on page 125 (TB\*204) and learn the useful expressions related to women's status.
- ② Log online and search for information concerning the Women's Movement and the Men's Movement.

\*TB: Teacher's Book

# LESSON ONE

## Lead-In

### Task 1 Describing the Picture

#### Teaching Tips

1. This task is designed to prepare students for the topic “Men and Women’s Prejudices.”
2. Ask students to describe the picture with their peers.
3. Here are some questions for students to discuss: *What are the stereotypes of men and women in China? In what way do the people in the picture differ from these stereotypes? What give rise to the change(s)? To what extent do you think it is acceptable in China nowadays?*

*Describe the picture first and then discuss how the traditional gender roles are under challenge.*



### Task 2 Reflecting on the Reading

#### Teaching Tips

1. This task is designed to check students’ understanding of the reading material.
2. Ask students to answer the following questions.

*Read through the **Supplementary Reading** on page 125 (TB 204), and answer the following questions.*

1. Why does the author hold that the statistics in the workforce mislead us to believe that women’s status has improved?  
**Answer:** Because women don’t share the equal weight in business and social dimensions.
2. How did women win their seats and says at workplaces in the past decades, according to the author?  
**Answer:** They won by competing with men fiercely at the expense of their own gender identity.

3. What are the author's suggestions to women to change the current situation?

**Answer:** Women should build self-confidence; on the other hand, they should maintain their own gender identity and diversify their definition of success.

4. According to the author, what is the essential part in the gender equality?

**Answer:** To change attitudes, especially to cultivate respect for each other is essential to achieve real gender equality.

5. What is the purpose of writing this article?

**Answer:** The author intends to draw the public's attention to the fact that women still don't weigh much in business and social circles and advocates a change in perception of the opposite sex.

### Task 3 Expanding Your Vocabulary

#### Teaching Tips

- This task is designed to enlarge students' vocabulary and improve their ability to explain words in English.
- Ask students to match the words with the correct meaning and memorize the English explanations.

*Read through the words in the left-hand column, and match each of them with the appropriate meaning in the right-hand column.*

- |                      |  |
|----------------------|--|
| 1. convention        | A. sailing for pleasure or relaxation        |
| 2. aggressively      | B. stand up or offer resistance to sb or sth |
| 3. cruising          | C. accepted customs and proprieties          |
| 4. measure           | D. stimulating interest or thought           |
| 5. withstand         | E. in a hostile or bold manner               |
| 6. thought-provoking | F. a way of testing or judging sth           |

Key: 1-C 2-E 3-A 4-F 5-B 6-D

## Audio Studio

### Word Bank

- |                |             |  |
|----------------|-------------|--|
| 1. paradox     | <i>n.</i>   | a situation that seems strange because it involves two ideas or qualities that are very different 自相矛盾 |
| 2. pervasive   | <i>adj.</i> | existing or spreading everywhere 弥漫的, 遍布的  |
| 3. demographic | <i>adj.</i> | relating to dynamic balance of a population 人口统计学的   |
| 4. inadequate  | <i>adj.</i> | not sufficient to meet a need 不够好的, 不足的  |
| 5. acknowledge | <i>v.</i>   | to recognize as genuine or valid 承认  |
| 6. alignment   | <i>n.</i>   | the state of being arranged in a straight line 排成直线  |
| 7. reverse     | <i>v.</i>   | to change sth, so that it is the opposite of what it was before 改变                                     |

## Task 1 Identifying the Gist

### Teaching Tips

1. This task is designed to train students to get the gist of the audio clip.
2. Ask students to go over the questions and make their choices quickly.
3. Tell them not to worry about individual words but to focus on understanding the whole passage.
4. Play the audio clip and ask students to make the correct choices.

*Listen to the audio clip, and choose the right answers to the questions.*

1. What is the audio clip mainly about?
  - A) How to raise women's sense of happiness.
  - B) Reasons for women's lesser sense of happiness.
  - C) The improved women status in the U.S..
2. What account for the declining sense of happiness for women?
  - A) Discrepancy between women's wants and gains.
  - B) Single parenthood or divorce.
  - C) Family financial problems.

## Task 2 Checking the Facts

### Teaching Tips

1. This task is designed to train students to focus on important details.
2. Ask students to read the statements quickly and prepare for the listening.
3. Play the audio clip again and draw students' attention to the detailed information.
4. Allow students some time to complete the statements.
5. Ask students to repeat the sentences and memorize the key phrases or sentence structures.

*Listen to the audio clip again and fill in the blanks according to what you have heard. Repeat the sentences after you have completed them.*

1. The research showed that over the past 35 years women's happiness has declined, both compared to the past and relative to men even though, by most objective measures, the lives of women in the U.S. have improved in recent decades.
2. They cast doubt on the hypothesis that trends in marriage and divorce, single parenthood or work/family balance are at the root of the happiness declines among women.
3. One theory for the decline in happiness is that expectations for workplace and general advancement were raised too high and women might feel inadequate for not having it all.
4. The researchers acknowledge that is a possibility.
5. But the researchers also add that things could change for the better, as women's expectations move into alignment with their experiences, this decline in happiness may reverse.

## Script

Why aren't women happier these days? That's the question raised by a thought-provoking study — "The Paradox of Declining Female Happiness" released last month. The research showed that over the past 35 years women's happiness has declined, both compared to the past and relative to men even though, by most objective measures, the lives of women in the U.S. have improved in recent decades.

The research, by University of Pennsylvania economists Betsey Stevenson and Justin Wolfers, released by the National Bureau of Economic Research, found the decline in happiness to be pervasive among women across a variety of demographic groups. The researchers measured similar declines in happiness among women who were single parents and married parents. They cast doubt on the hypothesis that trends in marriage and divorce, single parenthood or work/family balance are at the root of the happiness declines among women.

One theory for the decline in happiness is that expectations for workplace and general advancement were raised too high by the Women's Movement and women might feel inadequate for not having it all.

The researchers acknowledge that is a possibility. They think that if the Women's Movement raised women's expectations faster than society was able to meet them, the women would be more likely disappointed by their actual life experiences. But the researchers also add that things could change for the better, as women's expectations move into alignment with their experiences, this decline in happiness may reverse.

## Video Studio

## Word Bank

- |                  |   |
|------------------|---|
| 1. ingrained     | <i>adj.</i> something firmly established and therefore difficult to change 根深蒂固的  |
| 2. psyche        | <i>n.</i> someone's mind or their basic nature, which controls their attitudes and behaviour 心灵                                 |
| 3. mathematician | <i>n.</i> someone who studies or teaches mathematics, or is a specialist in mathematics 数学老师, 数学家                               |
| 4. physicist     | <i>n.</i> someone who studies or works in physics 物理学家  |
| 5. cite          | <i>v.</i> to mention something as an example, especially one that supports, proves or explains an idea or situation 引证          |
| 6. coefficient   | <i>n.</i> the number by which something that varies is multiplied 系数  |
| 7. calculus      | <i>n.</i> the branch of mathematics that is concerned with limits and with the differentiation and integration of functions 微积分 |



## Task 1 Matching & Predicting

### Teaching Tips

1. This task is designed to train students to identify key information and familiarize them with useful expressions.
2. Allow students some time to complete the statements with the given phrases.
3. Pair up students. Have them discuss the answers and predict the topic of the video clip.
4. Play the video clip and check the answers.

Complete the following statements with the phrases given below. Predict what will be talked about in the video. Then check your answers after watching the video clip.

conventional wisdom  
ingrained in

be cited as proof  
stay away from

be born knowing  
reach out

1. Many teachers and parents have said it; it is sort of a thought ingrained in the American psyche that boys are better than girls at mathematics.
2. But today a team of researchers writing in the journal "Science" says the conventional wisdom is completely wrong.
3. The lack of women mathematicians, engineers and physicists has often been cited as proof of a difference in the sexes in math performance.
4. For anytime I see math, I just, I try and stay away from it.
5. And teachers have been reaching out aggressively to girls, urging them to get in on the action.
6. We are not born knowing how to do calculus.

## Task 2 Checking Your Comprehension

### Teaching Tips

1. This task is designed to train students to grasp important information.
2. Before playing the video clip again, ask students to answer the following questions from memory.
3. Play the video clip. Ask students to focus on the key information.
4. Allow students enough time to answer the following questions.

Watch the video clip and answer the following questions.

1. What has been cited as proof of a gender difference?  
**Answer:** The lack of women mathematicians, engineers and physicists.
2. What upset the public fifteen years ago?  
**Answer:** The girls lagged behind the boys on the SAT college entrance exam.
3. What's the special course offered by the New Jersey Institute of Technology?  
**Answer:** The New Jersey Institute of Technology offered a robot building course to the girls.
4. What does Ramona mean when she said "The fact that I understand it so cruising"?  
**Answer:** She means she can understand math and handle the problems with ease.