



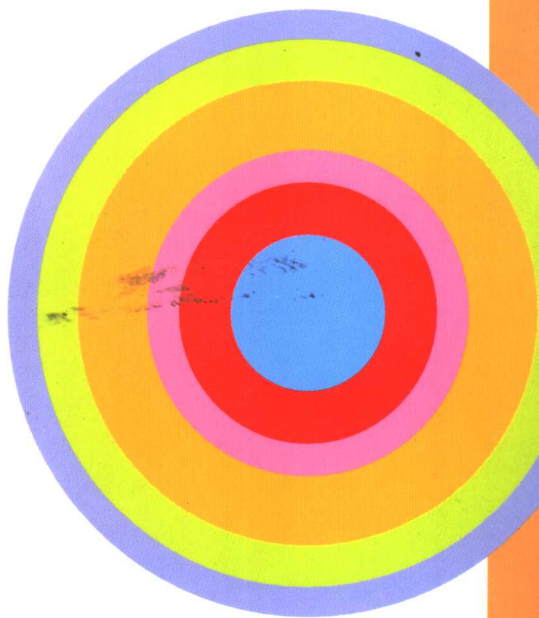
博学英语系列

# 博学英语·听说教程

## Listening and Speaking Course

# 5

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复旦大学出版社



博学英语系列

# 博学英语·听说教程 <sup>5</sup>

## Listening and Speaking Course

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## 内容提要

《博学英语·听说教程》的第五册适合非英语专业硕士研究生和水平较高的本科生使用。本册含12个单元。1—10单元各围绕一个话题展开。最后两个单元为简短的新闻报道，设计与其他10个单元有所不同。难度在三、四册的基础上有较大提高，练习设计除微技能训练以外，增大了综合听说训练和主观题的比例。

本册主题的选取与学生在该时期的自身发展和未来需求有很大的相关性，同时也涉及一些社会热点问题。内容主要涉及：学术道德、家庭生活、个人理财、国外教育、环境保护、男女差异等主题。内容易于理解，且能引发学生对未来生活及人生观、价值观的思考。

# 前 言

《博学英语·听说教程》是根据高等院校非英语专业学生的特点编写的一套英语听说教材,共6册,具有以下主要特点:

1. 整套教材的编写以主题为线。一至四册的主题大多与学生当今的学习和生活贴近。围绕学生这个主体努力体现各阶段所学内容与人的发展之间的内在联系,使学生这个主体在学习语言的同时积极地发展自我。五至六册主题多与学生未来的生活和工作相关,同时兼顾社会热点问题的讨论。

2. 选材方面注重内容上的时效性、题材和体裁的多样性及语言的鲜活性素材多取自于近年出版的国外原版教材、国内外报纸杂志、国外英语广播和互联网,使其不仅能反映社会的进步与时代的脉搏,同时也能代表当今主要英语国家的语言特点。

3. 教材以高等院校对本科生和硕士生的培养目标为基准,把英语基本功的训练与单元主题有机地结合起来。第一、二册突出基本功训练,按语言的功能进行编写,以奠定必要的语言基础。第三至第六册以主题听说训练为主。

4. 力练习设计在遵循语言学习认知规律的同时,努力体现新的教学理念。练习编写以多样性、实效性和可操作性为原则,注重综合听说技能的培养,同时兼顾微技能训练,难易结合,循序渐进。口语训练围绕所听内容进行,充分体现输入与输出的关系。

具体各分册的前言和使用说明请详见各分册。

编 者  
2006 年 1 月

# 本 册 前 言

当代英语教学的宗旨,是培养学习者听、说、读、写、译等各方面的能力。听说能力排在前面,因为只有能听会说,才可能在现代社会活动中快捷、有效地与他人进行交流。为了帮助学习者实现用英语交际的目标,《博学英语·听说教程》的编写采取听为主,以说为辅,听说结合的原则,并尽力体现“以人为本”的理念。各册内容的编排难度循序渐进,逐步加大。所听内容及配套的训练符合学生的认知规律和心理特点,利于激活其原有的经验,并引导有意义的信息产出。

本册共设 12 个单元,前 10 个单元以主题为线,每单元分为三个部分:导入主题活动、听力主体(包括 4 项听力任务和与之相关的诸项练习)和围绕主题的口语活动(包括控制型和自由型多种形式)。最后两个单元为新闻报道,用以培养、提高学习者对新闻报道内容的获取能力。本册为高级英语听说,课程难度有较大提高:主题由贴近学生生活,易于理解的校园生活、网络世界,外延到他们今后将要遇到的问题如:家庭生活、未来就业、金融理财,以及略带专业色彩且受人关注的问题,如:公共卫生、心理健康、国外教育、伦理道德等。练习设计增加了信息理解归纳的内容。旨在培养学生对所获信息整理、归类、总结能力。

本册供研究生和英语学习者提高之用。

在本教程的设计、构思和编写过程中,我们始终得到了北京师范大学外文学院领导的关心和指导;王焱华、毛大威教授对本书的总体框架提出了宝贵的修改意见。北京师范大学外文学院的美籍教师 C. Patrick Lynch 审阅了本册的全部书稿。在编写过程中,我们也参考了国内外的相关资料,在此一并表示谢忱。

由于编写时间紧迫,对于编写过程中的疏漏及错误,希望得到广大使用者的批评和指正。

编 者  
2006 年 1 月

# 本册编写使用说明

## 一、编写原则

1. 本册编写以主题为脉络,各单元围绕一个主题展开,并将单元主题与听说基本功训练有机地结合在一起。

2. 教材内容努力体现以人为本的理念。针对学生自身发展的特点,本册主题的选择多与他们未来生存和发展相关,同时兼顾社会热点问题的讨论,以期激发学生对所听内容的兴趣,引起思考。

3. 练习的设计尽量体现多样性、实用性和可操作性。为更好地训练学生运用语言的能力,练习中适度提高了主观题的比例。

4. 各单元的口语训练与听力内容密切相关,有助于学生在信息输入的基础上实现有意义的信息输出。

5. 教材编写中注重学习者的认知规律,力求合理地、科学地逐步加大难度。

6. 选材注重题材多样性、趣味性、实效性,并力图体现当今主要英语国家的语言特点和其鲜活性。

## 二、框架

1. 本册共设 12 单元。每个单元围绕一个主题展开。每册最后 2 个单元为新闻报道。

2. 本册含两套目标测试题。

## 三、教材体例

鉴于一至四册已完成了系统的基础训练,本册的每个单元将直接进入主题听说活动。

### 第一部分:听前活动

包括:围绕主题形式多样的热身活动,为完成第二部分主体任务做好准备。

第二部分:听力任务(每单元主体。由任务 1、2、3、4 组成。)

包括:对话、短文、练习题(客观题、主观题)等

### 第三部分:口语活动

包括:与主题相关的控制型或自由型的(根据活动的难易度)角色扮演、模拟采访、情景对话、问题讨论等课堂活动。旨在使学生不仅能将所获信息表述出来,且能在此基础上融会贯通,完成特定的交际任务。

由于新闻报道的特点,本册新闻单元体例与其他单元有所不同。

#### 四、教程内容

第五册的主题如下:

- Unit 1 The Difference Between Male and Female
- Unit 2 Sleep and Dreams
- Unit 3 Environmental Protection
- Unit 4 Happy Family
- Unit 5 Education in the U. S and U. K.
- Unit 6 Cell Phones
- Unit 7 Financing
- Unit 8 Academic Dishonesty
- Unit 9 Epidemic Diseases
- Unit 10 Communication
- Unit 11 News Report
- Unit 12 News Report

#### 五、使用指南

本册适合于非英语专业硕士研究生和大专院校非英语专业学生使用。教学进度依学生的程度而调整,每项听力任务所听遍数可根据学生的理解而增减。两套目标测试题与硕士学位研究生学位考试的题型非常贴近,建议在学期中和学期末各使用一套。所有的听力内容均有文字材料,练习均有答案,供使用者参考。

编 者  
2006 年 1 月

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◇ **Part One**

Pre-listening Activities

◇ **Part Two**

While-listening Activities

◇ **Part Three**

Post-listening Activities



# Unit 1

## The Difference Between Male and Female

## Part One Pre-listening Activities

**Directions:** The following statements are about the differences between men and women. Tick the ones that you agree to. Then discuss your answers with your partner.

Statements	✓/×
1. Men have a better sense of direction than women do.	
2. Men are more open-minded than women.	
3. Women are more interested in and better at personal relationships than men.	
4. Women can have fairly personal and truthful conversations with each other while men don't.	
5. Men are more decisive than women, while women are more careful and cautious than men.	
6. Men and women look at things differently, which, sometimes, causes misunderstanding between them.	
7. Men are more psychologically healthy than women.	
8. Boy students are good at solving math problems while girl students are good at acquiring languages.	
9. Boys are better classroom learners than girls.	
10. Boy's play tends to be more aggressive or even violent.	

## Part Two While-listening Activities



### Listening Task 1 Male and Female

#### Vocabulary

loath a. (只作表语) 不愿意

superficial a. 肤浅的, 表面的

#### Exercise 1

**Directions:** Listen to the dialogue and choose the best answer to each question according to what you have just heard.

- Women can do more than one thing at a time. That's probably because all of the reasons except that \_\_\_\_\_.
  - their brains are different from men
  - they have to cope with more than one thing at a time
  - it is the practice that makes women better able to do more than one thing at a time
  - they want to save time
- How does the woman speaker perceive men now?
  - There is nothing that men are better at than women.
  - Men are better at complicated things.
  - Men are better at concrete things.
  - Men like drawing maps.
- Women are more interested in and good at personal relationship mainly because \_\_\_\_\_.
  - they are psychologically dependent
  - personal relationships are important to them
  - from early age they are taught to please others
  - Both B and C.
- All the following statements are true except that \_\_\_\_\_.
  - men are not as sincere as women
  - men do not say anything important in their conversations with each other

- C. one of the topics in men's conversation is football  
 D. women tend to have intimate conversations with each other
5. The main idea of this conversation is \_\_\_\_\_.  
 A. women are better communicators  
 B. men are good at concrete things  
 C. some differences exist between male and female  
 D. women outperform men in every way

### Exercise 2

**Directions:** Listen to the conversation again and fill in the table with the information corresponding to what is provided.

Men	Women
1. ...concentrate on one thing at a time	
2. ...learned to please themselves	
3. ...talk about their work or interest superficially	
4. ...better at reading maps	



## Listening Task 2 Boys, the Weaker Sex?

### Vocabulary

deficit *n.* 缺乏, 亏空

attention deficit disorder 注意力失调

shoo-ins *n.* 十拿九稳的取胜者

pediatrician *n.* 儿科医生

compound *vt.* 加重(问题的严重性)

coed schools 男女同校的学校

### Exercise 1

**Directions:** Listen to the passage and decide whether the following statements are True (T) or False (F), then correct the false ones.

- ( ) Boys, across the United States, do pretty well in school.
- ( ) Scientists are discovering real biological differences that make boys the vigorous sex.
- ( ) America never expects more from its boys than from its girls.

4. ( ) A recent study found girls ahead of boys in almost every aspect.
5. ( ) Specialists believe it is advisable to delay boys' entrance into kindergarten to give them time to catch up with girls in development.
6. ( ) Schools are taking notice of boys' physical and psychological differences but they are not taking action.
7. ( ) Some districts are experimenting with single-sex classes in coed schools, in the hopes that boys will improve the test scores in reading and writing.
8. ( ) The school situation will become more favorable for boys.

## Exercise 2

**Directions:** Listen to the passage again and fill in the missing information.

1. Across the United States, boys have never been \_\_\_\_\_. They \_\_\_\_\_ of the D's and F's that teachers give.
2. They \_\_\_\_\_ of students labeled "learning disabled". They \_\_\_\_\_ of high school dropouts and attention deficit disorder diagnosis.
3. People expect to see \_\_\_\_\_ in boys where there are none, and they ignore all of the evidence that \_\_\_\_\_.
4. Other districts are experimenting with \_\_\_\_\_ within coed-schools, hoping that \_\_\_\_\_ will allow boys to improve reading and writing.
5. Schools are beginning to \_\_\_\_\_ their attitudes toward \_\_\_\_\_.



## Listening Task 3

## Why Men and Women Can't Understand Each Other? (1)

### Vocabulary

hierarchy *n.* 等级制度

the upper hand 优势

push someone around 摆布

consensus *n.* 共识

## Exercise 1

**Directions:** Listen to the passage and decide whether the following statements are true (T) or false (F), then correct the false ones.

1. ( ) Boys achieve their status by giving orders and by making others follow them.

2. ( ) Both boys and girls are likely to boast about what they can do while playing together.
3. ( ) Boys as well as girls spend their playtime doing things.
4. ( ) The attitudes and conversational goals of boys and girls will not change even when they are adults.
5. ( ) In a women's world, the purpose of conversations is to seek and give confirmation and support, and to reach consensus.

### Exercise 2

**Directions:** Listen to the passage again and fill in the table with what you hear on the tape.

Boys/Men	Girls/Women
1. ...play outside, in large groups	_____
2. .... have leaders and systems to determine the winners and losers	_____
3. ...concerned about their status in the group	_____
4. _____	Intimacy and connections are the goals of girls' conversations.
5. _____	Life is a community, a struggle to preserve intimacy and avoid isolation.
6. ...protect themselves from others' attempt to push them around	_____

### Exercise 3

**Directions:** Listen to the passage and fill in the missing information.

1. Girls spend much of their time \_\_\_\_\_, sharing secrets to \_\_\_\_\_ their closeness.
2. Girls' status is maintained by \_\_\_\_\_ by other girls in their group.
3. Men are constantly \_\_\_\_\_ in the social hierarchy where they are always either

4. In a man's world, conversations are \_\_\_\_\_ in which people try to \_\_\_\_\_ if they can.
5. Women \_\_\_\_\_ in a network of connections.



## Listening Task 4 Why Men and Women Can't Understand Each Other? (2)

### Exercise 1

**Directions:** Listen to the passage and tick the subject that fits the description. The first one has been done for you as an example.

Men	Women	Descriptions
✓		...are more comfortable with public speech.
		...want to relax and read newspaper when they come home.
		...are more interested in discussing what is happening to other people.
		...are more interested in knowing about the news.
		...spend much shorter amounts of time on the phone.
		...converse longer on the phone with their children.
		...discuss some specific issues.
		...are more comfortable with private talk.
		...won't fight for a chance to speak at public.
		...are good listeners.

### Exercise 2

**Directions:** Listen to the passage again and fill in the missing information.

- It is ironic that home, the place where one should be able to feel completely relaxed and understood, may be the place of \_\_\_\_\_. Husbands and wives interpret what each other says \_\_\_\_\_.
- One of the reasons for these misunderstandings may be \_\_\_\_\_. Men

- are more comfortable with public speech when they \_\_\_\_\_.
3. Women like to talk about the \_\_\_\_\_. For women, \_\_\_\_\_.
  4. For women, keeping up to date about friends and others \_\_\_\_\_. They are \_\_\_\_\_ because their husbands don't want to talk to them as their women friends do.
  5. Men may go for a long period of time \_\_\_\_\_ about their personal lives. Men do not like small talk because it doesn't \_\_\_\_\_. Students living away at college report that when they \_\_\_\_\_, most of the phone conversation is \_\_\_\_\_.
  6. The fact that women are \_\_\_\_\_ with public talk puts them \_\_\_\_\_ in the public arena.

## Part Three Post-listening Activities

### Oral Practice

**Directions:** *In groups of three or four make up conversations basing on the given situations. Try to apply the language skills you have acquired as well as the information you have got from this unit.*

**Situation 1:** You are presiding at a faculty meeting, at which your colleagues complain to you that some boy students in their classes don't work hard enough and never do as well as girl students. Help your colleagues spot the trouble boy students might have.

**Situation 2:** You are a journalist for a popular magazine, *Family Life*. Your readers would like to have your suggestions on how to converse with their spouses as they seldom have good conversations with each other.