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听说教程

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Unit 1

Principle of Life



As graduates who are most probably in our 20s or 30s and who are getting more and more mature and rational, we will inevitably meditate on the principle of life. What kind of outlook on life and the world shall we adopt? How shall we treat our family members, relatives, friends, and even strangers? What is happiness and how to obtain it? What kind of actions shall we take to live a worthwhile life? And what shall we do as individuals to contribute more to society? All these issues will be more or less delved into in this unit.

The life given us by nature is short, but the memory of a life well spent is eternal.

WARM-UP



A Listen to a speech about an honest house inspector and answer the questions in the following table with the information you hear.

1. What is Edmund's job?	1.
2. What was it that Edmund came across when inspecting a property?	2.
3. What did Edmund do when he found the bills?	3.
4. How much money was found there in the drawer?	4.
5. What did Edmund do when he got the \$50 reward?	5.



Vocabulary

- property / 'prɒpəti / *n.* 房产, 不动产
- deposit / di'pɒzɪt / *n.* 代为保管 (例如在银行里) 的物品 (例如钱等)
- unzip / ,ʌn'zɪp / *v.* 拉开拉链
- bill / bɪl / *n.* 纸币
- heir / eə(r) / *n.* 继承人
- estate / i'steɪt / *n.* 某人全部的财产, 尤指一个人死后留下的所有的财产和债务
- crook / krʊk / *n.* (口) 骗子



B Listen to the speech again and discuss the following question.

How would you deal with the money if you were in Edmund's shoes?

LISTENING FOR CONTENT

1 Listening to a conversation



A Listen to a conversation between Rogers and William. After the conversation, some questions will be asked about what has been said. Write down a short answer to each question.

1. What does William think of banning smoking in public buildings?

2. Why did Rogers feel surprised?

3. Is Rogers a smoker or nonsmoker?



B Listen to the conversation again and choose the best answer from the four choices given to each question you hear.

1. A) He was listening to a radio program.

B) He was watching a TV program.

C) He was debating with a smoker.

D) He was smoking in the room.

2. A) Cigarettes should be sold in a restricted way.

B) Cigarettes should not be sold in public places.

C) Cigarettes should not be smoked in the room.

D) Cigarettes should not be smoked in public places.

Vocabulary

ban /bæn/ n. 禁令



3. A) The right to smoke in order to think better.
B) The right to maintain his life style.
C) The right not to breathe smoke.
D) The right to smoke whenever he wants.
4. A) He will take doctors' advice.
B) He is in a good health now.
C) Smoking is a part of his life style.
D) He will ask others to go outside if his smoking bothers them.

2 Listening to a passage



A Listen to the following passage about the attitude to life. Take notes to get information for the following questions. Then discuss in pairs to check the answers.

1. What made the teacher want to share with her students her thought?

2. What did the teacher consider important and want her students to know?

3. What promise did the teacher want the students to make?

4. According to the passage, what else could be described as the “stuff” of life, in addition to what we see?

5. For what do we regret when we get older?

Vocabulary

insight / 'ɪnsaɪt / *n.* (尤指对复杂事情的) 顿悟; 猛省
water / 'wɔ:tə(r), 'wɔ: / *v.* 流眼泪
scent / sent / *n.* 香味
breeze / brɪ:z / *n.* 微风

6. What can be inferred from the whole story?



B Listen to the passage again. Check the answers to the above questions. Then work in pairs to talk about the story. If you feel it difficult to move on with your dialogue, the following questions may be of some help.

1. What do you think of the story?
2. What is the chief message the storyteller want to convey to us?
3. What is your outlook on life?
4. What is your attitude towards life and death?
5. Have you ever read Bertrand Russell's essay "How to Grow Old"? In his last paragraph (given below), Russell compares an individual human existence to a river, and views old age and death with great elegance. Try to make some comments on it.

HOW TO GROW OLD

By Bertrand Russell

...

Some old people are oppressed by the fear of death. In the young there is a justification for this feeling. Young men who have reason to fear that they will be killed in a battle may justifiably feel bitter in the thought that they have been cheated of the best things that life has to offer. But in an old man who has known human joys and sorrows, and has achieved whatever work it was in him to do, the fear of death is somewhat abject and ignoble. The best way to overcome it—so at least it seems to me—is to make your interests gradually wider and more impersonal, until bit by bit the walls of the ego recede, and your life becomes increasingly merged in the universal life. *An individual human existence should be like a river—small at first, narrowly contained within its banks, and rushing passionately past rocks and over waterfalls. Gradually the river grows wider, the banks recede, the waters flow more quietly, and in the end, without any visible break, they become merged in the sea, and painlessly lose their individual being.* The man who, in old age, can see his life in this way, will not suffer from the fear of death, since the things he cares for will continue. And if, with the decay of vitality, weariness increases, the thought of rest will not be unwelcome. I should wish to die while still at work, knowing that others will carry on what I can no longer do, and content in the thought that what was possible has been done.

3 Listening to a radio program



A Listen to the following radio clip in which three people are talking about youth and violence, and fill in the blanks with the information heard.

Welch: an announcer working for National Radio Project

Joshua Haynes: a guest for this radio program

Ora Noel: a guest for this radio program

Vocabulary



Oakland / 'əʊklənd / 奥克兰
(美国加利福尼亚州西部的一座城市, 在旧金山对面旧金山湾附近)
involve / ɪn'vɒlv / v. 使牵涉, 卷入
violation / ,vɪə'leɪʃən / n. 违犯, 违背
abuse / ə'bjuz / v. 虐待, 伤害

Welch: Joshua Haynes is fourteen and lives in West Oakland. He's a very active leader in his school and a positive 1) _____ on other young people.

Haynes: The topic of violence for me is touching, because just a few days ago, one of my friends from a place I used to 2) _____, named Mike, had got killed, or whatever. And um, some people know who did it and some people don't. People don't really—don't want to tell because they're trying to 3) _____ themselves. But if we say we're gonna 4) _____, then why are we not going out there and protecting each other? And then, it's like—everybody's just—I don't know just challenged, and it's just something that's bothering me, 'cause it don't make no sense to people my age dying and stuff.

Noel: Over the years, I've been listening to the young adults and violence. I listen to my sons, I listen to kids around the schools.

Welch: Ora Noel is a long-time West Oakland resident who lost her son Chris in 1996. And then her son Daniel, in 2002. Neither of her sons were 5) _____. And no arrests have been made in either of their cases. Noel commented on the fear people in the neighborhood have, of 6) _____, or 7) _____.

Noel: There are youth who are speaking up and let me tell you, those youth who speak up, 8) _____. Nobody is looking when there's a drive-by. And it's true that we do need to 9) _____, we do need to speak up when there's a violation against our human or civil rights. But so many of us are afraid to speak up because they are afraid to go to police. Because 10) _____ that keeps the drugs coming in here and keeps our youth on the streets selling drugs and not able to get a decent job.



B Listen to the radio clip again and find the answers to the following questions according to what you hear. Then exchange information needed by asking and answering questions.

1. What kind of person is Joshua Haynes?
2. Why is the topic of violence touching for Haynes?
3. Why do some people who know the murderer refuse to tell the truth according to Haynes?
4. Who is Ora Noel?
5. What is the root of the problem of adolescent delinquency according to both Haynes and Noel?

SPEAKING FOR COMMUNICATION

1

Talking it up

A Students, either in their classes or daily life, could be expected to talk about frequency or sequence, i.e., how often one does something or in which order something should be done. To be a successful communicator, we can never ignore the development of the ability to ask about and describe frequency and sequence. The underlined parts in the following examples will help you learn how to do that.





Asking about frequency

1. How often do you write to your sister in Paris?
2. How often do you go swimming?
3. How many times have you been on TV?
4. How often do you visit your teacher after graduation?
5. Do you often go to the library after work?
6. What is the percentage of the above-water volcanoes in the world?
7. What is the frequency of campus shootings in America in recent years?

Describing frequency

1. I write to my sister in Paris once a month/once a week/twice a week/from time to time/now and then.
2. I go swimming every weekend/every other day/every fortnight/every Saturday/on Mondays/on Sundays.
3. I've been on TV only once.
4. I always/usually/quite often/sometimes/occasionally/hardly ever/never pay a visit to him.
5. Not very often.
6. I think that the above-water volcanoes make up something like 60 percent of the total.
7. The frequency is greater than I expected.

Asking about sequence

1. What do you do first when you write an essay?
2. What do you do next?
3. What follows?
4. What will you usually do after all these procedures?
5. What else do you do in the end?

Describing sequence

1. I usually write an outline first/in the first place/in the first instance.
2. I will go to the library and delve into some literature next.
3. Third/Furthermore/What's more/Besides/After that/Afterwards/Then/Also/Moreover/In addition, I need to evaluate the materials I collect.
4. I will celebrate with my friends eventually/finally.
5. At the same time/Meanwhile, I will phone my parents to let them share my sense of achievement.

B Listen to the following short dialogues and locate the parts functioning as asking about and describing frequency and sequence. Then practise them with your partner.

Asking about and describing frequency

- (1) **A:** Kitty, what's your favorite sport?
B: Um, I don't know whether I have a favorite. But I play tennis quite often.
A: So, how many times a week do you play?
B: Usually twice a week.
- (2) **A:** Morris, you are going to start your business at home?
B: Yes. Why not?
A: So you will be one of them. Well, do you know what the percentage is of businesses in America that start at home?
B: Oh, no. But I do know that there are many and the trend is on the rise. So, you know the percentage?
A: Sure. I've read a recent official report that says it is about 53%.
B: Yeah, that is quite a big part.
- (3) **A:** Oh, my. Online again?
B: Eh, part of my life.
A: So, tell me, how much of your time do you spend lingering online each day?
B: Uh, hard to say. I switch on my computer every morning I get up and seldom shut it down before going to bed unless something really special happens.
A: Well, I'll be a monkey's uncle. I never thought a person can stay before a computer for so long without worrying about its radiation.
B: I know, but I can't study and work well without it.
A: How come?
B: A necessity, not a luxury. I need the well classified information, I need the easily accessible software, and I need the totally free and high class entertainment provided there.
- (4) **A:** Jesus Christ. Isn't it you, David?
B: Wow, Tom. It's me, of course.
A: Long time no see. Where have you been?
B: Orlando. Business trip.
A: Well, really a great city. You've been to Disney World?
B: Yeah, but only twice. And about an hour each. Too busy.
A: Anyway you've witnessed its glamour. Enough.
B: Thank you.

- A:** So you're also frequent visitor here?
B: No, I come here occasionally. And you?
A: Um, every other day.
B: Really? How can you spare the time?
A: Too easy. Just place your health before anything else.
B: Ah, I will try to come here more often. Thank you.
A: My honor.



- (5) **A:** Excuse me, Rose. Can you help me with this radio?
B: What's wrong?
A: Always with quite a lot of noise. Too hard to tune in to English radio stations.
B: Oh, if it's possible, I really don't recommend you listening to the radio.
A: Why?
B: Most of the time the noise will make you frustrated. I used to force myself to listen to the radio every morning for about an hour when I was a student, yet I failed to see any improvement in my listening and speaking.
A: Really?
B: Yeah. The problem is the less satisfactory sound effect has suppressed our motivation to learn and damaged our interest in the language itself.
A: So what shall I do?
B: You can turn to foreign TV stations if at home. The wonderful visual as well as aural effect will surely arouse your adoration for the language and stimulate your urge to imitate.
A: To be honest, I've tried several times. But you know, I'm always on the go. A portable radio works better for me.
B: Well, perhaps there's another alternative for you.
A: Really?
B: Get an MP3 or MP4, and you can listen to anything from the Internet whenever you want to.
A: Oh, that's really a fantastic idea. Thanks a million.
B: Don't mention it.

Asking about and describing sequence

- (1) **A:** Well, since we are asked to prepare for the Christmas party, all of us should exert our efforts, right?
B: Sure, that's our responsibility.
A: So, first of all, I think we need to work out an agenda.
C: I see eye to eye with you.
A: Uh, what could be the first item in the agenda?
D: To begin with, I think we can sing a Christmas song together.

- B:** Sounds not bad. Next, we can ask some foreign teachers to sing us an English song.
- E:** That's fabulous. And after that, we can let foreign teachers to tell us their interesting experience in China.
- A:** Well, what follows, I think, is the time for our representative to express our thanks to both Chinese and foreign teachers for their efforts and their excellent work the year round.
- B:** Then, we can begin our free chat.
- E:** Yeah. Finally, we can start our carnival, singing and dancing together.
- (2) **A:** Hey, Linda, I'm so happy that we are having a real-sense family reunion today?
- B:** Me too. You know, we've had my parents here, and my sister's and brother's family.
- A:** It makes our Spring Festival even more perfect.
- B:** I can't agree with you more. So we need to make it special.
- A:** But how to?
- B:** What about making dumplings together? It's a typical Spring Festival tradition for people in Northern China.
- A:** Terrific. But I'm afraid you need to be my teacher again. I'm a typical southerner, you know.
- B:** Sure. As the first step, would you please mix the flour with water for me?
- A:** More than willing to.
- B:** Now that the dough is ready, let it rest for about 20 minutes. Meanwhile, we need to make the fillings.
- A:** Oh, I know a little about it. Choose some meat, chop it up and put in some seasonings. Then, stir the ingredients well in a container to make them evenly mixed. After that, mix it with chopped yellow scallions or cabbage.
- B:** Great. Well, the dough is ready.
- A:** Now comes what?
- B:** To make dumpling wrappers. You can cut part of the dough and put it on a pastry board first, knead it and cut it into small pieces. Thereafter, press each piece with the palm of your hand slightly and then roll it with a rolling pin into a round piece.
- A:** Wow, wonderful job. Now it's finally time to start making dumplings.
- B:** Aha, haven't you waited for it too long?
- A:** You bet.
- B:** First put a spoonful of the filling in the center of the wrapper. Afterwards, stick the two opposite sides together and then the rest.
- A:** This way?
- B:** Oh, no. Don't just cover the filling with the wrappers. The best shape of dumplings is that

of a ship, because when they are boiling in the pan, they look like ships sailing in the sea.
The smell can make your mouth water.

A: You're really the greatest teacher ever for me.

B: That's because I've met the smartest student in the world.

A: Thank you.

B: You're welcome.

(3) **A:** Hi, there. What's up, with such a moody face?

B: I really don't want to graduate.

A: Why?

B: 'Cause I can't even write a satisfactory résumé.

A: It could not be that difficult.

B: Really?

A: First, take notes on your work experience. Write down your responsibilities, job titles and company information. Include everything!

B: And then?

A: Then take notes on your education. Include degree or certificates, major or course emphasis, school names and courses relevant to your career objectives.

B: What's after?

A: Take notes on other accomplishments. Include membership in organizations, military service and any other special accomplishments.

B: Why so many notes?

A: From the notes, choose which skills are transferable to the job you are applying for—these are the most important points for your résumé.

B: What should I do after taking notes?

A: Begin résumé by writing your full name, address, telephone number, fax and email at the top of it.

B: What should follow?

A: Write an objective. The objective is a short sentence describing what type of work you hope to obtain.

B: Great.

A: Begin work experience with your most recent job. Include the company specifics and your responsibilities—focus on the skills you have identified as transferable.

B: And after that?

A: Continue to list all of your work experience job by job progressing backwards in time. Remember to focus on skills that are transferable.

B: Got it.

A: Then summarize your education, including important facts that are applicable to the job you are applying for.

B: Anything else needed?

A: Of course. You should include other relevant information such as languages spoken, computer programming knowledge etc. under the heading: Additional Skills.

B: Is that all?

A: Sort of. Finish with the phrase: REFERENCES available upon request.

B: Many thanks for your fantastic tips.

A: Pleasure.

C *Work in pairs or in groups to have your own conversations according to each of the following situations, in which either frequency or sequence should be mentioned.*

Situation A: Chief members from the Student Union are asked to exchange their views upon the most appropriate frequency of organizing entertainment activities so as to balance their study and work.

Situation B: Two identical twin sisters separated from young happened to find each other at last at their thirties. They are sharing each other's lifestyles, especially their frequency of doing certain things or emerging in certain places.

Situation C: A group of students are asked to prepare an arrangement for an informal Christmas party. So they need to hold a brainstorm meeting to air their views.

Situation D: Ask two students to discuss in class about the best way to preview or review an English lesson.

2 Talking it through

A *In the part of “Listening for Content”, we have learned a lot about the qualities such as civility, integrity, humility for a better tomorrow and the progress of our society and about outlook on life and the world. This can easily remind us of the annual program on CCTV 1—“Touching China 2007”, in which about 10 persons will be awarded each year for their love and kindness, their integrity and righteousness, their sacrifice, their credit, and their special contributions to our society. Would you please try to gather some information about one or two of the great persons who move you most and discuss in detail why they affect you?*



Tips for organizing information

Whether we are giving a formal presentation or expressing an opinion in a discussion, people will understand us better if we organize our ideas. Organizing information is of vital importance in speaking as it can help us communicate our information more effectively. How we organize our material determines, to a large extent, whether we effectively communicate our main points to our listeners. People want to get to our main message without wading through lots of extraneous material, and they'd like to know where they can find information they are expecting, whether it is figures, a list of issues, or our opinions.

But what shall we take into consideration first when organizing information?

The audience! We need to organize our information according to the way the listeners think about the subject. Therefore, it is necessary for us to put ourselves in the audience's shoes and ask, “What about this subject concerns our listeners most and would gain their interest?” In a word, we need to engage the audience by arousing their curiosity or presenting important news in a clear, compelling fashion. This means:

1. starting with what's important to listeners, not what's important to us,
2. organizing the material like a newspaper article—in order of most important to least important, and
3. knowing the way our listeners think about the subject.

All of this also means, of course, knowing our audience.

Yet, in some situations, we may not be familiar with the audience we'll be speaking for, or we might be delivering something in the face of multiple audiences. If we are unsure as to how our listeners think about the subject, choose an organizational structure that logically fits the information. Below are some common formats to follow:

- Order of location. An introduction to a place could be organized by state or by region.
- Chronological order. This format presents the facts in the order in which they happened. Many incidents, stories, and annual reports are delivered this way.
- Problem/solution. A format suitable for many types of reports. It begins with “Here’s what the problem was” and ends with “Here’s how we solved it, and here are the results we achieved.”
- Inverted pyramid. This is the newspaper style of news reporting in which the lead paragraph summarizes the story, giving the reader the “who, what, when, where, why, and how”; the paragraphs following present the key facts in order of decreasing importance. Sometimes this format could be used in press releases and reports.
- Deductive order. Start with a generalization—a theme you want to support or a point you want to make—then support it with as many facts and observations as possible.
- Inductive order. Begin with specific instances and examples and then lead the listeners to the idea or general principle the evidence supports or suggests.
- Priority sequence. Rank recommendations, problems, concerns, issues, or other items from the most important to the least important—an ideal format for arranging important issues involving a series of steps or actions.

Of course, before we decide on which pattern to choose, we need to analyze the materials gathered and group them by similar concepts or content, or just put them in a-b-c order. Besides, the above formats are not totally isolated. In one situation, two or even more could be used to achieve a neater pattern.

Despite the diversity of formats, in most oral presentations, speakers would prefer to organize their information in a hierarchical pattern, as information hierarchies are the best way to organize most complex bodies of information. Therefore, the most frequently followed procedures may be like this:

1. Tell the listeners our main point or idea.
2. Introduce a supporting point, and give all information related to this point before moving to the rest supporting points.
3. Explain the next supporting point and all the related information and ideas.
4. When we have made all of our points, we might want to restate our main point or idea.

If we are giving a planned speech or presentation, we can use notes or an outline to organize our ideas in this manner. Below is an outline created based on brief excerpts from notes taken on the topic of global warming.

Global Warming

1. Causes
 - a) Burning of fossil fuels
 - b) Deforestation
 - c) Use of CFCs such as aerosol propellants
2. Effects
 - a) Rise in sea level
 - b) Shift in rainfall patterns
 - c) Changes in wildlife habitat
3. Ways to prevent
 - a) International treaties
 - b) Government intervention

Organizing ideas in unplanned speaking situations such as discussions or conversations takes more practice, but it is still very important, if we find it difficult to organize our ideas spontaneously, we can practice with a tape recorder.



B *In the part of “Listening for Content”, we have learned that there is a wide spread of violence among the youth in America. And nowadays it’s not surprising for us to hear about shootings on campus. Read the following List of Deadliest Campus Shootings in the United States from Fox News and then discuss with your group members about the following three questions.*

1. How do you feel after reading the list?
2. Who should be responsible for campus shootings? The government? The school authorities? Or the criminals themselves?
3. Can anything be done to prevent or at least reduce the frequency of campus shootings in America?

Monday, April 16, 2007

Fatal shootings at US colleges or universities in recent years:

- Apr. 16, 2007: A gunman kills 32 people in a dorm and a classroom at Virginia Tech in Blacksburg, Va. The gunman later dies.
- Aug. 1, 1966: Charles Whitman points a rifle from the observation deck of the University of Texas at Austin’s Tower and begins shooting in a homicidal rampage that goes on for 96 minutes. Sixteen people are killed, 31 wounded.
- Nov. 1, 1991: Gang Lu, 28, a graduate student in physics from China, reportedly upset because he was passed over for an academic honor, opens fire in two buildings on the University of Iowa campus. Five University of Iowa employees killed, including four members of the physics department, two other people are wounded. The student fatally shoots himself.
- May 4, 1970: Four students were killed and nine wounded by National Guard troops called in to quell anti-war protests on the campus of Kent State University in Ohio.
- Oct. 28, 2002: Failing University of Arizona Nursing College student and Gulf War veteran Robert Flores, 40, walks into an instructor’s office and fatally shoots her. A few minutes later, armed with five guns, he enters one of his nursing classrooms and kills two more of his instructors before fatally shooting himself.
- Sept. 2, 2006: Douglas W. Pennington, 49, kills himself and his two sons, Logan P. Pennington, 26, and Benjamin M. Pennington, 24, during a visit to the campus of Shepherd University in

Shepherdstown, W. Va.

- Jan. 16, 2002: Graduate student Peter Odighizuwa, 42, recently dismissed from Virginia's Appalachian School of Law, returns to campus and kills the dean, a professor and a student before being tackled by students. The attack also wounds three female students.
- Aug. 15, 1996: Frederick Martin Davidson, 36, a graduate engineering student at San Diego State, is defending his thesis before a faculty committee when he pulls out a handgun and kills three professors.
- Aug. 28, 2000: James Easton Kelly, 36, a University of Arkansas graduate student recently dropped from a doctoral program after a decade of study and John Locke, 67, the English professor overseeing his coursework, are shot to death in an apparent murder-suicide.

FOLLOW-UP

1 Listening to short conversations

In this section you will hear 5 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.

1. A) A bus driver pulled into her lane.
B) She hit a bus full of school children.
C) She imagined that she saw a ghost.
D) The road is too narrow.
2. A) He is sick.
B) He is worried.
C) He is confident.
D) He is angry.
3. A) At a gas station.
B) At a bank.
C) At a school.
D) At a hospital.



4. A) He will owe \$160.
B) He will owe \$100.
C) He will owe \$180.
D) He will owe \$50.
5. A) He does not believe the information provided by radio.
B) He thinks that the radio announcer does a good job.
C) He does not have an opinion about the information over the radio.
D) He thinks that they should do what the radio announcer says.

2 Listening to a longer conversation

In this section you will hear a longer conversation. At the end of the conversation, some questions will be asked about what was said. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.

1. A) The author was abused when he was a child.
B) His favorite authors have influence on him.
C) There are so many things that make him feel emotionally touched.
D) Let the whole world know how cruel it is to make others live a life full of emotional hurt or scars.
2. A) Books that make him emotionally moved.
B) Books of his favorite authors.
C) Books that concentrate on child abuse issues
D) Books that can be made into movies.
3. A) The author who wrote a lot on the issue of child abuse.
B) The authors who could make him emotionally touched.
C) He does not have one.
D) Not just one, he has several favorite authors.
4. A) From stories published over Internet.
B) From what he sees, or hears that makes a deep impression on him.
C) From those authors writing about child abuse issues.
D) From his childhood experience.
5. A) Daily experience that will make people emotionally moved.
B) Bad attitude to children that severely affects their overall growth.

- C) Touching stories that can be made into movies.
- D) Experience that can encourage people to become a real man.

3 Listening to passage

1. A) The husband, Joe, gets fired.
B) The son of the couple needs another operation.
C) The couple don't have enough money for his son's operation.
D) The mother, Heidi can't find a job.
2. A) To apply for a job as a shop assistant.
B) To apply for a job as a household maid.
C) To apply for a job as a restaurant waitress.
D) To apply for a job as a hotel waitress.
3. A) \$1,000.
B) \$3,300.
C) \$15,000.
D) \$25,000.
4. A) Compassion and Sympathy.
B) Civility and Polite.
C) Humility and Humanity.
D) Character and Integrity.
5. A) They donated \$25,000.
B) They told the story to ABC's Good Morning America.
C) They have offered money to help them.
D) They donated an amount of money from Las Vegas.

Vocabulary

defect / 'dɪ:fekt / *n.* 瑕疵, 缺陷
 plight / plaɪt / *n.* 境况, 困境
 claim / kleɪm / *v.* 主张, 要求
 safekeeping / 'seɪf'ki:pɪŋ / *n.* 保护



4 Enjoying yourself

A Listen to, read aloud and then recite the following quotes.

The happiness of your life depends upon the quality of your thoughts.

—*Marcus Aurelius*

The miracle is not to fly in the air, or to walk on the water; but to walk on the earth.

—*Chinese Proverb*

If you're not making mistakes, then you're not doing anything. I'm positive that a doer makes mistakes.

—John Wooden

I know you've heard it a thousand times before. But it's true that hard work pays off. If you want to be good, you have to practice. If you don't love something, then don't do it.

—Ray Bradbury

B Listen to, read aloud and then recite the following prose.

Happiness is like a candle light.

When you light more candles with it, the room gets brighter.

When you share your happiness with others, it makes the world a little brighter.

Light the candles, share the light.

Your world, as well as theirs will be brighter!

5 Oral report

When you read the prose in the previous part, do you have any reflections of your own on happiness? The following is the viewpoint given by researchers, commentators and even ordinary persons. What do you think of them? Choose at least one of them and make your own comments, prepare a two-minute speech, and present it next time in the class.

1. A researcher says that his studies in a variety of cultures point to the fact that the single best predictor of happiness is close family ties and a positive network of human relationships.
2. Happiness is more an attitude than a circumstance, and a healthy mind-set toward life is rooted in loving and being loved.
3. Happiness is: On your visit to the doctor he tells you that you are in perfect health; on the same day your lottery ticket wins the biggest payout ever and a letter arrives telling you that the IRS got it wrong and they enclose a big refund cheque; the weather forecast is for clear sunny days...Don't you just wish we had days like that?