

前言

《大学英语教学指南》明确提出：大学英语教学以英语的实际使用为导向，以培养学生的英语应用能力为重点。英语应用能力是指用英语在学习、生活和未来工作中进行沟通、交流的能力。

《新编大学英语泛听》（第二版）的编写结合大学英语教学改革实践，充分体现《大学英语教学指南》的精神，重视语言基础知识，强调语言应用技能，将语言文化知识演示与交际技能训练培养相结合，以大量的交互式语言输入作为语言基础训练的手段，以信息差、信息形式转移等作为语言技能训练的重要方法。

《新编大学英语泛听》（第二版）共三册（基础篇、提高篇和发展篇）：

基础篇培养学生基本听力技巧。音频选材语速每分钟不超过 130 个词，内容包括新闻（慢速）、日常生活对话、文化知识的讲座和报道等。口语练习侧重培养学生用英语就日常话题进行简单交流，对一般性事件进行简单叙述，就熟悉的话题作简短发言的技能。

提高篇培养学生较强的听力技能，如听要点或细节的方法。音频选材语速每分钟不超过 150 词，内容包括英语广播、电视节目、访谈、学术讲座等。口语练习侧重培养学生就熟悉的话题用英语进行较为流利的对话与讨论、表达个人感情与经历的技能。

发展篇培养学生基本听懂常速英语广播及电视节目，听懂常速英语日常对话和学术讲座的较高能力。同时兼顾托福、雅思等考试听力部分的训练。口语练习侧重培养学生较好地表达个人意见和情感，用英语较为顺利地就常见话题进行对话或讨论的技能。

恳请使用者对本书中出现的问题提出宝贵意见和建议，以便再版时改进。

《新编大学英语泛听》（第二版）编委会

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Contents

Unit 1	College Life	1
Unit 2	Friendship	15
Unit 3	Growing Up	27
Unit 4	Knowing Yourself	41
Unit 5	Relationships and Communication	55
Unit 6	The Generation Gap	69
Unit 7	Sports	83
Unit 8	Music	97
Unit 9	Fashion	111
Unit 10	Travel	127
Unit 11	Health	141
Unit 12	Food and Diet	155

College Life

Part I Micro Conversations

Directions: Listen to the following ten conversations and then match the expressions given with the choices of each exercise according to the context.

1. an open book
 - A. It's obvious that it was stolen by the man in black.
 - B. It's not certain whether it's stolen by the man in black.
 - C. The man in black did not steal the watch.
 - D. No one knows who stole the woman's watch.
2. after one's own heart
 - A. The woman does not love her husband.
 - B. The woman thinks it is unlucky to be her husband's wife.
 - C. The woman falls into other man.
 - D. The woman shares a lot with her husband.
3. a thorn in one's flesh
 - A. The stepmother is very kind to the boy.
 - B. The stepmother hates the boy very much.
 - C. The stepmother is very concerned about the boy.
 - D. The stepmother tries her best to make the boy happy.
4. a nine days' wonder
 - A. The man admires John very much.
 - B. The man thinks John will earn great fame and fortune in the future.
 - C. The man thinks John will soon disappear after becoming famous.
 - D. The man thinks John will become a rich man in the future.
5. argue the toss
 - A. The woman thinks it's meaningless to worry about the problem.
 - B. The man should argue with his girlfriend.
 - C. The man tossed and turned because of his girlfriend.
 - D. The man should remember his girlfriend forever.

6. beat about the bush
- A. The man asked the woman a question in a direct way.
 - B. The man wanted to lend some money to the woman.
 - C. The man wanted to borrow some money from the woman.
 - D. The man didn't tell his intentions directly in the beginning.
7. carry a torch for somebody
- A. Mary knows that John loves her deeply.
 - B. John expresses his love to Mary.
 - C. John and Mary love each other.
 - D. John loves Mary without Mary knowing it.
8. a blue chipper
- A. Sandra is a foolish woman.
 - B. Sandra is a peacockish woman.
 - C. Sandra doesn't love her husband.
 - D. Sandra is an outstanding woman.
9. a dead beat
- A. Mark met a girl who is going to die.
 - B. Mark beat the girl to death.
 - C. Mark beat the girl unconscious.
 - D. Mark met a girl who depended on others for a living.
10. be taken aback
- A. The two speakers are worried about John's father.
 - B. The two speakers show respect for John's father.
 - C. The two speakers feel happy for John's father.
 - D. The two speakers are surprised by what happened to John's father.

Part II Situational Dialogues

There are three dialogues in this part followed by two exercises for each of them. Try to complete the exercises based on the dialogues.

Dialogue 1

Exercise 1

Directions: Listen to a dialogue about two university students talking about their girlfriends and answer the following questions.

1. How are things going between Thomas and Melissa?

2. How are things going between Mark and Michelle?

3. According to Mark, what is one of Michelle's problems?

4. According to Thomas, what is one of Melissa's problems?

5. Do you think they can find the perfect partners?

Exercise 2

Directions: Listen to the dialogue again and decide whether the following statements are True (T) or False (F).

() 1. Michelle knows when to keep her mouth shut.

() 2. Mark can talk with Michelle on a variety of topics—news, sports, entertainment, and so on.

() 3. Michelle doesn't require a lot of care and attention.

() 4. Melissa just shuts down if Thomas talks to other pretty girls.

() 5. Both Mark and Thomas have got perfect partners for each other.

Dialogue 2

Words and Expressions

psychological

adj.

心理上的



Exercise 1

Directions: Listen to a dialogue and choose the best answer from the choices given below.

1. Being out of your comfort zone means being in a situation that _____.
 - A. you are familiar with
 - B. makes you feel happy
 - C. makes you feel relaxed
 - D. makes you feel nervous
2. Kirsty is trying to balance _____ and learning to look after herself.
 - A. making new friends and doing her academic work
 - B. doing her own shopping and cooking
 - C. travel
 - D. sleeping
3. Certain things that it would be very helpful for students to have put in place are _____.
 - A. an ability to do the practical things of life
 - B. budgeting
 - C. spending time on your own comfortably
 - D. do the washing



Exercise 2

Directions: Listen to the dialogue again and try to complete the following sentences with the exact words from the dialogue.

1. The subject of today's show is student _____ health.
2. And _____ means pressure or worry caused by a difficult situation.
3. Now in the UK, there has been a rise in students using _____ services.
4. I was trying to balance social success with _____ success whilst learning how to look after myself at quite a young age.
5. The _____, completed by over a thousand students, also found that almost 70% of those that suffer from stress do so at least once a week, and 9% of students feel stressed constantly.

Dialogue 3

Words and Expressions

parachute jump

跳伞

roller coaster

过山车

Exercise 1

Directions: Listen to the following dialogue and fill in the following blanks.

Miss Johnson: Boy, poetry will be 1) _____ for this crowd.

Durrell: How come you keep saying poetry? What's poetry 2) _____ this shit?

Miss Johnson: Poetry? Well, because if you can read poetry, you can read just about anything. When 3) _____, you're ready for bear.

Student 1: I say bring on the bear!

Student 2: I'm always ready for bear.

Student 3: I'm always ready to see you bare.

Student 4: Oh, shut up, you stupid!

Miss Johnson: Oh, yeah? Oh! Oh! Well, okay. Here's the bear.

Miss Johnson: I just happen to have copies of a poem... written by the greatest poet.

Student 6: My darling, my hamburger.

Miss Johnson: Okay, here is the deal, when we finish this 4) _____, I'm gonna take all of you... to a place that has 5) _____, the biggest 6) _____, the best rides, the most delicious hot dogs, the hardest games, and the best prizes in the world.

Durrell: And we don't gotta pay for it?

Exercise 2

Directions: Listen to the dialogue again and answer the following questions.

1. What is poetry like for the crowd according to Miss Johnson?

2. What's the students' first reaction to the explanation of Miss Johnson?

3. What does Miss Johnson promise when they finish the assignment?

4. What is the student's reaction to Miss Johnson's promise?

Part III Short Passages

There are three passages in this part followed by two exercises for each of them. Try to complete the exercises based on the passages.



Passage 1

Words and Expressions

calligraphy	n.	书法
serif	n.	衬线（笔画边缘的装饰部分）
sans-serif typeface		无衬线体活字的字体
Macintosh computer		苹果机；麦金塔电脑
Mac		Macintosh computer 的缩写



Exercise 1

Directions: Listen to a passage and answer the following questions.

1. What is the best course in Reed College at that time?

2. Why did the speaker decide to take a calligraphy class in Reed College?

3. What did the speaker learn about in university?

4. How did the speaker feel about the course?

Exercise 2

Directions: Listen to the second part of the passage again and fill in the following blanks.

None of this had even a hope of any practical 1) _____ in my life. But ten years later when we were 2) _____ the first Macintosh computer, it all 3) _____ to me, and we designed it all into the Mac. It was the 4) _____ computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts, and since Windows just copied the Mac, it's likely that no 5) _____ computer would have them.

Passage 2

Words and Expressions

optional	adj.	可以选择的
admission	n.	录取
curriculum	n.	课程

Exercise 1

Directions: Listen to a passage and complete the following chart.

American University Admission Requirements	Each university has its 1) _____ requirements.
At some universities	2) _____ are very important.
Other universities	Others are more interested in an applicant's 3) _____, 4) _____, community service, and talents.
Another way	5) _____, or grade point average, is another way to judge a student's ability.



Exercise 2

Directions: Listen to the passage again and fill in the following blanks.

A growing number of American universities are 1) _____ the entrance exam requirement. More than 800 universities now allow students to apply without an SAT or 2) _____. The SAT and ACT are the two 3) _____ college entrance tests in the United States.

For years, colleges have used these tests to help measure an applicant's 4) _____ skills. But more universities are becoming "test 5) _____". Students who apply to test-optional schools can choose whether they want to include test scores in their applications.



Passage 3

Words and Expressions

the Obama administration

奥巴马政府



Exercise 1

Directions: Listen to a passage and decide whether the following statements are True (T) or False (F).

- () 1. There are enough American students who want to be engineers, mathematicians, or scientists.
- () 2. Girls appear far less interested in STEM subjects than boys in America.
- () 3. Experts say parents should just buy toys to interest their girls in STEM subjects.
- () 4. Technovation offers girls the opportunity to learn how to start a company and become high-tech entrepreneurs.
- () 5. There's a good chance that soon, more young women using mobile phones will also be developing programs for them.



Exercise 2

Directions: Listen to the passage again and fill in the following blanks.

The Obama 1) _____ wants to change that. They are spending money to do it. The government will 2) _____ three billion dollars in the education of young Americans in science, technology, 3) _____, and math. The four areas together are known as STEM. Many jobs in the STEM fields will open in the coming years. The US government's investment 4) _____ to increase the 5) _____ of Americans who can take those jobs.

Part IV News Reports

There are two news reports in this part followed by two exercises for each of them. Try to complete the exercises based on the news reports.

News Report 1

Words and Expressions

perspective	n.	前景
internship	n.	实习生；实习期

Exercise 1

Directions: Listen to a news report and decide whether the following statements are True (T) or False (F).

- () 1. Ivy League is a term for eight public universities in the northeastern United States.
- () 2. The study found that about 60 percent of the lowest income students at Ivy League schools earned as much as students from the highest income families later in life.
- () 3. The study notes that Ivy League and other top schools are more likely to admit students from low-income families.
- () 4. Class is a much wider concept than just the amount of money that your parents earn or the amount of wealth that your parents have.
- () 5. The students born into the highest income families still earned at least two percent more after college than anyone else.



Exercise 2

Directions: Listen to the news report again and complete the following sentences.

1. People have long called college the “great equalizer”, meaning it gives students from _____ or similar chances for success.
2. Ivy League includes _____, _____, _____, _____, _____, _____, _____ and _____.
3. But the high cost and intense level of competition to attend one of these schools can be a _____ for many students.
4. While a college education may help almost everyone, higher income students still have an _____.
5. People from wealthier families have more _____ that can help their children.



News Report 2

Words and Expressions

condom	n.	避孕套
gonorrhea	n.	(性病)淋病
chlamydia	n.	衣原体



Exercise 1

Directions: Listen to a news report and answer the following questions.

1. What does STDs stand for?

2. What are the serious consequences of STDs?

3. Who are the only people not at risk for STDs?

4. What do Herbenick and others teach in the center?

5. What did the CDC report in April?

Exercise 2

Directions: Listen to the news report again and complete the following sentences.

College is a time when many young people 1) _____ and learn more about themselves. Some may have 2) _____ relationships and even 3) _____ sexual activity for the first time. But experimenting with sex has risks. Sex without a condom can lead to 4) _____ and sexually transmitted diseases (STDs).

In fact, the Centers for Disease Control and Prevention (CDC) released a report in October on the spread of STDs in the United States. The CDC is the main government 5) _____ dealing with public health in the US.

Part V Oral Practice

Make a two-minute speech to describe your impression of your campus life in the last few days, using some of the words below.

campus compulsory course canteen counselor credit dean
curriculum elective course freshman sophomore junior senior
Student Union faculty scholarship

Part VI Music Appreciation

Good Time

Woah-oh-oh-oh

It's always a good time

Woah-oh-oh-oh

It's always a good time

Woke up on the right side of the bed

What's up with this Prince song inside my head

Hands up if you're down to get down tonight
Cause it's always a good time
Slept in all my clothes like I didn't care
Hopped into a cab take me anywhere
I'm in if you're down to get down tonight
Cause it's always a good time

Good morning and good night
I wake up at twilight
It's gonna be alright
We don't even have to try
It's always a good time
Woah-oh-oh-oh Woah-oh-oh-oh
It's always a good time
Woah-oh-oh-oh
We don't even have to try
It's always a good time

Feet down dropped my phone in the pool again
Checked out of my room hit the ATM
Let's hang out if you're down to get down tonight
Cause it's always a good time

Good morning and good night
I wake up at twilight
It's gonna be alright we don't even have to try
It's always a good time
Woah-oh-oh-oh Woah-oh-oh-oh
It's always a good time
Woah-oh-oh-oh
We don't even have to try
It's always a good time
Woah-oh-oh-oh Woah-oh-oh-oh
It's always a good time
Woah-oh-oh-oh
We don't even have to try
It's always a good time

Doesn't matter when
It's always a good time then
Doesn't matter where
It's always a good time there
Doesn't matter when
It's always a good time then
It's always a good time
Woah-oh-oh-oh Woah-oh-oh-oh
It's always a good time
Woah-oh-oh-oh
We don't even have to try
It's always a good time
Woah-oh-oh-oh Woah-oh-oh-oh
It's always a good time
Woah-oh-oh-oh
We don't even have to try
It's always a good time

BOOK 1

Keys and Scripts

Unit 1 College Life

Part 1 Micro Conversations

Keys

1-5 A D B C A
6-10 D D D D D

Scripts

- A:** What? Your golden watch is lost?
B: Yeah. I just can't find it anywhere.
A: It's an open book that it was stolen by the man in black.
B: Let's get it back.
- A:** How happy you are! Next Monday is your wedding day. Congratulations!
B: Thank you.
A: Fred is really a good guy. And he loves you so much.
B: Yeah. I'm lucky to be his wife.
A: He's after your own heart—it is important.
B: So he will make a perfect husband. Make sure you will be here next Monday.
A: I promise.
- A:** The stepmother was very wicked. She couldn't stand a happy smile on the boy's face.
B: And?
A: And she did her best to pull out the thorn in her flesh and the boy lost whatever made him happy.
B: Poor child!
- A:** John seems to be in high cotton. He may well become a big shot.
B: I bet my bottom dollar that he won't. He is no more than a nine days' wonder.
A: What's your idea?
B: Many people like him got a flying start but soon disappeared.

5. **A:** I'm worried sick that she will leave me tomorrow.
B: It's no use arguing the toss.
A: Maybe I'll have to face the music.
6. **A:** I wonder if I can ask you a question.
B: Ask me a question? What do you want to know?
A: Well... er... it is just... just that I...
B: Just what? Stop beating about the bush. Tell me what you want to know.
A: I... er... I just want to know if you could lend me a few bucks.
B: Lend you a few bucks? No way! Still remember the money you borrowed last time?
A: Yeah. But I...
7. **A:** John hasn't got married up to now.
B: Don't you know that he has been carrying a torch for Mary for years?
A: Really? Does Mary know that?
B: Of course not.
A: How silly John is!
8. **A:** Sandra is actually a blue chipper. I don't think she could realize that she has married a fool for women.
B: That's fate.
A: I feel sorry for her.
B: Maybe this is God's will.
9. **A:** Have you ever run into a person who tries to bleed you white?
B: I'm always on the lookout for such girls.
A: I hear that some guys splash all their money about on them.
B: Mark is one of them. He has trouble with a girl who turned out to be a dead beat.
10. **A:** John's father got married again.
B: Married to whom?
A: If I tell you, you must be completely taken aback.
B: Come on. Tell me what happened.
A: He married a girl who is only eighteen!
B: Is that true? But anyhow, it's none of our business, isn't it?

Part II Situational Dialogues

Dialogue 1

Keys

Exercise 1

1. They just broke up yesterday.

2. They do not get along well with each other.
3. She talks way too much.
4. She was always arguing with him about everything.
5. No, because no one is perfect in this world.

Exercise 2

1-5 F F F T F

Scripts

Mark and Thomas, recent college graduates, run into each other at a pub and decide to shoot a round of pool. They soon launch into a conversation about their "ideal" future life partners.

A: Thomas sinks a ball. Nice shot! So how're things going with Melissa?

B: We just broke up yesterday. How about you and Michelle?

A: Not going too well... I think we're gonna break up tonight.

B: Man, how come it's so damn hard to find "the one"? You don't think we're too picky, do you?

A: Personally, I don't think my standards are unreasonably high.

B: So what kind of girl are you looking for?

A: One of Michelle's problems is that she talks way too much, so I wanna find a girl who knows when to keep her mouth shut. And who can converse with me on a variety of topics—news, sports, entertainment, and so on. And who doesn't require a lot of care and attention. Oh, and who never asks for anything... And...

B: Um... I think I've got the perfect partner for you.

A: Oh yeah? Who?

B: A satellite television, complete with news coverage, sports, entertainment, and of course, a remote control!

A: Ha-ha... Whatever. I'll find someone eventually. So what about you? What kind of girl qualifies as marriage material?

B: Well, for starters, someone who obeys my every wish and command. One of the problems with Melissa is that she was always arguing with me about everything. Also, someone who I can bring with me wherever I go... And who won't just shut down if I talk to other pretty girls.

A: Um... I got it!

B: Really?

A: The perfect match for you, my friend, is an innocent, trusting and obedient laptop computer!

Dialogue 2

Keys

Exercise 1

1-3 D A A

Exercise 2

1. mental 2. stress 3. counseling 4. academic 5. survey

Scripts

Alice: Hello and welcome to 6-Minute English. I'm Alice.

Neil: And I'm Neil. Hello.

Alice: Hello, Neil. You went to university, didn't you?

Neil: Ah... Yes. University is the best days of my life. I made fantastic friends, went to great parties...

Alice: Did some work?

Neil: Well, yeah, I did some work, but probably not enough.

Alice: Em... Well, the subject of today's show is student mental health. So, Neil, do you think you're looking back at your university days through rose-tinted spectacles? And that means looking at a situation as being better than it really was.

Neil: I did feel out of my comfort zone when I arrived. Yes, everyone seemed to know everyone... knew where to go.

Alice: Yes, well, being out of your comfort zone means being in a situation that you aren't familiar with and which makes you feel nervous. Did you talk to anyone about your feelings, Neil? Did you get any counseling? And that means professional help with personal or psychological problems.

Neil: What? No, not me. I'm one of those men who isn't good at talking about their feelings, Alice. I just felt a bit homesick, that's all—I missed my friends and family. But let's move on, shall we? Why don't you ask me today's quiz question?

Alice: Alright then. So here it is: In a survey of students at Imperial College London, how many students said they suffered from high levels of stress or a mental health condition during their time at college? Was it a) 1 out of 4, b) 2 out of 4, or c) 3 out of 4?

Neil: Well, I'm going to go for c) 3 out of 4 because I do think that university life can be more stressful than people realize.

Alice: Yes. And stress means pressure or worry caused by a difficult situation. OK, we'll find out if you're right or wrong later on. Now in the UK, there has been a rise in students using counseling services.

Neil: Why's that, Alice?

Alice: Well, let's listen to Kirsty, a student at Exeter University, talking about why she has had problems. And here's a question for you while you listen: Did she enjoy her first days in college?

Kirsty: No. The thing is... it... is a real balancing act. When I first got to university I don't think I'd really realized that I'd forgotten how to make friends, you know, I'd been with the same school friends for seven years, and so I was trying to balance, you know, social success with academic success whilst learning how to look after myself at quite a young age. And I think that's the experience of a lot of young people. And people really struggle with it.

Neil: What's a balancing act, Alice?

Alice: It's where you try to give your attention to two or more things at the same time. So here, Kirsty is trying to balance making new friends with doing her academic work and learning to look after herself.

Neil: What does Kirsty mean when she says she's learning to look after herself?

Alice: Well, to look after someone means to protect or take care of someone—and in this case, Kirsty's learning to take care of herself—for example, doing her own shopping and cooking.

Neil: OK, let's listen to Dr Ruth Caleb of the counseling service at Brunel University in London talking about what practical stuff students could learn before leaving for university that might make life easier for them.

Dr Ruth Caleb: Certain things that I think it would be very very helpful for students to have put in place are an ability to do the practical things of life—to do the washing, to do the cleaning and so on—being able to cook. Budgeting is extremely important in university life. And also spending time on your own comfortably.

Neil: Oh yes, that's excellent advice. I couldn't boil an egg when I arrived at uni.

Alice: Oh, really? Can you do it now, Neil?

Neil: Em... Just about.

Alice: Yeah? Oh Great. OK. And what about budgeting? This means planning how much money you have and how you will spend it.

Neil: I'm still pretty bad at that. However, I am very good at spending time on my own comfortably.

Alice: Em... Yes, I can believe that—feet up, watching TV with a takeaway.

Neil: Takeaway, of course a takeaway, cause I can't cook anything... not even an egg. You know me so well. So how about the answer to today's quiz question, Alice?

Alice: Alright then. I asked: In a survey of students at Imperial College London, how many said they suffered from high levels of stress or a mental health condition during their time at college? Was it a) 1 out of 4, b) 2 out of 4, or c) 3 out of 4?

Neil: And I said c) 3 out of 4.

Alice: Yes. And you are correct—well done, Neil! The survey, completed by over a thousand students, also found that almost 70% of those that suffer from stress do so at least once a week,

and 9% of students feel stressed constantly. Stressed means anxious and worried.

Neil: Well, I feel anxious just thinking about all that stress.

Dialogue 3

Keys

Exercise 1

1. a piece of cake
2. got to do with
3. you are/you're ready for poetry
4. assignment
5. the highest parachute jumps
6. roller coaster

Exercise 2

1. It will be a piece of cake.
2. They don't buy it.
3. She will take all of them to a place that has the highest parachute jumps, the biggest roller coaster, the best rides, the most delicious hot dogs, the hardest games, and the best prizes in the world.
4. They ask whether they need to pay for that.

Scripts

Miss Johnson: Boy, poetry will be a piece of cake for this crowd.

Durrell: How come you keep saying poetry? What's poetry got to do with this shit?

Miss Johnson: Poetry? Well, because if you can read poetry, you can read just about anything. When you're ready for poetry, you're ready for bear.

Student 1: I say bring on the bear!

Student 2: I'm always ready for bear.

Student 3: I'm always ready to see you bare.

Student 4: Oh, shut up, you stupid!

Miss Johnson: Oh, yeah? Oh! Oh! Well, okay. Here's the bear.

Miss Johnson: I just happen to have copies of a poem... written by the greatest poet.

Student 6: My darling, my hamburger.

Miss Johnson: Okay, here is the deal, when we finish this assignment, I'm gonna take all of you... to a place that has the highest parachute jumps, the biggest roller coaster, the best rides, the most delicious hot dogs, the hardest games, and the best prizes in the world.

Durrell: And we don't gotta pay for it?

Part III Short Passages

Passage 1

Keys

Exercise 1

1. Calligraphy instruction.
2. Because he had dropped out and didn't have to take the normal classes.
3. He learned about serif and sans-serif typefaces, about varying the amount of space between different letter combinations, and about what makes great typography great.
4. He found it fascinating.

Exercise 2

1. application
2. designing
3. came back
4. first
5. personal

Scripts

Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand-calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and sans-serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating.

None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on that calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Passage 2

Keys

Exercise 1

1. own
2. Test scores
3. life experience
4. teacher recommendations
5. High school GPA

Exercise 2

1. dropping
2. ACT test score
3. major
4. academic
5. optional

Scripts

A growing number of American universities are dropping the entrance exam requirement. More than 800 universities now allow students to apply without an SAT or ACT test score. The SAT and ACT are the two major college entrance tests in the United States.

For years, colleges have used these tests to help measure an applicant's academic skills. But more universities are becoming "test optional". Students who apply to test-optional schools can choose whether they want to include test scores in their applications.

George Washington University in Washington, D.C. is one of the latest schools to adopt a test-optional admissions policy for most of its applicants. It is the largest private university to drop the test requirement.

Karen Stroud Felton is the Dean of Admissions at George Washington University. She said in a statement that the university "had concerns that students who could be successful felt discouraged from applying if their scores were not as strong as their high school performance".

Each of America's more than 3,000 colleges and universities has its own admission requirements. At some colleges, test scores are very important. Others are more interested in an applicant's life experience, teacher recommendations, community service, and talents.

High school GPA, or grade point average, is another way to judge a student's ability. A GPA of 3.5 or higher (on a scale from 0 to 4) is considered good. For international applicants, universities have specialists review the academic standards of different countries and convert them to GPA equivalents.

Jennifer Tkacz is the Director of International Admissions at George Mason University. It is the largest test-optional university in the United States. She explains why the school went test-optional in 2006.

"The university administration felt that for many students, their test scores aren't necessarily a reflection of their academic strength and that GPA is a much better indicator."

Ms Tkacz says high school performance says more about a student's potential than a test score.

"Generally, a strong curriculum that prepares students for college we feel is a much better indicator of how they will succeed. They've been in the classroom, they've been taking challenging coursework, they've been applying that coursework to tests, writing papers, and participating in classroom work. And we think reviewing that information would give us a better idea of how they would perform here at Mason versus sitting down one day, one time, taking a test."

Cheryl O'Brien owns a test preparation company in New York. She says wealthy students have a major advantage on college entrance tests. They can spend months or even years preparing for the test with private teachers. Students with more motivation than money can practice with study guides. But self-study, even for highly motivated students, is not the same. Ms O'Brien explains:

"It's never going to be as good as working with somebody when you can have feedback. Books don't talk back to you. Books don't explain to you what's going on and how to understand something."

A 2010 study in the Harvard Educational Review argued that the SAT used vocabulary that was more familiar to white test takers. The study said that the SAT "appears to be biased against the African-American minority group". Fair Test, an anti-testing organization, says the ACT's fast-paced multiple-choice format favors male test takers.

Ryan Lessing is a student at Brown University, a highly selective school that requires a test score. He says the SAT is not perfect, but it serves an important purpose.

"What the SATs provide that is really useful is a relatively neutral benchmark... The rigor of coursework is not the same across schools. The activities that are available are not the same across schools. The SAT provides some benchmark, which is at least relatively consistent among applicants."

Mr Lessing says the SAT is not the cause of educational inequality. He says the difference in test scores just reflects the deep inequality in American society.

"Students from lower income families just don't have access to the same educational resources across the board. And that is a real problem. And that, I think, is the problem we should be discussing in trying to address... the SAT makes a convenient villain."

James Montoya is vice president of the College Board, the organization that owns and publishes the SAT. He says the SAT is very important for international students.

"Given the globalization of admission with more students applying from secondary schools that many US colleges and universities are not familiar with, certainly standardized test scores continue to be a valuable tool, given that it provides admission officers with great insight into a student's ability to do well."

Mr Montoya says that the majority of colleges in the US still require test scores. "You will find it interesting to know that even those institutions that are test-optional [often] require students from particular areas—those applying for special scholarships, those with lower GPAs—to submit SAT scores."

Mr Montoya adds that test-optional policies have not led to increased racial diversity on college campuses.

A study by Bates College tracked students from 33 test-optional schools. The study compared students who sent SAT scores with students who did not send scores. It found almost

no difference in college grades or graduation rates.

A new version of the SAT will come out in the spring of 2016.

I'm Anne Ball.

Passage 3

Keys

Exercise 1

1-5 F T F T T

Exercise 2

- | | | |
|-------------------|-----------|----------------|
| 1. administration | 2. invest | 3. engineering |
| 4. aims | 5. number | |

Scripts

Not enough American students want to be engineers, mathematicians, or scientists. The Obama administration wants to change that. They are spending money to do it. The government will invest three billion dollars in the education of young Americans in science, technology, engineering, and math. The four areas together are known as STEM.

Many jobs in the STEM fields will open in the coming years. The US government's investment aims to increase the number of Americans who can take those jobs.

Yet girls appear far less interested in STEM subjects than boys. Only 25 percent of STEM students are girls.

Camsie McAdams is at the US Education Department. She says girls simply do not feel welcomed in STEM subjects. Ms McAdams says young women look at industries such as engineering and computer science and see most of the leaders are men.

"We, as women, want to have people that look like us, people that we can relate to. A lot of times what distracts people from entering the field, or, even when they get the degree, keeps them from wanting to work in the field, is because they don't feel welcomed."

Debbie Sterling is an engineer. She invented a construction toy for girls. The name of the toy is "Goldie Blox". Ms Sterling hopes Goldie Blox will help girls develop spatial skills. Spatial skills help engineers and builders to think about objects in three dimensions.

To interest girls, Sterling created the character "Goldie". Goldie does not care about beauty or clothes. Goldie tells stories, solves difficult problems and creates pretend worlds.

Mia is a seven-year-old girl who likes science. In her room, she has no fashion dolls. Instead, she has a pegboard, wheels, blocks and an inventor's journal to write her observations.

Mia received a set of Goldie Blox from her grandmother. She learned to make a machine with the blocks.

“When my grandmother first sent me the present, a spinning machine, I was really excited. I knew it had to do with engineering, so I grabbed the box and opened it up. Then I went for more—I went to the website; I went on YouTube to find more videos. My mom asked me why I was just watching videos instead of building. I told her I didn’t have enough pieces. She got me the builder survival kit.”

Experts say parents should do more than just buy toys to interest their girls in STEM subjects. They should also provide a good education. At school, girls should participate in projects that require teamwork and creative thinking.

Women in scientific and technical jobs are also working to encourage young women to explore STEM. One is Anu Tewary. She studied Applied Physics and worked for technology companies. After she had a daughter, she started Technovation Challenge. The challenge is an international competition for young women from 10 to 18 years old.

Technovation offers girls the opportunity to learn how to start a company and become high-tech entrepreneurs. Since 2009, over 2,500 girls from 28 countries have developed 650 mobile phone applications. They learned to launch start-up companies through Technovation.

There’s a good chance that soon, more young women using mobile phones will also be developing programs for them.

I’m Anne Ball.

Part IV News Reports

News Report 1

Keys

Exercise 1

1-5 F T F T T

Exercise 2

1. all backgrounds the same opportunities
2. Brown University; Dartmouth College; Harvard University; the University of Pennsylvania; Princeton University; Yale University; Columbia University; Cornell University
3. barrier
4. advantage
5. connections

Scripts

Higher education has been a dream for generations of men and women all over the world. Many people consider higher education a major step on the path towards success.

Most high-paying jobs require a college or university degree. And parents often begin saving for their children's college years when they are still young.

But does higher education improve the lives of all people in the same way?

People have long called college the "great equalizer", meaning it gives students from all backgrounds the same opportunities or similar chances for success.

A study released in February 2017 supports this idea. The study comes from a research program called the Equality of Opportunity Project. It is operated by Stanford University and other top schools in the United States.

In the study, researchers examined tax records from about 30 million US college students and their families. The tax records were from the years 1999 to 2013. The researchers then compared the earnings of families before their children went to college to the income of individual students about 10 years after they completed their studies.

The findings may not come as a surprise to some. For example, it showed a degree from an "Ivy League" or other highly selective school helps students from low-income families a great deal.

Ivy League is a term for eight private universities in the northeastern United States. Many people consider them to be among the best for higher education in the world.

Two of the eight, Columbia University and Cornell University, are in New York State. The others are Brown University in Rhode Island; Dartmouth College in New Hampshire; Harvard University in Massachusetts; the University of Pennsylvania; Princeton University in New Jersey; and Yale University in Connecticut.

The study found that about 60 percent of the lowest income students at Ivy League schools earned as much as students from the highest income families later in life. But the high cost and intense level of competition to attend one of these schools can be a barrier for many students.

What may be more interesting is what less widely known colleges can do, says Niklas Flamang. He is a doctoral degree candidate in economics at Stanford.

Flamang says the study identified 10 less selective universities that also helped large numbers of students escape poverty. The State University of New York at Stony Brook is one example. Fifty-one percent of Stony Brook students from the lowest income group entered the highest income group sometime after graduating.

Flamang says this proves that any given college can be a tool for success.

"From a societal perspective, these universities really contribute to economic mobility in the sense that they both admit a large share of low income students, and also provide excellent outcomes for these low income students."

However, there are other issues to consider. The study notes that Ivy League and other top schools are less likely to admit students from low income families. On average, a young person

from the highest income background is 77 percent more likely to attend one of these schools than someone from the lowest income background.

Also, while a college education may help almost everyone, higher income students still have an advantage. That is the opinion of Dirk Witteveen, a doctoral candidate at the Graduate Center of the City University of New York.

In February, the journal *Social Forces* published his report on a study of college graduates and their earnings.

Witteveen examined information from the US Department of Education on all students attending an American college or university in 1993 and 2008. He did not compare different schools or degree programs.

Instead Witteveen compared the earnings of all students 10 years after they graduated. He found that the students born into the highest income families still earned at least two percent more after college than anyone else.

Witteveen says this is because people from wealthier families have more connections that can help their children.

“Some families have connections within professional industries that could lead to a good first job or a great first internship. So, more generally, this means that class is a much wider concept than just the amount of money that your parents earn or the amount of wealth that your parents have.”

Witteveen suggests that almost no amount of education can take the place of these special relationships. Colleges can help lower income students by doing more to connect them with successful graduates. Also, programs teaching skills like network-building should become part of how colleges prepare students for the real world.

But some people would argue that college is not the only path to success.

Nicholas Wyman is head of the Institute for Workplace Skills and Innovation. His company helps organizations and educators with job training for employees.

Wyman argues that there are still many well-paying jobs that do not require a college degree. This includes jobs in manufacturing and other highly technical fields.

“There is no guarantee of a job,” Wyman said. “College is definitely a pathway for some people, and there is no question that it is very successful for many people. But for some people, there are alternatives.”

Many US high schools once offered classes in how to repair automobiles and other machines. But programs like these have become less and less common over the years. Wyman says this is because many Americans do not want their children working in positions involving physical labor. He suggests parents should support students’ interests in these fields to keep manufacturing jobs from leaving the country.

And, with the cost of college rising, Wyman says young people may find the success they

are looking for at a much lower price.

I'm Pete Musto.

News Report 2

Keys

Exercise 1

1. It stands for sexually transmitted diseases.
2. STDs can affect a woman's ability to have children and may put people at greater risk for the human immunodeficiency virus (HIV).
3. The only people not at risk for STDs are those in long-term relationships with a single partner.
4. They teach classes about human sexuality and gender.
5. The CDC reported in April that the pregnancy rate among women aged 15 to 19 in the US reached an all-time low.

Exercise 2

1. experiment
2. romantic
3. engage in
4. pregnancy
5. agency

Scripts

College is a time when many young people experiment and learn more about themselves. Some may have romantic relationships and even engage in sexual activity for the first time. But experimenting with sex has risks. Sex without a condom can lead to pregnancy and sexually transmitted diseases (STDs).

In fact, the Centers for Disease Control and Prevention (CDC) released a report in October on the spread of STDs in the United States. The CDC is the main government agency dealing with public health in the US.

The CDC report showed cases of gonorrhea in the US increased by 13 percent between 2014 and 2015. Cases of syphilis rose by 19 percent. And the number of cases of chlamydia grew to 1.5 million—the highest level the CDC has ever recorded.

The report showed the majority of cases of chlamydia and gonorrhea were among people aged 15 to 24. Most college students in the US are between 18 and 25 years old.

Eloisa Llata is a medical researcher working on STD prevention for the CDC. Llata says throughout history, STDs have affected people between the ages of 15 and 24 more than any other group in the US.

But she says the college environment does create unique risks. Llata notes that a student can come from a small community with a limited number of sexual partners to an area with a

larger population.

She also says the college experience can lead young people to engage in risky behavior.

“These folks tend to be unmarried, have maybe more than one partner at a time, and college might be an area where things like binge drinking and drug use might play a larger role.”

The CDC reported in April that the pregnancy rate among women aged 15 to 19 in the US reached an all-time low. Llata says this change is because more young people are using contraceptive methods such as the birth control pill. The pill is a type of medicine women must take every day to prevent pregnancies.

But the pill does not prevent the spread of STDs.

Llata says getting an STD has serious consequences. STDs can affect a woman’s ability to have children and may put people at greater risk for the human immunodeficiency virus (HIV).

Laura Lindberg, a research scientist with the Guttmacher Institute, says the rise in STD rates is not yet a major cause for concern. The Guttmacher Institute is a nonprofit organization that studies sexual health and policy in the US.

Lindberg argues that a major reason the number of reported cases of STDs has gone up is because more people now have access to healthcare.

People do not know they have an STD unless they get tested for STDs, she says. And most people do not go to the doctor because they believe they have an STD. Lindberg notes people most often get an STD test while they are at the doctor for another reason.

She argues sexual activity among young people has not gone up in ways doctors can measure. And condom use has decreased only a little. So, Lindberg says, the increase in STDs shows only that more young people are getting tested.

Also, the increase is not enough information to prove the STD rate among young people will continue to increase, she adds.

But Lindberg admits there is a problem: many young people do not think about the consequences of risky sexual activity. She says they are embarrassed about discussing sexual health. And, she says, they worry that if they get tested their parents will learn they are sexually active.

Lindberg notes that the only people not at risk for STDs are those in long-term relationships with a single partner. She says most relationships in college are newer and those involved may not limit themselves to one partner. This means sexually active college students should get tested regularly.

But Lindberg says young people face a bigger problem than just embarrassment: education.

“Today’s college students are part of a generation whose sex education that they received prior to college has been very weak. Many of them did not receive comprehensive sex

education. They did not receive instruction and information about birth control. Instead, what they got was some version of an 'abstinence until marriage program' which has left out key information about using condoms and contraception to protect themselves. So today's college students need information. They need medically accurate information. They need honest information. And they need complete information."

A 2015 CDC report found fewer than half of the high schools in the US taught all the suggested topics in their sex education classes. For example, Lindberg says, many young people may not know that most STDs can be treated. And they may not know that the birth control pill prevents only pregnancies. Couples may be risking STDs by not using condoms.

Lindberg adds that STDs are a much bigger problem for young people who are not attending college. Often these young people live in communities with less money. This means they have less access to healthcare and STD testing.

Also, the American Medical Association, the American College Health Association and over 100 other organizations say sex education programs that only teach about waiting for sex until marriage do not work.

Still, colleges can do a great deal to help their students, says Debby Herbenick. Herbenick is a professor at Indiana University in Bloomington. She is also the director of the Center for Sexual Health Promotion in the university's School of Public Health.

Herbenick and others in the center teach classes about human sexuality and gender. She says young men and women need to learn about how to respect each other and their own bodies.

"They don't always know that sexual pleasure is a good thing and that it's something that, in fact, adults do expect them to explore and be experienced in. Some of them have been really shamed and just been taught that sex is bad. I think that many young people are just trying to figure out how to create sexual lives that are respectful, that are healthy. And they are looking to adults to support them in that."

Herbenick says schools can support students by providing STD testing and sexual health counseling in their health centers. If they do not have the resources to do so, schools should direct the students to other places that can help.

She also suggests that schools can invite speakers to talk about healthy relationships and sexual activity. And most of all, Herbenick believes schools should require students to take at least one class about sexuality.

As Laura Lindberg at the Guttmacher Institutes notes, there should never be just one conversation about sexual health.

I'm Pete Musto.