

○ 严格依据新考纲编写

英语专业八级 备考指南

主 审：张伯香 总主编：陈毅平

TEM8

听力分册

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前 言

《英语专业八级备考指南·听力理解》是根据《高等学校英语专业英语教学大纲》和《高校英语专业八级考试大纲》(2004 年新版)而编写的一本指导听力技能训练的考试复习用书。书中详细阐述了英语专业八级考试听力部分的最新出题方式和解题技巧,并配有 10 套听力模拟试题、参考答案、录音原文及实用附录。

本书编者从事英语专业综合英语和听力课教学多年,并多次参与英语专业八级考试的辅导工作,经验非常丰富。

在听力模拟试题中,讲座(Mini-lecture)、会话或访谈(Conversation or Interview)两个部分一律采用最新原版听力语料编写;新闻报道(News Broadcast)也全部采用英、美主要新闻媒体的最新新闻资料。在本书的编写过程中,我们尽量做到选材新颖、编排合理和难易适度,以满足英语专业学生的需要。同时,为了让学生更多地接触到不同英语国家人士的语音语调,我们特别邀请了英国和美国的专家参与录音工作。

书后特别提供了实用的附录材料,并按字母顺序排列,以方便读者查阅。

附录一为主要国家及其首都和主要城市名称。为便于查找,编者将其一分为二:第一部分是主要国家的名称,并在国名后注明该国的地理方位;第二部分是主要国家的首都及主要城市的名称,并在其后注明所属国家。

附录二为联合国主要机构及主要国际组织名称,在本书中延用国际通行用法。

附录三为新闻英语常用词汇表。本词汇表是编者多年积累和教学实践的结晶,在参阅有关资料的基础上,严格按照英语专业八级考试 2004 年新版样题编写而成。

本书供参加英语专业八级考试的学生进行考前模拟训练和自测之用,亦可供准备硕士研究生入学考试、自考本科毕业考试、函授本科毕业考试、出国进修人员英语水平考试(EPT)、托福(TOEFL)、雅思(IELTS)等的考生作模拟练习用。

本书在编写和出版过程中得到外语教学与研究出版社的领导和编辑的多方关心和大力协助,得到武汉大学英文系张伯香教授的热情支持和悉心指导,在此一并表示衷心的感谢。

编者

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第一章 英语专业八级考试听力理解简介

英语专业八级考试 (TEM8, Test for English Majors [Grade Eight]) 是由高等学校外语专业教学指导委员会主办、对英语专业高年级学生英语水平进行衡量的一种外语水平考试, 是目前我国体现最高英语水平的等级考试。英语专业八级证书一直是英语专业毕业生求职的制胜法宝之一, 随着英语专业八级考试向社会开放, 准备参加英语专业八级考试的人将越来越多。为了适应社会的需要和考生的需要, 我们从实用的角度编写了本丛书, 希望能帮助考生更好地准备英语专业八级考试。

一、测试要求及题型

1. 教学大纲对听力八级的要求

《高等学校英语专业英语教学大纲》(2000) 对英语专业学生听力八级的要求为: 听懂真实交际场合中各种英语会话; 听懂英语国家广播电台以及电视台 (如 CNN) 有关政治、经济、文化、教育、科技等方面的专题报道以及与此类题材相关的演讲和演讲后的问答; 听懂电视时事报道和电视短剧中的对话。语速为每分钟 150~180 个单词, 听两遍可以听懂, 理解准确率以 60% 为合格。

2. TEM8 考试大纲 (2004 年新版) 对听力的要求

TEM8 考试大纲对听力测试的要求是: 能听懂交际场合中的各种英语会话和讲话; 能听懂 VOA、BBC 或 CNN 等国外媒体节目中有关政治、经济、文化、教育、科技等方面的专题报道; 能听懂有关政治、经济、历史、文化、教育、语言文学、科普方面的演讲及演讲后的问答。

3. TEM8 考试听力测试内容

1) 测试考生对录音材料字面意思的理解能力, 包括: A. 了解总体大意; B. 把握重要信息, 要求能够分辨论点与论证、陈述与举例、客观事实与主观意见等; C. 把握细节, 要求能够认识并回忆地点、数量等重要细节; D. 理解说话者对听者或话题的态度。

2) 测试考生根据已知信息进行判断推理的能力, 包括: A. 理解话语的各种交际功能, 如提议、意见、要求、命令等; B. 判断说话者的工作或职业、与对话者之间的关系等; C. 根据上下文推断生词意思。

- 3) 测试考生根据录音材料做笔记的能力, 包括: A. 辨识关键词汇以便总结整篇材料; B. 围绕某一主题从整篇材料中筛选相关要点。

二、题型分析及评分标准

1. 题型简介

听力测试包括三个部分: A. 讲座 (Mini-lecture); B. 会话或访谈 (Conversation or Interview); C. 新闻报道 (News Broadcast)。第一部分为填空题, 共 10 小题, 要求考生先边听边做笔记, 然后再答题。后两部分各五小题, 共 10 小题, 均为选择题; 每道题提供四个选项, 正确答案只有一个。

就听力测试考试的时间和分数分配来说, 我们可以从 TEM8 考试整体结构上获得一些启示。

2. 试卷结构及时间、分数分配

- 听力理解 (Listening Comprehension) (25 min; 20%)
 - A. 讲座 (Mini-lecture) (10 min; 10%)
 - B. 会话或访谈 (Conversation or Interview) (5 min; 5%)
 - C. 新闻报道 (News Broadcast) (5 min; 5%)
- 阅读理解 (Reading Comprehension) (30 min; 20%)
- 人文知识 (General Knowledge) (10 min; 10%)
- 改错 (Proofreading and Error Correction) (15 min; 10%)
- 翻译 (Translation) (60 min; 20%)
 - A. 汉译英 (Chinese to English) (30 min; 10%)
 - B. 英译汉 (English to Chinese) (30 min; 10%)
- 写作 (Writing) (45 min; 20%)

第二章 英语专业八级考试听力解题技巧

一、如何听讲座 (Mini-lecture)

作为 TEM8 考试听力测试的第一部分, 讲座最能拉开考生之间的差距。这部分录音材料的长度一般在 900 词左右, 内容涉及社会生活的各个方面。要求考生边听边在空白记录纸上做笔记, 听完录音后用两分钟时间整理笔记。然后监考教师发下主观题答题卷一, 学生做填空题, 时间为 10 分钟。

这部分所选用的题材一般为讲座, 因此, 讲话者通常会在开头涉及中心议题。毫无疑问, 考生如能听懂中心议题, 会对理解全文大有帮助; 同时, 考生还应快速调动大脑中储存的一切背景知识来预测讲话的大体发展趋势。

另外, 这部分中要求考生在空白处填写的词语, 往往都是句子中影响理解的关键词语, 主要是形容词、动词和名词。考生在平时训练中应该加强词汇正确拼写的训练, 包括形容词的比较级和最高级形式、动词的单复数、分词形式、名词的单复数特殊形式, 还应培养正确判断所缺词汇及是否需要变化词缀的能力。

由于这类讲稿通常具有文理清晰、逻辑性强、观点突出等特点, 所以记笔记时一定要把要点都记下来。我们不能因为要求填写关键词语就只记录关键词语, 这样做是难以收到好效果的。因为供考生填空用的短文往往不是听力录音的原稿, 而是根据录音改写的短文。考生在做笔记时不但要注意中心词语, 还要兼顾录音材料的思想逻辑层次。把握清晰的逻辑关系有助于正确理解原文内容, 因此考生既要注意捕捉表示文章层次的信号词, 如 first, second, the last reason is that... 等, 又要注意捕捉表示逻辑性的词语, 如 so, therefore, although 等。当然, 这些信号词只是一种提示, 考生不必把每个词都记下来, 只要用一些数字和自己看得懂的符号表示就可以了, 甚至仅用隔行另记的简单处理就可以清晰表明文章的层次。

下面是 Mini-lecture 部分的试题 (1998 年真题)。需要指出的是, 尽管 TEM8 考试大纲在 2004 年做了重新修订、听力测试由原来的四个部分变为现在的三个部分, 但为了保持真题的原貌, 编者并未对用来示例的原题做修改。新大纲中要求的考试指令和题号顺序将在后面的模拟试题部分详细体现。

首先, 考生只能在空白的记录纸上边听边记。

考生将会从录音里听到：

SECTION D NOTE-TAKING & GAP-FILLING

In this section you will hear a mini-lecture. You will hear the lecture once only. While listening to the lecture, take notes on the important points. Your notes will not be marked, but you will need them to complete a 15-minute gap-filling task on your answer sheet after the mini-lecture.

Now listen to the mini-lecture.

People in Britain speak English with different accents according to where they come from, what kind of social status they have, or what kind of education they've received, etc. Among the various accents there is one that has achieved a certain eminence. It's called Received Pronunciation (RP). And this accent is also generally preferred for teaching English as a foreign language and for reading BBC news bulletins. Why is it so? Let's take a look at how it evolved over the years, its features, its present status, etc.

Received Pronunciation (RP) had its historical origins in a dialect of English spoken particularly in the region stretching southeast from the Midlands, which is in the central part of England, down towards London, the capital city. The two historic university cities of Cambridge and Oxford, though outside this region, are also considered as the place of origin for the dialect. The dialect survived because of its association with centres of power and influence. It was spoken by the merchant classes of London in the 14th century, for example, and would have been familiar to students attending the universities of Oxford and Cambridge in the Middle Ages. Its status as an important dialect was enhanced by its use in government and official documents from about 1430 onwards. More recently, its association since the 19th century with public schools helped to achieve special pre-eminence for its distinctive patterns of pronunciation. So we can see in the United Kingdom, at least, this accent is usually associated with a higher social or educational background, with the BBC and certain professions, and is most commonly taught to students learning English as a foreign language. For many such students it is the only accent they are prepared to learn, and a teacher who does not use it may have difficulty in finding a position as a teacher of English in certain non-English-speaking countries. Other names for this accent are the Queen's English, Oxford English and BBC English. As the accent has lost its former regional affiliations, it is now the most widely understood and spoken of all the accents

within the British Isles.

So, what are the most interesting characteristics of RP? Firstly, the relatively very small number of speakers who use it do not identify themselves as coming from any particular geographical region; secondly, RP is largely confined to England and there it is a non-localised accent; thirdly, RP is a “class” accent: in England, the higher the social class of a speaker, the less the regional accent, and also the use of local words and grammatical forms.

As we have seen, RP, a non-regional accent based on the speech of the great public schools, has been accepted as a standard inside England for well over a century. Increasingly, however, there has been a tendency for the accent of educated people in South-Eastern England to replace strict RP as the standard: RP has lost some of its prestige, as people educated at public schools have lost their monopoly of power and education. A considerable part has been played by the great post-war expansion of higher education. Today, the majority of university students are not speakers of RP. Most schoolteachers, too, do not use RP, but an educated regional accent.

This is not to say that RP has lost all its magic. It still has prestige, for example in the financial and banking sectors, among senior government officials and officers of the armed forces. Moreover, since it has been so fully described, it is the accent usually taught to foreigners learning British English. But the public schools are no longer felt to have a monopoly of “correct speech”, and the prestige of educated regional speech has risen enormously during the past half-century. Since an educated southeastern accent is fairly similar to RP, there is a tendency nowadays for this to be regarded as a standard; it is the accent used, for example, by many radio and television announcers and presenters. On the other hand, there has been a rise in the prestige of all regional accents in Britain. And it is probable that we are moving towards the American position, in which it is normal and acceptable for a speaker to use an educated regional accent, and there is no supra-regional class-accent.

This is the end of Listening Comprehension. Now, you have 15 minutes to complete the gap-filling task on ANSWER SHEET ONE.

考生在录音的开始部分可以听到文章的中心议题: Let's take a look at how it evolved over the years, its features, its present status, etc. 当然, 这里的 it 指的就是 Received Pronunciation (RP)。

听完开头部分,考生就可以积极运用自己的背景知识来帮助理解,并根据中心议题迅速预测文章的逻辑层次与结构。对于英语专业高年级的学生来说,Received Pronunciation (RP) 这个名词尽管很陌生,但在开场白的提示下,理解整个录音就变得很简单了。该录音的主题无非是讨论英语语言的口音差异(speak English with different accents)罢了。换句话说,还是没有脱离考生的专业范围。所以考生只要注意力集中,听清论述层次、要点和关键词语,并简略记录下来,测试的问题将迎刃而解。

考生边听边做简略的笔记,例如:

different accents, where, status, education—ONE, eminence, RP, teaching & BBC—
evolve; features; status

1. origins: dialect, S. E. of Midlands; central Eng; down London, capital.
Oxford & Cambridge
Official document, 1430>>
Association—Public school, distinctive pattern,
Higher Soc & Edu background
Queen's English, Oxford, BBC,
Lost regional affiliations—widely, B Isles.
2. Charas: 1) Small, not identify, particular geo region.
2) Largely confined to England, non-localised
3) Class accent—↑ class, ↓ regional, — ↓ local words & grammar forms
3. RP, non-regional, <—Public school, —> standard, 100 Ys.
Tendency, educated, S. E., replace strict RP, standard
RP, lost prestige, <—> people monopoly, power & Edu.
Considerable part, war>—, expansion ↑ edu.
Majority, stu, no RP —> edu-ed regional accent.
4. RP, magic.
Prestige, financial & banking, senior offic;
Foreigner, learn,
No, monopoly, correct Eng.
E. R. S ↑ 50 Ys
S. E. accent, similar—RP; tendency, standard. —radio & TV, ann & pres
↑ all regional, toward Am Pos.
normal & acceptable ERA. No supra.

考生在做完笔记后快速整理,查缺补漏,两分钟内完成笔记的整理工作。切记,一定

要从头到尾将自己的笔记浏览一遍，并在短期记忆未失效前，理清全文的思路。然后，监考老师将发给学生主观题答题卷一，如下：

ANSWER SHEET ONE
—TEST FOR ENGLISH MAJORS (1998)—
GRADE EIGHT

PART I LISTENING COMPREHENSION

SECTION D NOTE-TAKING & GAP-FILLING

[15 MIN.]

Fill in each of the gaps with ONE word. You may refer to your notes. Make sure the word you fill in is both grammatically and semantically acceptable.

The Rise of RP

Historical reasons

Received Pronunciation (RP) was originally associated with a (1) _____ spoken in the region between central England and London, including Oxford and Cambridge.

Its survival was due to its use by the (2) _____ in the 14th century and by university students in the (3) _____ Ages.

Its rise in importance resulted from its application in government and official documents.

The prestige of its (4) _____ pattern of pronunciation came about with its use in (5) _____ schools in the 19th century.

As a result, its (6) _____ is accepted by television and the radio, the professions and teaching English as a foreign language.

Three characteristics of RP

- 1) its speakers don't regard themselves as connected with any geographical region;
- 2) RP is largely used in England;
- 3) RP is a "class" accent, associated with (7) _____ social classes.

Its present status

Decline in the prestige of RP is the result of: A. loss of monopoly of education by the privileged; B. (8) _____ of higher education in the post-war period.

However, it still retains its eminence among certain professional people.

There is a rise in the status of all (9) _____ accents.

We are moving towards the (10) _____ position: general acceptance of all regional accents and absence of a class accent that transcends all regions.

考生可以根据笔记和主观题答题卷一的内容提示, 补充并完善对录音的理解, 经过斟酌填出所缺词语:

- | | | | |
|--------------|---------------------------|------------|-----------------|
| (1) dialect | (2) merchants/businessmen | (3) Middle | (4) distinctive |
| (5) public | (6) pronunciation | (7) higher | (8) expansion |
| (9) regional | (10) American | | |

为了方便考生进行训练, 编者在此提供一些快速记录逻辑关系的符号及其他常用的辅助记录符号, 谨供考生参考:

| | | | |
|----|------------|-----|------------------|
| ↑ | 上升, 增加 | ↓ | 下降, 减少 |
| ∴ | 因为, 由于 | ∴ | 所以, 因此 |
| ∈ | 属于 | & | 并且, 而且 |
| * | 重要 | V * | 非常重要 |
| + | 男, 阳性 | — | 女, 阴性 |
| / | 句子与句子的层次分隔 | ~ | 在变化, 在发展, 在延续 |
| ← | 过去 | → | 将来 |
| ↗ | 越来越好, 越来越强 | ↘ | 越来越糟, 越来越少, 越来越弱 |
| ⇒ | 结论是 | !! | 重点之处 |
| ? | 问题, 有待解决 | ⊥ | 分歧 |
| = | 等于, 相当于 | // | 但是 |
| <> | 交流, 互动 | > < | 敌对, 矛盾 |

二、如何听会话或访谈 (Conversation or Interview)

作为 TEM8 考试听力测试的第二部分, 会话或访谈的形式基本上是两人之间的对话。篇幅较长, 一般以一人为采访者 (Interviewer), 另外一人为被采访者 (Interviewee)。在听的过程中, 要求考生根据采访者提出的问题, 对选择项进行逐一审核并作出正确选择。一般来说, 选择项都是按照采访者提问的顺序排列的, 这对考生来说十分有利。由于该部分是一问一答的对话形式, 所以一开始总是有开场白或客套话, 之后才自然地转入正题。

这种会话的结构通常较为松散，具有口语化和随意性的特点，所涉及的内容基本上是关于个人的衣食住行和生活常识，也可能是关于某一主题的探讨；采访者的语句一般都比较短，被采访者的语句则较长。由于所有的问题基本上都围绕中心话题展开，并针对被采访者的回答细节设计，因此做这一部分听力题的关键是要抓住谈话的中心话题。这就要求考生首先从客套话中判明谁是采访者、谁是被采访者，并努力听懂采访者的问题。只有这样才能准确理解被采访者的答语，进而抓住要点，否则就会有洋洋洒洒却不知所云的感觉。

下面是会话或访谈的试题（1996年真题）。

SECTION B INTERVIEW

Questions 6 to 10 are based on an interview with an architect. At the end of the interview you will be given 15 seconds to answer each of the following questions.

Now listen to the interview.

6. The interviewee's first job was with
 - A. a newspaper.
 - B. the government.
 - C. a construction firm.
 - D. a private company.
7. The interviewee is not self-employed mainly because
 - A. his wife likes him to work for a firm.
 - B. he prefers working for the government.
 - C. self-employed work is very demanding.
 - D. self-employed work is sometimes insecure.
8. To study architecture in a university one must
 - A. be interested in arts.
 - B. study pure science first.
 - C. get good exam results.
 - D. be good at drawing.
9. On the subject of drawing the interviewee says that
 - A. technically speaking artists draw very well.
 - B. an artist's drawing differs little from an architect's.

- C. precision is a vital skill for the architect.
- D. architects must be natural artists.

10. The interviewee says that the job of an architect is
- A. more theoretical than practical.
 - B. to produce sturdy, well-designed buildings.
 - C. more practical than theoretical.
 - D. to produce attractive, interesting buildings.

在录音正式播放前,考生应充分利用这一小段时间,快速浏览题目,明确考点,这样在听的时候才会有所侧重。浏览题目后,考生可以得知,本题的考点分别为:

- 6. 问题的回答者的第一份工作;
- 7. 问题的回答者不进行个体经营的原因;
- 8. 在大学中,学建筑学必须完成的科目;
- 9. 被采访者关于素描的论点;
- 10. 被采访者对建筑师工作的看法。

考生将会从录音里听到:

SECTION B INTERVIEW

Questions 6 to 10 are based on an interview with an architect. At the end of the interview you will be given 15 seconds to answer each of the following questions.

Now listen to the interview.

A: So, you're an architect?

B: Yes.

A: Do you work for a public or private organisation, or are you self-employed, that is, working on your own?

B: I'm working for a private design and construction company.

A: How did you start your career?

B: I started with the government.

A: Oh, did you? What made you decide to work for the government?

B: Well, it was a matter of chance really. I saw an advertisement for a vacant position in a newspaper, and I thought, "Why don't you try it?" In fact, I have no preferences to where I work, public or private.

- A: And do you still have this idea, or...
- B: More or less, yes, although I'm now working for a private firm. I worked for the government for about three years. It was alright. Of course there's the bureaucracy one has to put up with, but it's not that bad, if you don't mind bureaucratic wheels turning slowly, and things not being as efficient.
- A: Ah-ah. And what made you leave the public sector?
- B: Money mainly. You see, I got married, and my wife doesn't work, and we wanted to start a family right away. So we thought it might be better off if I moved to the private sector. This is why it's hard for me to be self-employed because self-employed work has the disadvantage that there may be time, or a period of time when you're unemployed.
- A: I see, so did you join this company straight away or...
- B: No, I worked for...in a couple of private firms before I came to this one.
- A: Hmm, hmm. Now what qualifications does one have to have to become an architect?
- B: Well, you've got to have a degree in architecture. That means before you apply to study architecture in any university, you have to pass exams, usually three A-levels with good results. Also you generally have to study sciences at school rather than arts...as the basis for the subject to be studied at university level, although when you really get down to it, the subject involves some aspects of arts too. Then you need between six and seven years to work through, by the end of which you usually sit for the final examination.
- A: So you mean to take up architecture, one has to have a scientific background?
- B: Well, yes, mainly scientific, but it helps if you have some general arts background too. You know, architecture is not a pure science.
- A: Now, if one wants to take up architecture, one has got to be able to draw? Is that really true?
- B: Well, it is true that the work of an architect involves a lot of drawing, and to be an architect you must be able to draw. But this doesn't mean that if you can't at present draw, you won't have the opportunity to be an architect, because you can be taught to draw. In fact drawing in architecture is different from drawing in art. An artist's drawing must be good in the sense that it gives a certain impression in the mind of the viewer, in fact some famous artists can't draw very well at all, at least not from a