



普通高等教育“十五”国家级规划教材

新世纪高等院校英语专业本科生系列教材

总主编 戴炜栋

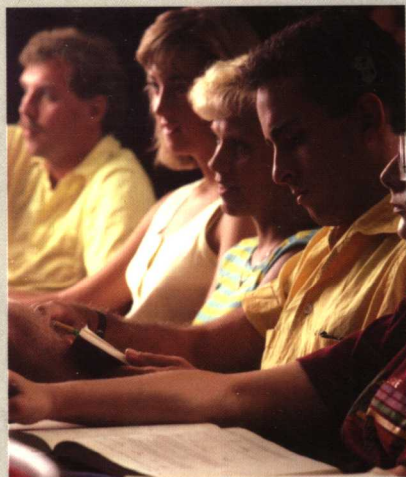
听力教程

A LISTENING COURSE

主编 施心远

第四册

Book 4



学生用书

Student's Book

W 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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根据《高等学校英语专业英语教学大纲》和《高校英语专业四级考试大纲》(2004年新版)的要求精心设计和编写,既为学生提供了检验学业的标准,也为教师提供了检验教学效果的依据;

★ 科学的定位:

内容由浅入深,词汇量和总体难度逐级增加,便于学生自我检测各学期学习效果,确认是否已达到英语专业教学大纲所规定的四、八级水平;

★ 一流的编者:

编写者系上海外国语大学、复旦大学、南京大学和华东师范大学等重点高校的资深教授、语言测试专家和英语专业考试命题组成员;

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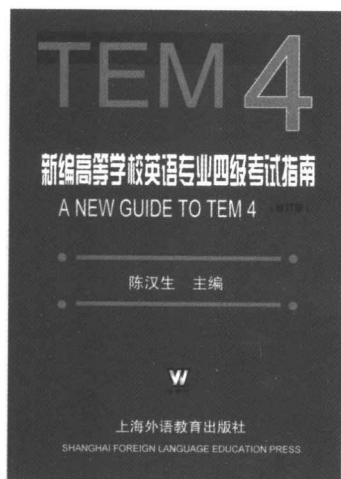
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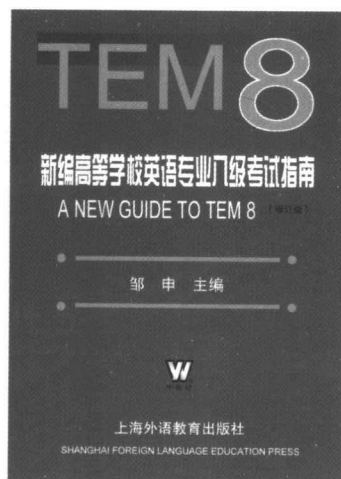
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《新编高等学校英语专业四级考试指南》和《新编高等学校英语专业八级考试指南》已出版多年,受到各大高校英语专业考生的欢迎。此次《修订版》根据《高校英语专业四级考试大纲》(2004年新版)和《高校英语专业八级考试大纲》(2004年新版)编写,旨在帮助广大学生、教师了解新大纲中所规定的TEM4、TEM8考试的目的、性质、内容和范围。

本套考试指南根据新的考试大纲对原有版本的相关部分进行了修订和改动。每册均由三大部分组成:

★ 考试讲座:

按考试项目分六个具体讲座,内容包括教学大纲要求、考试大纲要求、考试注意事项等;

★ 样题及题解:

包括十套样题,均根据新大纲的基本精神与要求编制,每套样题后附有详细的题解;

★ 录音稿、答案及翻译参考译文:

包括书内十套样题的录音稿、答案及翻译参考译文,供使用者参考。

编写人员多年来一直参与TEM4、TEM8考试研究、命题等工作,在考试理论及考试实践方面积累了相当丰富的经验。

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总 序

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21 世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了 21 世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺应这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国 25 所主要外语院校和教育部重点综合大学英语院系的 50 多位英语教育家,在上海召开了“全国高等院校英语专业本科生系列教材编写委员会会议”。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过 150 余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的入文、科学素养,培养健康向上的人生观,使学生真正成为我国 21 世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向 and 水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威，国家教育部已经将其列入了“十五”重点教材规划项目。我们相信，继“高等院校英语语言文学专业研究生系列教材”之后，外教社该套教材的编写和出版，不仅会满足21世纪英语人才的培养需要，其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路，拓展一片新的视野。

戴炜栋

上海外国语大学校长

Introduction

ABOUT THE BOOK

This is the fourth book in the *A Listening Course* series. It has four sections in each of the 16 units: Tactics for Listening, Listening Comprehension, News, and Supplementary Exercises.

HOW TO USE THE BOOK

Tactics for Listening

Building on the skills developed in the earlier books in the series, *Book Four* presents a challenging exercise for learners: LISTENING AND TRANSLATION.

The exercise is for integrated listening skills training with the focus on the global understanding of the sentences. The exercise is graded — from simple, short sentences to complex, long ones.

There are several listening strategies needed for this exercise. First, of course, is the knowledge of vocabulary and background information about the topic. There are not many new words in this exercise, but the students should make sure they know these words well. The teacher should also explain the meaning of the new words if they find any and provide background information if necessary. Second, the students should be able to understand the structure of the sentences. Sometimes in a long, complex sentence, the students cannot distinguish the main clause from the subordinate sentence, or cannot tell what the subject of the sentence is, what the main verb is, or what the adverbial phrase is. Thus they misunderstand the meaning of the sentence. The students may take notes if necessary.

Listening Comprehension

LISTENING COMPREHENSION contains different types of listening materials — dialogues, passages and news. Exercises are designed for different purposes, such as listening for gist, identifying specific information, listening for factual details, and making inferences.

In real life we have the situation to help us understand the gist of a speech or conversation. But in class, when the students are exposed to the listening material, they don't have the real-life situation to help them. This makes it extremely difficult for them to predict what they are going to hear, and use their previous knowledge to make sense of it.

Therefore, in a listening class there should be a kind of tune-in exercise so that the students know what to expect. This kind of preparatory work is generally described as PRE-LISTENING.

The discussion of the PRE-LISTENING question can elicit preparatory reading and discussion from the students. Students can use various sources to get the information needed for the discussion.

Information-sharing is helpful in language learning.

In SENTENCE DICTATION, the students are required to write down sentences taken from the passage. This serves as both note-taking exercise and short-term memory training. It also gives the students some clues about the passage. **Understanding** the meaning of the sentences is key to understanding the passage. So the teacher should give some explanations if the students have difficulty understanding these sentences.

As the students should be at an upper-intermediate level at this stage, a wider range of topics and types of listening materials are provided, including topics of general interest and scientific descriptions.

One of the underlying ideas of this book is that listening is an active process, which employs a variety of active “strategies,” such as predicting, using the known to understand the unknown, inferring, distinguishing the important information from the unimportant, etc. Actually, these are strategies students always use in their native language environment, and now they have to learn to use them in their second language listening.

The AFTER-LISTENING DISCUSSION is also very important. In this part, there are usually two questions. One is related to the material the students have heard, the other asks about students’ own experiences or opinions.

As we see, listening is an integral part of language learning and a crucial way of getting information. The AFTER-LISTENING DISCUSSION provides a valuable opportunity for students to use English to express what they have learned from the material, as well as their own experiences and opinions.

The teacher may ask the students to go over these questions before class.

News

In this section, the students will listen to news on various subjects — from politics and the economy, to culture and science. One big barrier to understanding news is students’ lack of background knowledge of the news. Therefore, we suggest that students read newspapers and become more familiar with the world’s hot issues and current events. We also provide the students with necessary background information and important vocabulary that will help them to understand the news.

One of the problems we have found in news listening exercises is that the students pay too much attention to the information related to the exercises and neglect the main idea of the news. That is why we put the news summary exercise first. The students are supposed to use the strategies in Section One to get the main idea. We believe this will help them to understand the news item better.

Supplementary Exercises

This section contains a feature news report and a more difficult passage, which are designed to challenge the students’ listening comprehension. This section may also be used as an after-class exercise.

Shi Xinyuan
General Editor

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