

总主编 何其莘 [美] 杨孝明

# 超越概念 Beyond Concept

高等院校英语专业系列教材

Listening Comprehension 4

听力 (第四册)

主编 贾国栋 [美] 石逸莉  
编者 杨 敏

 中国人民大学出版社



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# 总序

培养高校英语专业学生的文化素养要有合适的教材：不是那种仅仅文字漂亮却没有太多文化内涵的传统教材，而是具有时代特征，选自政治、经济、社会真实交往，含有丰富文化内涵的读本，同时兼有能够启发学生思考和分析的活泼、互动的教学方法以及配套的课外实践活动。这就是中国人民大学出版社推出“超越概念”这套英语专业系列教材的宗旨。

“超越概念”是一套完整的高校英语专业本科系列教材，涵盖了 2000 年教育部颁布执行的《高等学校英语专业英语教学大纲》中规定的“英语技能”和“英语知识”两大课程板块中的所有课程，由一批长期从事国内高校英语专业本科教学的中国教师和一批美国学者（均为 20 世纪 80 年代赴美留学，而后在美国大学获得博士学位和终身教职的华裔教授）合作编写而成。

与国内高校当前使用比较广泛的几套英语专业教材相比，“超越概念”有以下几个特点：

第一，教材采用了中美教授、学者合作编写的形式。由中外学者合编教材国内已有先例，但是本套教材无论从编撰者的数量到编写人员的素质，从双方合作的广度到相互交流的深度，从教材种类所涵盖的范围到其内容的真实性，都是前所未有的。编写初始由中方编者提出编写思路、选材要求，之后将要求交付美方编者，由美方编者在美国选材。在选材过程中，双方经过多次讨论，最后确定每一篇课文的内容与长度。然后由中方编者根据所选内容编写配套的练习，最后由美方审读并润色。这种分工方式最充分地利用了双方的优势：中方编者不但有在国外学习、工作、获取学位的经历，而且长期在国内高校从事英语教学，对国内学生的需求以及国内现有教材的情况了如指掌，可以准确地把握教材的内容和难易程度。而美方编者的优势在于对西方，特别是美国的英语教学和文化的认知与了解。他们出国前均为国内高校英语教师，并有在美国大学英语系不低于 20 年的教学经验。他们不但对国外的英语教学了如指掌，更重要的是对英语语言和文化有一种直觉的感知，而这种感知是从任何教科书中学不到的。凭着这种感知，他们不但可以在教材的最终审定过程中杜绝那种语法全对但读起来不像英语的中式英语，更能够在选材的过程中准确把握住西方文化核心的东西。

第二，教材以主要英语国家的文化为切入点，全部课文采用英文原文。教材的配套练习有很强的针对性，适合我国高校英语专业课堂教学使用。以精读教材为例，从第一册的第一课起，全部的课文均采用有实质内容的英文原文，从而彻底摒弃了无文化内容的以句型练习为主的课文。另外，语法讲解和练习均出自课文中出现的语法现象，而不是脱离课文内容、为语法而讲语法的训练。这样安排语法的讲解和练习就是将语法放在一个从属的地位。语法仅仅是对语言现象的描述与诠释，而不是规范语言对错的标准。与课文的文化内涵和语言的活力相比，语法理应处于从属地位。无论是以书面语为主的精读、泛读课文，还是形式活泼的听力、口语课文，有很多句子是“不符合语法规则”的。然而正是这些看似不符合语法的句子才是语言的生命，是有血有肉的活生生的语言。而我们的学生就是要感悟、学习并掌握这种有生命力的活的语言，而不是那些完全按语法规则编造出来的僵死的语言。



过去社会上对高校英语专业的毕业生有这样一种指责,说他们只是一个“传声筒”。当然,这种指责讲的并不是在翻译中,特别是口译中,即从一国语言转换成另外一国语言的过程,而是嘲笑英语专业的学生没有思想。虽然在翻译过程中译者不能随意添加或删减原文中的内容,但是如果译者没有足够的思想文化素养,那么很可能在理解上出问题,或是在用另一种语言转述时出现纰漏。这是我们作为外语教师 and 我们的学生都不愿意看到的局面。我们编著本套教材的指导思想之一就是使学生接触有文化内涵、有生命力的真实语言,从而避免在语法规则内闭门造车,避免“传声筒”式的教学。

第三,在注重培养学生听、说、读、写、译英语综合应用能力的同时,努力锻炼学生对外国文化的分析、批判和吸收的能力。不同课型的教材相互呼应、相互配合。突出教材的文化特征是本套教材最大的特点。英语专业学生文化素养的培养起码应该涵盖以下3个方面的内容:(1)要熟悉所学语言国家的文化;(2)要了解所学语言国家文化深层的内容;(3)要有鉴别、分析、批判和吸收外国文化的能力。本套教材的编写就是基于以上3个文化方面的内容。首先,教材内容涵盖了主要英语国家的政治、经济、历史、地理、哲学、宗教、社会等诸多方面。学生通过学习课文不仅了解其中丰富多彩的内容,同时锻炼对包括历史渊源、宗教背景、政治、经济、地理诸领域之间盘根错节的联系进行分析的能力。其次,教材的内容要蕴含深层的文化内涵,要有强烈的时代感。要在有限的课文中详尽地反映出几百年甚至上千年的文化内涵是不可能的,因此必须做出选择,有取舍地遴选教材的内容。本套教材的选材原则是兼顾经典和现当代题材,以反映当代文化题材为主。如全部精读和泛读教材的128篇课文中,只有一篇选自18世纪爱尔兰裔英国作家斯威夫特(Swift)的作品,其他文章均为现代和当代作家的作品。而这些文章所涉及的主题并非西方文化所独有,很多文化现象,包括环保、就业、商业和技术对教育的冲击等等问题在世界各国均有普遍性,有些也是中国目前所面临的实际问题。另外,所选文章不仅体现出当代文化的特征,更重要的是这128篇课文中所涉及的问题均以议论文、辩论文的形式出现,没有一篇是一般人物或事件介绍性的文章。况且,很大一部分课文均以对西方传统、主流思潮批判的形式来阐述某个问题。这也是本套教材与国内其他教材一个重要的不同之处。由于议论文、辩论文旨在与读者进行交流,学生是以参与者的身份去接触课文中所涉及的内容,而不是被动的接受者,这就为学生对西方文化的内涵进行分析和批判提供了必要的途径与方法。

国内高校英语教材的编写不仅反映出不同时代西方文化的不同内涵,同时也折射出中国与西方世界的互动关系。20世纪五六十年代的英语教材以古典主义为主,所选内容多为西方文学经典,而中国学生对这一部分的西方文化大体上是被动地接受。七八十年代的英语教材主要以功能训练为主,学生学英语是为了掌握一门工具。而本套教材是以文化交流为宗旨,学生通过学习英语增加对西方文化的了解,全方位地参与到世界事务中去。这也是当前中国发展的真实写照与必然结果。

在教材编写过程中,我们得到了中国人民大学的大力支持,在此,我们代表全体编写人员向校方和相关职能部门表示由衷的感谢。

何其莘 杨孝明

2010年4月

## 《听力》教材使用说明

“超越概念”之《听力》教材是根据教育部《高等学校英语专业英语教学大纲》(以下简称《大纲》)中对听力能力的培养要求而编写的,一至四册分别对应《大纲》中基础阶段的1~4级。

本教材各册主要是参考《大纲》对各级的具体要求而编写的。因此,我们设计了听力策略、对话、访谈、篇章、新闻、视频专题、趣味听力、附加听力、长篇续听等不同版块,以满足《大纲》对听懂不同题材、体裁、语音、语速等内容的要求。

听力策略版块每单元集中讨论一个重点,4册书共64种策略,从第一册的如何听辨基本语音、重音、句调、数字等到第二册的如何听懂句子间的因果、条件、主辅等关系,再到第三册的如何听懂篇章主旨大意、细节、背景等语篇层次内容和新闻语篇特殊结构,最后到第四册的如何听懂英文讲座、做讲座笔记等,内容详尽,具有针对性,能为学生养成良好听力习惯打下坚实基础。对话和访谈两大版块的设计由易到难、由短到长,第一、二册以对话为主,第三、四册以访谈为主,力图训练学生在理解简单对话的基础上,理解稍长的各类访谈内容。篇章版块所选内容注意了不同题材的文章,内容均与学生生活密切相关。新闻版块的选材内容以时事、科技、文化、教育、语言等为主,语速上第一、二册以慢速英语为主,第三、四册为正常语速。视频专题版块精选了世界主要英语媒体的与语言学习、文化交际、大学生创业、公共事务、环境问题等内容相关的简短视频片段,以培养学生通过视与听相结合来理解学习内容,将来能够理解越来越普及的环球电视节目和网上视频节目。趣味听力版块选择了小笑话、故事、小诗、歌曲等,旨在使学生能在愉悦的心境下体会英语语言及韵律的优美。附加听力版块主要是配合听力策略部分而设计的拓展性练习,以巩固所学的听力策略。长篇续听版块主要是为泛听而设计的,每册选了一部英语名著,设计了理解性练习,每单元完成一至二章。

与国内同类教材相比,本教材突出了如下特色:

- ★ 中美教师合作编写,材料由美方提供,原汁原味。语音以英、美语音为主,但也选了部分澳大利亚英语、印度英语等材料,以扩大学生听懂不同英语变体的能力。
- ★ 系统的英语听力策略设计,帮助学生解决听懂英语的基本策略问题。
- ★ 语音材料发音标准、音质清晰、立体声文件格式,保证了质量。

- ★ 精听与泛听有机结合, 其中对话、篇章、新闻版块可作为精听, 视频专题、趣味听力、补充听力、长篇续听等版块可作为泛听。
- ★ 为使学生更积极地参与教学, 每个对话、访谈、篇章和部分新闻版块前各设有问题, 以鼓励学生用某专题已知的认知理念和信息来推测和联想新的听力内容。
- ★ 练习形式灵活多样, 既有理解大意与细节的题, 也设计了领会作者的态度、感情和真实意图的练习。题型方面包括听写、填空、总结、大纲、填表、讲座摘要等主观练习, 也包括多项选择、辨误、是非、连线等客观练习形式, 但以主观练习为主。同时, 练习的设计也参考了国内专业英语四、八级考试和国外 TOFEL、IELTS 等的试题设计, 以使學生能熟习基本的考试类型与题型。

该教材的适用范围为英语专业 1~4 级学生 (1~2 年级) 以及社会各界同等水平的英语自学者。教材中的某些方面如语言难度、语篇长度、语速等略高于《大纲》要求, 这主要考虑到专业学生的入学水平在逐年提高和教材的前瞻性。

该教材选材新颖、原味、音视频结合、精泛听交错, 希望能够满足英语专业及同等水平学习者的英语学习需求。我们也热切期待广大师生对教程提出宝贵意见。

编 者

2010 年 6 月



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# Learning a Foreign Language



## Discussion

- Do you enjoy learning a foreign language? Why or why not?
- Are there specific strategies that you use to learn English? For example, how do you remember new vocabulary?
- What may happen to less-spoken languages?

## Section

## I

## Listening Strategies

*Listening and Note-Taking*

Anything done well is the result of  
persistence, consistency, and practice! So is listening and note-taking!

It is important to take notes as you listen to an English lecture, speech and so on. Taking notes helps you learn, organize, and remember information. For instance, notes can help you retain important facts and develop an accurate means of recording and arranging necessary information. After the lecture, you can review your notes. The main secret to developing note-taking skills is persistence, consistency and practice. You will practice note-taking in every unit of this book. Here are a few suggestions (partly from [www.middlebury.edu](http://www.middlebury.edu)):

1. Make your notes brief.

(1) Never use a sentence where you can use a phrase. Never use a phrase where you can use a word.

(2) Use abbreviations and symbols, but be consistent.

2. Put most notes in your own words. However, the following should be noted exactly:

(1) Formulas

(2) Definitions

(3) Specific facts

3. Use outlines and/or a numbering system. Indention helps you distinguish major from minor points.

4. If you miss a statement, write key words, skip a few spaces, and get the information later.

5. Don't try to use every space on the page. Leave room for coordinating your notes with the text after the lecture. (You may want to list key terms in the margin or make a summary of the contents of the page.)

*Listening and Note-Taking Strategy: The Sentence Method*

- Method:  
Write every new thought, fact or topic on a separate line, and number it as you progress.
- Advantages of this method:

The sentence method is slightly more organized than the paragraph method. You can get more or all of the information from the listening.

- **Disadvantages:**

You can't determine major/minor points from the numbered sequence. It is difficult to edit without having to rewrite the notes by grouping related points. It is difficult to review the notes before you edit and regroup the relationship between major and minor points.

- **When to use:**

You can use the sentence method when the lecture is somewhat organized, but with substantial, heavy content information delivered at a fast speed; you can use the method when you can hear different points, but you don't know how they fit together; you may also use this method when your instructor tends to present the lecture point by point, without putting ideas into related categories.

**Example:**

At first, Freud tried conventional, physical methods of treatment such as giving baths, massages, rest cures, and similar aids. But when these failed, he tried techniques of hypnosis that he had seen used by Jean-Martin Charcot. Finally, he borrowed an idea from Jean Breuer and used direct verbal communication to get an un hypnotized patient to reveal unconscious thoughts.

**Sample Notes:**

Freud 1st—used phys. trtment; e.g., baths, etc.

2nd—used hypnosis (fr. Charcot)

Finally—used direct vrb. commun. (fr. Breuer)—got unhynop, patnt to reveal uncons. thoughts.

***Listen to a paragraph from a lecture. Practice note-taking with the sentence method and then work with your partner to compare your answers.***

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## Section

## II

## Listening Comprehension

## Part

## I

## Dialogues



## Dialogue 1

## A Prelistening

## Discussion

*You will hear a telephone dialogue. Before listening, discuss the following questions with a partner or in a small group.*

1. Have you ever signed up for English courses in a language training school?
2. What programs do you think a language training school could offer?
3. Do you prefer to study English in a language training school in an English-speaking country?  
Why or why not?

## Vocabulary

*Before you listen, study the following words.*

1. accommodate /ə'kɒmədeɪt/ *v.* to adapt to or fit in with
2. session /'seʃən/ *n.* a period devoted to a particular activity
3. option /'ɒpʃən/ *n.* a thing that is or may be chosen
4. elective /ɪ'lektɪv/ *adj.* (of a course of study) chosen by the person concerned, not compulsory
5. tailor /'teɪlə/ *v.* to make or adapt for a particular person or purpose
6. request /rɪ'kwest/ *n.* an act of asking politely or formally for something
7. download /daʊn'ləʊd/ *v.* to copy (data) from one computer system to another or to a disk

## B Listening

### 👉 Main Idea

*Listen to the dialogue and take notes to answer the following questions. Then work with a partner and compare answers.*

1. Why did the woman call the English Language Center?

---

2. When will the woman's nephew be here? How long will he stay?

---

3. What is her nephew's plan for his stay there?

---

4. How many programs does the center offer?

---

5. Can the woman's nephew learn business English there?

---

6. What can people get on the language center's website?

---

### 👉 Details and Inferences

1. *Listen to the dialogue again and fill in the missing information in the table.*

Language programs	Time	Number of hours per week	Cost/four-week
Intensive English program		30	
Semi-intensive English program			\$995
	9:00 in the morning till 12:45 in the afternoon	20	



II. Listen to the dialogue again and fill in the blanks with the missing words.

1. So I just want to find out, um, if you can \_\_\_\_\_ him with that schedule and, you know, what the program is and what it costs and \_\_\_\_\_ like that.
2. It's a good value. I should also tell you that we \_\_\_\_\_ of students of 12 in all of our classes, and presently our average is between 8 and 9, so the students get a lot of \_\_\_\_\_.
3. We have what we call \_\_\_\_\_ that are \_\_\_\_\_ people that have specialized needs such as business people. Specifically for business people because we get a lot of requests for that.
4. I'll \_\_\_\_\_ my nephew, and, um, it's going to depend pretty much on \_\_\_\_\_, I think, and then I'll get back to you.



## Dialogue 2

### A Prelistening

#### Discussion

*You will hear a dialogue about foreign language learning. Before listening, discuss the following questions with a partner or in a small group.*

1. Why do you choose English as your major?
2. Do you often use English in your daily life? How?
3. What do you think is the best way to learn a foreign language?

#### Vocabulary

*Before you listen, study the following words.*

1. organic /ɔ:'gænik/ *adj.* (of development or change) continuous or natural
2. rehearse /rɪ'hɜ:s/ *n.* practice for a later performance
3. delivery /dɪ'lɪvəri/ *n.* the manner or style of giving a speech
4. facet /'fæsit/ *n.* an aspect

### B Listening

#### Main Idea

*Listen to the dialogue and summarize how the woman and the man have learned another language.*

The woman: \_\_\_\_\_

\_\_\_\_\_

The man: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

↪ **Details and Inferences**

I. *Listen to the dialogue again and take notes to answer the following questions.*

1. What was the woman's motivation to learn the language?

\_\_\_\_\_

\_\_\_\_\_

2. How did the man learn new vocabulary?

\_\_\_\_\_

\_\_\_\_\_

3. Which language did the man learn in high school?

\_\_\_\_\_

\_\_\_\_\_

4. How did rehearsal help the woman?

\_\_\_\_\_

\_\_\_\_\_

5. Finally what is the man's suggestion for those who are learning another language?

\_\_\_\_\_

\_\_\_\_\_

II. *Listen to the dialogue one more time. While you listen, underline the words in the following part that are not used in the dialogue and replace them with those actually used there. You can put the original words from the listening in the parenthesis at the end of each part.*

e.g. I think one of the important things for me is motivation. (key; was)

1. I really wanted to learn the language well. And I had to study the language well because I was a migrant, and uh I needed to learn the language because I couldn't go back to the country I had come from. ( )
2. I didn't do any formal training or any formal studies, but it was a matter of every day listening to her speak and I'd pick up many new words every day. ( )
3. I made flash cards to memorize vocabulary. I um, imitated my friend's pronunciation. ( )
4. And it would be a terrible translation, but, at first, but uh the point is that, um, you know in all these facts, in all these aspects of daily activities, um, and just applying it daily in so many ways. In other words, what I'm trying to get at, is that I think a lot of people just apply it in one special case. ( )

## Part II

## Passages



### Passage 1

#### A Prelistening

##### Discussion

*You will hear a passage about studying Mandarin in a UK college. Before listening, discuss the following questions with a partner or in a small group.*

1. Why in your view does English enjoy such popularity in the whole world?
2. Will Mandarin be as popular as English in the future? Why or why not?
3. Would you like to become a Chinese teacher in other countries? Why or why not?

##### Vocabulary

*The words and expressions are from the passage. Check (✓) the ones you already know. Mark (△) the others after you work through the activities in Passage 1.*

\_\_\_\_\_ compulsory

\_\_\_\_\_ priority

\_\_\_\_\_ overtake

\_\_\_\_\_ radical

\_\_\_\_\_ portfolio

\_\_\_\_\_ striking

**B Listening****↪ Main Idea**

*Listen to the passage once to get the main idea. Listen again and take notes to answer the following question.*

Why does Mandarin become popular in the UK schools?

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**↪ Details and Inferences**

*I. Listen to the passage again and decide whether each of the following statements is true (T) or false (F).*

- \_\_\_\_\_ 1. Striking a deal means to establish business between companies.
- \_\_\_\_\_ 2. If you give someone a head start, it means you are asking them to start thinking.
- \_\_\_\_\_ 3. Latin, Spanish, and French are the compulsory languages taught at Brighton College.
- \_\_\_\_\_ 4. The headmaster of Brighton College will study Mandarin just like the pupils he teaches.
- \_\_\_\_\_ 5. Learning Mandarin in the United Kingdom is in decline.

*II. Now that you have listened to the passage several times, please answer the questions. After you are finished with this, listen to the passage again to see if your answers are correct.*

1. Why does the headmaster of Brighton College describe the move as “all the more radical”?

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2. From the autumn, how many foreign languages can students learn at Brighton College? What are they?

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3. According to the prediction, how many years will it take for the studying of Mandarin to overtake Spanish?

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