



普通高等教育“十一五”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（修订版）

总主编 戴炜栋

听力教程 4

A Listening Course

主 编 施心远

学生用书
Student's Book

第2版

Second Edition



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第二版 教师用书

听力教程



Listening Comprehension

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主 编 施心远
编 者 黄学壬 徐文文 黄承辉
王 沁

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总 序

林 毅 波 主

我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，或是多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才”。为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，包括推行“十·五”、“十一·五”国家级教材规划和外语专业国家精品课程评审，从各个教学环节加强对外语教学质量的宏观监控，从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪，英语专业的建设面临新的形势和任务：经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快，世界各国之间的竞争日趋激烈，这对我国英语专业本科教学理念和培养目标提出了新的挑战；大学英语教学改革如火如荼；数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展；英语专业本科教育的改革和学科建设也呈现出多样化的趋势，翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国30余所著名高校百余位英语教育专家，对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨，成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”，并被国家教育部列入“十·五”国家级规划教材，以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育，如何保证专业的教学质量，培养具有国际视野和创新能力的英语专业人才，是国家、社会、高校教师共同关注的问题，也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分，优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们

新世纪高等院校英语专业本科生系列教材

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胆新敢二策

一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校40余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知四大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，基本涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，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，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十·一五’国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员

国务院学位委员会外语学科评议组组长

第二版说明

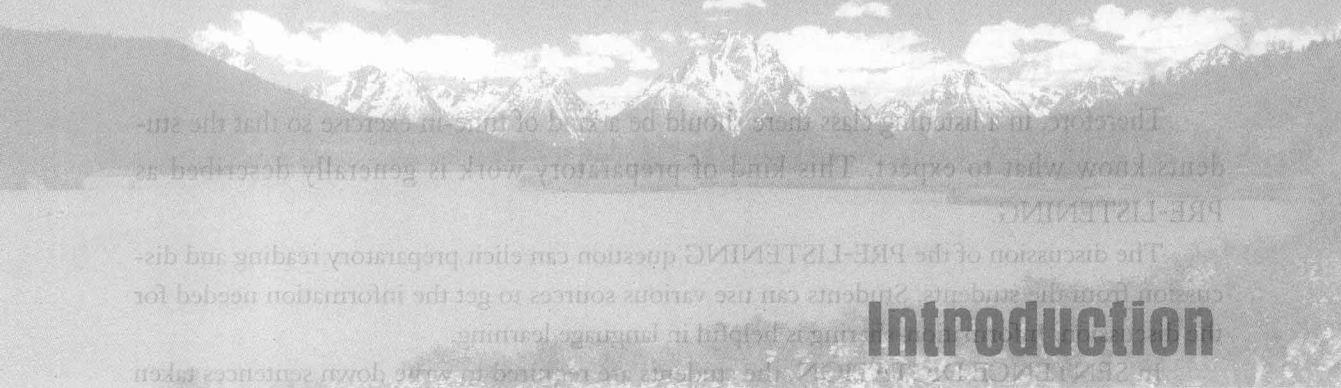
此次趁《听力教程》第四册再版之际，我们对原教程内容作了适当调整和补充。

首先缩减了长度，将全书缩减至15单元。我们替换了部分文章，还更新了相当数量的新闻内容，修订了部分练习及答案。

第四册内容的难度基本与第三册相当。我们希望在“Listening and Translation”时，学生听一遍就能完成。这就需要学生对句子，特别是长句子有较好的理解能力。学生在听的时候可以适当做些笔记。

听力课作为整个外语教学的一部分，它是综合英语课教学的补充和拓展。我们希望通过学习第四册，在继续提高听力理解能力的同时，能够学习语言，了解听力材料中的信息，拓展自己的知识面。

编者



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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Unit 1



Section One

Tactics for Listening

Listening and Translation

Directions: Listen to some sentences and translate them into Chinese. You will hear each sentence only once.

1.
2.
3.
4.
5.

A. Lions B. Cheetas C. Chimpanzees D. Gorillas

Part 1

Dialogue

Social Grouping

VOCABULARY

solitary /'sɒlɪtəri/ *adj.* living without others; alone

termite /'tɜːmaɪt/ *n.* 白蚁

carnivore /'kɑːnɪvɔː/ *n.* a flesh-eating animal

cheetah /'tʃiːtə/ *n.* 猎豹

pride /praɪd/ *n.* a group (of lions)

orangutan /ɔːræŋɡuː'tæn/ *n.* 猩猩

unimale /'juːnɪmeɪl/ *adj.* 只有一个雄性的

harem /'hæɪrɪm/ *n.* [集合名词] 共配一雄的一群雌性动物

chimp /tʃɪmp/ *n.* (非洲)黑猩猩

Directions: Listen to the dialogue and choose the best answer to complete each of the following statements.

1. In terms of social grouping, animals usually live in ways.
 A. two B. three C. four D. five
2. Solitary animals get together when
 A. they look for food B. they are in danger
 C. they mate D. they need assistance
3. A pride of lions would have perhaps
 A. one or two males, a couple of females, and then the cubs
 B. one or two males, a dozen females, and then the cubs
 C. two or three males, a couple of females, and then the cubs
 D. two or three males, a dozen females, and then the cubs
4. live in very big and complicated social groups.
 A. Lions B. Cheetahs C. Chimpanzees D. Gorillas