

考试阅卷人点评系列

2016 新题型

主编 曾 纳
主审 杜 平

大学英语六级 听力突破

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2016 新题型 大学英语六级 听力突破

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内容提要

本书根据2016年全国大学英语四、六级考试委员会对听力试题的改革编写而成。内容既包含针对性较强的新题型样题解析与解题技巧也包含新题型听力实战演练,可以全方位提高考生的听力水平与应试技巧。本书适合大学英语六级考生及同等水平的英语爱好者使用。

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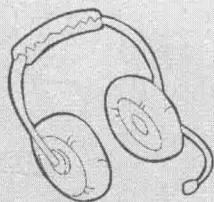
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前言



为了适应新形势下社会对大学生英语听力能力需求的变化,进一步提高听力测试的效度,全国大学英语四、六级考试委员会自 2016 年 6 月考试起对四、六级考试的听力试题作局部调整。调整后的六级听力取消了短对话和短文听写,增加了讲座/讲话,其测试内容为:长对话 2 篇,听力篇章 2 篇,讲座/讲话 3 篇。从整体来看,调整后的听力试题更符合国内外主流英语能力测试的标准,更能考查考生的实际能力和水平,当然难度也有所提升。但是目前新题型的备考教材相对匮乏,因此根据改革要求编写一套高质量、针对性强的备考教材便成为我们的初衷和动力。本书具有以下几大特色:

一、分析命题趋势,明确考纲考点

新题型、新思路、新方向。新六级听力的出台,要求考生从宏观上把握六级听力的大纲要求、命题规律与命题趋势。本书编者综合研究了近十几年的六级真题,高度提炼出六级听力考试的考查重点和出题要点,并与四级听力的要求加以比较,目的是帮助广大考生把握六级听力的重点、难点和命题脉络,明确复习方向。

二、解析最新样题,点拨解题技巧

针对 2016 年 6 月的试题调整,全国四、六级考试委员会在其官网发布了一套六级听力样题。本书逐一对样题进行了解析,帮助广大考生进一步明确解题思路。对于调整后的长对话、听力篇章和讲座/讲话三大题型,编者都给出了较为详实的解题技巧,并且提出了一套切实可行的备考方案。

三、模拟综合练习,熟悉实战攻略

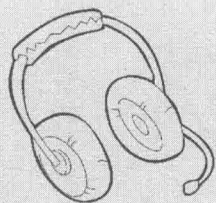
本书编者在精研听力真题及最新样题的基础上,结合考试大纲对考生听力考核的要求,精心编制了十套实战演练题。这些试题从选材类型、难易程度到设题形式都符合大纲命题要求。通过十套实战演练题,考生定能在答题速度、听音敏感度与解题技巧上都有显著提高。

本书的作者为长期从事大学英语教学和研究的一线教师,对大学英语四、六级考试有较深入的研究,并且都参与过四六级考试的阅卷工作。相信广大考生通过本书的学习,一定获益匪浅。由于时间仓促,本书如有不妥之处,还请各位读者指正,以便我们不断改善。

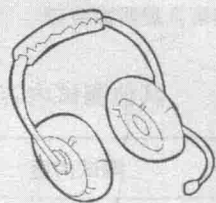
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第一部分

大纲要求与命题分析

第一节 大纲要求

大学英语六级考试中听力理解部分占据着非常重要的地位,分值比例为 35%,语速约为每分钟 150 词,只听一遍,问题间歇 13 秒,录音材料用标准的英式或美式英语朗读。

听力理解部分考核的技能是:①理解中心思想和重要细节,包括理解中心思想,听懂重要的或特定的细节,判断说话人的观点、态度等;②理解隐含的意思,包括推论隐含的意义,判断话语的交际功能;③借助语言特征理解听力材料,包括辨别语音特征,如从连续的话语中辨别语音、理解重音和语音语调等,理解句间关系,如比较、原因、结果、程度、目的等。

大学英语六级考试听力理解部分要求考生达到《教学要求》中的较高要求,即“能基本听懂英语国家人士的谈话和讲座;能听懂题材熟悉、篇幅较长的国内英语广播或电视节目,语速为每分钟 150 词左右,能掌握其中心大意,抓住要点和相关细节;能基本听懂外国专家用英语讲授的专业课程”。

相对于大学英语四级考试听力理解部分要求考生达到《教学要求》中的“一般要求”,即“能听懂英语授课;能听懂日常英语谈话和一般性题材讲座;能基本听懂慢速英语节目,语速为每分钟 130 词左右,能掌握其中心大意,抓住要点;能运用基本的听力技巧帮助理解”,六级听力与四级听力有以下区别:语速上,六级听力部分的语速比四级快约 20 词/分钟;词汇量上,六级听力词汇量更大,且多考查习惯用语和俚语等;文章难度上,六级听力文章题材更广,提供信息点比较含蓄;能力要求上,六级听力更注重对学生理解力、思维力的考查。

第二节 命题调整

为了适应新形势下社会对大学生英语听力能力需求的变化,进一步提高听力测试的效度,全国大学英语四、六级考试委员会自 2016 年 6 月考试起对四、六级考试的听力试题作局部调整,其中六级听力调整的相关内容说明如下:

- ① 取消短对话;
- ② 取消短文听写;
- ③ 听力篇章调整为 2 篇(原 3 篇);
- ④ 新增讲座/讲话(3 篇)。

其他测试内容不变。调整后六级听力部分的试题结构见下表:

| 测试内容 | 测试题型 | 题量 | 分值比例 |
|-----------|---------|------|-------------|
| 长对话 2 篇 | 选择题(单选) | 8 题 | 8%(每题 1 分) |
| 听力篇章 2 篇 | 选择题(单选) | 7 题 | 7%(每题 1 分) |
| 讲座/讲话 3 篇 | 选择题(单选) | 10 题 | 20%(每题 2 分) |

对比原来的六级考试听力题型,我们可以看到以下几点变化:

- ① 短对话和短文听写的题型取消,新增讲座/讲话 3 篇,分值比例为 20%;
- ② 长对话部分不变,依然是 2 篇,但增加 1 题,分值比例由现在的 7%增加为 8%;
- ③ 听力篇章由 3 篇缩减为 2 篇,减少 2 题,变为 7 个题目,分值比例由现在的 10%降低为 7%。

由此可见,本次调整中的长对话篇数不变,增加 1 题,基本与现行六级长对话难度持平;听力篇章减少 1 篇,减少至 7 道题,难度降低;重头戏是新增的“讲座/讲话”部分,不仅新增 3 篇,而且首次出现 2 分一题,分值比例 20%,占了六级听力比重的一半以上(约 57%)。

第三节 调整分析

本次听力调整取消了“短对话”和“短文听写”体现了英语六级听力的命题朝实用化与国际化方向发展的趋势。

老题型“短对话”的程式化较强,题目设置上已有定式,很多同学不用听懂对话,只需要根据解题技巧就能够答对题,而且短对话的形式是从很早以前老托福的形式演变而来(新托福早已取消),那么随着英语水平的提高,可能有一些落伍,不合时宜。

“短文听写”这种考试的题型不仅考查学生的听力,而且考查其英语拼写能力和语法能力,但是这道题其实从历次考试来看学生的得分情况并不好,区分度不高。其次,“短文听写”单纯地写词句,不考察文章逻辑意义,也使得这种题型备受诟病。另外,“短文听写”全文朗读三遍,而在现实的情况下,不可能让学生听多遍,因此也不符合目前英语使用场景,所以此次调整将这类题型也去掉了。

从本次调整的题型和分值上可以看出,六级听力的重难点都转移到新题型“讲话/讲座”中,此题毫无疑问是六级听力的重头戏,难度也相应增加了。

首先,篇幅方面,新增的“讲座/讲话”部分与托福听力考试中的“Lecture”相似,字数大约在 350—450 词左右,相对于短文部分(250 词左右),篇幅上有了很大的提升,同学们在听题的过程中,不容易抓住重点。

其次,内容方面,话题也不再是大家熟悉的校园类、生活类,而转变为当前的社会与经济问题或是科技发展问题。在托福考试中,讲座部分还经常会涉及学科方面,因此整体的词汇表达对同学们而言相对陌生。

第四节 备考攻略

1. 词汇积累

词汇是整个英语技能体系的基石,在平时的训练过程中,除了原本六级听力高频词汇之外,同学们还可以开始积累和背诵托福听力高频词汇,并且制订切实可行的计划,加强对单词的短暂记忆和长久记忆。因为六级听力理解有语速快、答题时间短、录音只放一遍等特殊性质,当听音中出现一些平时很熟悉,临场却反应不过来的单词时,考生就会变得很紧张,获取的信息也会减少,导致痛失不该失掉的分数。因此加强对单词的准确性记忆和深度理解有助于听力理解的提升。

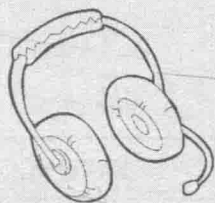
2. 每天抽出 30 分钟专攻听力

听力能力的提高是个潜移默化的过程,“三分练,七分养”。因此,在准备六级听力的过程中,最重要的是保证每天有一定时间听英语。建议每天抽出 30 分钟时间专攻听力,如新闻、综艺节目、有声读物、电影等(包括这套新题型听力专项训练)。一定要集中注意力,沉浸在英文环境中,在这个过程中切记要有针对性,即使在听电影对白时,也要注意其句型结构和表达方式,不能只追求情节和娱乐。

3. 加强“听写 + 跟读”的训练

听写是提高听力实力最根本的保障。建议找一些标准英语的听力材料,推荐《新概念英语》第二册或第三册,这套教材的听力部分语速适中,发音清晰准确,语法严谨,非常适合用来提高听力。请务必必要精听,保证每个词都听清楚,都可以写出来。这样坚持一段时间,效果是惊人的。除了听写,也要跟读录音材料,只有这样才能将语音、语速和重音调整到和录音相似的水平,不仅能解决自己的英文老是说得怪怪的问题,而且还能帮助自己适应标准听力的语境。因此建议大家有空的时候多去练习“听写+跟读”,听写有利于检测错误,跟读有利于修正错误。提高实力,才能更好地应对本次改革。

总之,新四、六级的听力直接地体现出一个信号:“进一步强调考生的语言能力”。同学们需要加强平时对英语新闻、英文讲座素材的练习和积累,真正提高自身的英语听说能力,才能不慌不忙地应对新题型。



第二部分

新题型样题解析与解题技巧

第一节 长 对 话

1. 样题解析

和调整前的六级听力长对话一样,新题型的样题也是两段对话,长度约为 250—300 个单词,题量分布为 4+4(调整前为 3+4),答案出处全部来自于回答者(基本遵循偶数句重心原则),8 个小题中包含 7 个细节题和 1 个主旨题,细节题占到 87.5%。从整体上看,长对话题型和难度与调整前基本保持不变,解题思路和方法与以往相同。下面我们就四、六级考试委员会在其官网给出的样题,进一步明确解题思路。

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear some questions. Both the conversation and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.

Conversation One

W: Hello.

M: Hello, is that the reference library?

W: Yes. Can I help you?

M: I hope so. I rang earlier and asked for some information about Denys Hawtin, the scientist. You asked me to ring back.

W: Oh, yes. I have found something.

M: Good. I've got a pencil and paper. Perhaps you could read out what it says.

W: Certainly. Hawtin, Denys. Born: Darlington 1836; died New York 1920.

M: Yes. Got that.

W: Inventor and physicist. The son of a farm worker, he was admitted to the University of London at the age of fifteen.

M: Yes.

W: He graduated at seventeen with a first class degree in Physics and Mathematics. All right?

M: Yes, all right.

W: He made his first notable achievement at the age of eighteen. It was a method of refrigeration which arose from his work in low temperature physics. He became professor of Mathematics at the University of Manchester at twenty-four, where he remained for twelve years. During that time he married one of his students, Natasha Willoughby.

M: Yes. Go on.

W: Later, working together in London, they laid the foundation of modern Physics by showing that normal laws of cause and effect do not apply at the level of subatomic particles. For this he and his wife received the Nobel Prize for Physics in 1910, and did so again in 1912 for their work on very high frequency radio waves. In his lifetime Hawtin patented 244 inventions. Do you want any more?

M: Yes. When did he go to America?

W: Let me see. In 1920 he went to teach in New York, and died there suddenly after only three weeks. Still, he was a good age.

M: Yes. I suppose so. Well, thanks.

Questions 1 to 4 are based on the conversation you have just heard.

1. What do we learn about Denys Hawtin when he was 15?
 - A. He invented the refrigerator.
 - B. He patented his first invention.
 - C. He was admitted to a university.
 - D. He got a degree in Mathematics.
2. What did Denys Hawtin do at the age of 24?
 - A. He started to work on refrigeration.
 - B. He became a professor of Mathematics.
 - C. He fell in love with Natasha Willoughby.
 - D. He distinguished himself in low temperature physics.
3. For what were Denys Hawtin and his wife awarded the Nobel Prize a second time?
 - A. Discovering the true nature of subatomic particles.
 - B. Their explanation of the laws of cause and effect.
 - C. Their work on very high frequency radio waves.
 - D. Laying the foundations of modern mathematics.
4. Why did Denys Hawtin go to New York?
 - A. To have a three-week holiday.
 - B. To spend his remaining years.
 - C. To patent his inventions.
 - D. To teach at a university.

解析:这是一段读者向图书馆咨询科学家 Denys Hawtin 生平信息的电话录音,男士是

查询资料的读者,女士是图书管理员,有九个半回合的对话,四个小题全部是细节题。

第1题,答案C;第2题,答案B。

这两道题都是以年龄设问。第一题问 Denys Hawtin 15 岁发生了什么事,答案来自女士的回答:“He was admitted to the University of London at the age of fifteen.”

第二题问其 24 岁时做了什么,答案同样来自女士的回答:“He became professor of Mathematics at the University of Manchester at twenty-four.”

在听名人生平类对话时,各个时段发生的事情最容易设题,要么以时段设问考查事迹,要么以事迹设问考查其发生的时段,而几乎选项当中的事情都有被提及,因此没有听到问题之前做的笔记相当重要,这就要求我们在平时的听力训练中培养一定的速记能力。

第3题,答案C。

目的原因细节题。问题问 Hawtin 夫妇由于什么原因被第二次授予诺贝尔奖,特别要注意原文以及问题中的序数词 a second time。出题点在 W: ... For this he and his wife received the Nobel Prize for Physics in 1910, and did so again in 1912 for their work on very high frequency radio waves.

第4题,答案D。

问题问 Denys Hawtin 去纽约的原因,同样是生平事迹的目的原因细节题,出题点在对话将近尾声处 W: ... In 1920 he went to teach in New York, ...

Conversation Two

W: This is Lisa Meyer in the WBZ newsroom, talking with Mike Bassichis, who is the director of the Gifford School, about the cleanup from last week's fire and what the possible cause of that blaze may have been.

M: We're getting ready for our entire staff to return early from vacation tomorrow whereupon we are going to move into temporary classrooms. And the other buildings that did not burn are being de-smoked. As to the cause of the fire, all we know is that we were having trouble with the pilot lights since we bought the stove in July and it had been serviced three times. Well, as a matter of fact, we think it was a malfunctioning stove that may have caused the fire. Nothing definite yet has been determined.

W: Have you heard from other schools or other institutional users of this stove that have had the same problem?

M: No. I wouldn't know anything more about the stove itself. All I know is that this fire went up so quickly that there's been a suspicion about why it went up so quickly. And it may be that there was a gas blast. But, again, this has not been determined officially by anybody.

W: I got you. When do kids come back to school?

M: Next Monday, and we will be ready for them. Monday January 4. We're just

extremely thrilled that no one was hurt and that's because of the fire fighters that were here, nine of them. They're wonderful.

W: And I'm sure you send your thanks out to them, uh?

M: Well, we're sending out thanks to them in a letter or in any other way we can. I heard a story today where one of our kids actually baked some cookies and is taking it to the fire department, to give it to them.

Questions 5 to 8 are based on the conversation you have just heard.

5. What were the speakers talking about?
 - A. The injury of some students.
 - B. A school bus crash on the way.
 - C. The collapse of a school building.
 - D. A fire that broke out on a school campus.
6. What were the school staff doing at the time of the accident?
 - A. Teaching.
 - B. On vacation.
 - C. Having lunch.
 - D. Holding a meeting.
7. What was supposed to be the cause of the accident?
 - A. A malfunctioning stove.
 - B. Cigarettes butts left by workers.
 - C. Violation of traffic rules.
 - D. Negligence in school maintenance.
8. What did one of the kids do to show gratitude?
 - A. Sent a story to the local newspaper.
 - B. Threw a small Thanksgiving party.
 - C. Baked some cookies as a present.
 - D. Wrote a personal letter of thanks.

解析:这是一篇采访类的对话,采访地点为新闻录音间,采访的女士是 WBZ 的新闻主播 Lisa Meyer,受访的男士是 Gifford School 的主任 Mike Bassichis,采访内容为该学校上周发生的意外火灾事件。由于回答者的句子较长,只有四个回合的对话,因此回答者的句子里包含了大量的出题点。该对话的四个小题中,涉及一个主旨题,其他三个均为细节题。

第 5 题,答案 D。

这是一个主旨题,考查对采访大意的把握,但是这个主旨不需要自己概括出答案,出题点就设在开篇主持人的介绍语中 W:..., who is the director of the Gifford School, about the cleanup from last week's fire ...。这里特别要提到一个听力技巧,在做长对话听力时,如果听到的词汇都很难的时候,你的眼睛一定要盯着选项,当发现选项中大部分单词都已经读出的时候,这个选项一般就是对的,所谓“所听即所得”。

第 6 题,答案 B。

细节题。问的是灾难发生时全校员工在做什么,出题点设在受访人说的第一句话中 M: We're getting ready for our entire staff to return early from vacation ...。浏览四个选

项,只有选项 B 提到了 vacation,其余三项都没提及,此题的解题技巧跟第 5 题相同。

第 7 题,答案 A。

细节题。问的是什么原因造成了此次事故,出题点仍然设置在受访男士的回答中,且是非常明确地提及的 M: As to the cause of the fire, ..., we think it was a malfunctioning stove that may have caused the fire. 这里虽然有几句话,但是如果在听录音的过程中做了速记,对“原因”引起了重视,记下了 cause, stove 这两个单词的话,即使对选项中修饰 stove 的 malfunctioning 这个单词不认识,只要把握住了关键词 stove,这个题就迎刃而解了。

第 8 题,答案 C。

细节题。问的是一个孩子是如何表达他的感恩的。出题点设在受访者的最后一句话 M: Well, we're sending out thanks to them in a letter or in any other way we can. I heard a story today where one of our kids actually baked some cookies and is taking it to the fire department, to give it to them. 这里要注意的是,虽然 D 选项“写信”在对话中有提及,但是问题却是“其中的一个孩子”是如何表达感恩,所以正确选项为 C“把烤的饼干作为礼物”。所以在听录音的过程中如果发现几个选项都有提及,那就要特别注意问题问的是什么。

综上所述,以上六级听力长对话的几道题中,考点分布还是比较均匀的。除了按照视听一致原则,考生应该注意到,虽然长对话是两个人在谈话,但只有一个人是主要的信息提供者。另一个人在对话中的主要功能就是不断提问,引出答案,而回答的内容才是理解对话和解题的关键。

2. 长对话的解题技巧

长对话由于篇幅较长,想要听一遍就将所有内容都记清楚,几乎是不可能的。考生只有听一遍的机会,边听边记是听力中一项非常重要的技能,但受到我们记笔记速度的限制,无法保证什么都能记下来,大多数人也不可能完全不做笔记。所以要记住:笔记无非是帮助记忆的手段,只要能把重要的信息用可识别的符号记录下来,就算达到了目的。因此为了提高听与记的效率,也应注意把握一定的技巧和原则。

听音之前的审题准备

建议同学们在试音阶段就开始读题,预览选项做判断和预测的审题准备。

根据选项中的信息,首先判断中心话题,至少要能判断出该段对话属于哪类生活场景(如学习、工作、住宿、休闲等),然后根据几个题目的选项预测对话的基本内容,同时注意选项长短,划出其中的关键词——有助于定位的名字、地点、时间、动词等实词。如果选项较短,很可能四个选项内容会听到多个,具体选哪个要结合问题才知道,听的时候要注意做相应的记录。如果选项较长,很可能就是听到什么选什么,正确选项可能与原文表述完全相同也可能是原文对应句的同义转述。

听录音时,注意力高度集中

每段对话的时间长度约为 2 分钟,很少有考生能够在这两分钟当中集中注意力去听每个词、每句话,所以需要大家掌握一些听的技巧,侧重听开头和结尾、转折、话题转换、语气变

化之后的话语,因为这些位置往往会出考点,同时要结合之前对选项的预览和划定的关键词进行定位,把握做题节奏。

视听一致,边听边记

所谓“视听一致”,即若听到的原文和看到的选项基本一致,则选项容易为正确选项,也就是“所听即所得”。一般来说,细节题出题的顺序会和对话发展的顺序一致,考生应该一边听音,一边将与录音内容一致的选项标记出来,等问题被读到时,再对照此选项是否与问题相对应即可。如果有些题目在听问题之前就已经可以做出选择,依然要听录音最后提出的问题,以核查之前的选择是否正确,避免答非所问导致失分。

注意小细节

在长对话中,要注意一些小细节并着重去听:细节题一般遵从视听基本一致加同义替换原则;注意 but、so、however、since、because 等逻辑词;unfortunately、unexpectedly 等情节提示词;most、most important、only、just、all、absolutely、whole、entire 等极端词提示;留心语气、语调、语速变化的语句;注意说到的建议和解决方法;自问自答的回答部分或直接引语;抓最高级、序数词和比较关系;注意第一次正式对话的回答部分;注意表示总结的话语。

平时练习时,培养速记能力

记笔记一定要迅速,而要想在有限的时间内尽可能比较全面的记录重点信息,使用一定的缩略语和熟悉的符号是十分必要的,下面我们介绍几种比较有效的方法:

① 利用数字和其他固定符号。

能用数字或其他固定符号代表的词全部用阿拉伯数字或符号,这样既能节约时间,又能避免拼写错误,如:eighty 记作 80; nineteen twelve 记作 1912; dollar = \$; pound = £; 4 in the afternoon = 4 pm; 9 in the morning = 9 am; “approve(赞成)”记作“√”,“don't agree”记作“×”等等。

② 利用数学符号。

如“+”表示 include/cover;“-”表示 exclude;“=”表示 equal;“≠”表示“unequal”;“↑”表示 increase/up;“↓”表示 decrease/drop/dip/fall;“←”表示 result from/because/since/for/as;“→”表示 lead to/result in/has become/turn into;“≈”表示 about/almost;“>”表示 more than;“<”表示 less than 等。

③ 创造自己的速写符号。

在平时的训练中也可以使用和创造一些符合自己习惯的缩略语和符号,如 September = Sept.; Thursday = Thurs.; minute = m; second = s; hour = h; chapter = chap.; telephone = tel.; important/importance = imp.; necessary = nec.; grocer/grocery = groc. 等。

第二节 听力篇章

1. 样题解析

听力篇章主要考查考生理解文章中心思想,捕捉重要细节的能力。其题材多样,涵盖科

学、文化、教育、风俗、历史、人物、日常生活等各方面的内容,体裁一般可分为记叙文、说明文、议论文和应用文。从 2016 年 6 月六级考试开始,六级篇章部分由原来的三篇缩减为两篇,分值比例降低到了 7%,篇章总体难度有所降低。从样题来看,第一篇 265 词,第二篇 261 词,题量分布为 3+4,7 个小题中包含 6 个细节题 1 个推理题,细节题占到 85.7%。我们先解析样题:

Section B

Directions: *In this section, you will hear two passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D. Then mark the corresponding letter on Answer Sheet 1 with a single line through the centre.*

Passage One

In today's personality stakes, nothing is more highly valued than a sense of humor. We seek it out in others and are proud to claim it in ourselves, perhaps even more than good looks or intelligence. If someone has a great sense of humor, we reason, it means that they are happy, socially confident and have a healthy perspective on life.

This attitude would have surprised the ancient Greeks, who believed humor to be essentially aggressive. And in fact, our admiration for the comically gifted is relatively new, and not very well-founded, says Rod Martin, a psychologist at the University of Western Ontario. Being funny isn't necessarily an indicator of good social skills and well-being, his research has shown. It may just as likely be a sign of personality flaws.

He has found that humor is a double-edged sword. It can forge better relationships and help you cope with life, or it can be corrosive, eating away at self-esteem and irritating others. "It's a form of communication, like speech, and we all use it differently," says Martin. We use bonding humor to enhance our social connections, but we also may employ it as a way of excluding or rejecting an outsider.

Though humor is essentially social, how you use it says a lot about your sense of self. Those who use self-defeating humor, making fun of themselves for the enjoyment of others, tend to maintain that hostility toward themselves even when alone. Similarly, those who are able to view the world with amused tolerance are often equally forgiving of their own shortcomings.

Questions 9 to 11 are based on the passage you have just heard.

9. How do people today view humor according to the speaker?

- A. It is a trait of a generous character.
- B. It is a reflection of self-esteem.

- C. It is an indicator of high intelligence.
D. It is a sign of happiness and confidence.
10. What did the ancient Greeks think of humor?
A. It was self-defeating. B. It was aggressive.
C. It was the essence of comedy. D. It was something admirable.
11. What has psychologist Rod Martin found about humor?
A. It is a double-edged sword.
B. It is a feature of a given culture.
C. It is a unique gift of human beings.
D. It is a result of both nature and nurture.

解析:该篇章属于心理学主题,介绍了对幽默感的不同看法。开篇指出幽默感是现代会被高度认可的一种性格特征,被赋予了极其积极的意义,然后话锋一转,指出古希腊人认为幽默带有攻击性,引出西安大略大学心理学教授 Rod Martin 对幽默感的研究,指出幽默感是一把双刃剑。本篇设置三个问题,均考查细节辨识,解题都遵从“视听一致”原则。

第9题,答案D。

问的是人们对幽默感的一般看法,出题点在篇章开头:... it means that they are happy, socially confident and have a healthy perspective on life.

第10题,答案B。

问的是古希腊人对幽默的看法,出题点紧随上一题:This attitude would have surprised the ancient Greeks, who believed humor to be essentially aggressive.

第11题,答案A。

问的是 Rod Martin 教授对幽默感的研究发现,出题点设在篇章的中间:He has found that humor is a double-edged sword. 浏览四个选项,发现只有选项A被提及,其他三个选项甚至到篇章结束都没有被提及。

Passage Two

And now, if you'll walk this way, ladies and gentlemen, the next room we're going to see is the room in which the family used to hold their formal dinner parties and even occasionally entertain heads of state and royalty. However, they managed to keep this room friendly and intimate and I think you'll agree it has a very informal atmosphere, quite unlike some grand houses you visit. The curtains were never drawn, even at night, so guests got a view of the lake and fountains outside, which were lit up at night. A very attractive sight.

As you can see, ladies and gentlemen, the guests were seated very informally around this oval table, which would add to the relaxed atmosphere. The table dates from the eighteenth century and is made of Spanish oak. It's rather remarkable for the fact that although it is extremely big, it's supported by just six rather slim legs. However, it seems

to have survived like that for two hundred years, so it's probably going to last a bit longer. The chairs which go with the table are not a complete set—there were originally six of them. They are interesting for the fact that they are very plain and undecorated for the time, with only one plain central panel at the back and no arm-rests. I myself find them rather uncomfortable to sit in for very long, but people were used to more discomfort in the past.

And now, ladies and gentlemen, if you'd like to follow me into the Great Hall ...

Questions 12 to 15 are based on the passage you have just heard.

12. What do we learn about the speaker?
 - A. She is a tourist guide.
 - B. She is a domestic servant.
 - C. She is an interpreter.
 - D. She is from the royal family.
13. What does the speaker say about the room they are visiting?
 - A. It is situated at the foot of a beautiful mountain.
 - B. It was used by the family to hold dinner parties.
 - C. It was frequently visited by heads of state.
 - D. It is furnished like one in a royal palace.
14. What is said about the oval table in the room?
 - A. It is elaborately decorated.
 - B. It has survived some 2,000 years.
 - C. It is very big, with only six slim legs.
 - D. It is shaped like an ancient Spanish boat.
15. What does the speaker say about the chairs?
 - A. They are interesting to look at.
 - B. They have lost some of their legs.
 - C. They do not match the oval table at all.
 - D. They are uncomfortable to sit in for long.

解析:这是一篇导游对景点的介绍。设置了四个小题,其中一个为推断题;其余三个为细节题,分布均匀,篇章的前部、中部、尾部各设置一题。

第12题,答案A。

该题要求推断出说话人的身份。篇章的开头、中间、结尾均有导游的常用语:And now, if you'll walk this way, ladies and gentlemen, the next room ...; As you can see, ladies and gentlemen, ...; And now, ladies and gentlemen, if you'd like to follow me into the Great Hall ... 很容易判断出说话者的身份为导游。

第13题,答案B。

细节题。出题点为短文开头:... the family used to hold their formal dinner parties and even occasionally entertain heads of state and royalty.