

实用大学 英语听力

主编 杨昌英

87

中南工业大学出版社

实用大学英语听力

主 编 杨昌英

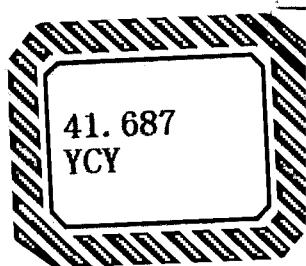
副主编 段慧如 张辉平

编 者 (以姓氏笔画为序)

向学勇 李 瑶 吴 华 张辉平

张爱兰 杨昌英 段慧如 黄 莹

曾 燕 谢东华



中南工业大学出版社

1998·长沙

实用大学英语听力

主编 杨昌英

责任编辑:杨 继 周 丽

*

中南工业大学出版社出版发行

中南工业大学出版社印刷厂印装

湖 南 省 新 华 书 店 经 销

*

开本:850×1168 1/32 印张:6.25 字数:159千字

1997年12月第1版 1998年4月第1次印刷

印数:0001—5100

*

ISBN 7-81061-047-3/H·012

定价:8.50元

本书如有印装质量问题,请直接与承印厂家调换

厂址:湖南长沙

邮编:410083

前 言

语言是一种符号系统。任何一个语言符号都是语音和语义的结合体。人们通过语音感知语义,通过语义给语音赋予特定的内容,无论是儿童习得语言还是成年人学习语言,都离不开听,因而语言也是一种听觉符号系统。听是人们进行交际的重要手段,没有听就没有交谈。一个人虽然记住了几十个单词的词义但听不懂,说不出,我们不能说这个人具备了用该语言进行交际的能力。通常而言,听能是语言习得者或学习者需要最先发展的一种技能,然后才是“读”、“说”、“写”这些技能的发展。无论学习哪种语言,听力理解在语言学习者的学习过程中都起着非常重要的作用。因此,大学英语教学大纲对听力理解技能的要求仅次于阅读理解技能。在大学英语测试中,出国留学考试中,以及大家熟悉的TOEFL和GRE考试中,听力均占有相当大的比例。随着我国和世界各国的交往越来越频繁,今后面对面的交流也会越来越多,这就要求我们的学生不能只具备“一定的听的能力和初步的说的能力”;而必须具备“较高的听的能力”和“一定的说的能力”。

《实用大学英语听力》一书着重分析听力学习和听力测试中的重点、难点,介绍多种听力理解学习策略和学习模式,旨在帮助同学们发展个人的学习策略,迅速提高听力理解训练的效率,以听促说,全面提高英语素质。毫无疑问,听能的提高将有助于其他三会(读、说、写)能力的发展和提高,有助于学生顺利通过大学英语四、六级考试,并为进入高一级的英语学习阶段打下坚实的基础,达到进行有效交际的目的。

《实用大学英语听力》由三部分组成,第一部分着重介绍大学英语教学和测试听力理解的基本要求,新的发展趋势和新的听力

测试题型及必须具备的基本听力技巧。第二部分着重分析听力教学与测试中的重点、难点,介绍相应的听力理解学习策略,以便同学们发展自己的听力技巧。第三部分是听力训练,由17套标准听力测试题组成,每套练习题不仅考虑了增加的各种新的听力测试题型,而且也考虑到了内容的广泛性和交际的实用性。本书即刻配制发音清晰,语音纯正,语速适中的听力录音磁带。

本书由杨昌英副教授主编,段慧如、张辉平担任副主编,参加编写的人员有:黄莹、李瑶、吴华、张爱兰、曾燕、向学勇、谢东华等。刘佩琬老师协助了部分校对工作。《实用大学英语听力》是大学英语本科生系列英语教辅材料五本中的一本。其他四本是:《实用大学英语写作》、《实用大学英语翻译》、《实用大学英语阅读》、《实用大学英语词汇结构》。除《实用大学英语写作》由高等教育出版社出版外,其余四本全由中南工业大学出版社出版发行。本书作者感谢高等教育出版社和中南工业大学出版社为本套丛书的出版发行所作的一切努力。

由于种种原因,书中错误在所难免,敬请同行专家赐教。

彭金定

1998年3月8日

目 录

第一章 大学英语听力技能综述	(1)
第一节 大学英语听力理解分项技能	(1)
1.1 辨音能力	(2)
1.2 理解句子和话语的交际价值的能力	(2)
1.3 辨认语篇中的要点和重要信息的能力	(3)
1.4 作出准确的判断与推理的能力	(4)
1.5 做笔记的能力	(4)
第二节 大学英语听力测试已采用或今后可能采用的 题型及其特点	(5)
2.1 听力对话	(5)
2.2 听力短文	(7)
2.3 复合听写	(11)
2.4 今后听力可能会采用的题型	(14)
第二章 大学英语听力策略及解题技巧	(16)
第一节 大学英语听力测试重点分析	(16)
1.1 听力对话部分测试重点分析	(16)
1.2 短文听力理解题测试重点分析	(21)
1.3 填词听写理解题测试重点分析	(23)
第二节 大学英语听力理解解题技巧	(26)
第三节 听力理解中常见句型、短语和惯用法	(29)
第三章 大学英语听力理解测试部分	(38)
Practice Test One	(38)
Practice Test Two	(42)
Practice Test Three	(46)

Practice Test Four	(50)
Practice Test Five	(54)
Practice Test Six	(58)
Practice Test Seven	(61)
Practice Test Eight	(65)
Practice Test Nine	(69)
Practice Test Ten	(73)
Practice Test Eleven	(77)
Practice Test Twelve	(81)
Practice Test Thirteen	(84)
Practice Test Fourteen	(88)
Practice Test Fifteen	(92)
Practice Test Sixteen	(95)
Practice Test Seventeen	(98)
1997 年 6 月全国大学英语四级测试听力题	(100)
附录:录音原文及答案	(104)

第一章 大学英语听力技能综述

什么是听力？听力就是人们利用听觉器官正确地感知外界言语，并通过对言语符号的解码，跟大脑中已有的认识结构联系起来，使其内化成为认知结构中的一部分的能力。可以说，听力是集词汇、语法、阅读理解和背景知识为一体的一种综合能力。1986年的大学英语教学大纲对四、六级听的能力分别提出了具体的要求：对语速为120wpm(Band4)及140wpm(Band6)的听力材料一遍可以听懂，理解的准确率不低于70%。随着社会对高素质人才的需求，大纲对听的能力提出了更高的要求。1996年1月四级统考题型的改革，听力理解新题型的采用，不仅要求考生应具有较好的接纳、解码言语信号的能力，还要有较强的概括能力和较好的书面表达能力。

为此，听力无论在日常的教学，还是在综合测试中都受到普遍的重视。就大学英语四、六级统考而言，听力理解题的卷面分数均占到20%。而这部分题目考得顺利与否，直接影响到考生在整个考试期间的心态，是决定其考试成败的关键。因此，提高听力技能越发显得重要。本章拟就大学英语能力的技能问题进行综合介绍和分析。

第一节 大学英语听力理解分项技能

听力的过程是人们利用所掌握的语言技能去分析所听到的话

语而达到理解的一种主动的心理活动。获得并储存在短时记忆中的信息流的大小,信息解码能力的强弱,决定其听力理解能力的高低。因此熟练掌握下述听的微技能将有助于听的能力的提高。

1.1 辨音能力(Sound Discriminating Skill)

辨音能力是指辨别音素、重音和语调这些语言的特征以及将语音、词语和语法结构联系起来进行理解的能力。

例如:

W: Can you explain it for me?

M: Me?

Q: What does the man mean?

A) He will explain it.

B) He doesn't know it either.

C) He doesn't want to answer.

D) He knows it very well.

对话中的 Me 采用升调读出,暗含对自己能力的怀疑及否定,言外之意是我自己也是一窍不通啊。因此答案选 B)。

另外在听写填空中,许多考生将“This job is boring.”中的 boring 写成 born;将“These officials were very polite.”中的 polite 写成 bright。原因之一是缺乏辨音能力,混淆了音素,|‘bɔ:riŋ| 与 |‘bɔ:n|, |pə’lait| 与 |brɔit|;其二是缺乏借助语义和语境来将语音、词语和语法结构联系起来看的能力。

1.2 理解句子和话语的交际价值的能力(The Communicative Value of Sentence Understanding Skill)

语言交际是意念的交流。有些句子字面含义非常明确,但在不同的交际语境中,可能表达不同的交际价值。因此考生必须具备对讲话者的态度、情感进行判断和分析的能力。

例如:

W: Jack, how are you doing with your paper?

M: I've written and rewritten it so many times that I wonder when I can finish it.

Q: What can we learn from the conversation?

A) He is modest.

B) He is satisfied.

C) He is proud.

D) He is upset.

对话中男方的回答明显地表达了一种忧虑、烦躁及埋怨之情,故答案选 D)。

1.3 辨认语篇中的要点和重要信息的能力 (The Main Points or Important Information Identifying Skill)

在听取信息的过程中,信息往往不会因考生本人听不清或听不懂而停顿下来。因此考生必须通过对声音的高低快慢、句尾中心和句尾重量的鉴别来辨认语篇中的要点和重要信息,缩小记忆范围。

例如:

W: Can I help you?

M: Yes, I want to borrow these two novels, and I also need this book.

对话中的“I also need this book.”采用重读语气,提示考生在获取信息过程中不要忘记这一重要信息。因此当问句“How many books does the man want to borrow?”问出时,考生所选的答案决不会是“Two”,而是“Three”。

1.4 作出准确的判断与推理的能力 (Accurate Judgment and Inference Making Skill)

例如:

W: When is Dick coming?

M: Well, he said he'd be here at eight but as I know him, it will be at least eight-thirty.

Q: What does the man mean?

A) Dick is usually late.

B) Dick will not show up.

C) Dick will be there at eight.

D) Dick is usually on time.

对话中的男方并没有直接表明对 Dick 的看法,也没有抱怨 Dick 不守时,只是通过时间上的对比让考生自己去推测、联想,选出正确答案 A)。

1.5 做笔记的能力 (Note taking Skill)

本节开头已谈到听力理解的过程就是通过听觉器官对外来信息的容纳和解码的过程。要提高信息的储存量和准确性,除用脑子记忆外,还要掌握做笔记的技巧,以提高记忆能力。以《大学英语教学大纲》中的一文为例:

My friend Jones is not a very practical person. Driving along a main road one dark night he suddenly had a flat tyre. Even worse, he discovered that he did not have a spare wheel in the back of his car! Jones waved to passing cars and lorries, but not one of them stopped. Half an hour passed and he was almost in despair. At last he waved to a car just like his own. To his surprise, the car actually stopped and a well-dressed young woman got out. Jones was terribly disappointed. How could a person like this possibly help him? The lady,

however, offered him her own spare wheel, but Jones had to explain that he had never changed a wheel in his life! She set to work at once and fitted the wheel in a few minutes while Jones looked on in admiration.

The possible notes could be as follows:

- Jones, not practical
- one night had a flat tyre
- no spare wheel
- no one stopped to help
- in despair when a woman stopped
- she offered him her spare wheel
- he couldn't fit it
- She did it for him

第二节 大学英语听力测试已采用或今后可能采用的新题型及其特点

分析大学英语四、六级考试听力理解题, 归纳起来有以下几种:

2.1 听力对话 (Conversation)

听力对话测试部分共 10 道题, 占听力测试题的 50%。对话一般在一男一女之间进行, 第三者提出问题后, 要求考生在 12~15 秒钟内对获取并储存在短时记忆中的信息进行解码, 作出正确的选择。听力对话题材均涉及到日常生活的方方面面: 如请求、询问、购物付款、看病求医和工作、娱乐等。

例如:

1. M: Hello, may I speak to John Smith, please?

W: I'm sorry. Nobody by that name works here.

Q: What do we learn from this conversation?

A) John Smith isn't right now.

B) John Smith can't come to the phone right now.

C) John Smith doesn't want to speak to the caller.

D) The caller dialed the wrong number.

选 D) (1990 年 1 月试题)

2. M: Nancy, why were you late today?

W: I overslept and missed the bus.

Q: Why was Nancy late?

A) She got up late than usual.

B) The bus was late.

C) She forgot she had classes.

D) Her clock was slow.

选 A) (1990 年 1 月试题)

3. W: Excuse me, Sir. I'm going to send this parcel to London.

What's the postage for it?

M: Let me see, It's one pound and fifty.

Q: Who is the woman most probably speaking to?

A) A postal clerk.

B) A taxi driver.

C) A bus conductor.

D) A railway porter.

选 A) (1997 年 6 月试题)

4. W: Have you found anything wrong with my stomach?

M: Not yet. I'm still examining. I'll let you know the result next week.

Q: What is the probable relationship between the man and the woman?

A) Husband and wife. B) Doctor and patient.

C) Father and daughter. D) Teacher and student.

选 B) (1991 年 6 月试题)

5. M: The Students' English Club is having a party on Saturday night, can you come?

W: I'd like to! But I work at a restaurant on weekends.

Q: Why can't the woman go to the party?

A) Because she has got an appointment.

B) Because she doesn't want to.

C) Because she has to work.

D) Because she wants to eat in a new restaurant.

选 C) (1990 年 1 月试题)

从上述 5 例的分析可见, 虽然作者构思的问题所测试的重点不同, 但对话测试的内容都围绕着日常生活中的方方面面展开。

2.2 听力短文 (Passage)

听力短文理解部分由三篇短文组成, 每篇短文后有 3~4 道问题, 总计 10 个问题, 占听力测试题的 50%。短文体裁以记叙文为主, 题材涉及英、美等国的风俗、人情、教育、文化、人物传记、天文地理以及一般的科普常识等内容。

例 1: (1991 年 6 月试题)

When my husband was promoted we put our house up for sale. Three weeks later we were still on the market. I became a busy housekeeper. Every room had to be kept tidy and dishes had to be washed and put away when used. Then one day the doorbell rang unexpectedly at eight a. m., sleepily. I opened the door and saw our agent standing there with a couple from New York. There was no time to call, he explained. The couple has to catch a plane home. The

three people make their way past the dirty breakfast dishes on the kitchen table and into a bedroom with unmade beds. As I retreated into a bathroom to comb my hair, I heard the man say something to his wife. Then they both laughed. Two days later the agent phoned to tell me that the couple had bought the house. He repeated what the buyer had said when he handed over the check the following day, "That house has a warmly lived-in feeling just like ours."

1. Why did the speaker sell her house?

A) Her husband had got a higher position.

B) Her husband had lost his job.

C) She wanted to have a cleaner house.

D) She wanted to move to New York.

2. Why did the agent visit the speaker so early in the morning?

A) His telephone went out of order.

B) The buyers had to leave soon.

C) He began to work at 8 a.m.

D) He had made an appointment with her for 8 a.m.

3. Why did the couple laugh in the speaker's house?

A) They considered her lazy.

B) They saw something they had never seen.

C) They considered her foolish.

D) They saw something familiar to them.

本文阐述了西方国家的人情、风俗。由于一系列的违反常规的但又带有戏剧性的事情的发生,最终促使了这桩住房买卖的成交。因此 1 至 3 题的答案分别为 A)、B) 和 D)。

例 2: (1990 年 1 月试题)

The water clock was an ancient clock. It could be used on cloudy days at night and indoors. Such clocks were probably first used in Egypt about two thousand B. C. They were also used for many years in Arabia, India, China and all over Europe. The simplest water clock needed just two parts, a small bowl and a large bowl. The small bowl had a timing hole in the bottom. The large bowl was divided into equal parts and marked by lines. Water was poured into the small bowl and it fell slowly down into the large bowl in timing drops. Usually it took an hour for the water to rise from one line to the next in the large bowl. A beautiful water clock was made in Persia over a thousand years ago. It was presented as a gift to the Emperor of France. This water clock could be heard as well as seen. The dial of the clock was made up of twelve doors, each representing an hour. Every hour a door opened and the proper number of metal balls dropped onto a thin brass plate to strike the hour. At twelve o'clock twelve tiny horsemen came out and shut all the doors. This was probably one of the first striking clocks.

1. When was the first water clock probably made?

A) 4000 years ago.

B) 3000 years ago.

C) 2000 years ago.

D) 1000 years ago.

2. What do we know about the structure of the simplest water clock?

A) The small bowl was put above the large bowl.

B) The large bowl was put above the small bowl.

C) The small bowl was put inside the large bowl.

D) The large bowl consisted of two equal parts.

3. What did the striking water clock use to strike hours?

A)Horsemen.

B)Brass doors.

C)Drops of water.

D)Metal balls.

本文通过对老式水钟的发明及利用的介绍,使读者对这一古代的记时装置增加了认识 and 了解。1~3 题答案分别为 A)、A)和 D)。

例 3:(1993 年 6 月试题)

A six-year-old boy has been found alive after spending four days and five nights in an icebox that was buried under tons of ruins in Thursday's big earthquake. The boy, Tom, was found early yesterday in the village of Sam, as rescuers were working to pull his father out of the ruins of their home. Hearing a faint cry of "Get me out. Get me out", rescuers dug down another 1.5 meters and found the boy in the icebox. He was pronounced in a good condition suffering only 4 or 5 slight wounds. Tom's eight brothers and sisters died in the earthquake, which officials say may have killed as many as 50,000 people. By Sunday foreign doctors were leaving the earthquake areas as hope had faded of finding any more survivors.

1. What happened to the boy in the earthquake?

A)He lost consciousness.

B)He was slightly wounded.

C)He was seriously injured.

D)He was buried under an icebox.

2. How many days had passed before the boy was rescued?

A)About four days. C)A day a half.

B)Around eight days. D)More than six days.

3. How did the boy survive the big earthquake?