

冲击波

英语专业四级 应试技巧与训练

4

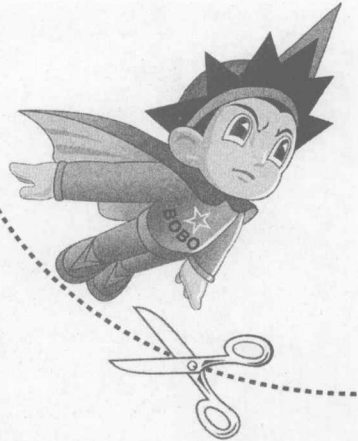
A Guide to TEM-4 with
Practice and Model Tests

主编 常俊跃 刘雪莲



大连理工大学出版社
Dalian University of Technology Press





冲击波

英语专业四级 应试技巧与训练

4

A Guide to TEM-4 with
Practice and Model Tests

主 编 常俊跃 刘雪莲
副主编 刘 翔 邹德艳 李桂荣

大连理工大学出版社
Dalian University of Technology Press



图书在版编目(CIP)数据

英语专业四级应试技巧与训练/常俊跃,刘雪莲主编.
大连:大连理工大学出版社,2008.9
(冲击波系列)
ISBN 978-7-5611-4472-5

I.英… II.①常… ②刘… III.英语—高等学校—水平
考试—习题 IV.H319.6

中国版本图书馆 CIP 数据核字(2008)第 143540 号

大连理工大学出版社出版

地址:大连市软件园路 80 号 邮政编码:116023

发行:0411-84708842 邮购:0411-84703636 传真:0411-84701466

E-mail:dutp@dutp.cn URL:http://www.dutp.cn

大连金华光彩色印刷有限公司印刷 大连理工大学出版社发行

幅面尺寸:185mm×260mm	印张:22.5	字数:668 千字
附件:光盘一张		印数:1~8000
2008 年 9 月第 1 版		2008 年 9 月第 1 次印刷

责任编辑:韩露 陈多 张钰

责任校对:赵璐璐

封面设计:孙宝福

ISBN 978-7-5611-4472-5

定 价:39.80 元

Preface

前言

高校英语专业四级考试(TEM4)是由高等院校外语专业指导委员会实施的全国性考试,目的在于检查各高校英语专业基础阶段教学大纲的执行情况。TEM4 考试的权威性及社会影响在不断提高,已得到越来越多的机构和人士的认可。为了能更好地反映新四级考试大纲的精神与要求,帮助广大英语专业学生及任课教师充分了解 TEM4 考试的测试要求、形式、目的、内容以及所测试的语言知识或能力,同时提供全面而富有针对性的练习,我们严格按照 2004 年颁布的最新版《高校英语专业四级考试大纲》的要求并根据最新的四级考试命题特征和趋势编写此书,以供英语专业四级考试备考者及广大英语教师使用。全书共分两大部分——《理论篇》和《实践篇》。它们各有自己的任务,但同时又互为补充,服务于本书的总体目标。

首先,《理论篇》针对英语专业四级考试所涵盖的听写、听力、完型填空、词汇和语法、阅读理解和写作这六大块内容,分别进行了大纲解读、评分标准、考点分析、题型分析、策略技巧等方面的指导,其中的题型分析、策略技巧等模块均以历年的真题为例,更具有说服力和针对性。针对每一部分的内容,设计了大量的集训题,为广大英语专业四级考生提供全面且具有针对性的练习,难度与真题相仿。同时还提供包括听力原文、内容提要、重点词汇和答案解析在内的答案详解。使用者可以通过各个专项集训进行单项测试,找到学习上的差距和弱点,从而明确学习方向、调整学习重点和学习方法。

其次,《实践篇》包括五套完整的模拟试题和附带听力录音原文的答案详解。试题难度适中,覆盖面广,充分训练考生的语言技能和语言应用能力。

本书的设计非常便于考生自学使用,同时也适合教师集中进行辅导使用。本书听写和听力理解部分的 MP3 由外国专家录制。

由于水平有限,不当之处在所难免,恳请读者在使用过程中批评指正。

编者

2008 年 9 月

Contents 目录

前言

第一部分 理论篇

一、 听写	1
(一)大纲解读	1
(二)评分标准	3
(三)应试策略和技巧	4
(四)解题步骤分析	6
(五)听写集训	7
二、 听力理解	12
(一)大纲解读	12
(二)评分标准	13
(三)题型分析	13
(四)应试策略和技巧	15
(五)听力集训	20
长对话听力练习集训	20
长对话听力集训部分录音原文及答案详解	25
短文听力练习集训	38
短文听力集训部分录音原文及答案详解	45
新闻听力练习集训	57
新闻听力集训部分录音原文及答案详解	63
三、 完型填空	77
(一)大纲解读	77
(二)评分标准	77
(三)考点分析	77
(四)应试策略和技巧	80
(五)真题分析	82
(六)完型填空集训	89
(七)完型填空集训练习答案详解	98
四、 语法与词汇	108
(一)大纲解读	108
(二)评分标准	108
(三)考点分析(11年回顾:1998-2008)	109

(四)应试策略和技巧	126
语法集训 100 题	127
词汇集训 100 题	132
语法集训 100 题答案	137
词汇集训 100 题答案	137
语法集训 100 题答案详解	138
词汇集训 100 题答案详解	144
五、 阅读理解	151
(一)大纲解读	151
(二)评分标准	152
(三)考点分析	152
(四)应试策略和技巧	154
(五)真题分析	155
(六)阅读理解集训	168
(七)阅读理解集训答案详解	185
六、 写作	195
(一)大纲解读	195
(二)写作评分标准	196
(三)写作考点分析	201
(四)应试策略和技巧	202
(五)写作集训	205
Composition 集训 10 篇	205
Note-Writng 集训 10 篇	208
Composition 集训 10 篇参考样文	210
Note-Writing 集训 10 篇参考样文	217
第二部分 实践篇	
Model Test 1	221
Model Test 1 答案详解	233
Model Test 2	247
Model Test 2 答案详解	259
Model Test 3	275
Model Test 3 答案详解	286
Model Test 4	301
Model Test 4 答案详解	312
Model Test 5	327
Model Test 5 答案详解	338

第一部分

理论篇

一、听写

(一)大纲解读

听写能力是一项非常重要的综合技能,它渗透在很多交际活动中,是最常用到的基本功之一。新版《高等学校英语专业四级考试大纲》(2004 年新版)中,对听写部分的要求如下:

I. 听写 (Part I: Dictation)

1. 测试要求:

- (a) 能在全面理解内容的基础上逐字逐句写出所听材料。
- (b) 拼写和标点符号正确无误,错误率不超过 8%。
- (c) 考试时间 15 分钟。

2. 测试形式:

本部分为主观试题。所听材料共念四遍。第一遍用正常语速朗读,录音语速为每分钟 120 个单词,让学生听懂材料大意。第二、三遍朗读时意群、分句和句子之间留出约 15 秒的空隙,让学生书写。第四遍再用正常语速朗读,让学生检查。

3. 测试目的:

测试学生听力理解能力、拼写熟练程度以及正确运用标点符号的能力。

4. 选材原则:

- (a) 题材广泛体裁多样。
- (b) 听写材料难度以不超过《大纲》规定为准。
- (c) 听写材料长度约 150 个单词。

根据《高等院校英语专业教学大纲》对基础阶段听写的要求,考生需要在全面理解所听内容的基础上,准确无误地把听到的内容以笔头的形式表达出来,并要求拼写和标点正确无误,错误率不超过 8%。听写这一项虽然不需要考生自己造句,但由于涉及到语言(听力、单词拼写、篇章结构等)与非语言能力(如记忆力、速记等)各项技能,因此也决非易事。要想提高听写能力,关键就是加强各种相关知识和技能的训练。

1. 语言能力方面:

1) 必须提高听力水平

听力的提高可以采用两种方式:泛听和精听。

泛听的意思就是听大意,主要适用于 BBC、VOA 或其他英语新闻、报道或速度较快又无法重听的材料。在听这类材料的时候,有时可以不集中全部精力,只将英语作为背景音。这样做的目的只是“磨磨耳朵”,熟悉英美语音、语调及语气等特点,同时有助于提高英语听觉的敏感性。当然,有的时候,泛听也需要集中精力,在泛听中掌握大意,此时不要拘泥于个别词或词组,不要强调一定要听清楚所有的句子或每一句里所有的单词。建议在选择泛听材料时,先从适合自己、比较容易的材料开始。比如多听慢速英语广播,练习听 VOA 的 SPECIAL ENGLISH 节目等等。练习听力千万不可小看慢速英语。英语学习者如果达到一遍完全听懂 VOA 慢速英语的各种广播节目,可以说英语就已经达到了一定的水平。这样只听大意的泛听很重要,主要在于其训练目的是要使考生懂得抓住大意最重要,不是一定要将所有的单词都听清楚、听明白,才算听懂了。在听写过程中,这种技巧是非常重要的,如果不懂得如何跟听大意,总是遇到生词就停滞不前或思维



停止的话,听写一定会“全盘皆输”的。

提高听力的第二种方式是精听,它与泛听恰恰相反,需要选用可以反复听音的材料。它与听写非常相似,但听写有次数限制,而精听则没有,可以反复听,直到听出所有单词为止。在进行精听训练时,需要注意:某些英语单词的弱读,比如介词 of、about 等等。在精听时,一定要把所有的弱读单词听出来;某些单音节的英语单词,比如 did、was、him 等,只有一个音节,很容易被忽略,因此在精听时,一定要重点识别这些单音节单词;某些英语单词的连读,比如在精听一条新闻时,听到一个生词,发音好像是 runabout,怎么都查不到这样一个词。这时,你就应当想到,它很可能是两个(或两个以上)单词的连读。按照这个思路,最后就应当猜出它是 run about。对于考生来说,建议选择可以重复听音的新闻材料,这样可以同时准备英语四级听力中的新闻听力题目。刚开始全部听懂一条新闻可能需要三天,以后可能缩短到一天,再之后就可能缩短到半天。采用这种方法,精听十条甚至几十条新闻之后,即可明显提高自己的英语听力水平。

2) 考生需要扩大词汇量

对于大纲中所列单词和短语,不仅要认知,而且要学会熟练拼写。此外,考生应该多阅读英文杂志、报纸等材料。在阅读过程中,不但可以学到更多的词汇及地道的表达法,同时可以拓展知识面。这一点很重要,道理也很简单:如果对于听写的内容一无所知或知之甚少,就会很容易出现理解上的偏差,总体的感觉就是“没听懂”,在书写的过程中也就容易出现比较大的错误,分数当然不会高。比如 2003 年的听写篇章的主要内容是关于鲑鱼洄游繁殖的问题。如果平时从未了解过类似的内容,理解起来一定困难加大,即便听懂了词和词组,也总会在怀疑:“真的是这样的吗?”,自然也就不会有很好的总体表现。

3) 考生需要综合运用语法知识

听写不同于听力的地方在于它需要书写。因此,听力提高了,能听得懂所有的内容并不意味着就能全部写出或者全部写对。听写要求听、理解、书写的同时,还要听取下面的内容。这种多任务同时进行势必会影响各自的最好发挥,也就是说书写出来的东西会出现一些不该有或平时不会犯的错误。这时,就需要考生充分利用语法知识进行分析和修改,如单复数是否一致、上下文时态是否相配、大小写是否恰当、介词搭配或词语用法是否合乎规范、前后语意内容是否通顺等。

由于朗读中没有念出分段或标点,因此考生需要根据对篇章的理解来判断选择。考生可以利用二读三读时的停顿来判断标点。一般地说,二读时,某个意群如有停顿,接下去是另一意群,那么两者之间可能有符号,如逗号。当然也可能没有,两者只是并列成分的关系。但若在三读时回读该意群,那么这之后肯定是表示完整的一句结束了,因此最有可能是句号。

2. 非语言能力方面:

1) 加强记忆和速记能力

有时候,听的内容都懂了,但由于记忆或时间的问题没写下来。因此,在平时的训练中,考生需要有意识地不是以单个的词而是以意群为单位进行理解和记忆;在短暂的停顿空间,如果时间来不及,可以只先写出单词或词组的首字母,或自己熟悉的缩写形式或符号,等以后有时间时再复原。这种速记能力也要靠平时的多练才能获得。

2) 跟读训练

听写要求在书写的过程中,同时要听。所以平时就要训练自己一边理解一边写,同时还能够一边听的能力。考生可以尝试跟读,训练材料需要选择难度不大的。跟读就是在练习听力的过程中,跟着说话者的速度重复。开始的时候可以仅仅是仅仅落后一两个字,熟练了之后可以落后半句甚至一句话,经过足够的训练之后,考生就可以掌握一边听、一边理解还可以一边输出(说或写)的技巧。这对听写能力的提高是非常有用的。

3) 学会取舍

考生应该根据听写的评分方式,学会取舍,确保拿到较高的整体成绩。因为听写的评分不是根据写出的单词个数多少,而是以是否表达清楚原文的主要意思为依据,然后才以是否有小的错误,如单复数、大小写、定冠词等分层次扣分。也就是说,扣分有主要和次要信息之分,因此听的时候也要分清重点和非重点。另外,听写的全部内容根据意群分成 15 分,每个意群最多扣一分。如果在听的过程中有个别词或词组一下反应不出来,就不要苦苦纠缠单个的词,而是要跟着录音进行下一意群的听写,避免个别词或句的错漏影响对其他意群的理解和书写。

(二)评分标准

1. 听写的内容共分 15 小节,每节 1 分。

2. 每个小节根据错误情况扣分,但每节最多只扣 1 分。

3. 同一个错误反复出现,则仅扣一次分数。

4. 错误共分两类:小错误(minor mistakes)和大错误(major mistakes)。

A. 小错误:

1) 大小写、标点符号错误(如果标点影响后句大小写,算后句的一个小错):

例 1: The idea, for example, of being... 写成 The idea for example of being... 漏两个逗号,算两个小错。

例 2: ...are willing to work very hard, we are certain... 写成...are willing to work very hard. We are certain... 原逗号写成句号,后句的 we 相应大写,算后句的一个小错。

2) 冠词错误:

例 1: Others never find a job... 写成 Others never find the job... 原冠词 a 写成了 the, 算一个小错。

例 2: ...of being a painter or a musician 写成...of being a painter or musician, musician 前漏了冠词 a, 算一个小错。

3) 小错误扣分标准:小错误在一节中出现一次,留作总计;出现两次,扣 0.5 分;出现三次,扣 0.5 分后留一小错作总计;出现四次(或四次以上),该节 1 分扣除。

4) 未扣分小错误的扣分标准:

累计 2—4 个:扣 0.5 分。

累计 5—8 个:扣 1 分。

B. 大错误:漏写、加词、造词、换词(冠词作小错计),单复数,拼写,时态错误。

例 1: ...their working lives 写成...their working life, 算一个大错。

例 2: suitability 写成 suitableness, 算一个大错。

例 3: unless 写成 on last, 算两个大错:加词+换词。

例 4: of equal importance 写成 equally important, 算三个大错:漏词+两个换词。

大错误在一节中每个扣 0.5 分,出现两个(及两个以上),该节 1 分扣除。

5. 下列情况不扣分:

例 1: And they sometimes move from job to job... 写成, and they sometimes move from job to job... (and 小写不扣,但 and 前须加逗号,没有逗号,扣一个小错。)

例 2: ...two questions. 写成...two questions: (句号写成冒号不扣分,但 First 仍须大写,如果小写,扣一个小错。)

例 3: When students graduate from college 和 When we choose our careers 这样的时间状语从句后面不加逗号,不扣分。

例 4: But, 和 So, 如果 But 和 So 后不加逗号,不扣分。

例 5: ...they are really happy 写成...they're really happy, 不扣分。

6. 总分只有 0.5 分时,以 1 分计算;其余总分中如含小数点的,小数舍去,保留整数,如 12.5 → 12; 7.5 → 7。如果通篇只有一个小错,忽略不扣,给 15 分。

7. 空白卷一律打 0 分。

历年听写考点分析(1997 年—2008 年):

1997 Legal Age for Marriage

1998 The Railways in Britain

1999 United Nations' Day

2000 What We Know About Language

2001 Characteristics of a Good Reader

2002 Disappearing Forests



2003 Salmon

2004 Money

2005 The Wrist Watch

2006 The Internet

2007 Advertising

2008 Choosing a Career

英语专业四级听写的题材选择广泛而不生僻,包括文化(2000, 2001, 2004, 2005)、社会生活(1997, 1998, 2007, 2008)、国际问题(1998, 2002)、生物(2003)和科技(2006)等。体裁可以为叙述性、描写性或说明性,难度适中,不超出听力理解部分的难度,词汇以大纲要求的前四级为主,但不会出现太偏僻的人名、地名等专有名词或词汇。背景知识要求并不是特别复杂,不超出大部分学生应该掌握的常识。

(三)应试策略和技巧

从1990年第一次TEM4考试举行开始,听写就作为一项测试项目,满分10分,比重为10%。之后满分上升到15分,比重为10%。从1994年起,听写尽管仍为15分,但比重上升为15%。这种变化说明,作为综合了听、写、词汇量、语法结构、篇章理解、记忆力等多方面的语言技能,听写越来越成为一个不可或缺的测试部分。

在TEM4中,听写部分采用的是录音,长度为150字左右,语速为每分钟120字。全文共分15个意群,每个意群可能是句子或长的词组、分句。听写材料一共念四遍。第一遍为正常速度(也就是每分钟120字)朗读,考生在这个过程中不要下笔写,要专注于听,力图对材料进行整体的理解、抓住材料的大意。第二、三遍为慢速朗读,每一个意群连续念两遍。朗读者根据意群停顿,停顿时间约为10~15秒,考生在停顿期间逐字逐句写下所听的内容。直到所有的意群都连续朗读两遍之后,开始以正常速度进行第四遍朗读,此时考生对材料进行校对。四遍朗读全部结束后,还留有2分钟让考生进行全面的检查和整理。根据听写进行的步骤,我们总结出应对听写部分的策略和技巧:

1. 首先,考生在听写开始前,可以在答题纸上看到题目,根据题目进行一下联想,材料的内容可能讲到什么呢?并同时熟悉一下题目中的关键词,因为它们有可能就出现在听写中。

2. 在第一遍朗读时,考生一定不要动笔写,应该专心听大意。在听音过程中,一旦遇到听不懂的词,考生千万不要惊慌,不要因为反复思考单个词汇的意思而耽误了整个朗读的听音。尽量不要拘泥于个别词汇和词组,从而跟上朗读的步伐,通过能够听懂的词汇和句型在头脑中形成段落的大意。第一遍听音可以总结为“理解”。

3. 第二遍和第三遍录音是连续播放的,全部以句子或意群为重复单位。在听第二遍录音时,因为时间紧迫,不可能一个词、一个词地全部写下。因此,第二遍仍应以理解意群为主要任务,同时分析清楚主要信息和次要信息,记下关键词(如主要的句型构成词:主语和主要动词等;重点名词、动词、形容词、副词、数字等等)。在第二遍听音时,有一个关键点,那就是切不可因为忙于写下非关键词(如冠词、介词、连词等等)而没有听到及写下关键词。如果遇到特别长的单词,已经听清楚了,也知道怎么拼写,只是时间有限,不可能一时全部写出,那么可以只写下单词开头的几个字母,留出一定的空间再写后面的词,而后可以在第三遍或第四遍听音时补出全部拼写。这个方法很有效,但是不能够全部的词都采用这种方法,否则到后来忘记了到底是什么词,反要浪费很多时间来猜测几个字母代表的是什么单词。在听第三遍时,应该补出非关键词和拼写不完全的词。第二遍和第三遍听音可以总结为“关键词+非关键词”。

4. 在第四遍听音时,因为对全篇已经有了很好的理解,所以这遍应该着重于检测自己的理解是否正确。着重听句子的重音和停顿,可以检测自己的断句是否正确,也就可以检测标点符号的运用是否正确。如果前三遍听音之后,仍然有没有听懂或记下的词或词组,可以在第四遍听音时加以侧重。但是,不能因为某个词或词组一时写不上来就徘徊不前,耽误了整个语篇的理解和分析,要跟着录音进行下一个句子或意群的理解和检查。根据大纲的阅卷标准,15个意群15分,每个意群最多扣一分,所以个别词或词组的疏漏最多影响一个意群的得分。千万不要因为一个意群中的个别词或词组而影响了其他意群的理解和书写。第四遍听音的关键在于“填补疏漏、关注意群”。

5. 四遍录音全部结束后,考试中还会有两分钟的检查时间,如何有效利用这两分钟的时间对整个听写

同样起到很重要的作用。应该记住：“检查同样重要”。在这个过程中，考生应该注意检查大小写、单词拼写、语法（如主谓一致、单复数、时态等等）和标点符号。当然，这些点在第二、三、四遍听音的时候就应该加以注意或改正。下面着重对以上几点加以详解：

1) 英语单词的大小写：

- a. 句子开头的第一个单词的第一个字母要大写，如：How are you?
- b. 表示国名、某国人、某种语言的单词的首字母要大写，如：America、American、English。
- c. 地名、单位名称等单词的首字母要大写，如：Asia, the Pacific Ocean(太平洋)、the Yellow River、Tian'anmen Square、the United Nations、the Fifth Middle School。
- d. 姓和名、序号、节日、月份、星期等的首字母要大写，如：Lei Feng、Jim Green、Class Two、Grade One、Number Five、National Day(国庆节)、May Day、September、Monday。
- e. 报刊杂志的名称、文章标题的实词首字母要大写，如：China High School Students(《中国中学生报》)、Time(《时代周刊》)、The Fox and the Lion(《狐狸和狮子》)；此外，书名在英文中还要斜体或下划线，在手写时一般使用下划线。
- f. 某些缩略词的字母也要大写，如：TV、CCTV、USA等。

2) 单词拼写和语法：

如果脱离语法来讲单词拼写，只涉及单个单词的拼写。容易出错的可能多数是拼写不规则的单词，如单词中具有不发音或发音不规则的字母：sword、diarrhea等。实际上，遇到生词，考生也不必惊慌：许多情况下，根据单词的发音，即便不知道单词的确切意思，也可以拼写出单词来，依据的就是英语发音与拼写的一些对应规律。当然，这种方法可以试试，如果没有字典加以辅助，还可能猜测错误，所以更加适合平时听写训练时使用。

下面我们来说如何根据上下文及语法规则，避免单词拼写形式的错误，也就是知道单词的拼写方法，可是忽略了单词的变体，进而产生了错误拼写。首先，考生需要判断单词应采用的正确词形：若为名词，应注意其单复数、可数还是不可数及其所有格形式；若为动词，应注意人称、数、时态、语态及非谓语动词形式；若为修饰语，应注意修饰名词或代词时用形容词，而修饰动词、形容词、副词或全句时要用副词；若为代词，注意代词的各种形式；若为形容词、副词，应注意等级变化等等。例如：

Is it the best one of the photo of your family?

I spent an hour write the passage last night.

On Sundays, children play happy in the park.

When he was ten, he become interest in math.

如果已经写出以上句子，考生应该运用语法知识，将句子加以修改：

Is it the best one of the **photos** of your family?

I spent an hour **writing** the passage last night.

On Sundays, children play **happily** in the park.

When he was ten, he **became interested** in math.

3) 标点符号：

由于朗读没有念出标点，全靠考生自己听辨、判断出标点，于是经常出现全文没有标点符号，或所有的停顿处都用既不是逗号也不是句号的一种表示，还有将中文标点符号错写在英文短文中，如中文的书名号、顿号等。

句点：在英文中，句点用于当一句话完全结束时；句点也可以用于英文单词的缩写，如 Mrs.，Dr.，P.S. 等。但要注意的是当缩写的字母形成了一个单词的时候就不要使用句点，如：IBM、DNA 等。

逗号：

- a. 隔开补充说明的成分，例如：

Your requirement, I regret to inform you, has been turned down.

I was born in Xi'an, and my parents live there.

Peter worked very hard, but he could not pass the examination.

- b. 分开连接列举的东西，例如：



The hero in the novel is brave, honest, and kind.

c. 将句中的状语短语或状语从句分开,例如:

It being fine, we went for a walk.

Jack has left the bag in the classroom, I think.

需要注意的是:一个完整的句子以大写字母开始,以句点结束。写英文时用逗号代替句点、分号、冒号或破折号叫“逗号错”,这正是中国学生所要避免的。请比较下列例句:

误:It was raining hard, they could not work in the fields.

(注意:上面句子中划横线的部分是两个不同的主语,而且逗号前后的句子是完整的,单独拿出来都能代表一个完整的意思。因此,用逗号违反了英文规定,即一个句子只能有一套主干。)

正:It was raining hard; they could not work in the fields.

It was raining hard. They could not work in the fields.

误:The essay is poorly organized, there is no central idea.

正:The essay is poorly organized; there is no central idea.

The essay is poorly organized; there is no central idea.

The essay is poorly organized. There is no central idea.

问号:

问号要用于一个直接的问句,而不是间接的问句里。

如:How will you solve the problem? 是正确的用法,但用在 I wonder how you will solve the problem? 就不对了,应该使用句点而不是问号。

6. 以上 5 部分按照听写的步骤和书写顺序对应该注意的问题做了解释和说明。最后一点同样也非常重要,那就是要注意书写的整洁和清晰。字母的书写要规范。有的考生 a 和 u 的拼写非常相似;d 和 a 不分等等。此外,如果需要改正某些词语,应该划掉或涂抹掉原来的,之后再在空白处写出新的。需要增添的词语需要在增添处使用 V 符号,清楚地指明添加的位置等等,以便于评阅。

(四) 解题步骤分析

下面我们以 2008 年 TEM4 的听写真题段落为例,来说明如何应用以上提到的解题步骤和要点。

Choosing a Career

When students graduate from college, / many of them do not know how they want to spend their working lives. / And they sometimes move from job to job / until they find something that suits them / and, of equal importance, to which they are suited. / Others never find a job in which they are really happy. / They remain all their lives square pegs in round holes. /

When we choose our careers, we need to ask ourselves two questions. / First, what do we think we would like to be? / Second, what kind of people are we? / The idea, for example, of being a painter or a musician may seem very attractive. / But, unless we have great talent and are willing to work very hard, / we are certain to fail in these occupations. / And failure will lead to unhappiness in life. / So, it is important to assess our suitability for a certain career in job search. / (166)

【录音开始之前】

在第一遍录音开始之前,都有一段对听写考试内容的说明,如果考生平时经常做练习,对这部分很清楚,就可以利用这段时间对内容进行预测。根据题目 Choosing a Career,考生可以想到与选择事业相关的事情,如找工作、兴趣、报酬等,此类关键词包括:job, job-hunting, graduation, occupation, payment, promotion, prospects 等等。

【第一遍听音】

1. 掌握文章大意:在第一遍听音过程中,考生应该掌握文章的基本意思。首先介绍问题,指出许多大学生毕业后,并不知道怎样适应就业后的生活。有两种具体的表现:频繁换工作和总是觉得自己的工作不如意。之后上升一定高度,总结出选择工作最需要考虑的事情:自己会喜欢做什么?自己是什么样的人?通过一个例子得出结论:在找工作的过程中,应该评估自己的适应性,也就是自己到底适合做什么。这个文章的逻辑清晰,只要考生能

将这个逻辑听出来,听写过程中就不会犯原则性的错误。

2. 此外,考生还要了解大致的断句,因为断句并不全部都在整句之间进行,因此对各个意群和整句的关系要把握好,在听写过程中,就可以更好地把握断句和标点符号的处理。

3. 同时,在听第一遍的时候,考生可以感受到出现频率最高的词,如 career 等,在第二遍听音时可以将它缩写成 ca;此外,还可以将比较长的词先缩写,比如 occupation 写成 occu 等等。

【第二、三遍听音】
上文已经提到,因为时间有限,有的时候考生不可能在第二遍就记下所有的词,那么可以先记下关键词,留出足够的空间给其余的词,而将大概意思记在大脑中,然后在第三遍时采用填空的办法补出其余的词。例如: When we choose our careers, we need to ask ourselves two questions. 这一句:

第二遍: When we choose our ca, need ask our two questions.

第三遍: When we choose our careers, we need to ask ourselves two questions.

【第四遍听音】
对第二、三遍没有写下的部分进行补充。但要注意:不能在单个词组或句子上停滞不前,否则就会丧失检查或改正其他句子的机会。

【两分钟检查】

1. 检查容易出错的地方,例如:单复数、时态、介词、冠词、大小写、拼写等等。

2. 检查拼写。对于不会拼写的单词,可以根据发音尝试拼写,但不要浪费太多时间在单个单词上,因为写出整个意群才更重要。

3. 检查语法,可以根据已有的语法知识进行补充。例如:our careers, two questions 等,如果遗漏了 s,可以根据语法知识将它们补出。又如:First, what do we think we would like to be? Second, what kind of people are we? 这两个连续的问句应该加问号,如果遗漏问号,应该补出。再如,通篇使用多次的词 choose 和 career 的拼写不应该出错,因为题目已经给出了提示。总之,考生应该充分利用两分钟的检查时间,有效的检查和修改可以为自己的听写增色不少。

(五)听写集训

Passage 1

Different Media of Communication

Books, radios and films, as different media of communication, / vary considerably in the delivery of information and thus in the results produced. / Books boast the longest history / compared with radio programs and films. / Books can have a touch upon almost all the aspects of our life. / Therefore, it is no exaggerating to say that / the history of books is also the history of human development. / But books usually tend to be somewhat slower than the time depicted in them. / That may disappoint those who want to acquire the latest information. / Films can be the most artistic among the three forms of media / as it combines audio, visual and sometimes even special effects. / They can get people involved in a more colorful and real world. / But unlike books that can be read in the couch or on the bus, / movies will not be available without a ticket to the cinema / and are shown only once a time. / (156)

Passage 2

Severe Problems with Student Behavior

Severe behavioral problems in schools may include violence, / lack of interest in learning, and stealing, and so on. / There are many factors related to these problems in schools, / and these factors, like the problems themselves, are related. / They include such things as a poor family life, / perhaps because children are being brought up in a social setting / in which violence is accepted as a way to resolve problems, / or have respectable but hard-working parents / who do not dedicate enough time to being good, loving parents. / In addition to social factors, there are physical factors that can lead to behavioral problems. / For example, many studies show that lead poisoning from vehicle exhausts and sources significantly reduces IQ / and directly increases aggressive tendencies. /



It is very likely that there are many other physical factors, such as additives and pesticide residues in food, / that have undesirable effects on people, especially children, / but which have not yet been identified. / (155)

Passage 3

The Internet

As one of the most important inventions of the twentieth century, / the computer has a wide application in all aspects of our lives. / As a result, in recent years, / the Internet has been gaining its popularity at an amazing rate. / It seems that anyone who knows little about the Internet / is out of date and lags far behind the times. / The Internet brings us great convenience and efficiency. / Firstly, we can send E-mails to our friends in faraway countries in a few minutes / while sending a conventional letter takes us at least a week and costs more. / Secondly, we can make friends with people from all parts of the world. / The Internet overcomes the geographical barriers / and makes the world smaller. / Moreover, the Internet accelerates the flow of information / and spreads education to all corners of the globe. / We can have easy and quick access to the latest information worldwide. / (150)

Passage 4

Body Language

Every culture has its own body language, / and children absorb its nuances along with spoken language. / A Frenchman talks and moves in French. / The way an Englishman crosses his legs is nothing like the way a male American does it. / When we communicate with people from other cultures, / the body language sometimes helps make the communication easy and effective, / such as shaking hands is such a universal gesture / that people all over the world know that it is a signal for greeting. / But sometimes the body language can cause certain misunderstanding / since people of different cultures often have different forms of behavior / for sending the same message / or have different interpretations towards the same body signal. / So in order to achieve a more successful cross-cultural communication, / we need not only be able to use the verbal language appropriately, / but also be able to use the non-verbal behaviors that go with that particular language. / (153)

Passage 5

April Fool's Day

April Fool's Day is prevalent in Great Britain. / An English story about the day holds that it began sometime during the 1200s. / At that time, King John was in the habit of making a road out of nearly every path he walked regularly. / The citizens of one farm village were aware of this. / To avoid having their farmland disturbed with one of the king's roads, / they built a fence that prevented the king from walking through their countryside. / The king sent his officers to inform the villagers / that they must remove the fence. / Upon hearing this, the villagers developed a plan. / They pretended to be mad people, / throwing things and running around wildly. / The officers then reported to King John / that these people were so mad as to be beyond punishment. / So, the villagers saved their farmland by tricking the king. / April Fool's Day then came into being in Great Britain. / (153)

Passage 6

The World's Population

The first fifty years of the next millennium will be critical for the world's population. / By 2050 population growth should have leveled off, / but by then we'll have 10 billion people, / two-thirds as many again as we have today. / If we want to prevent a population explosion, / we should take action now, / or assist the poorer countries to do so. / They need better government, better institutions, better labor / and

capital markets, better schools. / Anything that increases the value of women's time and adds to the cost of caring for a child / makes a woman less likely to have that child. / Since big families are often seen as safety nets for illness and old age, / improving poor people's access to insurance, pensions and welfare institutions / also has a major impact. / Finally, there is education, both for women and, / perhaps even more important, for the next generation of children. / (147)

Passage 7**Shyness**

Shyness is the cause of much unhappiness for a great many people. / Shy people are anxious and self-conscious; / that is, they are excessively concerned with their own appearance and actions. / It is obvious that such uncomfortable feelings must affect people adversely. / Shy people, having low self-esteem, are likely to be passive and easily influenced by others. / Shy people are very sensitive to criticism. / They also find it difficult to be pleased by compliments / because they believe they are unworthy of praise. / Can shyness be completely eliminated, or at least reduced? / Fortunately, people can overcome shyness with determined and patient effort / in building self-confidence. / Since shyness goes hand in hand with lack of self-esteem, / it is important for people to accept their weaknesses as well as their strengths. / Each of us is a unique, worthwhile individual. / Let's not allow shyness to block our chances for a rich and fulfilling life. / (149)

Passage 8**Two Types of People**

There are two types of people in the world. / Although they have equal degrees of health and wealth and the other comforts of life, / one becomes happy, the other becomes miserable. / This arises from the different ways in which they consider things, persons, and events, and the resulting effects upon their minds. / The people who are to be happy fix their attention on the conveniences of things, / the pleasant parts of a conversation, even the fine weather. / They enjoy all the cheerful things. / Those who are to be unhappy think and speak only of the contrary things. / Therefore, they are continually discontented. / By their remarks, they sour the pleasure of society, offend many people, / and make themselves disagreeable everywhere. / This frequently puts them in bad temper and draws them into arguments. / These people should change this bad habit / and condescend to be pleased with what is pleasing, / without worrying needlessly about themselves and others. / (153)

Passage 9**Technological Solutions to Food Shortages**

World food shortages have become increasingly serious. / In 2005, the number of countries facing serious food shortages throughout the world stood at 36. / People seek technological solutions to the problem. / But the promise of finding long-term technological solutions to the problem seems difficult to fulfill. / Many innovations that were once heavily supported have since fallen by the wayside. / The proposals themselves were technically feasible, / but they proved to be economically impractical. / One characteristic common to unsuccessful food innovations has been that, / even with extensive government support, / they often have not been technologically adapted or culturally acceptable / to the people for whom they had been developed. / A successful new technology, therefore, / must fit the entire social and cultural system in which it is to find a place. / The adoption of new food technologies depends on more than these technical and cultural considerations; / economic factors and governmental policies also strongly influence the final success of any innovation. / (155)

Passage 10

TV Programs

Lots of people choose to stay at home watching interesting TV programs, / which have become an indispensable part of our daily life. / TV programs widen our sights. / There are numerous TV programs concerning worldwide affairs. / It's marvelous to see people and places that are totally different from ours. / We would never know them, appreciate them or want to visit them / if we have not encountered them on the big screen. / TV programs are entertaining. / After a day of hard work, / maybe we do not have the energy to have a long camping trip, / especially when we still have lots of things to do tomorrow morning. / Then we turn to interesting TV programs to get relaxed. / Furthermore, as a convenient communicational tool, / TV programs help people in the areas of social work, education, advertisements and so on. / In summary, wisely chosen, TV programs can be useful, instructive as well as entertaining. / (150)

Passage 11

Training Dogs

Dogs are social animals and without proper training, they will behave like wild animals. / They will soil your house, destroy your belongings, / bark excessively, fight other dogs and even bite you. / Nearly all behavior problems are perfectly normal dog activities / that occur at the wrong time or place or are directed at the wrong thing. / One of the best things you can do for your dog and yourself / is to obedience train it. / Obedience training doesn't solve all behavior problems, / but it is the foundation for solving just about any problem. / Training opens up a line of communication between you and your dog. / Effective communication is necessary to instruct your dog about what you want it to do. / Training should be fun and rewarding. / It can enrich your relationship and make living together more enjoyable. / A well-trained dog is more confident / and can more safely be allowed a greater amount of freedom than an untrained animal. / (156)

Passage 12

Toys

There seems never to have been a civilization without toys, / but when and how they developed is unknown. / In the ancient world, most boys played with some kinds of toys / and most girls with another. / In societies where social roles are rigidly determined, / boys pattern their play after the activities of their fathers / and girls after the tasks of their mothers. / This is true because boys and girls are being prepared, even in play, / to step into the roles and responsibilities of the adult world. / What is remarkable about the history of toys is not so much how they changed over the centuries / but how much they have remained the same. / In Egypt, the Americans, and among the Arctic peoples, / generally the same kinds of toys appeared. / Variations depended on local customs and ways of life because toys imitate their surroundings. / Nearly every civilization had dolls, little weapons, toy soldiers, tiny animals and vehicles. / (154)

Passage 13

Examinations

In the long history of human education, / we have seen great innovative changes taking place in every field of study. / However testing a person by examinations / is still regarded as the only reliable and feasible method / to measure one's knowledge and capability. / From elementary schools to universities, / students have to take so many examinations / that they take examinations as an indispensable part of their life. / Admittedly, examinations have some drawbacks in evaluating one's true ability, / but till now no better method has been discovered to substitute the long-existing testing system. / In fact, the results of examinations are just like mirrors for both examiners and examinees, / and provide a clear standard by which students can assess themselves / and teachers can know what they should do next. / In spite of the

disadvantages of the system, we have to admit that, / used as a yardstick in judging one's level, it has been playing an essential role in human history. / (156)

Passage 14

Technological Solutions to Food Shortages

The promise of finding long-term technological solutions to the problem of world food shortages seems difficult to fulfill. / Many innovations that were once heavily supported and publicized / have since fallen by the wayside. / The proposals themselves were technically feasible, / but they proved to be economically unviable / and to yield food products culturally unacceptable to their customers. / One characteristic common to unsuccessful food innovations has been that, / even with extensive government support, / they often have not been technologically adapted or culturally acceptable to the people / for whom they had been developed. / A successful new technology, therefore, must fit the entire sociocultural system / in which it is to find a place. / The adoption of new food technologies / depends on more than these technical and cultural considerations; / economic factors and governmental policies also strongly influence the ultimate success of any innovation. / (138)

Passage 15

Why Do We Have Eyebrows?

Today, thin and plucked eyebrows are considered to be more attractive. / Those tiny little hairs above our eyes that many women pluck or paint / play a very important role in keeping moisture out of our eyes. / Just like an umbrella keeps our bodies dry from rain, / our hairy eyebrows keep our eyes dry from rain or sweat. / When it's pouring with rain outside / or when sweat runs down our foreheads, / our eyebrows divert the flow of water or sweat away from our eyes. / By catching the water or sweat, our eyebrows not only allow us to see more clearly / but also keep the salt in the sweat from burning or irritating our eyes. / Eyebrows have other roles also. / As one of our most expressive facial features, / eyebrows help us determine how people are feeling without having to ask them. / If a person's eyebrows are drawn in a frown, / the chances are that they are angry or upset. / (157)

Passage 16

The Cost of Government

If a nation is essentially disunited, / it is left to government to hold it together. / This increases the expense of government, / and reduces correspondingly the amount of economic resources / that could be used for developing the country. / And it should not be forgotten / how small those resources are in a poor and backward country. / Where the cost of government is high, / resources for development are correspondingly low. / This may be illustrated by comparing the position of a nation / with that of a private business enterprise. / An enterprise has to incur certain costs and expenses / in order to stay in business. / For our purposes, we are concerned only with one kind of cost / —the cost of managing and administering the business. / (135)

Passage 17

Education

Education is one of the key words of our time. / A man without an education, many of us believe, / is an unfortunate victim of adverse circumstances, / deprived of one of the greatest twentieth-century opportunities. / Convinced of the importance of education, / modern states invest in institutions of learning to / get back interest in the form of a large group of enlightened young men and women / who are potential leaders. / Education with its cycles of instructing so carefully worked out, / punctuated by textbooks / —