

TEM-4

**English Listening**

# 英语听力快速突破 ——英语专业四级

Break Through  
English Listening Comprehension  
—TEM-4

主编 王伟 主审 吴耀武

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西北工业大学音像电子出版社

# 英语听力快速突破

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**【内容简介】** 本书以最新考试大纲为依据,介绍了英语专业四级考试(TEM-4)听力部分的基本知识和各种应试技巧,既有分项强化训练,又有全真和模拟试题。通过技巧和实践的有机结合,真正提高学生的应试能力和考试成绩。本书也有助于参加其他英语类考试的考生。

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**通信地址:**西安市友谊西路 127 号 邮编:710072

**电 话:**(029)88493844 88491757

**网 址:**www.nwpup.com

**电子邮箱:**yxb@nwpup.com

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# 前 言

听力是英语专业四级考试(TEM-4)中的一个难点。考生听力能力的高低取决于他们是否具备了坚实的语言基础、一定的背景知识、基本的听力技能和正确有效的听音习惯,而其中以坚实的语言基础为先决条件。为了帮助广大应试者熟悉试题形式,了解题型特点,掌握应试技巧和方法,提高听力得分率,顺利通过英语专业四级考试,我们编写了这本《英语听力快速突破——英语专业四级》。

本书严格按照教育部《高等学校英语专业基础阶段英语教学大纲》及《英语专业四级考试大纲》对听力部分的要求编写。全书分为五章:第一章为听力测试要求及答题技巧;第二章为听力测试常考题型讲解;第三章为单项测试训练;第四章为四级专业英语考试全真考题(听力部分);第五章为英语专业四级听力模拟试题。

本书配有 MP3 光盘 1 张,由外籍教师朗读,语音清晰,读音标准,语速符合考试大纲的要求。

在编写过程中,编者参考了国内出版的有关资料,在此向有关作者表示衷心的感谢。

编 者

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## 第一章

# 英语专业四级听力测试要求及答题技巧



## 一、听力测试要求综述

1997 年出版的《高等院校英语专业基础阶段英语考试大纲》(修订本),听力理解部分共包含三个部分:单人陈述、两人对话、新闻广播。所选材料可以是描述性、解释性或说明性的反映日常生活的句子、对话及一般性的新闻报道和短评等,题材涉及社会、文化、经济、科学、艺术、人文等。其中出现的语法难度不超出大纲的相关规定,词汇原则上不超出大纲对专业四级的词汇要求,但 BBC 和 VOA 中有个别新闻报道的用语或生词,要求考生能依据上下文推测出来。背景知识应在考生掌握或理解的常识之内,不会出现超出原文专门测试背景知识或智力的题目。

听力理解部分为客观性试题,共 25 道题,要求考生从所提供的四个选项中选择一个最佳答案,每题仅限选择一个答案,多选无效,答错不得分也不扣分。听力理解材料的录音由来自英美国家的人士录制,有英式也有美式英语。语速为每分钟 120 词,只念一遍,在每个问句后有 10 秒左右的间隙,供考生回答问题。考试时间为 20 分钟,分值为 25 分。共分三节:Section A, Section B 及 Section C。Section A 为单人陈述(Statement),一般为一到二句,共 7~9 题。Section B 为一组对话,每集约 3 句,共 7~9 题。Section C 是在若干篇 VOA 或 BBC 听力材料后有若干道选择题,共 7~9 题。

1997 年版的考试大纲在规范四级考试、树立考试的权威性、公正性和科学性,推动英语专业教学改革等方面起到了积极作用。

2000年,《高校英语专业英语教学大纲》开始实施。新大纲对英语专业人才培养目标、课程设置、教学要求、教学原则等提出了新要求和标准。为了贯彻执行2000版教学大纲,高校外语教学指导委员会英语组对1997年出版的考试大纲做了相应的修订,并于2004年经教育部批准,于2005年开始在全国实施。

2004年(新版)的英语专业考试大纲对听力理解部分的测试要求为:考生能听懂英语国家人士有关日常生活、社会生活的讲演或交谈和难度相当于TOEFL中的minitalk类的中等难度的听力材料,理解其中心大意,抓住主要论点或情节,并能根据所听材料进行推测和分析。其目的为测试学生获取口头信息的能力。

听力技能是语言实用能力的重要组成部分,听不仅有助于促进读、写、说等相应能力的提高和巩固,而且和阅读一样是吸取语言营养不可缺少的渠道。考生听力能力的高低完全取决于他们是否具备了以下几方面的基础:坚实的语言基础;一定的文化背景知识;基本的听力技能和正确有效的听音习惯。

## 二、答题技巧综述

在理解有声语言的过程中,考生除了依靠所掌握的语言知识和文化背景知识之外,还必须求助于必要的听力技能;例如,要善于捕捉重要信息、进行正确推理、通过综合归纳抓住讲话的中心思想等。

### 1. 捕捉重要信息

这是听力理解的首要任务,遗漏了重要信息就不可能听清讲话的基本含义。要辨认重要信息又必须听清每一句话的重要意思,同时要边听边思考,切忌主次不分,顾此失彼。有时重要信息出现在段首或段末。听者往往受故事情节的干扰而忽略了带关键性的第一句或最后一句。因此,听音时一定要注意听力材料的背景,对话人之间的关系,以及对整体意义的理解,留意短文中的关键词,只有这样,才



能把握主题,听出说话人的言外之意。

## 2. 培养正确有效的听音习惯

正确有效的听音习惯也是提高听力理解能力的保证。例如:全神贯注,积极思考;边听边记下要点;加强短时记忆能力;养成预期信息的习惯。所谓预期能力是指在听的过程中对可能出现的信息要有所期待,并能预测的能力。如果新出现的信息与预期信息截然相反,则要善于迅速调整,不断修正已做出的判断。这种能力是重要的听力技能之一,在平时训练中要充分重视。

## 3. 保持良好的精神状态

首先考生应做到情绪稳定,头脑清醒。心理因素对人的现场发挥有很大的影响,特别是在听力测试中。在英语专业四级考试时,内容只放一遍,考生在测试之前,生怕听不懂而心里紧张,然而越紧张就越不能专心。其实,考生听录音时,要集中精力,全力以赴,在遇到听不懂个别词汇或句子的时候,千万不要中断思路、停顿下来,而应冷静地继续听下去。如果考生对某题的答案无把握,也不必反复推敲,应迅速转向下一题,不影响下一题的判断。考生在做听力试题时要有全局观念,此外,考生要有意识地训练自己的心理素质,多进行一些模拟考试,提高参加英语专业四级考试的适应能力,增强自信心,增强整体理解而非逐字逐句理解的意识以及根据上下文进行推测的能力。

总之,听力训练是一项比较复杂的多种技能的综合训练,考生不能急于求成。要提高听力成绩,必须打好扎实的语言基本功,在此基础上,熟悉不同的语言环境,了解各种测试题型,掌握听力技巧,才能在应试中达到事半功倍的效果。



## 第二章

## 英语专业四级听力测试常考题型讲解



## 一、听写 (Dictation)

高校英语专业四级考试的听写部分属于主观性试题。听写文章全篇约 150 个单词,共有四遍朗读。第一遍为正常速度,语速为每分钟约 120 词,使学生对听写的内容有一个大概的了解。第二、三遍用稍慢的速度朗读,句子或分句间有大约 15 秒左右的间隙,供学生书写。第四遍再用正常速度朗读,留有 2 分钟作为复查时间。考生可利用这段时间检查全文是否有单词遗漏,拼写是否有误,标点符号是否正确等。听写当中不念逗号、句号等标点符号,因此在听写时就要要求学生自己判断出每一次停顿是在句末还是在句中。

听写是对考生的一项综合检测。就语言方面来说,包含听力、拼写等。材料内容涉及历史常识、社会风俗、人文地理、文化背景等。

听写一般要求在 15 分钟内完成,其内容十分复杂,但多为专业性不太强的文章。要求考生对所学英语国家的文化、历史、社会、风俗等有一个初步的了解。如果考生对听写的内容很生疏,很可能造成上下文意思、理解不能连贯,从而听写不是很顺利。因此,要求考生应多阅读涉及英语国家知识的材料,涉及面也应尽量广泛。

从 1990 年高校英语专业四级考试开始,至今这项考试已举行 17 年了。从举办此考试起,听写就独立作为一项分量较重的测试题型,1990 年听力分值为 10 分,从 1991 年起分值上升到 15 分。从历年考生答题情况来看,考生在听写中出现的问题主要有以下几点:

(1) 把握不住全文大意,急忙听写,结果是只拼写出部分单词,缺



少句子结构;

(2)在第四遍结束后的2分钟复查时间里,不能很好地对词语进行检查,小错不断,如:丢词、单词拼写错误、或写出的内容前后不通顺;

(3)听写时,由于标点符号不被朗读,全由考生自己来判断,于是考卷中就出现了听写文章中没有标点符号或标点符号使用不当的情况,同时也有不区分大小写的情况。

针对考试中听写部分的这些现状,考生应该怎样在英语专业四级考试中提高自己的听写应试能力呢?

以下列举了几种建议供考生参考:

(1)考试前要熟悉听写的题型,进行几次模拟实战,以便了解听写的全过程;

(2)在听第一遍时,重点听主题思想、重点词,掌握文章的主要观点,而不要一听就写。第二、三遍的朗读是以句子为单位重复的,在第二遍朗读录音时,考生应以意群为单位理解听写短文;在听第三遍时,考生再把其他成分如修饰语、定冠词等遗漏内容补上。在听最后一遍时,考生要全面检查,如单复数是否一致,上下文时态是否相配,字母大小写、标点符号是否恰当,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。

(3)听写是一项综合性的语言技能,包含了听、写、词汇量、语法结构、篇章理解、短期记忆等方面。因此,要提高听写能力,关键是要加强各种相关知识和技能的训练,这也就需要加强平时对听、读、写等多门英语功课的学习,如提高听力水平,熟悉英美国家人们不同说话发音方式(即语音语调),以及熟练掌握词汇、词语搭配、语法结构等知识。

下面是英语专业四级考试2000年全真试题的听写部分,以供参考。

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be read

at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be read at normal speed again and during this time you should check your work. You will then be given 2 minutes to check through your work once more.



### 听写原文

#### What We Know About Language

Many things about language are a mystery and will remain so. However, we now do know something about it. First, we know that all human beings have a language of some sort. No human race anywhere on earth is so backward that it has no language of its own at all. Second, there is no such thing as a primitive language. There are many people whose cultures are undeveloped but the languages they speak are by no means primitive. In all the languages existing in the world today, there are complexities that must have been developed for years. Third, we know that all languages are perfectly adequate. Each is a perfect means of expressing its culture. And finally, we know that language changes over time, which is natural and normal if a language is to survive. The language which remains unchanged is nothing but dead.



#### 二、对话(Conversations)

听力理解部分是新版《考试大纲》中变化比较大的部分,三个 Section 有两个完全改动,取消 Section A 的单句理解,将原来 Section B 中的一问一答的短对话变成长对话后的改成 Section A。本部分由几段对话组成,每段约 200 个单词,每段对话后有若干道题

题,共有 10 题。每道题后由原来的 10 秒钟答题时间改成 5 秒钟,试题难度有所增加。下面以 2004 年《考试大纲》给出的会话样题为例加以说明。

## SECTION A CONVERSATIONS

*In this section you will hear several conversations onceonly. Listen carefully and then answer the questions that follow.*

*Questions 1 to 3 are based on the following conversation. At the end of the conversation, you will be given 15 seconds to answer the questions.*

*Now listen to the conversation.*

I: Welcome to visit our city, Mr. Lewis — but, of course, you have been here before, haven't you?

L: Yes, I have. What a good memory I have! I was here for the Arts Festival last year.

I: And what will you be doing on this visit?

L: Oh, I came here primarily for a holiday and to see some friends. But I will also be giving some private cello lessons as well.

I: I believe that your cello is rather special. Is that true?

L: Oh, yes. It was made for my uncle by a very expert German cello maker called Schuster. When I began cello lessons at the age of eight, he said that when I grew big enough to handle a full-sized cello, he would give it to me.

I: So when a child begins to play the cello, he or she starts on a smaller instrument?

L: Of course, or he would be very uncomfortable. Many children begin with a half-sized cello, but as I was big for my age, I began with a two-thirds-sized cello.

I: Are you going to other places on this trip and will you take your

cello with you?

L: Yes, very definitely.

I: But, isn't it difficult taking a cello around with you?

L: Not really. I just reserve two seats when I'm traveling anywhere, one for me and one for my cello. It's such a precious instrument to me that it hardly ever leaves my side.

*Questions 4 to 7 are based on the following conversation. At the end of the conversation, you will be given 20 seconds to answer the questions.*

*Now listen to the conversation.*

John: Hello, Mark. Have you ever played cricket?

Mark: No, never. Have you, John?

John: No, but I once watched a game at the Cricket Club.

Mark: Did you enjoy it?

John: No, not much, though everybody else seemed to. I found it very slow. Nothing much seemed to happen. Perhaps that was because I didn't really understand what was going on.

Mark: It's a bit like baseball, isn't it?

John: Well, not really. In baseball there is only one man with a bat but in cricket there are two.

Mark: Both at the same time?

John: No. They take turns. They each stand at one end of the pitch in front of some sticks called "stumps" or the "wicket". A member of the other team, the "bowler", throws the ball at the stumps. The batsman tries to protect the wicket and hit the ball as far as he can.

Mark: What happens when he hits the ball?

John: The batsmen run to change positions. That's called a "run".

They do it as many times as they can.

Mark: What does the other team do?

John: One of them runs after the ball and throws it at the wicket. If he hits it while the batsmen are still running, one of them is out.

Mark: That sounds a little like baseball.

John: Not really. I think baseball is more exciting.

Mark: Yes, so do I.

*Questions 8 to 10 are based on the following conversation. At the end of the conversation, you will be given 15 seconds to answer the questions.*

*Now listen to the conversation.*

Peter: My brother Mike has just done a course at the Green Park Camping School.

Jerry: Really! What made him decide to do that?

Peter: Well, for one thing, some boys in his class decided to do it and they dared him to go with them!

Jerry: You mean he didn't really want to go?

Peter: I think he wanted to go but I think he was also a little frightened. Of course, now that he's done it, he's very pleased with himself and he's always talking about it.

Jerry: So he enjoyed it, didn't he?

Peter: Not exactly. I think he's enjoying the feeling of having done it more than he enjoyed actually doing it!

Jerry: What sort of things did he do?

Peter: Oh, all sorts of open-air activities: hiking, camping, canoeing.

One thing he had to do was to capsize a canoe and then right it again without getting out. He said the water was very cold

but that he hardly noticed it at the time.

Jerry: Why not?

Peter: He was too busy righting the canoe!

Jerry: That doesn't sound very comfortable at this time of the year.

Peter: That's what I said when he told me. On another occasion he had to spend a day and a night by himself in the open country.

Jerry: Was he frightened?

Peter: He was at first, apparently, but then he got used to it.

Jerry: It seems to me that the course did him a lot of good. I expect it's made him more self-reliant.

Peter: That's what he says — and now he wants me to go!

1. Which is NOT Mr. Lewis' purpose of the visit?
  - A. To visit friends.
  - B. To give concerts.
  - C. To vacation.
  - D. To give private lessons.
2. What kind of cello did Mr. Lewis use when he was eight?
  - A. A full-sized cello.
  - B. A half-sized cello.
  - C. A two-thirds-sized cello.
  - D. It is not mentioned.
3. What does the conversation say about Mr. Lewis' cello?
  - A. He always takes it with him.
  - B. It was made by his uncle.
  - C. He borrowed it from his uncle.
  - D. He got a seat free for his cello.



*Questions 4 to 7 are based on the following conversation. At the end of the conversation, you will be given 20 seconds to answer the questions.*

*Now listen to the conversation.*

4. What does John think of cricket?
  - A. It is exciting.
  - B. There is a lot of fun.
  - C. It is a hard game.
  - D. It is a slow game.
5. A batsman in cricket does all the following EXCEPT \_\_\_\_\_.
  - A. waiting for the other batsman
  - B. standing in front of the wicket
  - C. trying to hit the ball
  - D. running to change positions
6. What does the bowler do?
  - A. He runs after the ball.
  - B. He changes positions.
  - C. He throws the ball.
  - D. He tries to hit the ball.
7. What do Mark and John think about cricket and baseball?
  - A. Both prefer cricket to baseball.
  - B. Both prefer baseball to cricket.
  - C. Mark disagrees with John.
  - D. It is not clear from the conversation.

*Questions 8 to 10 are based on the following conversation. At the end of the conversation, you will be given 15 seconds to answer the questions.*

*Now listen to the conversation.*