

大学英语四六级实力提升  系列

大学英语 六级 听力

is gradually declining, stranding thousands of
ing to college. Colleges, for their part, have
ustrial and *metallurgical* (冶金的) engineers,
, a big employer of them. The decline started
28% of the national income, or gross domestic
day, factory output generates just 12% of G.

eadlines and public debate over the years, and
nd craftsmanship—what's needed to build a
move up from assembler to machinist to
eneration, we lost our connection to the land-
nery we depend on." says Michael Hout, a
"People who work with their hands," he went
, in restaurants and laundries, or in medical

raftsmanship. Lack of interest is another. The
0s, skill in finance grew in importance, and,
e a more appealing source of income.

who deal in real estate generated 21% of the
nd Warren Buffett, the good-natured financier,
and *overalls* (工作装). "Young people grow up
without developing the skills to fix things around the house," says Richard Curtin, director of the

主 编 李玉技
副主编 薛冰 刘红艳

Manufacturing's shrinking presence undoubtedly helps
because many of the nation's assembly line workers were skilled in
in their spare time. In a late 1990s study of blue-collar employees at a General Motors plant (now
closed) in Linden, N. J., the sociologist Ruth Milkman of City University of New York found that
many line workers, in their off-hours, did home renovation and other skilled work. "I have often
thought," Ms. Milkman says, "that the jobs were an effort on the part of the
workers to regain their dignity after years of repetitive assembly line work in the
factory."

Craft work has higher status in
programs for high school students
served economically and patriotic
ethos (风气)," says Richard
connection of craft and culture
The damage to American
employment. Though the decl
Since then, some 5.3
stated goal of the O
The multitude of ski
s for craftsmanship
Ms. Milkman, the sociologist argues that
E. W. All argue—that it has instead shifted
immigrants. "Pride in craft, it is a

30天
速成胜经



大学英语 六级 听力

mind can alter the immune response was discovered at the University of Rochester School of Medicine. Mice given saccharin (糖精) by simultaneously feeding them the sweetener, the mice quickly learned to avoid the sweetener. Ader re-exposed the animals to the sweetener to find that those mice that had received the conditioning died. He could only speculate that he had found a way now served to weaken their immune systems.

the immune systems of animals. _____

saccharin

什么因素的影响。根据文章第三段:Ader采用一种新的方法来测试鼠的免疫功能。根据以上分析,A项选择与文中所述意思相反,不能抑制其免疫功能,与文中所陈述的意思相背;C项选择与Ader实验的老鼠所言,并不是对所有动物;D项选择中的信息与文中的内容不符,并不是所有的老鼠遭受电击后免疫系统都发生改变。

真题在线

主编 李玉技
副主编 薛冰 刘红艳

is the notion that intelligence is measured by your ability to solve complex problems; to read, write and compute at certain levels; and to resolve abstract equations quickly. This vision of intelligence asserts formal education and bookish excellence as the true measures of self-fulfillment. It encourages a kind of intellectual prejudice that has brought with it some discouraging results. We have come to believe that someone who has more educational merit badges, who is very good at some form of school discipline is "intelligent". Yet mental hospitals are filled with patients who have all of the properly lettered certificates. A true indicator of intelligence is an effective, happy life lived each day and each present moment of every day.

If you are happy, if you live each moment for everything it's worth, then you are an intelligent person. Problem solving is a useful help to you in your life, but if you know that given your inability to resolve a particular concern you can still choose to be happy, or at minimum refuse to choose unhappiness, then you are intelligent. You have the ultimate weapon against the big N. B. D. - Nervous Break Down.

"Intelligent" people do not have problems. They are in charge of themselves. They know how to choose happiness over depression. They know how to deal with the problems of their lives.

You can begin to think of your intelligence as a choice. It is the basis of how you choose to feel in the face of trying circumstances. The life is the same for each of us. Everyone who is involved with other human beings has difficulties. Disagreements, conflicts and compromises are inevitable. Similarly, money, growing old, sickness, deaths, natural disasters are common problems to virtually all human beings. But some people are able to manage to avoid immobilizing depression and unhappiness

30天
速成胜经



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读者信箱:xjtu_rw@163.com

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大学英语四六级考试(College English Test Band 4/6,以下简称四六级考试),于1986年第一次试验举行,至今已走过30多年。此间,伴随中国教育改革和国人英语学习热度的升级,四六级考试也经历了数次变化,并逐渐成为全国最具影响力的大学英语能力测试(Language Proficiency Test)。2006年6月17日的四级考试,更是创下全国超过1000万人的单次参考人数纪录,使其当之无愧地成为全球参与人数最多的语言能力测试。

四六级考试巨大的影响力和公信力缘何而来?我认为主要来自以下几点:

第一,在30多年的数次改革中,四六级的考试信度和效度不断与时俱进。1999年,增加口语考试;2005年,采取标准分制;2006年,扩大听力分值;2013年,取消完型,提升翻译比重;2015年12月,听力改革,引入新闻听力和现场演讲。以上改革使得四六级考试的形式和内容不断靠近国际流行语言能力测试(例如托福和雅思),并同时保持中国特色(例如汉译英题目比重的增加),成为一个不断创新并日臻科学的测试。

第二,30多年来,四六级考试极大地提升了中国大学生的英语能力和素质。全国考生在听、读、写、译、完型等各科目上的平均成绩一直都在上升。对比最新样卷和20世纪90年代的试卷,测试难度已无法同日而语。另外,四六级考试的数次改革,对中国大学英语教学和大学生英语学习方式产生了巨大的反拨作用(Washback Effects,指测试对学习者学习的反作用)。例如,很多大学生都开始从过去的“哑巴”英语,到目前普遍重视听力和口语等交流性语言技能的学习。

第三,四六级考试已经被用人单位广泛认可,超越了地域、学校和专业的英语能力甚至学习能力标准。我曾经和一位著名国企的HR经理交流,问道,你们工作中

使用英语的几率不高,为何依然需要应聘者获得四六级考试成绩呢?他说,是否通过四六级考试,实际反映了应聘者在大学期间的综合学习能力和学习态度。举个例子,如果这名应聘者表示曾经多次尝试考级均以失败告终,我们一定会怀疑其学习能力和规划自控能力。

通过所有考试的法宝有两个:正确的方法和长久的坚持。此系列丛书帮你解决前半的问题,而后一半,就需要小伙伴们自己努力了。我特别想对一些屡战屡败且屡败屡战的“困难户”们说一句,多次低水平备考(或裸考)导致的失败会折损我们的学习信心和动力。明确计划、按部就班、努力坚持,一定会迎来笑傲考场的那一刻。

最后送大家三句我鼓励同学们的话,我一直很受用,相信你们也会:

没有失败,只有放弃。只要提高,永远不晚。只要改变,就有空间。

祝福各位四六级考试考生过级成功,学习进步!

请读者扫本书封底的二维码获取听力视频。

编者

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听力理解全攻略

第1天



速/成/胜/经



一、听力新题型变化说明

自2016年6月起,全国大学英语四六级考试委员会将对四六级考试的听力试题作局部调整。其中,六级听力试题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(原来3篇),每篇设置3~4个小题,共7题,每小题1分,文章长度不变;

(4)新增讲座/讲话(3篇),每篇设置3~4个小题,共10题,每小题2分,文章长度约350~450词;

(5)长对话(2篇)题型不变,由原来的共7题调整为共8题,每小题1分,对话长度不变;

(6)考试时间不变。

调整后六级听力部分的试题结构见下表:

试卷结构	测试内容	题型变化	题量	测试题型	分值比例	考试时间
听力理解	短对话8个	取消	✓	/	/	30分钟
	长对话2篇	增加1题	8	多项选择	8%(每题1分)	
	听力篇章2篇	减少1篇	7	多项选择	7%(每题1分)	
	讲座/讲话(3篇)	新增	10	多项选择	20%(每题2分)	
	短文听写1篇	取消	/	/	/	

分析:从上面的试题结构变化可以看出,由于取消了短对话和短文听写,增加了讲座/讲话,新题型六级听力的难度比之前有了较大的提升。新题型六级听力更加注重考生在听录音过程中对篇章的理解能力,对于考生来说,这是一个新的挑战。因此,考生应该尽快熟悉新题型试题结构,并更加有针对性地加强练习。



二、听力新题型应试技巧

调整后,六级听力部分包括长对话2篇、听力篇章2篇和讲座/讲话3篇。由于长对话和听力篇章题型变化很小,在此不再赘述。下面重点介绍一下讲座/讲话的答题技巧。

(1)讲座/讲话第1篇一般会有一个 Moderator(主持人)对主讲人的背景等相关情况进行介绍,其所说的话中一般会设置一道题,注意听清主讲人的相关情况。

(2)与听力篇章差不多,讲座/讲话部分的大多数题目都是细节题或推断题,应特别注意文章中表示时间、地点、年代、数字、事物特征、事物优缺点、原因、结果、目的等内容。

(3)要特别注意表示主讲人观点态度的地方,这些地方很容易设置观点态度题。

(4)要特别注意文章的开头及结尾,这两个地方很容易设置主旨大意题。

长对话题型预测方法

第2天



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一、预测方法

今天我们的任务是学会听前阅读选项,通过研读选项,从选项中推测出录音可能涉及的内容,从而提高听音的针对性和答题的准确率。

长对话篇幅较长,涉及的信息较多,问题又是在录音的最后才提出,因此,只有充分利用卷面选项提供的信息,才能够在听音时更加有效地捕捉到关键信息。

一般来说,通过阅读选项,我们可以达到以下几个目的:

(1)推测出对话的主题。阅读选项的首要任务,就是梳理关键词汇,根据这些关键词汇推测出对话的内容。长对话有3~4个题目,而读题时间非常有限,因此阅读选项一定要有所侧重,一般来说,每个选项中最多提取两个关键词即可,不同选项中都包含的词和语义相关的词就是关键词,根据这些词语,就可以大致推测出对话所谈论的中心话题。

(2)首先,判断问题的提问角度。选择题出题的原则是,每个选项都必须能够完整地回答对应的问题,也就是说,各选项的性质一般要相同。因此,我们根据选项的语法结构就可以推测出问题的提问角度。比如,如果选项都是动词原形,那么提问肯定是针对选项中人物的行为;如果选项都是原因状语从句,那提问无疑是对某件事情的原因了。

其次,要注意判断问题是针对男士还是女士提问,从而判断应该重点从谁的话中寻找答案。比如,如果选项主语都是 she,那肯定是针对女士提问;如果选项中都包含 him,那肯定是针对男士提问。

最后,要注意结合选项关键词推测问题的具体内容。通过四个选项中出现的相同词语或语义相关的词语,大致可猜测出问题的具体内容。

(3)其实,我们在推测完对话的主题和问题的内容以后,听音时应该关注的主要信息点也就明确了,一是各选项中的关键词(1~2个),二是与推测出的问题内容相关的信息。明确了要关注的主要信息,听音就会变得更有针对性,也更容易捕捉到关键的信息。

需要提醒考生的是,在听到与选项中关键词相关的信息时,一定要注意记好笔记。



二、经典习题

1. A. To interview a few job applicants.
B. To fill a vacancy in the company.
C. To advertise for a junior sales manager.
D. To apply for a job in a major newspaper.
2. A. A hardworking ambitious young man.
B. A young man good at managing his time.
C. A college graduate with practical working experience.
D. A young man with his own idea of what is important.
3. A. Not clearly specified. B. They won't be likely to be met.
C. He thinks it reasonable enough. D. He thinks it apparently existed.

Tapescript 

- M:** Morning, Brenda.
- W:** Good morning, Mr. Browning.
- M:** Erm, did you, did you put that ad in yesterday?
- W:** Yes, yesterday afternoon.
- M:** The ad for a junior sales manager, I mean.
- W:** Yes, it went into the Standard and the Evening News.
- M:** That's good. Erm, well...
- W:** What kind of person have you got in mind for this job?
- M:** Oh, well, somebody fairly young, you know, 20 something, like 21, or 25. A man, I think.
- W:** A man?
- M:** We really need a man for the position. Yes, I mean, it's really too demanding. The sort of situations they get into are much too difficult for a young woman to deal with, erm...
- W:** Erm, what sort of a young man have you got in mind?
- M:** Oh, you know, a good education, polite, responsible, and easy to get along with. What I don't want is one of those young men just out of university, with exaggerated ideas of his own importance.
- W:** Yes, erm, what sort of education are you actually looking for?
- M:** Well, you know, a couple of A levels. Must have English, of course.
- W:** Yes, I think you're asking quite a lot. I mean you're not really prepared to pay all...

M: No, I'm not prepared to give him a big salary to start with. Nevertheless, I want someone with plenty of ambition, plenty of drive. You know, not looking at the clock all the time.

W: Well sir, I wish you the best of luck and hope you have some very successful interviews.

M: Well, yes?

W: Because personally I think you're asking an awful lot.

1. What did Mr. Browning ask Brenda to do?
2. What kind of person will meet the job requirements?
3. What does Brenda think of the qualifications Mr. Browning insists on?

Keys

1. C 对话开头,男士问女士广告登了没有,女士说已经登了,接着男士又补充说他指的是招聘初级销售经理(junior sales manager)的那个广告。由此可知男士之前要求女士刊登招聘初级销售经理的广告。注意对话中两次出现 ad (advertisement 的缩写),抓住这个词对选择答案很有帮助。
2. A 细节题。对话的大部分都是在谈论男士对要招聘的销售经理的要求,男士先是提到要找一个年轻的小伙子,后来又提到他想要找一个有抱负(ambition)、有干劲(drive)的人。
3. B 细节题。从女士(Brenda)话中表达其观点的标志性词语 I think 以及随后的内容可知,她认为 Mr. Browning 要求的太多,言外之意就是 Mr. Browning 所提的要求不太可能得到满足(not likely to be met)。



三、如何抓住首尾和问答

1. 长对话的结构

长对话的结构一般是先有一个引子,即对话双方互致问候;然后再引出谈话的主题,围绕主题进行谈话;谈话快要结束时,双方会表明自己的观点、态度或决定,或是达成某项约定;最后对话结束,双方道别。当然,有时候长对话中并不出现问候,而是直接进入主题;有时候也可能没有道别部分,考生在听音时要注意。

2. 开头和结尾的重要性

长对话的结构决定了长对话开头和结尾的重要性。

开头部分(问候之后)是长对话设题的重中之重,即使不设主旨题,也经常设一道细节题(原因、目的较多)。抓住了开头,也就基本抓住了对话的主旨,这不仅对于解答主旨题和开头的细节题非常重要,也将有助于考生理解后面对话的具体内容。

结尾部分(道别前)经常涉及到双方的观点态度或下一步的决定,而且某种程度上会与前面讨论的主题相互呼应,这部分也是设题的重点,而且即使不设题,抓住了结尾

部分也会对理解主旨有很大帮助。

例1 M: I see on your resume that you worked as a manager of a store called “Computer Country”. Could you tell me a little more about your responsibilities there?

W: Sure. I was responsible for overseeing about 30 employees. I did all of the ordering for the store, and I kept track of the inventory. . .

Q: What was the woman’s previous job?

- A. An accountant of a computer firm.
- B. A director of a sales department.
- C. A sales clerk at a shopping center.
- D. A manager at a computer store.

答案 D。 本题的设题点在对话的开头。对话一开始男士就提到他从女士的简历上了解到女士曾在一家叫做“Computer Country”的商店里做过经理 (worked as a manager of a store), 由此可知女士之前的工作是一家电脑商店的经理。

3. 抓住一问一答

问答处很重要, 这是由长对话的特点决定的。在引出主题以后, 对话双方会就主题展开讨论, 讨论中经常会涉及对话中某一方提出问题、另一方给予回答, 这种一问一答往往与对话主题关系密切, 自然也就会成为设题的重点。因此, 听音时要重点捕捉和记录问答处。

捕捉问题, 一方面可以抓疑问词, 另一方面要熟悉疑问句的语调, 当听到问题以后, 简单记录关键词语的同时, 还要抓住紧随其后的答案, 因为这才是答题的关键。

另外, 考生要注意结合前面所学的听前读题技巧, 在听音前对问题所考查的内容作出一定的预测, 这样, 如果碰到对话中与预测内容相关的问题, 就会更容易捕捉到。

例2 M: What was the most difficult part of your job?

W: Probably handling angry customers. We didn’t have them very often, but when we did, I needed to make sure they were well taken care of. After all, the customer is always right.

Q: What does the woman say was the most difficult part of her job?

- A. Handling customer complaints.
- B. Recruiting and training new staff.
- C. Developing computer programs.
- D. Dispatching ordered goods on time.

答案 A。 细节题。本题的设题点在对话中的一问一答处。对话中男士问女士她工作中最棘手的部分是什么 (the most difficult part), 女士回答是与生气的顾客进行交涉 (handling angry customers), 即处理顾客的不满和抱怨。

M: I like this one. Did you buy it on campus?

W: No, I bought it at the Museum of Modern Art in New York City. The Art History Department recently sponsored a special museum tour there.

M: Is this a reproduction of something in the museum's collection?

W: Yes. It's a print of a painting by George O'Keefe called "Lake George Window".

M: It looks more like a photograph. The details are so accurate and realistic.

W: I thought the same thing when I first saw the painting hanging in the museum. But the Art History teacher pointed out how the painting is in fact very stylized.

M: What do you mean?

W: First, by choosing a front view of the window, O'Keefe was able to present a symmetrical image and eliminate any hint of three-dimensionality.

M: It does look almost flat. The open shutters seem to have no depth at all.

W: To emphasize that two-dimensional look, O'Keefe also eliminated details of texture, the shutters, for example.

M: It sounds as though you learned a lot on that trip. Is the Art History Department planning another museum tour?

W: Yes. The next one is a special exhibit of European painters at the Museum of Fine Arts in Boston.

M: I think I'll sign up for that one. May be I will come back with a print to decorate the bare walls of my dormitory lounge.

1. What are the two speakers mainly talking about?
2. Who is organizing the next museum tour?
3. Where will the next museum tour take place?

Conversation Two

W: Now, let's check whether you are clear with the book on the WTO. Robert, what is the WTO?

M: WTO is the abbreviation of the World Trade Organization. It is the only international organization dealing with the global rules of trade between nations.

W: Where is its office located? Is it in the United States too?

M: No. Its headquarters is in Geneva, Switzerland.

W: When did it come into being?

M: It came into being in 1995.

W: What is the objective of the WTO?

M: The WTO's most important objective is to help trade flow smoothly, freely, fairly and predictably.

W: How does it achieve its goal? Or what are the tasks?

M: Er, there are many points. First, it administers trade agreements, Second, it acts as a forum for trade talks. Third, it settles trade disputes among different countries.

W: Anything else?

M: It reviews national trade policies, and cooperates with other international organizations. Since over three-quarters of WTO members are developing or least-developed countries, it will also help developing countries in trade policy issues through technical assistance and training programs.

W: Great! What do you know about the WTO agreements?

M: The WTO's agreements are the result of talks between the members. Through these agreements, WTO members operate a fair trading system that spells out their rights and their obligations. Each country receives guarantees that its exports will be treated fairly in other countries that it trades with. The system also gives developing countries some flexibility in carrying out their duties.

W: Very good! You really have a good memory!

4. Which description of WTO is correct?

5. What's the objective of the WTO?

6. How does the WTO achieve its goal?

7. Which of the following description is right about the WTO agreements?

Keys

- C** 主旨题。男士很喜欢女士宿舍内的一件装饰品,女士说那是她在参观博物馆展览时买的一幅油画(a print of painting),接着两人围绕这幅油画展开了讨论,故对话双方主要是在谈论一幅油画。
- C** 细节题。本题是在问答处设题。男士问女士下一次的博物馆展览是否还是由艺术历史系举行,女士给予了肯定回答,由此可知下一次的博物馆展览的组织者是 the Art History Department。
- C** 细节题。对话结尾处,女士明确提到艺术历史系的下一场博物馆展览 is... at the Museum of Fine Arts in Boston,由此可知下一场博物馆展览会在波士顿举行。
- D** 细节题。男士提到,WTO 是世界贸易组织(the World Trade Organization)的缩写,是唯一一个处理各国国际贸易规则的国际组织,于 1995 年建立,总部位于瑞士的日内瓦(Geneva, Switzerland)。
- C** 细节题。男士提到,世界贸易组织最重要的目标就是使贸易平稳、自由、公正、有预见地发展。
- A** 男士提到,世界贸易组织为了完成目标需要做的事情分别为: administers trade agreements (管理贸易条约); acts as a forum for trade talks (给贸易对话提供平台); settles trade disputes among different countries (解决不同国家的贸易争端); reviews

national trade policies, and cooperate with other international organizations (评审各国国内贸易方针, 与其他国际组织开展合作), A 属于其中之一。

7. C 细节题。对话结尾处, 男士提到世界贸易组织条约是其成员讨论后的结果, 它确保了一个公正的贸易系统 (fair trading system), 并且在职责履行方面给了发展中国家较大的灵活性。