

# 新题型

## 英语专业八级 听力特训

金利 编著

- ◆ 改革样题悉心点评，题型调整深入解读
- ◆ 考点分类逐一击破，答题技巧详尽点拨
- ◆ 要点知识归纳到位，重要考点系统掌握
- ◆ 满分听力强化训练，全真模拟实战集训



附赠光盘

本书光盘中的听力音频可登录

[www.dogwood.com.cn/mp3/zbtltx](http://www.dogwood.com.cn/mp3/zbtltx)免费下载

TEM 8

根据2015年8月  
专八题型调整  
全新改版

# 新题型

## 英语专业八级

### 听力特训

金利 编著

## 图书在版编目(CIP)数据

英语专业八级听力特训 / 金利编著. —杭州: 浙江教育出版社, 2016.7

ISBN 978-7-5536-2989-6

I. ①英… II. ①金… III. ①大学英语水平考试—听说教学—自学参考资料 IV. ①H319.9

中国版本图书馆CIP数据核字 (2015) 第107967号

## 英语专业八级听力特训

YINGYU ZHUANYE BAJI TINGLI TEXUN

---

编 著 金 利  
责任编辑 孔令宇 台建云  
美术编辑 韩 波  
封面设计 黄 蕊  
责任校对 刘文芳  
责任印务 时小娟  
版式设计 代玲玲

出版发行 浙江教育出版社  
(杭州市天目山路40号 邮编: 310013)  
印 刷 北京慧美印刷有限公司  
开 本 880mm×1230mm 1/32  
成品尺寸 145mm×210mm  
印 张 7.5  
字 数 277 000  
版 次 2016年7月第1版  
印 次 2016年7月第1次印刷  
标准书号 ISBN 978-7-5536-2989-6  
定 价 26.00元  
联系电话 0571-85170300-80928  
电子邮箱 dywh@xdf.cn  
网 址 www.zjeph.com

---

版权所有·侵权必究

如有缺页、倒页、脱页等印装质量问题, 请拨打服务热线: 010-62605166。

# 题型改革，为你而变 因为专业，所以精彩

1

题型改革深入解读  
及时把握最新动向

2

考点要点悉心讲解  
系统掌握夯实基础

3

解题技巧实用点拨  
高效答题轻松应试

4

历年真题精研详解  
全真模拟真操实练



购书方式

1. 新东方大愚连锁书店购买：详情登录<http://www.dogwood.com.cn/dysd>
2. 新东方图书销售网店购买：详情登录<http://www.dogwood.com.cn/Agentlist.html>
3. 新东方大愚图书官方淘宝店购买：详情登录<http://xdfdy.taobao.com>
4. 新东方大愚图书官方天猫店购买：详情登录<http://xdfdytushu.tmall.com>
5. 新东方书友会邮购：北京市海淀区海淀东三街2号新东方南楼19层 / 邮编：100080 / 收款人：书友会 / 咨询电话：010-62605127

注意：汇款金额 = 书价总额 + 3元挂号费

请在汇款的附言栏写清书的编号、册数；请写清您的地址、邮编、姓名。

为便于及时联系，保证书籍安全到达，请务必在汇款单附言栏中注明您的联系电话。

浏览更多精彩图书，请登录新东方图书网：[www.dogwood.com.cn](http://www.dogwood.com.cn)

# Preface 前言

专八改革后 2016 年的听力题型都发生了哪些变化?  
面临 2016 年新的题型调整,考生要如何进行听力训练?  
如何抓住听写文章大意?如何做好听写笔记?  
如何做好听前预测?放录音时应该如何来听?

.....

这一系列考生急于想了解的问题在本书中都能找到答案。

2015 年 8 月,外语专业教学测试专家委员会经过讨论,通过英语专业八级考试(TEM8)题型调整方案,并决定从 2016 年起对 TEM8 考试的试卷结构和测试题型作局部调整。编者将题型调整前后的听力题型进行了比较,如下表所示:

调整前后	序号	名称	题型	题数	分值	比重	考试时间
调整前	I	听力理解					
		A 讲座	作答题	10			
		B 对话	选择题	5	20	20%	35
		C 新闻	选择题	5			
调整后	I	听力理解					
		A 讲座	作答题	15	25	25%	25
		B 对话	选择题	10			

对比上述表格可以看出,2016 年改革后的专八听力部分调整较大,听力总比重由原来的 20%增加到 25%,听力部分考试时间由原来的 35 分钟缩减至 25 分钟。

在考试形式上,听力第一部分的讲座部分题目由原来的 10 题增加至 15 题,材料长度基本不变,提前发卷。较之 2015 年以前的考题,听力第二部分的长对话变化较大,具体表现为:由 1 个约 800 词的对话变成 1 个 1000 词的对话或 2 个 500 词左右的对话,题目由 5 道选择题增加为 10 道选择题。

在考试难度上,首先讲座部分题目数量增加了 5 题。其次,改革后的长对话题目不会出现在答题卡上,答题卡上只有选项。这些变化对考生来说无疑都是巨大的挑战,同时也增加了考生答题的难度。

为了让考生迅速了解和应对改革后的听力新题型,编者根据多年来对英语专业八级考试的研究以及对改革样题的深入剖析,精心策划和编写了本书。全书紧扣改革后的最新专八考试大纲,深入剖析专八听力考试的特点、难点,以全新的视角、全新的理念带你进入全新的专八备考模式:

## ■ 最新改革样题实时跟进, 新版专八考试大纲全面解读

最新改革样题自测+点评, 掌握最新考试动态, 知晓个人薄弱环节

本书在第一章安排了 2016 年最新改版后的专八听力样题, 供考生进行自我测试, 考生可以在了解最新考题的基础上, 知晓自己的水平, 以便更透彻地了解专八改革, 熟悉改革后的听力题型考查形式, 更好、更有针对性地使用本书。在点评部分编者就听力各题型的特点分别进行了全面、细致的解析。其中对小讲座进行了结构分析, 补充了供学生参考和学习的听写笔记, 教会学生一套正确的记笔记的方法; 长对话部分分别从听前预测、摘要、考点和解析四个方面进行了全面分析, 使考生对真题有更加深刻的了解。

测试要求、测试形式、选材原则大公开, 知己知彼, 百战百胜

本书从 2016 年新版考试大纲着眼, 为考生详尽解读最新专八听力的要求与选材原则, 使考生更加清晰地了解考试要求和试题难度, 及早从容准备, 以强大的实力赢得听力大战!

## ■ 题型特征各个击破, 答题技巧贴心点拨

采用大量表格、数据、最新样题实例, 透析各听力题型的题材和设题特点

本书分别对小讲座和长对话两种题型的题材和题目设置进行了深入剖析。题材方面, 书中大多采用表格的形式展现听力材料的主题、体裁、结构、用词、用句等突出特点; 用大量数据说明主题、体裁等的分布比例, 列举最新样题实例加深考生对各题型题材特点的理解。题目设置方面, 书中以最新样题实例为依据, 全面揭秘出题点, 使考生在听录音时不再盲目, 而是知道抓住重点内容去听。编者通过精心的编排, 使得原本枯燥的理论不再乏味, 同时力求做到语言清晰、简洁, 分析精准、透彻, 帮助考生在很短的时间内全面熟悉、掌握改革后听力各题型的选材和设题特点。

结合临场实际, 点拨听前预测和听音技巧

书中根据每个题型的不同特点, 为考生精心编排了临场答题技巧。小讲座部分重点介绍了如何才能有效地记笔记, 而长对话部分则为考生讲解了如何做好听前预测、听音时如何带着问题去听等实用答题技巧, 语言简洁、贴心, 技巧简单、实用, 相信一定能为考生带来事半功倍的效果。

## ■ 专项真题即讲即练，仿真模拟真枪实弹

书中在针对每种题型进行理论讲解后都为考生准备了历年真题专项训练，使得考生在掌握了一个题型的题材特征、设题特点以及答题技巧之后，能够马上通过练习真题，强化刚刚学到的答题技巧，加深对该题型的理解。另外，本书最后还为考生精心编制了8套高仿真模拟试题，其听力材料的题材和题目的设置完全贴合最新改革大纲要求，难度适中，做到了绝对的高仿真。所有真题和模拟试题都配有点评和解析，帮助考生解决复习中遇到的具体的难点和困惑。

毋庸置疑，英文实力是提升考场竞争力的关键因素，而听力实力则是提升专八考试分数的基础和保证。我们精心打造这本书的目的，就是让所有考生都能在最短的时间里，迅速掌握听力技巧，结合充分的练习提升应试能力。

本书得以顺利完成，要特别感谢汇智博纳工作室的金利、蒋志华老师以及何静、李岩岩、白敏、金梅、李雯姬、李素素等老师。他们对英语教学和研究的热爱和投入才使得本书能在第一时间与考生见面。

最后预祝即将参加专八考试的各位考生马到成功！

编 者

# 目录

## 第1章 最新改革样题与大纲解读

第1节 改革样题自测 .....	1
第2节 改革样题点评 .....	4
第3节 听力大纲解读 .....	16

## 第2章 小讲座

第1节 三大选材特点解读 .....	17
第2节 两大设题点揭秘 .....	21
第3节 三大答题技巧点拨 .....	24
第4节 真题测评 .....	31
Test 1 .....	31
Test 2 .....	39
Test 3 .....	45
Test 4 .....	52
Test 5 .....	59
Test 6 .....	65
Test 7 .....	72
Test 8 .....	78

## 第3章 长对话

第1节 三大选材特点解读 .....	85
第2节 六大设题点揭秘 .....	89
第3节 两大常考题型精解 .....	95
第4节 两大答题技巧点拨 .....	97
第5节 真题测评 .....	99
Test 1 .....	99
Test 2 .....	105
Test 3 .....	110
Test 4 .....	115



Test 5 .....	119
Test 6 .....	124
Test 7 .....	128
Test 8 .....	132

## 第4章 全真模拟集训

第1节 标准模拟题 .....	136
Model Test 1 .....	136
Model Test 2 .....	138
Model Test 3 .....	141
Model Test 4 .....	144
Model Test 5 .....	146
Model Test 6 .....	149
Model Test 7 .....	152
Model Test 8 .....	155
第2节 答案精解 .....	158
Model Test 1 .....	158
Model Test 2 .....	167
Model Test 3 .....	176
Model Test 4 .....	185
Model Test 5 .....	194
Model Test 6 .....	204
Model Test 7 .....	214
Model Test 8 .....	223

# 第 1 章 最新改革样题与大纲解读

## 第 1 节 改革样题自测

### SECTION A MINI-LECTURE

*In this section you will hear a mini-lecture. You will hear the mini-lecture ONCE ONLY. While listening to the mini-lecture, please complete the gap-filling task on ANSWER SHEET ONE and write NO MORE THAN THREE WORDS for each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may use the blank sheet for note-taking.*

*You have THIRTY seconds to preview the gap-filling task.*

*Now, listen to the mini-lecture. When it is over, you will be given THREE minutes to check your work.*

### Understanding Academic Lectures

Listening to academic lectures is an important task for university students. Then, how can we comprehend a lecture efficiently?

I. Understand all (1) \_\_\_\_\_ (1) \_\_\_\_\_

A. words

B. (2) \_\_\_\_\_ (2) \_\_\_\_\_

—(3) \_\_\_\_\_ (3) \_\_\_\_\_

—(4) \_\_\_\_\_ (4) \_\_\_\_\_

—(5) \_\_\_\_\_ (5) \_\_\_\_\_

### II. Adding information

A. lecturers: sharing information with audience

B. listeners: (6) \_\_\_\_\_ (6) \_\_\_\_\_

C. sources of information

—knowledge of (7) \_\_\_\_\_ (7) \_\_\_\_\_

—(8) \_\_\_\_\_ of the world (8) \_\_\_\_\_

D. listening involving three steps:

—hearing

—(9) \_\_\_\_\_

(9) \_\_\_\_\_

—(10) \_\_\_\_\_

(10) \_\_\_\_\_

III. (11) \_\_\_\_\_

(11) \_\_\_\_\_

A. reasons:

—(12) \_\_\_\_\_

(12) \_\_\_\_\_

—save time

B. (13) \_\_\_\_\_

(13) \_\_\_\_\_

—content

—(14) \_\_\_\_\_

(14) \_\_\_\_\_

#### IV. Evaluating while listening

A. helps to decide the (15) \_\_\_\_\_ of notes

(15) \_\_\_\_\_

B. helps to remember information

## SECTION B INTERVIEW

*In this section you will hear ONE interview. The interview will be divided into TWO parts. At the end of each part, five questions will be asked about what was said. Both the interview and the questions will be spoken ONCE ONLY. After each question there will be a ten-second pause. During the pause, you should read the four choices of A), B), C) and D), and mark the best answer to each question on ANSWER SHEET TWO.*

*You have THIRTY seconds to preview the questions.*

*Now, listen to Part One of the interview. Questions 1 to 5 are based on Part One of the interview.*

1.
  - A. Doing what they have promised to schools.
  - B. Creating opportunities for leading universities.
  - C. Reducing opportunities for state school pupils.
  - D. Considering removing barriers for state school pupils.
2.
  - A. The interviewer.
  - B. Theresa May.
  - C. John Major.
  - D. The present Prime Minister.
3.
  - A. To recall that John Major is the Prime Minister.
  - B. To illustrate precisely what the present government is saying.
  - C. To propose that the government should give people opportunity and choice.
  - D. To mean everyone has opportunity and choice.

4. A. The government has lowered state pupils' expectations.  
B. The number of state pupils applying to Oxford fails to increase.  
C. Universities are not working hard to accept state school pupils.  
D. Leading universities are rejecting state school pupils.
5. A. It's about 1 percent.  
B. It's over 1 percent.  
C. It's about 4.5 percent.  
D. It's over 4.5 percent.

*Now, listen to Part Two of the interview. Questions 6 to 10 are based on Part Two of the interview.*

6. A. They have been doing nothing.  
B. They tried to work as hard as they could.  
C. They failed to make some efforts.  
D. The conversation didn't talk about it.
7. A. It means more funding from education authorities.  
B. It means more opportunities and choices.  
C. It means greater power to run schools.  
D. It means getting all the money and deciding how to spend it.
8. A. Local education authorities and secondary schools together.  
B. Local education authorities and the central government.  
C. Local education authorities only.  
D. The central government only.
9. A. To initiate new topics.  
B. To support the interviewee.  
C. To introduce new policies.  
D. To explain some statistics.
10. A. Ambiguous.  
B. Supportive.  
C. Neutral.  
D. Critical.

## 第2节 改革样题点评

### SECTION A MINI-LECTURE

#### 结构提示

本篇讲座介绍了如何听懂学术讲座，从四方面展开论述，分别是：弄懂语言中所有能够表达意思的部分；增添信息；预测；在听的同时进行评判。

第一部分论述听众需弄懂语言中所有能够表达意思的部分，从重音、语调和节奏三方面进行论述。

第二部分论述听众在听学术讲座时增添信息的重要性。

第三部分论述听力中需要预测的原因和种类。

第四部分论述在听的同时需评估内容的重要性。

#### 听力笔记

Topic: Understanding Academic Lectures

Listening to academic lectures is an important task for university students. Then, how can we comprehend a lecture efficiently?

- I. Understand all (1) **parts carrying meaning**
  - A. words
  - B. (2) **other features**
    - (3) **stress**
    - (4) **intonation**
    - (5) **rhythm**

#### Understanding Academic Lectures

Good morning, everybody. Now, at the university, you, as students, are often called on to perform many types of listening tasks: listening in a group discussion, listening to a teacher on a one-to-one basis, and listening to academic lectures. So, what I'm going to talk about today is what a listener needs to be able to do in order to comprehend an academic lecture efficiently.

OK. What do you need to do in order to understand the lecture? Now, there are four things that I'm going to talk about. [1] The first thing is that you need to be aware of all of the parts of the language that carry meaning. You all know that words carry meaning. So, you've got to be aware of the vocabulary of the language, [2] but there are some other features. [3] For one thing you need to be aware of stress. Let me give you an example: "I went to the bar", "I went to the bar". It makes a difference. In the second example I'm stressing the fact that it was

me, and not someone else. So that this means that stress has some meaning. [4] Now, the next thing you might want to listen for is intonation. For example, if I say "He came.", "He came?" There are two different meanings: one is a statement, the other one is a question. [5] And another thing you need to listen for is rhythm. For instance, "Can you see, Mary?" versus "Can you see **Mary**?" da-da-Da-da-da... da-da-da-Da-da. Those two mean something different: in the first one, they are talking directly to Mary, while the second one means "Can you see Mary... over there?"

Now, the next thing you must do when you listen is that you need to add information that the lecturer expects you to add. All lecturers assume that they share some information with their audience and that their audience does not need them to explain every word. [6] And listeners have an ability to add this information due to two sources of information, [7] that is, one, their knowledge of a particular subject [8] and, two, their knowledge or experience of the world. So, remember: listening is not a matter of just absorbing the speaker's words; the listener has to do more than that. The listener is not a tape recorder, absorbing the speaker's words and putting them into his or her brain, rather listening involves hearing the speaker's words [9] and reinterpreting them, [10] adding information if necessary. So, the meaning is **not** in the word alone, rather it is **in the person** who uses it or responds to it, [10] so that the second thing that a listener must do...add information that the lecturer assumes that they share.

OK. [11] The third thing that a listener needs to do, and this is to me the most important thing of all, and that's to **predict** as you listen. Now, let me give

## II. Adding information

- A. lecturers: sharing information with audience
- B. listeners: (6) **adding information**
- C. sources of information
  - knowledge of (7) **subject**
  - (8) **knowledge or experience** of the world
- D. listening involving three steps:
  - hearing
  - (9) **reinterpreting**
  - (10) **adding**

## III. (11) Predicting while listening

- A. reasons:

—(12) **overcome noise**

—save time

**B. (13) types of prediction**

—content

—(14) **organization**

you two reasons why you have to predict. [12] For one thing, if you predict it helps you overcome noise. What do I mean by noise? Maybe, there's noise outside and you can't hear me, maybe you're in the back of the room and you can't hear all that well, maybe the microphone doesn't work, maybe there's noise inside your head. By that I mean maybe you're thinking of something else, and then all of a sudden, you'll remember... oh!... I've got to listen! By being able to predict during the lecture, you can just keep listening to the lecture and not lose the idea of what's going on. So, predicting is important to help you overcome outside noise and inside noise. And another reason that predicting is important is because it saves you time. Now when you listen you need time to think about the information, relate it to old ideas, take notes, and if you're only keeping up with what I'm saying or what the lecturer's saying, you have no time to do that. And I'll bet a lot of you are having that problem right now because it's so hard just to follow everything I'm saying, that you don't have time to note down ideas. So, predicting saves you time. If you can guess what I'm going to say, you're able to take notes, you're able to think, you have more time. OK? [13] And there are two types of predictions that you can make: [14] predictions of content and predictions of organization. Let me give you an example, in terms of content. If you hear the words "because he loved to cook... his favorite room was...", what would you expect? "Kitchen." You can guess this because you know people cook in the kitchen. OK? And you can also predict organization. So if I was going to tell you a story, you'd expect me to tell you why the story is important, give you a setting for the story. So you

IV. Evaluating while listening

- A. helps to decide the ( 15 )  
**content** of notes
- B. helps to remember  
information

have expectation of what the speaker is going to talk about, and how the speaker would organize his or her words.

Now let's come to the last thing a listener must do: the listener must evaluate, as he or she is listening, decide what's important, what's not, decide how something relate to something else. OK? There are, again, two reasons for this. [ 15 ] **The first one is evaluating helps you to decide what to take notes about: What's important to write down? What's not important to write down?** And the second reason is that evaluating helps you to keep information. Studies have shown that we retain more information, if ideas are connected to one another, rather than just individually remembered. So for example, if I give you five ideas that are not related to one another, that's much more difficult to remember than five ideas that are related. So, you can see, evaluating helps you to remember information better because it connects ideas to one another.

OK, from what I've said so far, you can see there's a lot involved in listening to lectures: language awareness, adding information, making predictions and evaluations. I hope these will be useful to you in lecture comprehension.

**试题详解**

1. [ 答案 ] parts carrying meaning 或 carriers of meaning 或 meaning carriers

[ 考点 ] 本题出题点在列举处。

[ 精析 ] 根据题干可知该题的命题点是四件事中的第一件, 需注意录音中出现“第一”的地方。另外, 通过题干中的understand all可推断, 空格处需填写的是名词或名词词组。讲座中说第一件需要知道的事是all of the parts of the language that carry meaning, 将其精简为三个单词, 即parts carrying meaning, 当然carriers of meaning或meaning carriers也正确。



2. [答案] other features [考点] 本题出题点在转折处。

[精析] 从题干看出此处考查的内容是在words后提及的,可推测该单词或短语位于words之后。讲座中说,除了词汇,还有some other features需要注意,紧接着就开始具体说明这些features,故答案为other features。若考生直接写听力原文中的some other features也正确,这里只是用了更简洁的表达。

3. [答案] stress [考点] 本题出题点在细节处。

[精析] 该题的考点与前一道题距离很近,因此在听完上一道题目的时候绝对不能放松。讲座中说完there are some other features后,紧接着开始具体说明这些features。当听到for one thing时,就可推断接下来说的是第一点,即you need to be aware of stress,我们可把答案精简为一个单词stress。

4. [答案] intonation [考点] 本题出题点在细节处。

[精析] 由题干可知,这是other features下的第二小点,因此在我们听完第一点后,要把注意力集中在第二点上。当我们听到关键词the next thing时,可知此处说的就是第二点,即you might want to listen for is intonation,精简答案后为intonation。

5. [答案] rhythm [考点] 本题出题点在细节处。

[精析] 此题列举出三种特征,即听完stress和intonation两点特征后,需要写出第三种特征。考生在听到intonation时就要特别注意,下文是否有过渡的语句。讲座中的And another thing you need to listen for is rhythm提示了答案所在,即rhythm。

6. [答案] adding information [考点] 本题出题点在细节处。

[精析] 题干首先列出了lecturer的行为:与听众分享信息。本题考查的是listeners的行为,因此考生需注意,在录音中提到lecturer时就要仔细听了,一旦提到listeners,可能就是答案所在句。录音中提到listeners have an ability to add this information,可将答案简化为adding information。

7. [答案] subject [考点] 本题出题点在列举处。

[精析] 由题干可知这里列举的是两种信息来源,本题考查第一种,并给出了提示词knowledge of,因此录音中开始出现列举词that is, one...时,考生就应意识到这就是答案所在。录音中说的是knowledge of a particular subject,所以答案可以精简为subject,当然a particular subject、particular subjects、a subject都可以。为防止出错并节约宝贵的考试时间,建议考生写最简单的subject即可。

8. [答案] knowledge or experience [考点] 本题出题点在列举处。

[精析] 该题的考点与前一道题距离很近。因此在填完第七个空时,不能放松,因为录音中很快就出现了and two...,指示了该题答案所在。