

郑家顺

轻松英语系列丛书：新大纲 新标准

新题型

四级听力 高分突破

郑家顺 编著

**Listening
CET-4**

南京大学出版社

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前 言

为了帮助广大考生在新题型(听力占 35%, 阅读 35%, 综合 15%, 写作 15%)出台之后能够轻松获得大学英语四级高分, 我们组织编写了《新题型四级听力高分突破》。

该书的结构与特色如下:

一、题目: 新题型的重点是听力理解方面的测试, 听力分值由原来的 20% 提高到 35%。本书根据新题型教学大纲编写, 按新题型四级听力考试的形式(短对话、长对话、短文理解、短文听写), 汇编成 16 个 Tests(分为入门分析篇、技能实战篇、强化提高篇、考前冲刺篇四章)。考生自测时每个 Test 须在 35 分钟内完成。

二、Keys 与听力原文: Keys 直接放在每个 Test 之后, 便于查阅答案。听力原文置于书的后半部分, 便于考生将书分开, 直接对照原文, 且原文答题依据均用黑体标出, 较难理解的单词与短语均给出中文意思, 省去考生查字典、问老师等不必要的麻烦。

三、新题型四级听力理解的要求与高分突破方法: 目的是从中找出大学生训练英语听力的心理过程、学习策略和薄弱环节, 帮助广大考生了解新题型四级听力考试要求, 掌握正确训练听力的方法, 提高听力学习的效果和质量。

四、16 个 Tests: 通过做题, 每天一个 Test, 举一反三, 掌握做题技巧, 16 天轻松突破四级听力, 提高英语听力水平。

五、适用对象: 该书主要适用于考生对新题型四级听力理解以及做题技巧的突破。也适用于新题型六级以及具有中级英语水平的学生自学考试使用, 同时也可作为强化班教师教学参考使用。

本书在编写过程中得到费佳、黎敏、金燕等老师的指导与帮助, 在此表示感谢。

本书的听力题目都是经过反复推敲、实践, 但不当之处在所难免, 敬请广大读者、同行专家不吝指正, 以便改进。

郑家顺

E-mail: zjsenglish@163.com

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新题型四级听力理解的要求与高分突破方法

新题型四级的重点是听力理解方面的测试,听力分值由原来的 20% 提高到 35%。按照新教学大纲的要求,学生在修完基础阶段 4 级后应具有一定的听的能力,对题材熟悉、难度略浅于精读课文、基本上无生词、语速为每分钟 130 词的听力材料,一遍可以听懂,理解的准确率不低于 70%。

新大纲所规定的要求似乎并不太高,但却为广大考生提出了一项相当艰巨的任务。提高听力不但要求具备坚实的语言基础、熟悉文化背景知识,而且还要考生训练在片刻间获取信息、储信息于短期记忆之中并加以归纳判断等的综合技能。要达到这一目标不能单靠 1—2 节听力课本身,而必须在全面提高读、写、说等能力的综合训练中实现。

本书编者对听力理解所作的做题方法分析,充分表明考生听力的高低完全取决于他们是否具备了以下 4 个方面的基础:

- 一、坚实的语言基础
- 二、一定的文化背景知识
- 三、基本的听力技能
- 四、正确有效的听音习惯

而其中尤以坚实的语言基础为先决条件。下面就听力理解所考核的语言能力加以分析说明。

一、坚实的语言基础

坚实的语言基础指的是熟练掌握语音、语法、基本词汇以及常用句型,包括口语中的一些习惯表达方法。

1. 语音: 包括辨音、音变、句重音、语调等方面。

1) 辨别音素是学生突破听力理解的第一关,不能正确辨音(这往往是自己发音不准所致),极易导致听力理解上的错误。例如:

The professor **collected** the papers himself. /kə'lektid/

The professor **corrected** the papers himself. /kə'rektid/

只有一音之差,所提供的信息却完全不同。又如:

It's a great **pleasure**. /'pleʒə/

It's a great **pressure**. /'prefə/

两者读音非常相似,意思却截然相反。

2) 除了识别单个音素之外,学生还必须熟悉快速语流中的音变现象:

a. 同化

Could you give me a helping hand?

其中 could 一词本应读成 /kud/, 但当后面紧跟着 you/ju:/ 时, 尾辅音 /d/ 与 /j/ 同化成另一个辅音 /dʒ/. 如不熟悉这种同化现象, 一旦听到 /ku'dʒu:/ 便会感到茫然不知所云。

b. 连读

连读是口语中经常出现的音变现象。例如:

in an hour 连读后成了 /inə'naʊə/

worn out 连读后成了 /wɔ:'naʊt/

c. 弱读

通常句子中除了有重要意义的词带有句重音之外, 其他词往往弱读, 如助动词、连接词、前置词、人称代词等。例如:

You have done a good job. /ju:həv'dʌnə'gʊd'dʒɒb/

I will tell you how to do it. /aɪ'l'telju'həʊtə'du:ɪt/

考生必须熟悉这种语音现象, 不能指望录音或讲话人会用同样的长度和力度读出每一个词。

3) 句子重音

句子重音往往是讲话者表达意思的一种语音手段, 因此也是听话者理解话语的重要依据。例如:

Son: Mum, I've got a B in my math exam.

Mum: So you 'have passed.

have 作为助动词本不应重读, 但这里却带有句重音, 言外之意是: “我原来以为你不会及格”。又如, 在美国英语中 can't 读成 /kænt/, 当紧跟在后面的的是以爆破音为首的词如 go 时, t 就失去爆破, 听起来与 can 完全一样。区别 I can go 与 I can't go 的唯一依据就是 can't 带有句重音, 表示否定。

4) 语调

同一个句子, 语调不同含义就会出现差异, 这也是常有的现象, 必须引起考生的重视。例如:

A burglar broke into his ↓ house last night.

A burglar broke into his ↑ house last night.

前者用降调表示肯定, 后者用升调表示怀疑。

2. 语法

考生所掌握的语法知识可以帮助他们正确理解所听到的信息。试看:

M: The city council has finally voted the funds to build a new high school.

W: It's about time they did it. I don't know what took them so long.

Q: What's the woman's opinion about the school?

A) It's too expensive.

B) It isn't needed.

C) It should be built.

D) A college would be better.

男士说：“市议会最后终于通过投票决定拨款建造一所新的中学”。

女士回答说：It's about time they did it.

这里动词 did 表示虚拟语气，意思是：“他们早该这样做了”。但有的考生因为没有掌握这一语法现象，把句子误解为“他们过去早已做了”。

3. 单词与短语

单词与短语是听力理解的基础，考生必须在学习中掌握大纲词表内规定的单词及其基本义项，如 fit 除了作“固定”解之外，还可作“修理”、“安排”等解。短语 pick up 除了作“拾起”解之外，有时还表示“顺便购买”、“学会”、“增速”等不同意思。学生应根据上下文来判断单词与短语的含义。

4. 常用句型与习惯表达方法

听力理解与阅读理解不同，听到的话语转瞬即逝，没有反复咀嚼的可能。因此考生对听到的句子必须作出迅速的反应，而要达到这一要求他们必须熟练掌握常用句型。除了常用句型之外，还必须熟悉口语中的一些习惯表达方法。例如：

I can't agree with you more. 我百分之百同意你的想法。

I don't teach because teaching is easy. 我选择教书这个职业并非因为教书容易。

You can never be too careful while crossing a busy street. 穿过一条交通繁忙的街道时，千万要小心。

二、文化背景知识

在听力考试中考生有时似乎听懂了句子，却找不到正确的答案。这种理解上的障碍往往是由于不熟悉文化背景知识所造成的。因此在听力训练中，要逐步熟悉有关的文化背景知识，这是不能忽视的。试看：

M: How do you like Professor Bachman's course on the History of Philosophy.
He's a distinguished scholar on that subject.

W: He is a great teacher. But I'm having a hard time with the reading list. I feel I can't ever finish it.

Q: What problem does the woman have with the course?

A) She doesn't like the way the professor lectures.

B) She's having a hard time following the professor's lectures.

C) She is not interested in the course.

D) She's having difficulty with the heavy reading assignments.

本题答案为选项 D。答对本题关键在于能听懂女士说的：

But I'm having a hard time with the reading list. 有些考生对 reading list 这一词组感到陌生。reading list 是教师为了让考生对他所讲的那门课有比较深入全面的了解而开出的书单,要求考生课外自学。这种教学方法在我国尚不常见,学生缺乏这种背景知识,因此形成理解上的障碍。

但是背景知识不能代替对语言的掌握,如果考生没有听懂语言本身,而只凭背景知识进行猜测,也同样不可能找到正确的答案。语言理解虽然与背景知识有密切关系,但提高听力理解能力的先决条件还是要掌握好语言本身。

三、基本的听力技能

在理解有声语言的过程中,学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聚精会神听清每一句话的主要意思,同时要边听边思考,切忌主次不分,顾此失彼。试看:

M: How is your father, Mary? The last time I came to see you, you were about to take him to the hospital.

W: He returned home last week. The operation was very successful. The doctor said he'd almost recovered and could go back to work next week.

Q: What did the woman say about her father?

A) He is still being treated in the hospital.

B) He has had an operation.

C) He'll rest at home for another two weeks.

D) He returned to work last week.

本题答案为选项 B。此题测试理解明示信息的能力。女士谈话的主要信息是:她的父亲手术成功,已回到家里。这就是答案的依据。误选原因在于未听懂全文,不能捕捉主要信息,而是根据片言只语猜想臆断。在听力训练中一定要全神贯注,积极思考,善于捕捉主要信息,作出正确判断。

听力理解的一项重要技能是要跟上说话人思维的展开,理解话语中的前因后果,不能只注意片言只语,这种能力在听力训练中要着重培养。

2. 作出正确判断

1) 推测言外之意

在对话中说话人常常出于某种考虑不直接表示是或否,而用迂回的方式间接回答,听话人则必须从间接回答中迅速领悟说话人的确切含意,试看:

M: Did you watch the game last night?

W: I wouldn't have missed it for anything.

女士说的是:“我说什么也不会错过这一机会”,换言之,“我当然看了这场比赛”。

2) 正确理解委婉的表达方法,例如:

I hope these apples are as good as they look.

其言外之意是“恐怕这些苹果不如它们看上去那么好吧”。这是对事物表示疑虑时的一种委婉的说法。正确理解各种委婉的表达方法也是一项重要的听力技能。

3. 归纳总结、抓住中心思想

试看:

W: Could we drop by the lab for a minute? I have some experiments running that I need to check on before dinner.

M: Sure. I have plenty of time. I'd be interested to see what you're working on, anyway.

Q: What will they do?

A) Go to the lab for a quick look.

B) Check on what's for dinner.

C) Have a run before they eat.

D) Go and see if they have dropped anything in the lab.

本题答案为选项 A。此题测试综合理解能力。正确答案是对话的综合,要求全部听懂,而不能只根据一句话,更不能抓住片言只语猜测臆断。误选 B 项的考生,显然只听懂了 check on, dinner,而不能在语篇上理解谈话内容;误选 C 项的考生,他们没有掌握“have+名词+V-ing”这一句型及 run 的词性与词义;误选 D 项的考生,主要是因为未能理解 drop by 这一短语动词的确切含义。综合归纳是一项很有用的听力技能,但不容易掌握,必须经过反复训练才能见效。

四、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的保证。例如:

1. 全神贯注,积极思考。
2. 边听边记下要点。
3. 加强短时记忆(short-term memory)能力。

4. 养成预期(prediction)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。如果新出现的信息与预期信息截然相反,又要善于迅速调整,不断修正已作出的判断。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。

综上所述,听力训练是一种比较复杂的多种技能的综合训练,考生不能急于求成,要反复训练,掌握应试技巧,提高听力水平,以便在今后工作中能更好地理解口语,为获得更强的参与国际交流的能力打下基础。

入门分析篇

Test 1

Section A

Directions: *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

1. A) Tom survived the accident. B) Tom was killed in the accident.
C) Someone saved Tom's life. D) It did little damage to Tom's car.
2. A) No, all the rooms are taken. B) Yes, there is a double room.
C) Yes, there are some spare rooms. D) Yes, there is a single room.
3. A) Find a larger room. B) Sell the old table.
C) Buy two bookshelves. D) Rearrange some furniture.
4. A) She is sure who is going to win.
B) Now it is a good time to start the game.
C) The game has been going on for a long time.
D) The same team always wins.
5. A) They get a bargain right away. B) They have a look at the advertisement.
C) They throw away their TV set. D) They go and buy a big TV set.
6. A) The flight has been canceled.
B) The plane is late.
C) The plane is on time.
D) The tickets for this flight have been sold out.
7. A) He is not to blame. B) It was his fault.
C) He will accept all responsibility. D) He will be more careful next time.
8. A) The man is a forgetful person. B) The typewriter is not new.
C) The man can have the typewriter later. D) The man misunderstood her.

Questions 9 to 12 are based on the conversation you have just heard.

9. A) The woman hates it, but the man doesn't mind it.
B) They both hate it.

- C) The woman hates it more than the man.
D) The man likes it but the woman doesn't.
10. A) He thinks the idea is not original.
B) He supports the idea, but thinks it won't do any good.
C) He doesn't care about the issue.
D) He thinks she should just accept the bad food.
11. A) They became angry.
B) They were not very responsive.
C) They promised to do something, but never did.
D) They changed their minds about the issue.
12. A) Because the University officials like the food.
B) Because the official do not respect the students.
C) Because the Food Caterers have a lot of influence.
D) Because the issue is not important to them.

Questions 13 to 15 are based on the conversation you have just heard.

13. A) She can't find a new place to live.
B) The Landlord wants her to move out after only 2 months.
C) She thinks she will lose her deposit money.
D) The contract states she must stay for 6 months so she can't move.
14. A) Take her to court.
B) Forfeit her money.
C) Give her deposit back.
D) Charge her extra for moving out.
15. A) Less than 6 months.
B) 2 months.
C) 6 months or more.
D) 1 month.

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on the Answer Sheet 2 with a single line through the centre.*

Passage One

Questions 16 to 18 are based on the passage you have just heard.

16. A) They give out faint cries.
B) They make noises to drive away insects.
C) They extend their water pipes.
D) They become elastic like rubber bands.
17. A) Quiet plants. B) Well-watered plants.
C) Healthy plants. D) Thirsty plants.
18. A) They could drive the insects away.
B) They could keep the plants well-watered.
C) They could make the plants grow faster.
D) They could build devices to trap insects.

Passage Two

Questions 19 to 22 are based on the passage you have just heard.

19. A) He didn't like physics any more.
B) His eyesight was too poor.
C) Physics was too hard for him.
D) He had to work to support himself.
20. A) He was not happy with the new director.
B) He was not qualified to be an engineer.
C) He wanted to travel.
D) He found his job boring.
21. A) He wanted to work with his friend.
B) He enjoyed travelling around the world.
C) He wanted to go to Spain.
D) He was rejected by the engineering firm.
22. A) He enjoyed teaching English.
B) He wanted to earn more to support his family.
C) The owner of the school promised him a good position.
D) He could earn more as a teacher than as a travel agent.

Passage Three

Questions 23 to 25 are based on the passage you have just heard.

23. A) They make decisions by tossing coins.

- B) They are not physically separated.
 C) They think exactly the same way.
 D) They share most of their vital organs.
24. A) Few of them can live long.
 B) Few of them get along well with each other.
 C) Most of them live a normal life.
 D) Most of them differ in their likes and dislikes.
25. A) They go to a regular school. B) They attend a special school.
 C) They are taught by their parents. D) They have a private tutor.

Section C

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 26 to 33 with the exact words you have just heard. For blanks numbered from 34 to 36 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

A (26) _____ married couple walked into a hail of eggs when they left the (27) _____ office, a court heard yesterday.

They and their guests were the (28) _____ of this surprise (29) _____ made by the groom's mother Mrs. Smith, who had not been invited to the (30) _____ because of a family quarrel.

Mrs. Smith hid behind cars outside the office and let fly from 15 (31) _____ when the party came into (32) _____.

The eggs splashed the groom's new blue (33) _____ and the bride's white dress, before the party went back into the registry office.

(34) _____
 She told the officers, "I will throw some more in a minute, some at you as well."

Miss Sarah Catherine, who was defending the case for Mrs. Smith, said that there had been a family quarrel and Mrs. Smith was frustrated and exasperated. "It was an unfortunate quarrel which went to considerable extremes. (35) _____
 _____." she said.

Mrs. Smith pleaded guilty in court, and (36) _____
 _____.