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赵建昆 主编

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英语专业八级



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听力题源500题

30天速成胜经

考神精选例题 | 听力原文解析 | 模拟实战训练

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# 前 言

TEM-8 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。听力部分在英语专业八级考试中可谓“首当其冲”,所占分数比例为 30%。专八听力部分是很多考生的薄弱环节。但是,熟能生巧,平时做大量的听力练习是听力过关的保障。每个学习语言的人都知道,想要学好语言,就要重点练习听、说、读、写四个方面。而大多数学习者受周围语言环境的限制,听和说的机会少之又少,于是听题源材料以提高听力水平便成了有效的途径。

对于广大英语考生而言,“题源”并非新鲜的概念。选择合适的听力题源材料,是我们在有限时间进行高效听力复习的捷径。于是,我们在仔细分析历年英语专业八级听力真题题源之后,精心编写了这本《英语专业八级听力题源 500 题 30 天速成胜经》。本书具有以下特点:

1. 接近性。与真题同源,本书所录内容均选自国内外最近资料,具有很强的时效性。同时选材的长度、难度、情景等都紧扣考试大纲,与真题保持高度一致。

2. 针对性。本书板块针对性强,按照听力考试的顺序,共分成了讲座、会话、新闻三大板块,帮助考生重点突破,加强练习。

3. 全面性。书中答案解析部分,都会将听力题目中的答案出处在原文中明确标出,解析准确到位,对强干扰项做出适当分析,使得考生对于答案既“知其然”又“知其所以然”。

4. 实战性。为了给考生提供更多的实践演练机会,本书最后的“模拟试题”部分,给大家提供了五套全真模拟听力训练题,让考生熟悉考场,身临其境。

在整个复习中自始至终认真研究真题题源,从题源中找方法、找差距,是专八英语听力复习中不可忽视的一个重要方法。我们相信通过使用本书,广大考生一定能进一步巩固语言知识,很快掌握事半功倍的学习方法,轻松地掌握听力考试的应试技能,从而在英语专八听力考试中取得满意的成绩。

编 者



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# 第 1 天

## 讲 座

### 第一节 命题规律

TEM-8 听力考试的第一部分讲座(Mini-lecture)通常为一篇 900 字左右的文章,要求考生边听边做笔记,然后完成 10 道题的填空任务,答题时间为 10 分钟。本部分历来是较为复杂的听力测试项目,是考生的难点所在,将其放在听力考试第一部分更增加了考生的紧张度,考生必须保持良好的心态和过硬的综合素质才可以轻松应答。这里我们希望通过分析历年真题总结出此项考题的一些特点与命题规律,以期帮助考生在考试中更好地应对此项考题。讲座部分的命题规律主要体现在选材和试题设置两个方面。



#### 一、选材特点分析

##### 1. “总—分—总”的篇章结构特点

分析历年考题可看出,本部分选文材料基本上为总—分—总结构,层次明晰,开始概括并指明分述的主要观点,中间逐一阐述,最后总结。这里以真题的原文为例对其加以说明。讲座的开始就明确指出主题是讲述文学作品的含义所在,并且指明将从理解文学作品的三种途径进行分述;中间部分将三种途径一一进行阐述;在结尾部分进行了总结。

结 构	标志性主题句
总 述	Good morning. In today's lecture, we shall discuss what meaning is in literary works... I'd like to discuss three ways to explain what meaning is. (1) Meaning is what is intended by the author. (2) Meaning is created by and contained in the text itself. (3) Meaning is created by the reader.
分 述	Now let's take a look at the first approach, that is meaning is what is intended by the author... Now, let's move on to the second approach to meaning, that is meaning is created by and contained in the text itself... Now, the third approach to meaning, that is meaning is created by the reader...
总 结	The essential point of this lecture is that meaning in literature is...

## 2. 口语化的句式特点

由于讲座一般为独白或演讲稿，因此具有口语性较强的特点。

(1) 一般在句式上会采用比较简单的结构，不会出现非常复杂或冗长的句式。纵观历年的真题，开头的表达大部分为“Good morning, today's lecture is/will...”或“Good morning, I'd like to...”，非常简洁明了。

(2) 在一句中，尤其是主语或关键点之后会出现一些解释性或表示态度、感受等的插入语以利于听者的理解。现将真题中出现的一些此类表达归纳如下：

解释性	表示态度、观点
that is	as far as... be concerned
in other words	Generally speaking, ...
I mean, ...	I mean, ...
I say it again, ...	according to my observation, ...
It's a way to say, ...	It was, to put mildly, ...
Actually, ...	Simply, ... Invariably, ...
In Maslow's view, ...	Certainly, ...

(3) 大量使用祈使句，唤起听者的共鸣或号召听者，使表达的意思十分鲜明。最常见的表达便是：Let's take a look at..., Let's move on to..., 除此之外，在分述各点时也常常运用祈使句。例如真题原文中在阐述第一个分述点时写到：

First, go to the library and read other works by the same author.

Second, get to know something about...

And last, get to know what were the cultural values and symbols of the time.

(4) 较多使用疑问句引入话题或进行论证。

例如试题在开篇部分就用了3个特殊疑问句引出所要论述的问题：

Then what is writing a research paper like?

How are we going to write one?

What are the steps in producing a research paper and what are the points we need to take care of?

## 3. 大量使用各类逻辑关系词

讲座中的题材虽然广泛，但是所用词汇均在大纲范围之内，不出现难度极大的生词与难词。而且在材料中有很多表示语篇内句子之间关系的词汇，可以将这些词汇归为两类：

(1) 表示时间顺序、方位关系、列举与例证、引申与转折、推论与归纳、原因与结果等等逻辑概念的过渡词语。这类词语通常是一些连词和连接性副词，例如：afterwards, later, then, nearby, next to, firstly, secondly, finally, next, last, and besides, besides, furthermore, moreover, likewise, otherwise, similarly, but, however, nevertheless, though, because, for, therefore, hence, accordingly, consequently, thus等。也可以是一些介词词组、非限定分句、无动词分句和限定分句，例如：since then, on



the right/left, to the east/west/north/south, for example/instance, in other words, on the other hand, on the contrary, for all that, for that reason, in addition, in the same way, in that case, in brief, in short, to sum up, as a result, if so, if not, in conclusion, what is more 等。

(2) 通过关键词的重复, 同义词、近义词、反义词的使用表达句子之间的承接关系。例如试题中多次重复中心词“meaning”, 就是为了加强听者的印象和帮理解。

我们可以看到每一年的试题中都会出现大量的逻辑词汇, 请注意下文中划线的逻辑词汇:

Good morning. In today's lecture, we shall discuss what meaning is in literary works. When we read novels, poems etc., we invariably ask ourselves a question, that is what does the writer mean here. In other words, we are interested in finding out the meaning. But meaning is a difficult issue in literature. How do we know what a work of literature is supposed to mean? Or what its real meaning is? I'd like to discuss three ways to explain what meaning is.

① Meaning is what is intended by the author.

② Meaning is created by and contained in the text itself. And

③ Meaning is created by the reader.

Now let's take a look at the first approach, that is meaning is what is intended by the author. Does a work of literature mean what the author intended to mean? And if so, how can we tell? If all the evidence we have is the text itself and nothing else, we can only guess what ideas the author had according to our understanding of literature and the world. In order to have a better idea of what one particular author means in one of his works, I suggest that you do the following.

First, go to the library and read other works by the same author. Second, get to know something about what sort of meanings seem to be common in literary works in that particular tradition and at that time. In other words, we need to find out what the literary trends were in those days. And last, get to know what were the cultural values and symbols of the time. I guess you can understand the author's meaning much more clearly after you do the related background research.

Now, let's move on to the second approach to meaning, that is meaning is created by and contained in the text itself. Does the meaning exist in the text? Some scholars argue that the formal properties of the text like grammar, diction, uses of image and so on and so forth contain and produce the meaning so that any educated or competent reader will inevitably come to more or less the same interpretation as any other. As far as I am concerned, the meaning is not only to be found in the literary traditions and grammatical conventions of meaning, but also in the cultural codes which have been handed down from generation to generation. So when we and other readers including the author as well are set to come up with similar interpretations, that kind of agreement could be created by common traditions and conventions of usage, practice and interpretation. In other words, we have some kind of shared basis for the same

interpretation. But that does not mean that readers agree on the meaning all the time. In different time periods with different cultural perspectives, including class, belief and world view, readers—I mean, competent readers—can arrive at different interpretations of texts. So meaning in the text is determined by how readers see it. It is not contained in the text in a fixed way.

Now, the third approach to meaning, that is meaning is created by the reader. Does the meaning then exist in the reader's response? In a sense, this is inescapable. Meaning exists only in so far as it means to someone. And literary works are written in order to awake sets of responses in the reader. This leads us to consider three essential issues. The first is, meaning is social, that is language and conventions work only a shared meaning and our way of viewing the world can exist only as shared or sharable. Similarly, when we read a text, we are participating in social or cultural meaning. So response to a piece of literary work is not merely an individual thing, but is part of culture and history. Second, meaning is contextual. If you change the context, you often change the meaning. And last, meaning requires reader competency. Texts constructed as literature have their own ways of expressions, or sometimes we say styles. And the more we know of them, the more we can understand the text. Consequently, there is, in regard to the question of meaning, the matter of reader competency, as it is called, the experience and knowledge of comprehending literary texts. Your professors might insist that you practice and improve competency in reading, and they might also insist that you interpret meaning in the context of the whole work. But you may have to learn other competencies too. For instance, in reading Mark Rutland's *The Untouchables*, you might have to learn what the social structure of India was like at that time, what traditions of writing were in practice in India in the early 1930s, what political, cultural and personal influences Mark Rutland came under when constructing the imaginative world of the short novel.

OK! You may see that this idea that meaning requires competency in reading in fact bring us back to the historically situated understandings of an author and his works as we mentioned earlier in this lecture. To different conventions and ways of reading and writing, and to the point, that meaning requires a negotiation between cultural meanings across time, culture, class etc. As readers, you have in fact acquired a good deal of competency already, but you should acquire more. The essential point of this lecture is that meaning in literature is a phenomenon that is not easily located, that meaning is historical, social and arrived from the traditions of reading and thinking, and understanding of the world that you are educated about.

Thank you for your attention.



## 二、试题设置特点分析

在分析了讲座的题材、篇章结构、句式以及用词的特点之后，我们应对讲座试题的设置特点做进一步的了解。下文我们从试题形式和考点两方面进行分析。

## 1. 试题形式

讲座的试题部分大多采用提纲的形式,提纲的特点是:首段进行概括;中间可以直接看到文章从几个方面进行说明,而且层次分明;用语非常简洁精练,基本上多用短语而不是句子。

试题的另一个特点是其文字与原文的文字不完全重合,即题面中的部分不会出现与原文中完全一样的文字。例如题面中分点罗列的考点,在原文中可能放在同一部分中或一起进行阐述。因此考生在做笔记时,一定要按照文章一开始所列的要点进行记录;同时要注意理解原文,不能只顾埋头记笔记。

例如以下试题中开头为:

In reading literary works, we are concerned with the “meaning” of one literary piece or another. However, finding out what something really means is a difficult issue. There are three ways to tackle meaning in literature.

而听力原文中却是:

Good morning. In today's lecture, we shall discuss what meaning is in literary works. When we read novels, poems etc., we invariably ask ourselves a question, that is what does the writer mean here. In other words, we are interested in finding out the meaning. But meaning is a difficult issue in literature. How do we know what a work of literature is supposed to mean? Or what its real meaning is? I'd like to discuss three ways to explain what meaning is.

## 2. 考点分析

讲座的主要设题点为主题或结论的句子中出现的关键词,对某一事物特点的描述以及分述各点时的细节描述。按照考查要求可以分为考查学生对细节的捕捉与理解和考查学生的综合概括能力。

## (1) 考查细节。

此类题的答案均可直接从原文中找到,只要考生能够集中注意力,判断准确,一般比较容易填出。

其中一类为考查与段落主题或结论有关的关键词,下面请看例题。

第1题:A. Similarity in (1) \_\_\_\_\_

原文:Writing a research paper is much like writing an essay. Both kinds of writing involve many of the same basic steps...

答案:basic steps.

第2题:B. Difference mainly in terms of (2) \_\_\_\_\_

原文:What makes a research paper different is that much of your raw material comes not from your own head, but from printed sources...

答案:raw material.

还有一类是考查各分述点的细节描述,下面请看例题。如:

第3题:ordinary essay: ideas in one's (3) \_\_\_\_\_

原文:What makes a research paper different is that much of your raw material comes not from your own head, but from printed sources: mainly books and periodicals in the library.



原文中只提到了研究性论文的不同之处在于原材料来自于书本或期刊杂志，而不是来源于自己的大脑。那么与什么不同呢？通过上文可以知道是与普通论说文作比较，因此可以判断出不同之处恰恰是普通论说文的特点，即其材料来源于自己的大脑。所以本题的正确答案为 head。

第4题为 —to gather (4) \_\_\_\_\_

原文: In a survey-type research paper, you gather facts and a variety of opinions on a given topic.

答案: facts。

(2) 考查综合概括能力。

此类题的答案需要在理解原文的基础上进行概括总结，对考生而言有一定的难度。如: The writer should be (6) \_\_\_\_\_. 其听力原文为:

In a survey-type research paper, you gather facts and a variety of opinions on a given topic. You make little attempt to interpret or evaluate what your sources say or to prove a particular point. Instead, through quotation, summary, and paraphrase, you try to provide a representative sampling of facts and opinions to give an objective report on your topic.

You explain the pros and cons of various attitudes or opinions, but you don't side definitely with any one of them.

原文并没有直接陈述作者应该是何种态度，但是通过其用语和描述(如: make little attempt to..., instead, try to provide a representative sampling of... and an objective report on..., but you don't side definitely with any one of them)，考生可以概括出答案是 objective。

## 第二节 解题技巧

自2004年考试大纲进行修订后，听力部分的选材有了一定的变动，越来越趋向于生活化和多元化，而考试材料一般也都选自口语性较强、反映现代生活的大众媒介英语资料。教学大纲也明确指出，要求TEM-8的学生达到能够听懂英语国家广播电台以及电视台专题报道，以及相关的演讲。所以考生应该把重点放到这些高频听力材料上，并多加练习。

Mini-lecture 为一篇900字左右的文章，要求考生边听边做笔记，然后完成10道题的填空任务，答题时间为10分钟。这部分历来是最容易丢分的部分，相当考验考生的心态和综合素质。技巧可概括为以下四个方面。



### 一、考点突破

Mini-lecture 考查的是学生根据听力材料做笔记并整理笔记完成工作的能力。也就是说，在15min内，考生要完成听、记、理解、分析、填写等一系列步骤。值得注意的是，这一部分需要填写的单词和词组均是有关听力材料内容的实词而非语法功能词。所以，考生应当紧抓对理解能力的训练。

对讲座内容的理解将直接关系到这一部分的得分。因此考生在听的时候要分清主次,细枝末节忽略掉,把注意力放在主干上面,千万不要漏听高频词和关键词。而且,因为填空的词和词组不一定非要是原文,所以即使有些词记不清,只要记住大概意思,填写的时候选择在语义上与原文一致且语法上与填空短文相适应的单词或词组即可。

答案大多是名词居多,然后是形容词,最后才是动词。所以考生在听的时候一定要对文章中的名词和形容词多加注意,下面是一些类型填词的总结:

### 1. 文学总结

genre, school, romanticism, classicism, realism, essay, prose, poetry, epic, autobiography, fable, fiction, criticism, masterpiece, sonnet, description, analysis, assessment/evaluation, aesthetics, composition 学术著作, rhetoric 修辞学, oratory 讲演术, improvisation 即兴讲演, eloquence 文才, lyricism 抒情性, comparative literature

### 2. 学术研究

academic survey, randomly, sample, quantity, quality, definition, conception, terminology, significance, individualism, collectivism, socialism, capitalism, data, statistics, objective, subjective, interpretation, paraphrase, tradition, convention, temporary, permanent

### 3. 文化总结

cultural shock, doctrine of mean, harmony, Christianity, Islam, Buddhism, Taoism, religion, perspective, dimension, abstract, concrete, inspiration, meditation, edification 熏陶, cultural diversity 文化多元化, cross-cultural communication 跨文化交流, bilingual, multilingual, ancestor, offspring, ration, emotion, pension, urbanization, civilization, boom, boost, prosperity, native

### 4. 音乐艺术历史

musical instrument, composer, conductor, symphony, orchestra, flute, cello, opera, solo, folk music, chord, architecture, work of art 艺术作品, Fine Arts 美术, art gallery 画廊, 美术馆, salon 沙龙, muse 灵感, impressionism 印象主义, expressionism 表现主义, abstract art 抽象派, 抽象主义, naturalism 自然主义



## 二、做好笔记

做好笔记是整个 Mini-lecture 的第二个重点。同时要提高考生对长篇演讲的理解反应能力。简单的记录是无法记住长达数分钟的讲座的,所以这个比较考验考生的速记能力。考试的时候手边的草稿纸是不需要上交的,所以考生可以在平日的练习中有意识地训练自己使用一些记录符号和单词缩写,自己能看懂即可。需要注意的是,Mini-lecture 中经常会出现一些专属名词,比如数字、时间、日期,以及混淆理解的简单加减等。这些尤其需要快速的记录。

做笔记的时候考生可以用缩写或一些自己能看懂的点、线或其他标记等简单的符号来代替其中的一些关键词语、时间、地点和数字等，加快笔记的速度，尽量做到又快又准。下面简单介绍几个常用符号，如： $\because$ 表示“因为，由于”； $\therefore$ 表示“所以，因此”； $=$ 表示“等于，与……相同”。t 表示 thousand；m 表示 million；b 表示 billion；1st 表示第一；2nd 表示第二，等等。巧用这样的符号可以节省时间，提高效率。列举一些常见符号如下：

符 号	意 义
?	is the statement correct?
/	or
& or +	and/plus
-	dash (join ideas/replace missing punctuation)
“ ”	ditto (means the same as the words above)
=	is/are/have/has>equals
$\neq$	does not equal, is the opposite of
$\rightarrow$	leads to/results in/causes
$>$	greater than, more than
$\downarrow$	fall/decrease

总结一些常用的单词及短语的缩略形式如下：

缩略形式	完整形式	缩略形式	完整形式
e. g.	for example	1st	first
i. e.	that is	2nd	second
etc.	et cetera; and so on	3rd	third
cf.	compare	UK	United Kingdom
viz.	namely	USA	United States of America
c.	about/approximately	Q.	question
N. B.	note	No.	number
dept.	department	p. /pp.	page/pages
diff.	difficult/difficulty	poss.	possible/possibly
excl.	excluding	prob.	probable/probably
imp.	important	probs.	problems
incl.	include	re.	with reference to
lang.	language	ref.	reference
ltd.	limited	tho'	though
max.	maximum	thro'	through





### 三、注重细节

注意同一意思的不同表达法:对所听内容必须理解之后,根据空格要求,将原文意思通过另一种形式表达出来。

#### 1. 听记为主,笔记为辅(理解最重要,宁可不写,也要理解)

争取做到一心两用,做笔记的时候耳朵不能休息;对于那些大量罗列又是细枝末节的信息,记个首字母甚至不留笔记都可以,关键是听清楚,记在心里。

#### 2. 听懂句子,抓住实词,放弃例证

做这个部分的听力时要以句子为单位去听,在笔记中体现出来的应该是实词,即传达句子中心意思的名词、动词、形容词。而例证一般都是对论点的补充,不用记录,理解即可。

#### 3. 紧跟提示词,笔记有条理

一般来说材料都会比较有条理,因此做笔记的时候宜采用非线性的框架化笔记,体现出明显的层次结构,有利于回忆和答题。这就要求我们对一些带有提示性的语料特别敏感,主要包括以下几类:

- (1) 解释性、态度性插入语;
- (2) 祈使句;
- (3) 疑问句;
- (4) 逻辑关联词。

#### 4. 高度重视首尾部分

这两个部分出题的概率应该在90%以上了,通过记下开头部分的主题句拿分是最容易的,而结尾部分的句子也是常考的地方,因为注意力分散导致没有听到是很可惜的。

#### 5. 填写要细心

很多人都会因为大小写、单复数、时态错误之类低级错误的丢分,因此一定要谨慎。



### 四、填空策略

考生拿到答题纸时,不要匆忙作答,首先应浏览一下短文,了解其大意;填空时,不要只看某一句话或某一个单词或短语,应联系上下文;对于所填入的词既要使句子和短文的意思顺理成章,又要注意所填的词形要符合语法规则。

填空时,对于一些不能直接用从原文中听到的词来填的空格时,考生应学会依据原文的主旨大意和所记笔记及考题上下文之间的联系,总结出一个符合所填空上下文的词。考生可采取以下策略:首先,仔细分析考题,对比考题和原文笔记信息,找出原文中有而考题中没有的关键信息;其次,根据考题的上下文或句意,用语义恰当、合乎句法规范的词语将关键信息概括出来。这类“归纳词”难度较大,也是考生最容易丢分的题目,所以考生应综合运用笔记和考题的语篇信息、句内/句际上下文去“归纳”出恰当的填充词。

**例题 1**

Moreover, the speaker is free to decide on the \_\_\_\_\_ of his speech.

**【原文】**... it's actually easier than social conversation because you are in a complete control of where the talk is going.

此题需要考生的归纳和总结, 原文中找不出一个词可以直接填空。根据题意, 考生需要将此句中的 where the talk is going 总结归纳为一个单词, 即 content 或 essentials。另外, 考生也可依据常识推断出说话人能随意决定的通常是 speech 的内容、风格等。

**例题 2**

News source's \_\_\_\_\_ to provide information.

**【原文】**... the news source who should know does know and can provide information.

此题难度较大, 需要考生在理解原文的基础上, 从原文的对应句中总结归纳出一个单词。考生需依据此句的关键信息 does know and can, 总结归纳一个单词, 另外所填之词要合乎句法规范, 依据语法规则, 这里应填名词, 所以此题答案为 willingness/ability/competence。

**例题 3**

Difference mainly in terms of \_\_\_\_\_

1. research papers: printed sources
2. ordinary essay: ideas in one's \_\_\_\_\_

**【原文】** What makes a research paper different is that much of your raw material comes not from your own head, but from printed sources: mainly books and periodicals in the library.

首先, 考生确定所填的词应该是名词, 第一空较容易, 可以从原文中直接找到答案。但第二空须经归纳和总结才能确定。联系考题及其上文, 可知此处是比较 research paper 和 ordinary essay 的不同点, 由此推断出 from your own head 指的是 ordinary essay 原材料的来源, 所以第二空应填 head。

## 第 2 天

## 讲座题源精选 150 题(一)

### Test 1



题源在线

#### Some Premises Under Which Linguists Operate

When we do linguistic research, we need to know some of the premises under which linguists operate first.

#### I. First premise: a descriptive rather than a prescriptive discipline

—Objective: to (1) the systematic nature of language; not to prescribe judgments.

#### II. Second premise: systematicness of language variety

A: (2) grounds: always having regular rules

B: Theoretical grounds: impossible to grasp for the speakers if not systematic or rule-governed

—dialect: a(n) (3) not negative term meaning “nonstandard” or “substandard”

#### III. Third premise: more (4) on speech than writing

Written language:

—lack of information about pronunciation or sound system

—a more (5) than speech

—not all language have writing system

#### IV. Fourth premise: (6) to have variation in languages

Language varies according to regions, groups, occasions and so on.

A. Differences in vocabulary

e. g. a carbonated soft drink

—“pop”: the inland North and the West of US

—“soda”: the Northeast

—“tonic”: Eastern New England

—“cold drink, drink or dope”: various parts of the South

B. Differences in (7)

e. g. greasy

—pronouncing with a “s”: people from New York and New England

—pronouncing with a “z”: people from Virginia

C. Differences in (8)

—Morphology: the structure or forms of words

e. g. “un” and “happy” in “unhappy”

— (9): the structure of larger units like phrases and sentences

e. g. auxiliaries in English yes/no questions

D. Variation in language use

—not having been (10)

—coming from studies of different social groups:

men VS women; different national or ethnic groups

答案解析

1. describe 语言研究的目的是系统地描述某种人类语言，而不是评判他们说得好不好或者用得对不对，所以这里填动词原形 describe。
2. Empirical 语言学家们认为语言是系统的、有规则可循的，主要从两个方面解释：经验依据和理论依据。所以这里填 Empirical。注意首字母应大写。
3. neutral 语言学家将“方言”看作是中性的，而不是当作有反面含义的术语来看待，所以这里填 neutral。
4. attention 在理解和描述语言体系的时候，研究更注重的是口语。因此这里填名词 attention。
5. restricted skill 另外一个原因是，说一门语言，任何正常人都可以做到，而文学写作却是一种有更强限制性的技能。所以这里填 restricted skill。
6. normal 语言学最后一个前提是，尽管语言一般都是系统化的，但语言变体也是正常现象，所以这里填 normal。
7. pronunciation 音韵变体是指各种方言中发音上的不同。因此填 pronunciation。
8. grammar 语法变体包含两个分支：词法和句法。因此这里需要填入名词 grammar。
9. Syntax 句法指的是短语和句子等稍大一些的语言单位的构成。因此这里填入 Syntax。注意首字母应大写。
10. systematically investigated 尽管语言使用在不同的地区有不同的传统习惯，但是还没有被学者们系统地研究过。根据题干需要填入一个副词，因此填 systematically investigated。