



大学英语六级考试

巅峰听力

年销量600万册，累计销量上亿册

主编◎王长喜

CET-6

＞ 巅峰讲座——揭示题型考点
＞ 巅峰练习——击破三种题型

＞ 真题演练——检验自身水平
＞ 巅峰预测——提高命中概率

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PREFACE 前言

六级听力理解部分由长对话、听力篇章和讲话/报道/讲座构成。试题采用选择题（单选题）题型。录音材料用标准的英式或美式英语朗读，语速约为每分钟140~160词。所有录音材料均播放一遍，每个问题后留有13秒答题时间。听力理解部分的分值比例为35%，其中长对话占8%，听力篇章占7%，讲话/报道/讲座占20%。考试时间约30分钟。六级听力理解部分的试题结构如下表所示：

测试内容	测试题型	题量	分值比例
长对话 2 篇	选择题（单选）	8 题	8%（每题 1 分）
听力篇章 2 篇	选择题（单选）	7 题	7%（每题 1 分）
讲话 / 报道 / 讲座 3 篇	选择题（单选）	10 题	20%（每题 2 分）

纵观近几年六级听力考试题型的调整，讲话/报道/讲座这一新题型的增加，表明六级听力考试进一步向托福、雅思等国际权威考试靠近，难度也大大增加。所以掌握一定的听力学习方法和听力技巧尤为重要。

考生的困惑

1. **听音很被动** 录音播放一开始，自己就被牵着走，不知道哪些是听音重点、该记录什么，导致录音播放结束后脑子一片空白。
2. **做题没节奏** 一段录音听完之后，急着回忆刚听过的内容，而此时下面的播音又开始了，结果常常搞得自己手忙脚乱，信心全无。

编者的分析

编者分析认为，很多考生之所以对听力不适应、得分低，主要由下面五个原因所致：

1. **题型不熟悉** 针对不同的听力题型，考生在准备过程和应试技巧方面应有所不同。考生如果对各个题型都不熟悉、不了解，就不能有针对性地练习和做题，结果导致复习很盲目。
2. **基础不扎实** 考生如果对听力最基本的语音、词汇、语法、特殊表达等不能扎实掌握，就很难在听力练习和听力考试中游刃有余。少了最基本的听力基础，别的什么都谈不上。
3. **技巧没掌握** 在听力考试中，考生需要掌握一些有针对性的做题技巧。实用的预测技巧、听音技巧、推理技巧可以让考生在考试中从容自信地发挥自己的最佳水平。

4. 练习不充分 听力能力的提高归根到底还是取决于多练习。多听、多练，这是一条铁律。没有充分的练习量，技巧讲得再多、规律分析得再透彻，都无济于事。多听才是根本。

5. 复习没定性 听力复习不是零碎进行、一蹴而就的，它需要有计划、有步骤地进行。很多考生复习听力时三天打鱼、两天晒网，最后的结果是复习效率低、效果不明显。

本书的对策

为了帮助广大考生科学攻克听力难关，切实提高听力成绩，编者在对六级听力题型潜心研究的基础上，编写了本书。巅峰讲座、巅峰练习、真题演练、巅峰预测环环相扣、一气呵成，帮助考生提高听力能力，直达“巅峰”。

1. 题型特点，清晰讲解 巅峰讲座对考查目的、能力要求、语料特点一一审视、层层梳理，让考生清晰理解并深入领会该题型的练习重点和努力方向。

2. 设题环节，轻松解密 巅峰讲座对设题环节、设题方式、设题特点一一道来、轻松解密，让考生对每个题的设题初衷、考查要点豁然开朗、一目了然。

3. 做题思路，个性归纳 巅峰讲座对听音技巧、解题方法、分析原则一一归纳、娓娓讲解，让考生对每一种题目类型都能做到有章有法地轻松应对。

4. 应急有招，独家点拨 巅峰讲座给出了一些听前预测技巧、答案推测原则，指导考生在听音前如何快速预览选项，从而缩小答案范围。

5. 即讲即练，马上体会 巅峰讲座结合最新真题示例讲解后，给出“即讲即练”精选练习，帮助考生理解并消化所讲内容。

6. 巅峰练习，各个击破 每个题型的巅峰讲座后给出一定数量的该题型的完整练习。考生可以结合前面的讲解和即讲即练，对该题型进行综合训练，全面地掌握该题型。

7. 真题演练，快速认知 本书给出两套2017年6月六级考试真题的听力试题，并附详细解析。扫描封面二维码还可获取带有详细解析的2017年12月考试真题的听力试题。考生可迅速认知并熟悉听力试题的最新改革题型。

8. 巅峰预测，整合提升 本书最后给出6套听力巅峰训练试题，与历年真题同一题源、标准一致，让考生全面升华，以达到临考状态。

9. 边听边记，实战体验 为了培养考生边听边记的良好习惯，所有练习题目的旁边都留出了做笔记的空间，双栏笔记、个性设计，为考生提供创意服务。

10. 分栏排版，对照解析 题目的解析采取直观的分栏排版模式。这种模式方便考生掌握讲解中的做题技巧和解题思路；同时，独到的设计给考生带来清新的感受。

需要特别说明的是，本书中的听力原材料大都选自英美两个不同的文化背景，为保证原材料的原汁原味，我们保留其原有的英式或美式拼写。

最后，希望本书能够帮助各位考生在六级考试中取得优异的成绩。

Contents 目录

第一篇 长对话 >>>

第一章 巅峰讲座	3
第一讲 九大设题点	3
一、对话开头处	3
二、对话结尾处	3
三、对话中间答处	4
四、对话中逻辑关系处	4
五、对话中建议处	5
六、对话中比较或对比处	5
七、对话中数字信息处	6
八、对话中列举或举例处	6
九、对话中地点场景处	7
即讲即练	7
第二讲 三大听前预测技巧	10
一、综合各题选项推测对话话题	10
二、利用选项特点推测问题内容	12
三、通过主题一致原则排除干扰选项	13
即讲即练	14
第三讲 九大边听边记技巧	18
一、重点关注首尾处	18
二、留意对话中的问答处	18
三、留意重读和强调的地方	18
四、留意数字、时间等相关信息	18

五、留意因果、列举和比较关系处	18
六、留意重复频率较高的词或短语	18
七、利用数学符号	18
八、利用数字和其他固定符号	19
九、创造自己的速写符号	19
即讲即练	20
第二章 巅峰练习	24
巅峰练习1	24
巅峰练习2	25

第二篇 听力篇章 >>>

第一章 巅峰讲座	33
第一讲 六种常考题材	33
一、文化教育类	33
二、科普知识类	34
三、人物故事类	35
四、灾难危机类	36
五、生活工作类	38
六、介绍报道类	39
即讲即练	40
第二讲 十大设题点	42
一、短文开头处	43
二、短文结尾处	43
三、短文中因果或目的处	43
四、短文中列举或举例处	44
五、短文中转折、并列、条件处	44
六、短文中比较或对比处	45
七、短文中数字信息处	45
八、短文中引言处	45

九、短文中定语从句处·····	46
十、短文中强调处·····	46
即讲即练·····	47
第三讲 四大题型解题技巧·····	49
一、主旨大意题解题技巧·····	49
二、细节理解题解题技巧·····	51
三、综合推断题解题技巧·····	52
四、观点态度题解题技巧·····	53
即讲即练·····	53
第二章 巅峰练习 ·····	58
巅峰练习1·····	58
巅峰练习2·····	59

第三篇 讲话/报道/讲座 >>>

第一章 巅峰讲座 ·····	67
第一讲 题型解读·····	67
第二讲 命题特点·····	67
一、介绍处·····	67
二、逻辑关系处·····	67
三、从句处·····	68
即讲即练·····	69
第三讲 四大高分攻略·····	75
一、要集中精力听准文章的开头部分·····	75
二、所听即所得·····	75
三、抓住要点记笔记·····	75
四、利用上下文猜测生词词义·····	76
第二章 巅峰练习 ·····	77
巅峰练习1·····	77
巅峰练习2·····	78

第四篇 真题演练 >>>

真题演练1	91
真题演练2	103

第五篇 巅峰预测 >>>

巅峰预测1	117
巅峰预测2	129
巅峰预测3	141
巅峰预测4	153
巅峰预测5	165
巅峰预测6	177

附录 六级听力常考情景词汇、短语及搭配	189
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第一篇

长 对 话

第一章 巅峰讲座

第二章 巅峰练习



第一章

巅峰讲座

第一讲 九大设题点

六级英语听力考试的长对话共2篇，每篇长对话由一男一女的多轮对话组成（一般为3~11.5轮），长度为280~320词。每篇长对话设4道选择题（单选题），共8题。

长对话包含的信息量较大，而且问题是在整段对话之后提出，这使考生在听音时很难抓住并记录关键信息。因此，考生在复习时有必要熟悉和掌握长对话中常见的设题点，以便在听音时更有针对性。

长对话常见的设题点主要有以下九类：

一、对话开头处

对话的开头部分一般都会引出谈话的主题，比较容易设主旨大意题，主要考查考生对谈话主题或所涉及场景的把握。此外，对话开头处涉及的重要细节也备受出题人的青睐。因此，考生一定要重点关注对话的开头。

需要注意的是，长对话开头经常会有常规性的问候，主题一般会在常规问候之后提出。

【例1】

[2017.6真题]

5. A) Undergraduate enrollments of black athletes.	W: According to a study of Race and Equity in Education, <u>black athletes are dropping out of college across the country at alarming rates</u> . With us to talk about the findings in the study is Washington Post columnist Kevin Blackstone. Good morning.
B) Financial assistance to black athletes in college.	M: Good morning, how are you?
C) High college dropout rates among black athletes.	...
D) Achievements of black male athletes in college.	Q: What are the speakers talking about?

【解析】开头处设题。对话开头女士说，黑人运动员在全国各大学的辍学率惊人。即对话主要谈论“黑人运动员在大学里的高辍学率”，故答案为C)。C)中的high... rates 对应对话中的at alarming rates。

二、对话结尾处

对话结尾往往会涉及对话双方的态度、建议或决定等总结性内容，且能进一步体现对话的主题及场景，也是出题者设题时考虑的重点。

【例2】

[2017.6真题]

4. A) Writing a book is just like watching a football match.	...
B) Unlike a football match, there is no end to writing a book.	W: What does it feel like when you finally finish your book? M: It's funny you ask that because I never have this

C) He likes watching a football match after finishing a book. D) Writers actually work every bit as hard as footballers.	moment when I feel, "Ah... I finished." I watch footballers at the end of the match, you know. The whistle goes and they've won or lost. Until then, they've been giving everything they have, and at that moment they know it's over. <u>It's funny for an author. There is never a finishing whistle.</u> Q: What does the man want to say by mentioning the football match?
【解析】结尾处设题。对话末尾男士说，对于作家来说很搞笑，因为没有这样一个结束的哨声。B)是对对话中信息的同义转述，其中的unlike a football match 对应It's funny for an author; no end to writing a book 对应never a finishing whistle。	

三、对话中间答处

长对话中双方会就对话主题进行讨论，故其中经常会包含一些一问一答的讨论信息，这些地方往往是长对话设题的重点。

【例3】 [2017.6真题]

6. A) When writing about Belgium's coastal regions. B) When taking pictures for a concert catalogue. C) When vacationing in an Italian coastal city. D) When painting the concert hall of Bruges.	W: Mr. De Keyzer, I'm a great lover of your book, Moments Before the Flood. <u>Can you tell us how you first became interested in the subject matter?</u> M: <u>In 2006, when the concert hall of the city of Bruges asked me to take some pictures for a catalogue for a new concert season around the theme of water, I found myself working along the Belgian coastline.</u> As there had been numerous alarming articles in the press about a climate catastrophe waiting to happen, I started looking at the sea and the beach very differently, a place where I spent so many perfect days as a child. This fear of a looming danger became the subject of a large-scale photo project. ... Q: When did the man get his idea for the work?
【解析】问答处设题。对话中女士问男士最早是怎么对这个题材产生兴趣的。男士说，2006年，当布鲁日市音乐厅要求他以水为主题为新音乐季目录拍摄一些照片时，他就沿着比利时海岸线展开工作。由此可知，男士是在为一份音乐会目录拍摄照片的时候得到作品灵感的，故答案为B)。	

四、对话中逻辑关系处

长对话中经常会涉及表示因果、目的、转折等逻辑关系的短语或句式，这些地方也很受出题人的青睐。此类题目主要考查考生对谈话中出现的某个细节信息的捕捉和进一步理解，设题点一般出现在表示逻辑关系的词或短语之后。

【例4】

[2016.6真题]

6. A) It is well designed.
B) It is rather inflexible.
C) It varies among universities.
D) It has undergone great changes.

...

W: OK, and you have very strong views about universities in Canada. Could you please explain?

M: Well, we don't have private universities in Canada. They're all public. All the universities are owned by the government, so there is the Ministry of Education in charge of creating the curriculum for the universities and so there is not much room for flexibility...

Q: What does the man say about the curriculum in Canadian universities?

【解析】因果处设题。对话中男士提到，加拿大教育部负责大学课程的设置，因此没有什么灵活性可言。B)是对对话中there is not much room for flexibility的同义转述。no room for意为“没有……的空间（或余地）”。

五、对话中建议处

对话中一方给另一方提出的建议或意见往往是长对话的出题重点。因此，听音时要注意捕捉一些常见的表达建议的句式，如How/What about..., Why not do/Why don't you do..., You'd better...等。

【例5】

[2014.6真题]

- A) He is good at carpentry.
B) He is academically gifted.
C) He should be sent to a private school.
D) He ought to get good vocational training.

W: Are all the state schools co-educational?

M: Yes, it seems to.

W: I think little Keith is very good with his hands. We ought to send him to a school with good vocational training — carpentry, electronics, that sort of thing.

13. What do the speakers say about little Keith?

【解析】建议处设题。对话中女士说：“我觉得小基思动手能力很强。我们应该送他去一所技能培训方面较好的学校……”由此可知，女士想让小基思获得好的技能培训，故答案为D)。

六、对话中比较或对比处

含有形容词、副词的比较级或最高级以及as... as, compared with, in contrast, whereas等引出的比较或对比结构的句子往往会提供重要信息，这些地方也是长对话设题的重点之一。

【例6】

[2017.6真题]

1. A) Doing enjoyable work.
B) Earning a competitive salary.
C) Having friendly colleagues.
D) Working for supportive bosses.

W: Welcome to Workplace, and in today's program we are looking at the results of two recently published surveys, which both deal with the same topic—happiness at work. John, tell us about the first survey.

M: Well, this was done by a human resources consultancy who interviewed more than 1,000 workers and established a top

	10 of the factors which make people happy at work. <u>The most important factor, for the majority of the people interviewed was having friendly, supportive colleagues...</u>
	Q: What is the number one factor that made employees happy according to the survey?
【解析】比较处设题。对话中男士说，（让员工幸福的）最重要的因素是拥有友好且支持你的同事。C)是对话中信息的再现，故为答案。问题中的the number one对应对话中的the most important。	

七、对话中数字信息处

对话中出现年代、时间、价格等数字信息的地方，也经常成为长对话设题的重点。此类试题不但会单纯考查某个具体的数字信息，而且还会考查与数字相关的其他细节信息，要注意听清问题所指。

【例7】		[2017.6真题]
2. A) 20%. B) 25%. C) 31%. D) 73%.	... W: Any other interesting information in the survey? M: Yes. For example, 25% of the working people interviewed described themselves as very happy at work. <u>However, 20% of employees described themselves as being unhappy.</u> ... Q: What is the percentage of the people surveyed who felt unhappy at work?	
【解析】数字信息处设题。对话中男士说，然而，20%的员工把自己描述为不幸福的。A)是对话中信息的再现，故为答案。		

八、对话中列举或举例处

对话中出现列举或举例的地方往往也是出题的重点。因此，当听到one... the other..., such as, for example, for instance, the first, the second等词或短语时，应加以留意。

【例8】		[2015.6真题]
A) Minimize the use of fossil fuels. B) Start developing alternative fuels. C) Find the real cause for global warming. D) Take steps to reduce the greenhouse effect.	W: <u>Is that the most important reason to develop alternative fuel and energy sources?</u> M: <u>There're two very clear reasons to do so, one is that whether we have 60 or 600 years of fossil fuels left, we have to find other fuel sources eventually. So the sooner we start, the better off we will be...</u> 15. What does the man think we should do now?	

【解析】列举处设题。对话中女士问男士，这是否就是开发可替代燃料和能源的最重要的原因。男士说这么做有两个很明显的理由，其中一个原因是无论我们剩下的矿物燃料能用60年还是600年，我们最终必须找到其他燃料源。由此可知，我们现在应该开始开发可替代燃料。本题是针对原文所列举的第一条原因设题。

九、对话中地点场景处

对话发生的地点场景或对话中涉及的地点场景也是长对话设题的重点。听音时应重点留意对话中出现的与各选项中地点场景相关的信息。

【例9】

[2012.6真题]

- A) In a resort town.
- B) In a lecture room.
- C) On a cattle farm.
- D) In a botanical garden.

W: This week's program *Up Your Street* takes you to Harrogate, a small town in Yorkshire. Harrogate became a fashionable resort during Victorian times.

M: Yes, certainly. The area is called the Stray.

22. Where does this conversation most probably take place?

【解析】地点场景处设题。对话一开始女士就介绍说本周节目带您来到的是哈罗盖特，约克郡的一个小镇，紧接着提到哈罗盖特在维多利亚时代就已经成为一个时尚的旅游胜地。由此可知，对话发生在一个旅游胜地，故答案为A)。



即讲即练

Section A

Directions: In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation 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 **Answer Sheet 1** with a single line through the centre.

Questions 1 to 4 are based on the conversation you have just heard.

1. A) Why a term paper should be outlined.
B) The deadline for submitting a term paper.
C) Why the man got a poor grade on his term paper.
D) The problems a student has met in writing the outline.
2. A) He couldn't find the information she needs.
B) He tried to cover too much in his term paper.
C) He didn't master the skills to write the outline.
D) He included too many minor details in his term paper.
3. A) Rewrite it.
B) Broaden the topic of it.
C) Redefine what it will include.
D) Start it over with a completely different topic.

边听边记

4. A) Reevaluate his outline.
 B) Show him some sample outlines.
 C) Extend the deadline for turning in the paper.
 D) Provide him with some good sources of information..

Questions 5 to 8 are based on the conversation you have just heard.

5. A) Three. C) Five.
 B) Four. D) Six.
 6. A) To keep clean. C) To keep cold away.
 B) To prevent humidity. D) To draw other people's attention.
 7. A) He is an expert on paper.
 B) He was interested in paper when he was young.
 C) He works in a paper-producing factory.
 D) He has read a lot of material about paper.
 8. A) The uses of paper. C) The materials used for making paper.
 B) The history of paper. D) The future development of paper.

答案与解析

Conversation One

【听力原文】

M: [1] Professor Barnes, I've run into problems with the outline for my term paper.

W: [1] What's wrong and how can I help?

M: The whole idea seems to be expanding out of control. There's no way I can cover it all in twenty pages.

W: A good way to start might be to look at your thesis statement. Do you remember what a thesis statement should consist of?

M: I understood that it should contain the subject that will be discussed and the approach that you will take in discussing it.

W: But you have to understand that the thesis statement defines the scope of your paper. If you don't, you'll be in trouble from the very beginning.

M: And that's what I've done, isn't it? [2] I've made it too broad.

W: [2] I'm afraid so. You say here that the world is on the verge of technological change that will be as far-reaching as that of the Industrial Revolution. Then [2] you propose to support this claim by examining a number of key technologies.

M: [2] I guess the most obvious solution would be to limit my discussion somehow.

W: Exactly. But how are you going to do that?

M: [3] I suppose I could examine just one of those technologies, the one that I think will have the greatest impact.

W: Good idea. If you do that, I think you will find your task become much more manageable.