成功突破

大学英语四级考试

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前　言

　　本书为学生备考大学英语四级而编写，既是一本实用的教学参考书，又是一本通过四级大关的必备用书。

　　长期的大学英语教学实践及其对众多学生四级考试成绩的全面而透彻的分析告诉我们：学生在积累一定的语言知识和技能的基础上，考前进行系统而有针对性的强化训练，是备考四级的实际需要，也是保证四级过关的有效办法。为此，我们总结经验，精心选材，编写了这本《**成功突破大学英语四级考试**》，旨在助考生一臂之力。

　　本书主要有以下几大特点：

1. 考点分析透彻。以最近五年的四级真题为剖析材料，力求从真题分析中发现考试重点、洞察命题规律及出题倾向。

2. 抓重点重实用。阅读既是考生的难点，又是考试的重点。阅读能力的提高有助于其他能力的提高。所以本书以阅读理解为中心为重点，突破句子层次，从语篇角度对提高阅读能力的方方面面进行了深刻的分析，并提供行之有效的方法和解题技巧。

3. 精选精讲精练。本书紧扣最新大学英语教学及四级考试大纲，分析材料从真题中精选，一题一个考点，覆盖面广，考点解说透彻，注重理论和实践的紧密结合，力求举一反三。最后一章精选了八套模拟题，信息量大，是学生训练检查并提高语言综合运用能力的好机会。

　　相信这本书能帮助考生信心十足地走向考场，从从容容地通过大学英语四级考试。

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目 录

第一章 听 力

1.1 四级听力试题题型简介

大学英语教学大纲指出：大学英语教学的目的是培养学生具有较强的阅读能力，一定的听的能力以及初步的写和说的能力，使学生能以英语为工具，获取专业所需要的信息，并为进一步提高英语水平打下较好的基础。其中，听的能力指的是能听懂英语讲课，并能听懂题材熟悉、句子结构比较简单、基本上没有生词、语速为每分钟 130－150 词的简短会话、谈话、报道或讲座，掌握其中的中心大意，抓住要点和有关细节，领会讲话者的观点和态度。

四级考试中的听力理解（PartⅠ：Listening Comprehension）共 20 道题，考试时间为 20 分钟。这一部分包括两节：A 节（Section A）有十道题，每题含一组对话，对话后有一个问题。B 节（Section B）有十道题，分别在三篇短文之后，每篇后有三至四道题，每题就文章内容提出一个问题。1997 年开始实行新题型，涉及听力部分包括听写填空（spot dictation）以及复合式听写（compound dictation）。听写填空到目前为止还没有考过。复合式听写已考了几次。通常是用这种题型替换原来的短文题型。

1.2 对话题型分析（Section A）

1．按疑问词分类

A 节每组对话一般是在一男一女之间进行的一问一答。问题一般是就其中一人说话内容提出。题目均以问句形式出现，其中多数是特殊疑问句。这些问题的形式大致归纳如下：

（1）用 What 提问，这是对话提问中用得最多的一个词。

a．问"是什么、要什么、讨论什么、什么种类"等。

What is the man's answer?

What does the woman want for lunch?

What are they ／ the speakers talking about?

What kind of books does the man want to borrow?

What does the woman say about the dictionary?

What does the man wish to know most?

如：W：It's so hot today. I simply can't work. I wish there were a fan in this room.

M：So do I. I'll fall asleep if I stay here any longer.

Q：What are they complaining about?   （1998，6 CET-4）

b．问"做什么"。

What does the woman tell（ask）the man to do first?

What are the speakers doing now?

What will happen if John fails the exam?

What is the woman going to do?

What does the woman want to buy?

What will the man／woman most probably do?

如：M：It's such a beautiful day. Why not sit out in the backyard for a while and enjoy it?

W：I'd love to. But there's a lot of laundry to do.

Q：What will the woman probably do?　　　　　　　　　　（1998，1，CET-4）

c. 问 "什么含义"。

What does the man／woman mean（imply）?

What does the woman's answer suggest?

What does the conversation tell us?

What does the woman imply about office work?

如：W：Are these TV sets the newest models?

M：Sure. They represent the latest technology. Actually, we sell nothing but the best.

Q：What does the man mean?　　　　　　　　　　　　（1999，1，CET-4）

d. 问 "从对话中能获得什么信息或结论"。

What do we learn from the conversation?

What do we learn about the man?

What can be concluded from this conversation?

如：M：Hello, my name is Carlson. I believe you have a room booked for me.

W：Carlson? Oh, yes, Mr. Carlson. It's a single room with a bath, on the second floor. I hope it will suit you, sir.

Q：What does the conversation tell us?　　　　　　　　　（1999，1，CET-4）

e. 问 "对某人或某事有什么看法"。

What does the man think of Miss Brown?

What does the woman think of the plan?

如：W：Tom looks awfully nervous, doesn't he?

M：Yes, I'm afraid he is not used to making speeches.

Q：What do they think of Tom?　　　　　　　　　　　（2000，1，CET-4）

f. 问 "对话者或对话中涉及到的人物之间的关系"。

W：I often mistake Jim for Bob. Can you tell them apart?

M：No, they look so much alike that they even confused their mother sometimes when they were young.

Q：What is the most probable relationship between Jim and Bob?　　（1998，6，CET-4）

g. 问 "对话中涉及到的人物身份或职业"。

What's the woman's job?

What probably is Mary?

如：M：Are there any more questions on this lecture? Yes, Mary.

W：Dr. Baker, do you think an independent candidate could become president?

Q：What most probably is Mary?　　　　　　　　　　　　(1997, 1, CET-4)

（2）用 How 提问。

a. 问做某事的方式、方法或使用的交通工具。

How did the teacher usually begin his class?

How does the man usually go to work?

如：M：If I were you, I'd ride a bike to work. Taking a crowded bus during rush hours is really terrible.

W：Thank you for your advice, but my bike has got a flat tyre.

Q：How would the woman most probably get to work?　　(1997, 6, CET-4)

b. 问"对某事的感受如何"。

How does the man feel about the movie?

How do you like the film?

如：W：You seem to have a lot of work to do at your office. You're always staying late and working overtime.

M：That's true. But it's no bother to me. The work is interesting. I don't mind extra hours at all.

Q：How does the man feel about his job?　　　　　　　(1998, 1, CET-4)

c. 问"多少"。属于涉及数字的题，可能有以下几种形式：

How many persons...?

How many dozens of...does...want?

How much does...?

How old is...?

How long does it take...to...?

如：W：Here's a 10-dollar bill. Give me two tickets for tonight's show please.

M：Sure. Two tickets and here's ＄1.40 change.

Q：How much does one ticket cost?　　　　　　　　　(1997, 6, CET-4)

（3）用 Where 提问，问"对话可能是在什么场所发生的"。

Where does this conversation most probably take place?

Where does this conversation most likely occur?

Where are the man and woman?

如：M：Can you tell me the title of this oil painting?

W ：Sorry, I don't know for sure. But I guess it's an early 18th-century work. Let me look it up in the catalog.

Q：Where does their conversation most probably take place?　　(2001, 1, CET-4)

（4）用 When（at what time... ／ what's the date ／ when the conversation takes place?）提问，可能"问钟点，问在哪个星期或星期几，问日期"等。

When will he be paid?

When will the winter vacation begin?

When did the match finally begin?

如：M：What's the time for departure?

     W：5:30. That only leaves us 15 minutes to go through the customs and check our baggage.

     Q：At what time did the conversation take place?   (1997，1，CET-4)

（5）用 Why（有时也用 what causes... ／ for what purpose...）提问，可以问原因，也可以问目的。

Why is the man late?

Why did the man repair the car by himself?

Why didn't the man accept the job?

Why did the woman remember James so well?

如：M：Good morning. This is John Parker speaking. I'm just ringing to confirm my appointment with Mr. Smith for this afternoon.

     W：Yes. Mr. Smith's expecting you at 3 o'clock.

     Q：Why is the man making the phone call?   (2000，1，CET-4)

（6）用 Who 提问，可能问对话者某一方的身份或对话中涉及到的其他人的情况，如：

W：Excuse me, Sir. I'm going to send this parcel to London. What's the postage for it?

M：Let me see. It's one pound and fifty.

Q：Who is the woman most probably speaking to?   (1997，6，CET-4)

    A 节的问句根据疑问词划分，大致可以归为以上六类。A 节中偶尔也有一般疑问句或其它类型的问句，（如以 Whom，Whose，Which 提问），或针对以上未归纳的内容进行提问，这里就不一一介绍了。

2．按对话内容分类

（1）时间类：包括直接型和计算型。如：

W：Hi, Bill. Glad to see you. I guess you've been busy lately. What's the wedding date?

M：June 10th, two weeks from tomorrow. I hope you can be there, if you're in town that long.

Q：What's the date when the conversation takes place?

（2）数字类：包括直接型和计算型。如：

W：I've prepared the dinner for eight people, but Mary called and said that she and her husband couldn't come.

M：That's all right. I was just going to tell you that I've invited Tom and his girlfriend.

Q：How many guests are coming to the dinner?

（3）地点类：包括直接型和含蓄型。如：

W：Look at that big field of cotton. And there's a farm with some beautiful houses.

M：You really get to know the country when you go by train, don't you?

Q：Where did the conversation most probably take place?

（4）否定类：此类对话既可以含有 not，no，neither，nor 等否定词，也有 but，although 等转折词，或由 would rather，too...to 结构及虚拟语气等表达。因此，对于后者要特别加以注意。如：

M：Ann, do you have any extra money you could loan me?

W：I wish I could help you. I went shopping yesterday. Now I have only two dollars till the end of the week.

Q：Will the man borrow any money from the woman?

此题的答案肯定是 No。听这段话时要抓住 I wish I could help you. 这一关键话语。这句话虽然从表面上看是肯定式，但却隐含着 I'm sorry I can't help you. 的意思。

（5）人物类：包括人物关系、人物身份两类。此类对话提供一个情节，能反映所涉及的人的关系或身份。如：

W：I often mistake Jim for Bob. Can you tell them apart?

M：No, they look so much alike that they even confused their mother sometimes when they were young.

Q：What is the most probable relationship between Jim and Bob?   (1998，6)

（6）活动类：这一类谈话内容可涉及上课、娱乐、工作、日常生活等各种情况。如：

W：You're back late. I was worried. How's the car? What did you find out about it?

M：The mechanic said that the best thing would be to sell it and get a new car. This car is totally dead.

Q：What will the man probably do with the car?

这类对话中往往先后出现几种情况，要注意听问句是什么，然后再作出选择。

1.3　短文题型分析（Section B）

短文部分内容广泛、题材丰富，因此对考生来说有一定的难度。本部分由三篇短文组成，每篇短文约 150－250 个词。内容包括英美国家的社会、教育、文化、地理以及风俗等等。另外，在录音只放一遍的情况下获取解题信息，考生不仅要有较高的耳听意会能力和记忆力，而且要有较宽的知识面。

短文题型具有如下特点：

（1）短文主要是考察对文章大意和重要细节的理解。

（2）每篇短文后的几个问题有一定的联系，他们往往是某一主题的几个方面。

（3）短文主要考的是听和记。虽然有时需要概括全文的中心思想，但只要听懂大意，记住主要细节，就可以选择正确的答案。

短文按照体裁，主要分为以下两类：

叙述文

叙述中常考的是小故事。小故事一般以虚构的情节描叙人们的经历或生活趣闻。它短小精悍，幽默有趣，易于提问，是四级听力短文的常选文体。听懂这类文体的关键是了解故事所发生的时间、地点、人物和情节。考生在听的过程中要注意听清楚 When did it happen? Where did it happen? Who were the main characters? What's this story about? Why...? 以及 How...? 例：

Sam had worked 30 years for the same company and now he had to retire. As a sign of gratitude, the company held a dinner in his honor. "Sam," announced his boss, "it is my great honor to present this gift to you on behalf of the company." Sam walked down to the front of the table and accepted the gift with pride. It was a gold watch and on it was written "To faithful Sam for 30 years of service." Sam wept. "I'm at a loss for words." At home, Sam's wife looked at the gold watch critically. "For this you worked 30 years? A cheap gold-plated watch?" "It's the thought, dear." Answered Sam. "The important thing is that I am not working any more." His wife held the gold watch to her ear and said: "Neither is your watch."

1. What did the company do to honor Sam?

　　A. They invited him to a party.

　　B. They asked him to make a speech.

　　C. They gave a special dinner for him.

　　D. They invited his wife to attend the dinner.

2. How did Sam feel when he saw what was written on the watch?

　　A. He was embarrassed.　　　　　　B. He felt greatly encouraged.

　　C. He felt sad.　　　　　　　　　　D. He was deeply touched.

3. What can we infer from the story?

　　A. Sam's wife did not think the company was fair to Sam.

　　B. Sam's wife was satisfied with the gold watch.

　　C. Sam did not like the gold watch.

　　D. The company had some financial problems.　　　　　　(1998, 6, CET-4)

　　听前，通过四个选项可作如下预测：第一题是关于"他们请他（他的妻子）做什么"；第二题关于"他的感受"；第三题关于"他或他的妻子对公司或那块金表的看法"。

　　听小故事时，一定要抓住故事的背景，一般在短文的开头会交代。这里的头两句就明确交代了故事的主人公（Sam）、他的经历（had worked for the same company for 30 years and had to retire now）及下面要发生的事情的时间（before his retirement）。有了这个背景，下面要发生的事就很容易预测：退休前他做了什么、有什么特殊的感受，或公司对他有什么表示、他对此有什么看法等。再借助于选择项提供的线索，就可确定与答案相关的重要信息，从而有目的地听，提高答案命中率。

说明文

　　四级听力短文另一常选文体是说明文，介绍一些科普知识、生活知识和社会知识。例如：风俗习惯、风土人情、学校生活、气候变化、天文地理、发明创造、文化教育以及一些热点社会问题。考生听这类问题的重点在于抓住作者的观点，同时也要注意与选项相关的细节问题。例：

Bows and arrows are one of man's oldest weapons. They gave early man an effective weapon to kill his enemies. The ordinary bow or short bow was used by nearly all early people. This bow had limited power and short range. However, man overcame these faults by learning to track his targets at a close range. The long bow was most likely discovered when someone

found out that a five-foot piece of wood made a better bow than a three-foot piece. Hundreds of thousands of these bows were made and used for three hundred years. However, not one is known to survive today. We believe that a force of about one hundred pounds was needed to pull the string all the way back on a long bow. For a long time the bow was just a bent stick and string. In fact, more changes have taken place in a bow in the past 25 years than in the last 7 centuries. Today's bow is forceful. It is as exact as a gun. In addition, it requires little strength to draw the string. Modern bows also have precise aiming devices. In indoor contests, perfect scores from 40 yards are common. The invention of the bows itself ranks with the discovery of fire and the wheel. It was a great step forward for man.

1. Why did man have to track his target at a close range when using a short bow?

    A. Because it was too heavy.   B. Because it did not bend easily.

    C. Because it did not shoot far.   D. Because its string was short.

2. What does the passage tell us about the long bow?

    A. It went out of use 300 years ago.

    B. It was invented after the short bow.

    C. It was discovered before fire and the wheel.

    D. It's still in use today.

3. What do we know about modern bows?

    A. They are accurate and easy to pull.

    B. Their shooting range is 40 yards.

    C. They are usually used indoors.

    D. They took 100 years to develop.   (2000, 6, CET-4)

    听前虽然不知道短文会讲什么，但第一题的四个选项给了暗示。特别是 shoot, bend, string 几个词告诉我们这里要谈到的应是一种用于射击、可弯曲的且有弦的东西。在根据第二、三题的选项可知文章会谈到弓或箭是何时发明的，都有些什么用途等。

    说明文一般是对事物进行介绍说明，重细节，较客观。听时要抓主题句和主要细节。这里的第一句就说明了主题：弓和箭是人类最古老的武器之一。下面肯定要讲弓和箭的来历和用法等。加上选项提供的帮助，要预测重要细节就不难了。

    总之，做短文题时，最重要的是：

    （1）抓紧时间提前阅读选择项，预测要问的问题，以便听时有的放矢。

    （2）听时要注意抓住第一句。这是了解篇章主题的关键，也是提高选项命中率的根本保证。

1.4 听写题型（新题型）分析

    听写有两种题型：听写填空（spot dictation）和复合式听写（compound dictation）。

1. Spot Dictation：

    听写填空还没有考过，这里只简要介绍一下全国大学英语四、六级考试委员会关于采

用这种题型的说明和样题。

　　"听写填空"安排在"听力理解题"之后。试卷上给出一段 200 词左右的短文，其中有 10 个左右空格。每个空格要求填入一个句子或句子的一部分。全文以大学英语规定的语速朗读三遍。第一遍全文朗读，没有停顿，供考生听懂全文内容；第二遍在空格后有停顿，要求考生把听到的内容填入空格；第三遍同第一遍一样没有停顿，供考生进行核对。"听写填空"所有短文的题材、体裁和难度等与听力理解部分的听力篇章相同。"听写填空"主要考核考生听的能力和一定的书面表达能力。其样题如下：

　　In the United States, people appear to be constantly on the move. (1) _____ _____ . How often (2) _____ moving vans on the road? (3) _____ . Are so many people actually (4) _____ ? Yes, people in the United States are indeed on the move. (5) _____ , about one third of the population (6) _____ .

　　Every person who moves (7) _____ for making such a decision. Some people may decide to move (8) _____ . Some may wish (9) _____ . And some have many other reasons. (10) _____ , the amount of movement in this country is substantial.

Keys：(1) Think for a moment　　　　　　　(2) do you see

　　　　(3) They seem to be everywhere.　　　(4) changing their addresses

　　　　(5) Within any five year period　　　　(6) change their place of residence

　　　　(7) has his or her own personal reasons　(8) because of employment opportunities

　　　　(9) to live in a warmer or a colder climate　(10) Regardless of the specific causes

2. Compound Dictation

　　试题要求：试卷上给出一篇 200 词左右的短文，其中有 10 个左右的空格。空格 1-7 为单词填空，要求填入所听到的准确的单词；空格 8-10 为句子填空，可填入所听到的原句，也可用自己的话表述所听到句子的大意。全文以大纲规定的速度读三遍。第一遍没有停顿，供考生听懂全文内容；第二遍在空格后有停顿，要求考生把听到的内容填入空格；第三遍也没有停顿，供考生复查所填写的内容。复合式听写文章大多为小故事和说明文。复合式听写不但考查同学们的听力，还考查拼写能力、记笔记能力和书面表达能力。

　　Very few people can get a college degree before 11, but Michael was an exception. He started high school when he was 5, finishing in just nine months. He became the (S 1) _____ youngest college graduate when he was 10 years and 4 months old, earning (S 2) _____ degree. Now at 11 Michael's working on a master's degree in (S 3) _____ intelligence.

　　But Michael's (S 4) _____ hasn't always come easy. (S 5) _____ his intelligence, he still lack important life (S 6) _____ .

　　In one class, he had to struggle to understand (S 7) _____ novels, because, he says, "I'm 11. I've never been in love before."

　　Another challenge was his size. (S 8) _____ .

He likes computers so much （S 9） _____ .

He wants to make robots do all the heavy tasks.

（S 10） _____ .

Keys: S 1 world's   S 2 architecture   S 3 artificial   S 4 success

S 5 Despite   S 6 experience   S 7 romantic

S 8 high school physical education was difficult, because all of the equipment was too big for the then five-year-old student

S 9 that in graduate school he's studying how to make them think like people

S 10 Michael is smart, but he is just like every other kid

根据考生的考试情况及四级阅卷情况，我们认为做复合式听写时要注意以下几点：

（1）单词拼写一定要准确无误，不可漏掉一个字母，即使是表示复数的 s 或过去时的 -ed 等都不行。如果没听清楚这类后缀，可根据上下文判断。

（2）句子的听写尽量照所听到的写，或尽量用原文中的表达。因为用自己的话表达有可能不准确或不全面。同时应尽量避免语法错误。

1.5　四级听力解题思路

如果有同学认为掌握了听力技巧之后就能在听力考试中获取高分，或者希望通过考前听力强化训练使听力水平产生飞跃，这种想法是不切实际的。要想提高听力水平，关键是平时多听。听力基本功主要指听音、辨音、听音会意、对语流快速反应能力、以及形成语感和英语思维习惯。这些听力技能都需要平时大量实践。同学们可以通过多种媒体和办法来创造必要的外语学习环境。实践证明，每天 1 个小时的听音时间为最佳时间。同学们可以听录音或英语广播（如 VOA，BBC，China Radio International，etc.）只要持之以恒，常听不懈，必能收到意想不到的效果。另外，平时打好基本功，扩大知识面，也是必不可少的。所谓听力技能是指语音方面综合技能，如分辨音素及语流中的省略、连读、同化、不完全爆破，区分强弱式，捕捉句子中的重音等。影响听力的知识信息包括词汇量、词法、语篇知识、社会文化知识、逻辑知识等。听的过程就是迅速把语音信息与原来存储在大脑中的语音、语法、文化背景等知识进行对比的过程。

当然，强调平时打基础并不是否认应试技巧的重要作用。了解一些应试技巧可以确保考生在四级考试中发挥出应有的水平。以下几点是常见的解题思路：

1. 对话题型解题思路

A 节中的对话虽然简短，但多数情况下，往往不能从听到的内容中找到与选择项内容完全相同的部分，即对话中一般没有现成的答案。因此，在听的时候要注意抓住选择项的同义或反义词（组）用辨别法答题（解活动类题型多用此方法），或根据对话内容采用归纳、推论或辨别的方法回答。用这种方法答题，类型不仅仅限于诸如"What does the man mean?"这样的题目，其它如含蓄人物类、人物身份类、含蓄地点类、否定类题目也与此类似。如

W：How do you like the play you saw last night?

M：Well，I should have stayed at home.

Q：What does the man think of the play?

    A．It is exciting.   B．It is boring.

    C．He didn't see the play.   D．He likes it very much.

对话中"I should have stayed at home."（我真该待在家里），这句话已婉转地表明他不喜欢这出戏，而对没有待在家里表示遗憾、后悔。（should have done something）这种结构可用来表示"对应该发生而实际上没有发生的事情表示遗憾、后悔或谴责"。能使他产生此感想的原因自然是"The play is boring."因而 B 是正确的答案。否定类题目多含有虚拟语气、语气否定、暗示比喻、强化意见等形式。在数字类题目的对话中，原文会出现两处，甚至三、四处数字或时间。因此，除了用辨别方法外，有时必须用计算方法才能得出正确答案。

2．短文题型解题思路

B 节通常有三篇听力材料。其中较短的约 150 词，较长的约 200 词。材料本身难度不算太大，关键在于能否听懂大意、抓住要点、记住主要情节。短文后面的问题大都是特殊疑问句。问题多问关于短文的主题、有关讲话人的情况、事实与细节、事情的因与果等，有时要求根据短文的内容作出其它推论。

大体说来，B 节的题目比较客观、直接。这是因为 B 节的题目涉及的多是具体事实（问暗含意义或要求推论的题目很少），并且答案常常可以从听力材料中直接获得。对于这类题目，只要听懂短文，选出正确答案是轻而易举的。能否顺利完成 B 节的试题，主要取决于能否在一系列语句中抓住答题所需的那些关键词句。许多情况下，短文的第一句话起着主题句的作用。这与西方人的思维有关。因为西方演绎法通常将主题置于文章开头，然后再陈述具体的内容。例如：2000 年 6 月有一篇听力短文。第一句话为 There are three groups of English learners：beginners，intermediate learners and learners of special English. 这句话预示着下文将对这三种学习者进行具体的阐述，文章的三个问题（What is the characteristic of learners of special English? Who needs ESP courses most? What is the speaker mainly about? ）都与此相关。

3．听写题型解题思路

（1）根据所给的文字材料找出线索，了解大意。

"复合式听写"的材料多为叙述文或说明文。这类文章层次清楚，言简意赅。考生应利用一切机会，如考前空隙或播放考场指令时间，浏览试卷文字材料，尤其是主题句或第一句，根据主题句预测文章发展线索和大意。这样考生在听的过程中就有针对性，使自己在考试中处于主动地位。

（2）眼、耳、手并用，提高记笔记的效率。

"复合式听写"不同于其它听力类型。它不但考察考生的听的能力，而且考察瞬时记忆能力和记笔记的能力。这要求考生调动五官，有效、专注地去听，以听为手段，写为目的。能力强的考生在听第一遍时可以记下关键词和提示要点，以减轻第二遍时记笔记的任务。记笔记也有技巧可言。首先，可以使用缩略语。用 sth. 代替 something，用 sb. 代替 somebody 等等，等到第三遍复查时写全。其次，记笔记时不要求写全一个单词或一句话。

如 comprehension 可写为 comprehen—，It's raining. 可写为 Its rain. 待到第三遍复查时可根据已有的语法知识更正。最后，提高复查时的准确率。复查时既要检查拼写，又要检查语法。第三遍要尽量弥补前两遍所出现的疏漏和错误。

　　（3）综合多种技能和技巧来理解语篇寻求答案。

○ 阅读技巧：应用平行结构预测所填内容。

○ 写作技巧：英文短篇的首句通常为 topic sentence，此句的理解有助于听出下文空缺。

○ 通过关键词可预测答案。

○ 熟悉语法结构、句式等有益于听写。

○ 听话听音：speaker 的语音、语词、语气等都是很好的暗示，要充分利用。

○ 不同的文体有不同的特点和写法，掌握这一点对听写大有裨益。

1.6　临场实战技巧

1．保持良好的心态

　　由于绝大部分大学生在中学时未能接受充分的听力训练，同学们对语法和词汇比较熟悉，但在听力方面较欠缺。加之受方言的影响，英语发音不太标准，这一切都使得同学们的听力十分薄弱，遇到听力考试就心慌，心理负担比较重。由于心情太紧张，考生往往一开始就有几个单词或句子听不清楚，这时如果拼命地去回想，下面的内容很有可能也听不清，从而严重地影响了听的效果。因此，克服心理障碍、增强自信心就非常重要。所以考前一则要加强实战，有实力才有信心；二则要做好心理准备。紧张不利于理解，只有放松情绪，听觉器官才能对声音信号作出敏感的反映，进而提高思维理解能力。如果考前感到紧张，不妨做一下深呼吸或想些与考试无关的事情。这样就很容易把精力集中起来，从而取得良好的听力效果。

　　听力理解过程实际上不是被动地接受，而是在积极参与的过程中用自己已有的知识（包括语法、词汇、常识等）对所听到的内容解码，然后进行筛选、过滤、整理、分类，这是个重新组合的过程。人们在吸收信息的过程中，都会自觉地将自己所掌握的知识（包括背景知识）同其所听到的联系在一起，这种背景知识和输入信息的结合就是预测、挑选、吸收和综合的过程。

2．高度集中注意力

　　听的过程中考生要凝神贯注、强化记忆、注意细节，尽可能地多记内容。若偶尔遇到一个或几个生词，不要慌张，可置之不理，因为一两个单词不会影响对整个段落的理解。否则，一遇到生词就停下来，会引起连锁反应，结果什么也听不懂。遇到实在不会做的题，不要反复思考，应赶快放弃，专心听下文。听完后必须对所听到的内容进行分析、综合、推理、判断，挑选和问题有关的信息，放弃无用的信息。

3．抓紧时间阅读选择项

　　因为听力理解的问题不是以书面形式出现在卷面上，而是在讲话内容之后才出现，所以，我们必须抓住空隙时间抢先阅读选择项。这样便可以根据选择项的内容预测谈话或短