



郑家顺考试捷径系列 (四级考试命题研究组 编)

新题型

四级听力捷径

编著 郑家顺

巩固提高 考前冲刺

入门分析 技能实战

新大纲新标准



东南大学出版社
电子音像出版社

新题型四级听力捷径

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内容提要

本书是在广泛征求多所高校四级考试强化班考生意见、详尽总结作者亲身教学体验的基础上编写的听力新题型指导书籍,配合光盘使用,可以快速提高听力应试能力。编写宗旨是帮助广大考生了解四级新题型的听力考试要求,快速掌握正确训练英语听力的方法。本书含听力理解的要求和做题方法以及 10 个精心编排的 Test,主要适合于参加四级考试的考生复习提高,也适合于同等英语水平的学习者自学及强化班教师教学参考。

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新题型四级听力捷径

ISBN 7-88850-091-9

ISRC CN-R13-06-0022-0/A·H

出版发行 东南大学出版社

东南大学电子音像出版社

社 址 南京市四牌楼 2 号 210096

电 话 (025)83790510(办公室/传真)/83791830(邮购)

印 刷 常州市武进第三印刷厂

开 本 850mm × 1168mm 1/32

版 次 2006 年 9 月第 1 版 2006 年 9 月第 1 次印刷

印 张 4.5

字 数 120 千

印 数 1~3000 册

定 价 12.00 元(光盘 + 附册)

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前言

Preface

2006年6月,大学英语四级考试新题型在全国180多所高校首次开考,2007年1月起开始全面推广。为了帮助广大考生在新形势下轻松地复习应试,我们组织编写了《新题型四级听力捷径》。

本书是在广泛征求了多所高校四级考试强化班考生意见、详尽总结了作者亲身教学体验的基础上,根据新版教学大纲编写的,配合外籍专家录制的MP3格式光盘使用。希望能为紧张应试的考生开辟一条通往听力高分的捷径。

一、题目:四级新题型的重点就是听力理解方面的测试。听力的分值权重从原来的20%提高到35%,题型也丰富为短对话、长对话、短文理解、复合式听写四种。本书按新题型的实考形式,汇编了10个Test,分属于入门分析、技能实战、巩固提高、考前冲刺四个级别。考生在练习过程中可以清楚地了解考试要求和自己的薄弱环节,从而调整学习策略、掌握正确方法、提高听力学习的效果和质量。

二、听力理解的要求与做题方法:针对四级新题型听力考试变化及考生实际复习中遇到的

问题,详尽分析、讲解了题目要求和做题方法,帮助考生快速了解复习要点,掌握正确训练听力的方法。

三、讲解:目前市场上大量试题集答案解析或过于简单,或过于冗长,相同词句反复出现,浪费大量空间。本书极力避免此类问题,在听力原文材料中即用黑体字标出答题依据,简洁明晰。考生在学习使用中,可以省去“问老师、查字典”等不必要的麻烦。

通过做题,每天1个Test,举一反三,掌握技巧,10天轻松提高英语听力水平。

编写过程中得到初良龙、梁道华、曹翔宇、李玉花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、专家不吝指正,以便改进。

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听力理解的要求与做题方法

大学英语考试中的听力理解部分的目的是测试考生获取口头信息的能力。

听力技能是语言实用能力的重要组成部分,听不仅有助于促进读、写、说等相应能力的提高和巩固,而且和阅读一样是吸取语言营养不可缺少的渠道。尤其在国际交往日益频繁、科学技术突飞猛进的今天,卫星广播电视、多媒体、计算机网络等交流手段已进入社会生活的各个角落,通过有声语言来充实语言知识、增强语言能力势必变得更为迫切。培养听力技能也是大学英语教学大纲规定的教学目标之一。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%。

新题型的听力分值共占35%,249分,要求在35分钟内做完。

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,而且还要求考生掌握在片刻间获取信息、储存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一到两节听力课,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四个方面的基础:

1. 坚实的语言基础。
2. 一定的文化背景知识。
3. 基本的听力技能。
4. 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**. /'preʃə/

两者读音非常相似,意思却截然相反。

2) 除了能识别单个音素之外,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,其他词往往会弱读,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'gud'dʒɒb/

I will tell you how to do it. /aɪl'telju'hautə'du:it/

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 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拨款建造一所高级中学”。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。所以，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做出迅速的反应。要达到这一要求，必须熟练掌握常用句型。除了常用句型之外，还要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、一定的文化背景知识

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 是教师为了让学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, 因此容易形成理解上的障碍。

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,做出正确判断。

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. 做出正确判断

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义。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。”即“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 any thing 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”这一形式及 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,不断修正已做出的判断。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。

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) She thinks it is easier said than done.
B) She totally agrees with him.
C) She feels that what he says is simply nonsense.
D) She thinks that he is a rather impolite person.
2. A) To clean the yard.
B) To weed the garden.
C) To hire a gardener.
D) To work in the flower beds.
3. A) On the 6th of June. B) On the 8th of June.
C) On the 9th of June. D) On the 19th of June.
4. A) The first house they saw is too expensive.
B) They may save some money for the time being.
C) She is happy with the price set by the seller.
D) Less money will be spent in maintaining the house.
5. A) It was probably Mr. Brown's phone number that the woman wrote down.
B) It was just an hour ago that the man met Mr. Brown.
C) The woman forgot to write down the phone number.

- D) The woman needed a sheet of paper to put down the number.
6. A) Their parents cut back the loan.
B) The woman doesn't want Frank to take another English course.
C) They can't pay the rent this month.
D) The woman's boss refused to give her a raise.
7. A) Ask Dr. Smith to alter his decision.
B) Ask Dr. Smith to call the library.
C) Get the book directly from Dr. Smith.
D) Get Dr. Smith's written permission.
8. A) \$120. B) \$108. C) \$90. D) \$40.

Conversation One

9. A) To find Professor Steinfield.
B) To look for past tests papers.
C) To look for the woman.
D) To look for an aspirin for his headache.
10. A) Work harder.
B) Study the exam papers.
C) Learn from her since she took the class.
D) Concentrate on the section on prostaglandin.
11. A) Because of the over-production of prostaglandin.
B) Because he has no aspirin.
C) Because he is tired.
D) Because of the Biology course.
12. A) They agree to meet in the alley to study.
B) They agree to tutor each other for upcoming tests.
C) They agree to study poetry together.
D) They agree to study Biology together.

Conversation Two

13. A) The university faculty. B) The student union.
C) Former students. D) No one.

14. A) She describes them as grateful students.
B) She describes them as brains.
C) She describes them as successful students.
D) She describes them as fun people.
15. A) She is the organizer.
B) She is contributing to some part of it.
C) She is heavily promoting.
D) She was a student once.

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

16. A) He was a doctor. B) He was a writer.
C) He was an actor. D) He was a teacher.
17. A) Press certain points around the eyes with the fingers.
B) Look at distant objects by moving the eyes from side to side.
C) Do outdoor exercises daily.
D) Stare at a calendar on the classroom wall.
18. A) To read the book by the famous British writer.
B) To cover their eyes during a period of intensive reading.
C) To visit doctors of traditional Chinese medicine.
D) To relax their eyes frequently while reading.

Passage Two

19. A) In the white pages. B) In the blue pages.
C) In the yellow pages. D) In a special section.

20. A) On the first page of the telephone book.
B) At the end of the telephone book.
C) In the front of the white pages.
D) Right after the white pages.
21. A) Check your number and call again.
B) Tell the operator what has happened.
C) Ask the operator to put you through.
D) Ask the operator what has happened.

Passage Three

22. A) A small town in Britain.
B) A new type of jail.
C) A labour camp.
D) A big gymnasium in Scotland.
23. A) Women criminals in Scotland.
B) Criminals who are given long sentences.
C) Criminals who are given short sentences.
D) Criminals in Scotland.
24. A) The reward the prisoners get for their work.
B) The comfortable accommodation.
C) The way the prisoners are treated.
D) The officers' sympathy for the prisoners.
25. A) To give the prisoners more freedom.
B) To help the prisoners keep their self-respect.
C) To help the prisoners develop the sense of independence.
D) To turn the prisoners into skilled workers.

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 re-