



第三版

根据《高校英语专业八级考试大纲》(2004年新版)编写

常春藤英语考试研究组

英语专业八级

# 听力指南

**A Guide to the  
Listening  
Comprehension  
in TEM 8**

8



上海交通大学出版社

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常春藤英语考试研究组 编 著

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## 内 容 提 要

本书是根据《高校英语专业八级考试大纲》(2004 年新版),专门为参加英语专业八级考试的考生编写的一本听力考试应试书。书中讲解了八级听力考试应试技巧,选编了 10 套听力模拟题。所选材料新颖,针对性强,可使广大考生在短期内提高听力水平和应试能力。

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# 前 言

《英语专业八级听力》是根据《高等学校英语专业教学大纲》和 2004 年《高校英语专业八级考试大纲》(2004 年新版)编写的听力应试辅导书。

本书试题根据 2004 年新大纲编写,并参照了 2005 年考试真题,使本书较之第二版内容更新,在难易度上更接近真题。

本书第一部分是应试指导。对新考试大纲和应试技巧作了说明,旨在使学生理解考试的目的、方法和技巧,从而具有明确的考试目标和手段。第二部分是 10 套模拟试题,使学生得到充分的考前训练。通过训练,考生对考试具有很强的感性认识和应试能力,为考试获得好成绩打下基础。

本书试题形式与真题完全一致,考生应该模拟起初的考试场景,按照要求在规定时间内完成每套试题。然后借助录音文字材料用更多的时间来精听,做到基本上理解所听的内容,学到新的语言和背景知识。

本书由朱篱老师执笔。

常春藤英语考试研究组

2006 年 5 月

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# 第一部分 英语专业八级听力应试指导

## 一、考试大纲

2004 年新版的《高校英语专业八级考试大纲》对听力理解作了如下的规定：

### 1. 测试要求

(1) 能听懂真实交际场合中的各类会话讲话。

(2) 能听懂 VOA、BBC 或 CNN 等国外媒体节目中有关政治、经济、文化、教育、科技等方面的专题报道。

(3) 能听懂有关政治、经济、历史、文化、教育、语言文学、科普方面的演讲及演讲后的回答。

(4) 考试时间 25 分钟。

### 2. 测试形式

本部分为填空题和多项选择题形式，分三节：Section A、Section B 和 Section C，共 20 题。

#### Section A: Mini-lecture

本部分由一个约 900 个单词的讲座和一项填空任务组成。要求学生边听边做笔记，然后完成填空任务。答题时间 10 分钟。本部分共 10 题。

#### Section B: Conversation or Interview

本部分由一个约 800 个单词的会话组成。会话后有 5 道多项选择题。

#### Section C: News Broadcast

在若干段新闻报道后有 5 道多项选择题。

Section B&C 的每道多项选择题后有 10 秒的间隙。要求学生从所给的四个选项中选出一个最佳答案。

听力理解部分的录音语速为每分钟 150 个单词,念一遍。

### 3. 测试目的

测试学生获取口头信息的能力。

### 4. 选材原则

(1) 讲座部分的内容与英语专业知识课程相关。

(2) 对话部分的内容与学生的日常生活、工作和学习活动相关。

(3) VOA 和 BBC 新闻材料为学生所熟悉的一般新闻报道、短评或讲话等。

(4) 听写材料中所出现的词语原则上不超出《高等学校英语专业教学大纲》规定的范围。

与旧大纲比较,新大纲作了如下变动:

(1) 由原来的四个部分改为三个部分,去掉了原来第一部分的 Talk。

(2) 填空题每个空格最多可填三个单词,而原来只能填一个单词。

(3) 填空题的完成时间由原来的 15 分钟改为 10 分钟;多项选择题的答题时间由原来的 15 秒改为 10 秒。

## 二、题型和应试技巧

以下就听力理解三个部分的题型和应试技巧分别做以说明。

### 1. 笔记与填空

该部分是较难的一个测试项目,要求考生把“听”与“记”结合起来。考生在听的过程中做笔记,然后根据笔记对所听内容进行梳理归纳,完成填空任务。由于讲座的内容是一篇逻辑性强且较具难度的篇章,且文体较为正式,涉及的内容和文字又具有一定的深度。因此做好笔记是十分重要的。下面以新大纲听力样题为例进行说明。



Good morning, everybody. Today's lecture is about Abraham Maslow's hierarchy of needs. This seems like a physiological topic. Actually it is something psychological. Abraham Maslow is a psychologist, and he is especially known for his theory of human needs.

OK, first of all, what is the need? Here, we can simply define it as a personal requirement. Maslow believes that humans are wanting beings, who seek to fulfill a variety of needs. According to his theory, these needs can be arranged in an order according to their importance. It is this order that has become known as Maslow's hierarchy of needs. In this hierarchy of needs, at the most basic level are physiological needs. Fundamentally, humans are just one species of animal. We need to keep ourselves alive. Physiological needs are what we require for survival. These needs include food and water, shelter and sleep. At this level for us humans, Maslow also includes the need for clothing. How are these needs usually satisfied? It is mainly through adequate wages.

Then what is the next level of needs? At the next level are safety needs, the things we require for physical and emotional security. Physical security is easy to understand. Everybody needs to keep his body safe from injury, illness, etc. Then what is emotional security? Well, that may be the point in this hierarchy of needs, where humans begin to differ from other animals. We are thinking animals. We have worries, what we fear may be losing a job, or being struck down by a severe disease. Besides physical Security, we need to think we are safe from misfortunes both now and in a foreseeable future. How can these needs be met then? According to Maslow, safety needs may be satisfied through job security, health insurance, pension plans and safe working conditions.

After this stage come the levels of needs that are particular to

human beings. The immediate following level are the social needs. Under this category, Maslow puts our requirements for love and affection and the sense of belonging. We need to be loved, we need to belong to a group not just the family in which we can share with others in common interest. In Maslow's view, this need can be satisfied through the work environment and some informal organizations. Certainly, we also need social relationships beyond the work place, for example, with family and friends. Next, the level of esteem needs. What are esteem needs then? They include both the needs of self-esteem and the need of esteem of others. Self-esteem is a sense of our own achievements and worth. We need to believe that we are successful, we are no worse if no better than others. The esteem of people is the respect and recognition we gain from other people, by or through our work or our activities in other social groups. The ways to satisfy esteem needs include personal achievements, promotion to more responsible jobs, various honors and awards and other forms of recognition.

What follows is the top level of this hierarchy of needs. These are the self-realization needs. In other words, they are the needs to grow and develop as people, the needs to become all that we are capable of being. These are the most difficult needs to satisfy. Whether one can achieve this level or not, perhaps determines whether one can be a great man or just an ordinary man. Of course, it depends on different people. The means of satisfying them tend to vary greatly with the individual. For some people, learning a new skill, starting a new career after retirement could quite well satisfy their self-realization needs. While for other people, it could be becoming the best in certain areas. It could be becoming the president of IBM, anyway, being great or ordinary is what others think, while self-realization is largely individual. Maslow suggested that people

work to satisfy their physiological needs first, then their safety needs and so on up the needs ladder. In general, they are motivated by the needs at the lowest level that remain unsatisfied. However, needs at one level do not have to be completely satisfied before needs at the next higher level come into play. If the majority of a person's physiological and safety needs are satisfied, that person will be motivated primarily by social needs. But any physiological and safety needs that remain unsatisfied will keep playing an important role.

OK, that's the general picture of Maslow's hierarchy of needs. Just to sum up, I briefly introduce to you Maslow's theory. Maslow thinks there are five kinds of human needs with each one being more important than the preceding one. I hope that you find his ideas interesting and in our next lecture, we will mainly discuss the practical implications of his theory.

Abraham Maslow has developed a famous theory of human needs, which can be arranged in order of importance.

**Physiological needs:** the most (1) \_\_\_\_\_ (1) \_\_\_\_\_ ones for survival. They include such needs as food, water, etc. And there is usually one way to satisfy these needs.

**Safety needs:** needs for

a) physical security

b) (2) \_\_\_\_\_ security (2) \_\_\_\_\_

The former means no illness or injury, while the latter is concerned with freedom from worries, misfortunes, etc. These needs can be met through a variety of means, e. g. job security, (3) \_\_\_\_\_ (3) \_\_\_\_\_ plans, and safe working conditions.

(4) \_\_\_\_\_: human requirements for (4) \_\_\_\_\_

a) love and affection

b) (5) \_\_\_\_\_ (5) \_\_\_\_\_

There are two ways to satisfy these needs:

a) formation of relationships at workplace

b) formation of relationships outside workplace

**Esteem needs:**

a) self-esteem, i. e. one's sense of achievement

b) esteem of others, i. e. others' respect as a result of one's (6) \_\_\_\_\_ These needs can be (6) \_\_\_\_\_

fulfilled by achievement, promotion, honours, etc.

(7) \_\_\_\_\_: need to realize one's potential. (7) \_\_\_\_\_

Ways to realize these needs are individually.

**Features of the hierarchy of needs:**

a) Social, esteem and self-realization needs are exclusively (8) \_\_\_\_\_ needs. (8) \_\_\_\_\_

b) Needs are satisfied in a (9) \_\_\_\_\_ from (9) \_\_\_\_\_ the bottom up.

c) Motivation for needs comes from the lowest un-met level.

d) Different levels of needs may (10) \_\_\_\_\_ (10) \_\_\_\_\_ when they comes into play.

**(1) 听懂主题、抓住要点、把握重要细节**

所谓笔记,就是记录所听内容的大概。这就要求考生把握讲座的中心内容,要点和重要细节。以样题为例,讲座的中心内容是 Malow 的有关人的需求层次,讲座的要点就是各个不同的需求层次,讲座的重要细节是每个需求层次的具体内容。该讲座层次清晰,逻辑性强,如果能够紧跟讲座的思路,就能够记下讲座的主要内容。而且填空题的设计也反映了讲座的这种思路和逻辑。从题型上来说,第 4、7 题为要点题,第 1、2、3、5、6 题为重要细节题。

## (2) 善于归纳和推断

对讲座的内容进行归纳、找出其中具有共性的东西或根据讲座内容进行推断也是填空题的测试内容。以样题为例,第8题要求考生从一些不同需求层次中找出具有共性的东西,即社会需求、自尊需求和自我实现需求是人类所特有的需求;第9题要求考生得出这样的结论,即人类的需求是按照自下而上的顺序来满足的;第10题要求考生根据讲座最后部分的内容进行推断,即不同层次的需求可以同时起作用。

## (3) 应试技巧

### 捕捉信号词

讲座通常从几个方面来论证或叙述一个问题。讲座的要点通常通过一些信号词来罗列,捕捉这些信号词可以帮助考生注意信号词后面的内容。以样题为例,讲座在罗列需求的不同层次时使用了这样一些词语,如 the most basic level, what is the next level, the immediately following level, next, what follows 等。这些词语的后面就是讲座所要讨论的主要内容。

### 抓住实词

讲座的要点和重要细节是通过关键词来表达的,这些关键词也就是实词,即包含更多信息的名词、动词、形容词等。考生在记笔记时应该抓住这些词,而非信息量较少的语法功能词。以样题为例,填空所需要的词大多为实词,如 basic, emotional security, pension, social needs, sense of belonging, work, self-realization-needs, human, a fixed order, overlap 等。

### 笔记方法

笔记记得好坏直接影响填空任务的完成。首先在纪录的纸张上规划好所要纪录的内容,如要点和重要细节。每个要点后面要留出足够的空间来记录重要的细节。为了事后看懂记录内容,所记内容层次要清晰,所记内容之间的关系要一目了然。不同的要点要分行来写,同行的内容通常有平行并列关系。另外,一些符号也可以用来表示所记内容之间的关系。如“=”用来引导被定义、解释、和说明的内容,“←”、“→”表示因果关系,“≠”表示不等关系,“?”表示问题,( )表示包含等。

一些常用的缩写形式也必须掌握,如 e. g. (for example), i. e. (that is), re. (concerning)等。以样题为例,讲座可以记录为以下形式:

Hier. of needs: psycho. , need = survival require. , arranged in import.

Physio. : basic (food, water, clothing) ← wages

Safety: physical = safe from injury

emo. = safe from worries, illnesses ← job secu. , health, pension, working condi.

Social: love, sense of belonging ← work environ. , outside workplace

Esteem: self-esteem = feeling successful

esteem of others = recogni. from others } ← personal achieve.

Self-realization: top level, realizing one's potential ← promo. , honors  
individual approaches

Needs satisfied from bottom up, motivated by lower needs, diff. needs operate same time

单词的简写程度以事后能够回忆起原词为限度。另外,在做记录时,不必拘泥于一定的形式,记笔记的方法因人而异,但记录的内容应该有助于本人事后回忆和辨别。

## 2. 对话或采访

对话或采访是一个 800 个单词左右的会话,常以两人对话形式出现。对话和采访都是会话形式,所涉及的内容较为广泛,既可以是较为轻松的日常话题,也可以是某种正式或严肃的话题。对话或采访的问题题型主要有要点题、细节题和态度题。下面以 2005 年八年级考试题为例进行说明:

HOST: Today, we've Professor McKay on our morning talk show.

Good morning, Professor McKay.

McKay: Good morning.

HOST: I've heard that you and your team have just completed a

report on old age.

McKay: That's right.

HOST: Could you tell me what your report is about?

McKay: Well, the report basically looks into the various beliefs that people hold about old age and tries to verify them.

HOST: And what do you think your report can achieve?

McKay: We hope that it will somehow help people to change their feelings about old age. The problem is that far too many of us believe that most old people are poor, lonely, and unhappy. As a result, we tend to find old people, as a group, unattractive. And this is very dangerous for our society.

HOST: But surely we cannot escape the fact that many old people are lonely and many are sick.

McKay: No, we can't. But we must also remember that the proportion of such people is no greater among the 60s~70s age group than among the 50s~60s age group.

HOST: In other words, there is no more mental illness, for example, among the 60s~70s than among the 50s~60s.

McKay: Right! And why should there be? Why should we expect people to suddenly change when they reach their 60th or 65th birthday any more than they did when they reached their 21st?

HOST: But one would expect there to be more physical illness among old people, surely.

McKay: Why should one expect this? After all, those people who reach the age of 65 or 70 are the strong among us. The weak die mainly in childhood, then in their 40s and 50s. Furthermore, by the time people reach 60 or 65, they have learned how to look after themselves. They keep warm,

sleep regular hours, and eat sensibly. Of course, some old people do suffer from physical illnesses, but these do not suddenly develop on their 65th birthday. People who are healthy in middle age tend to be healthy in old age, just as one would expect.

HOST: Do you find that young people these days are not as concerned about their parents as their parents were about theirs?

McKay: We have found nothing that suggests that family feeling is either dying or dead. There do not appear to be large numbers of young people who are trying, for example, to have their dear old mother locked up in a mental hospital.

HOST: Don't many more parents live apart from their married children than used to be the case?

McKay: True, but this is because many more young families can afford to own their own homes these days than ever before. In other words, parents and their married children usually live in separate households because they prefer it that way, not because the children refuse to have mum and dad living with them.

HOST: Is this a good thing, do you think?

McKay: I think that it's an excellent arrangement. We all like to keep part of our lives private, even from those we love dearly. I certainly don't think that it's a sign of the increased loneliness of old age.

HOST: Are people's mental abilities affected by old age?

McKay: Certain changes do take place as we grow older, but this happens throughout life. These changes are very gradual and happen at different times with different people, but, in general, if you know a person well in his middle age and



have seen how he deals with events and problems, you will easily recognize him in old age.

HOST: So that someone who enjoys new experiences, travel, education, and so on in his middle years will usually continue to do so into old age?

McKay: Exactly. We have carried out some very interesting experiments in which a group of people aged 60s~70s and a group aged 30s~40s had to learn the same things. The first thing we discovered was that the young group tends to be quicker at learning than the old group. However, although the old group took longer to learn, eventually, they performed as well as the young group. And when we tested the two groups several weeks later, there was again no difference between the two groups.

HOST: That's very interesting indeed. What else did your experiments show?

McKay: Well, one group of old people agreed to attend evening classes for a year to study English and mathematics. In fact, most of this group became so interested in their studies that they continued them for another year. Anyway, we discovered that they did best in the English classes and that most of them steadily improved their ability to communicate in both the written and the spoken language.

HOST: What about the group who studied mathematics?

McKay: Well, that's a different story. There seems to be no doubt that people find maths more difficult as they grow older. Though, why this is so, I cannot say.

HOST: Perhaps pocket calculators will solve this problem.

McKay: I think you're right. In fact, I'm sure that you are.

HOST: Okay. Time for a commercial. Stay tuned; we'll be right