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# 英语专业8级

# 专项冲刺·听力篇

### 上海外国语大学

丛书主审◇邹申 丛书主编◇张艳莉 主编◇王海萍

- 考前10天集中突破弱项
- 讲解精准,指出题眼所在
- 10套分项训练+4套综合模拟=听力通关

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# 专项冲刺-听力篇

上海外国语大学

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## 前言Preface

全国高等院校英语专业八级考试(Test for English Majors Band 8),于每年三月份第一周的周六举行,只限于高校英语专业四年级在校生参加。该考试以《高等学校英语专业英语教学大纲》(2000版)和《高校英语专业八级考试大纲》(2004版)为命题依据,共有六个部分:听力理解、阅读理解、人文知识、改错、翻译、写作。整个考试需时195分钟。为了切实提高学生的备考能力,我们根据考试的六个题型组织编写了"英语专业八级专项冲刺"系列,旨在帮助将要参加考试并为之进行最后冲刺的同学们。

作为老师,我们也深知考生们备战八级考试的艰辛和困难;作为老师,我们也真诚希望通过我们的辅导资料能帮助考生们顺利通过考试。在大连理工大学出版社编辑们的精心组织下,由上海外国语大学曾参与英语专业考试大纲研究与修订工作、多次参加英语专业四、八级考试阅卷及相关工作,同时也长期担任英语专业各重点课程教学的资深专家、教师组建的团队共同打造了这套系列丛书。大家共同认为:市场上备考的图书虽然很多,有基础复习阶段的专项指导,有冲刺阶段的真题试卷及仿真预测试卷,但独独欠缺了针对某一专项的冲刺训练用书。对于每一个考生来说,到最后的冲刺阶段更需要对某一专项进行有针对性的一个集中强化、吸收和突围的过程,故本套丛书应运而生。

本分册是《英语专业八级专项冲刺——听力篇》。听力在英语专业八级考试中占20%,由于录音相对语速较快(每分钟150~180个单词)、内容偏长,所以成为了许多考生的弱项。听力部分是考生要做的第一个题型,听力的顺利与否也会影响到考生后续答题的心情,甚至会左右整个考试的成败。所以建议广大考生应在听力上多花些精力,通过短时间的集中训练,使听力成绩有所提高。本书的特点是:

#### 一、编排科学合理

全书共分为两个部分:第一部分为英语专业八级听力专项练习,包括讲座、对话/访谈、新闻三个专项练习,每个专项包含10套练习。书中针对每个专项的题型特点和考查重点,为广大英语专业八级考生提供全面并且具有针对性的练习,帮助考生打好听力理解基础,切实提高应试能力。第二部分提供了4套完全按照英语专业八级考试大纲要求编排的全真模拟题。附录部分还归纳整理好了听力常用词汇以及联合国主要机构名称,利于考生查询和背诵。我们希望考生通过使用该书,对考试的项目和测试重点有宏观的了解,获得解题的思路,并且通过各单项技能的操练,稳步提高语言知识和能力。

#### 二、命题规范严密

本书的听力选材、命题角度和难度都是在详细研究历年真题的基础上精心打造的,具有极高的仿真度。每一道题目的设计都经过专家老师们精心研究和反复推敲,完全 遵循真题的命题规律,使考生对常考题型和提问方式耳熟能详,从而有针对性地解决 各类问题。

#### 三、选材地道新颖

本书选材与真题同源,选择的材料严格参照历年听力考试材料的特点,题材广泛,体裁多样,长度、难度与真题相仿,情景紧扣大纲。比如对话/访谈大部分都是人物访谈,因为近10年的真题考试中有8次的听力材料都是采用人物访谈。而新闻部分所用的听力材料都是最新的VOA、BBC或者CNN新闻,涉及政治、经济、文化等各个方面。

#### 四、答案解析精准恰当

本书力求以最少的篇幅为考生提供最多最有价值的信息。在原材料中隐含的答案线索和出处,均有画线,可谓一线锁定答案出处,帮助考生把握命题人的命题思路,做到简单、明了、直观、实用。而对一些有难点的地方,本书还附有非常精准的答题评析,指导考生把应试技巧转化为可遵循的模式,在考试中加以运用。

最后,我们真诚地希望广大考生通过本书科学合理的训练,能在考试的冲刺阶段扎实训练好每个专项,不再有弱项,全方位提高英语水平。考生可配合冲击波系列的其他图书,在合适的阶段做适合的事情,你的复习将会事半功倍。大学生活是值得用一生去品味的美好时光。虽然我们会有各种考试和学习,可当我们毕业了回头再看,那却是另外一道美丽的风景线,因为考试同样精彩。也请各位考生记住:在备战考级的漫漫征途中,冲击波一路陪伴您!

张艳莉 2012年8月

## 目录Contents

### 第1部分 分项训练

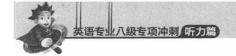
一、	讲座训练10篇	
	MINI-LECTURE 1	2
	MINI-LECTURE 2	3
	MINI-LECTURE 3	4
	MINI-LECTURE 4	٠.٤
	MINI-LECTURE 5	ε
	MINI-LECTURE 6	7
	MINI-LECTURE 7	ع
	MINI-LECTURE 8	<u>c</u>
	MINI-LECTURE 9	10
	MINI-LECTURE 10	11
	原文与精解(MINI-LECTURE 1~10)	12
=,	对话训练10篇	
	INTERVIEW 1	35
	INTERVIEW 2	36
	INTERVIEW 3	37
	INTERVIEW 4	38
	INTERVIEW 5	39
	INTERVIEW 6	40
	INTERVIEW 7	41
	INTERVIEW 8	42
	INTERVIEW 9	43

	INTERVIEW 1043
	原文与精解(INTERVIEW 1~10)44
三、	新闻训练10篇
	NEWS BROADCAST 167
	NEWS BROADCAST 268
	NEWS BROADCAST 369
	NEWS BROADCAST 470
	NEWS BROADCAST 571
	NEWS BROADCAST 672
	NEWS BROADCAST 773
	NEWS BROADCAST 874
	NEWS BROADCAST 975
	NEWS BROADCAST 1076
	原文与精解(NEWS BROADCAST 1~10)
	第2部 综合训练
	EXERCISE ONE98
	听力原文及答案精析101
	EXERCISE TWO107
	听力原文及答案精析 111
	EXERCISE THREE117
	听力原文及答案精析121
	EXERCISE FOUR127
	听力原文及答案精析130
附录	新闻听力常用词汇 138

第部分

## 分项训练

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### 一、讲座训练10篇



	Computer Literacy	
Tod	ay we'll discuss computer literacy.	
I.	Common ways of (1) will be changed.	(1)
	A. E-mail will replace mail delivery.	
	B. Bills and pay checks will be delivered in the (2) version.	(2)
	C. Greeting cards will be sent from computers.	
	D. Shopping malls will be cyber malls.	
II.	Our homes will be run by computers.	
	A. Computers will adjust the temperature.	
	B. (3) will be linked to the computer.	(3)
	C. Light fixtures will adjust to the right level of light.	
III.	The way of business will be entirely changed.	
	A. Business will be conducted via interactive (4)	(4)
	B. Documents and files will be stored on computer hard drives.	
	C. Many workers will work (5) via the computer.	(5)
	D. On-board computer will guide directions.	
IV.	The (6) will also join the computer age.	(6)
	A. Every student will have access to a computer.	
	B. Text books will be on disks.	
	C. Students will have access to reference materials via the computer.	
	D. Students turn in the (7) of their homework.	(7)
	E. (8) will be given at the end of tests via computer.	(8)
	F. Some classes will be conducted by interactive teleconferences.	
V.	Our (9) will also be affected by the use of computers.	(9)
	A. The home communication system and TV-service will be inte-	
	grated into one system.	
	B. Newspapers and magazines will be read (10)	(10)
	j	

#### VI. Conclusion:

In the future people will need to acquire computer literacy to become productive.





	Multicultural Education: Piecing Together the Puzzle	
Tod	lay, we'll discuss a new field of educationmulticultural education.	
I.	<b>Definition of multicultural education:</b> a field of study that is	
	designed to increase (1) for all students.	(1)
	Major aim is to	
	a. create equal educational opportunities for students from diverse	
	racial, social-class and cultural groups;	
	b. help all students to acquire the knowledge and communicate with	
	people from diverse groups.	
II.	How to teach multiculturalism	
	a. By adding a multicultural component to the curricula, teachers can	
	help students see how each individual fits into the big picture.	3.47 (4.1.4)
	b. Let students learn we can fit members of our society with differ-	
	ent (2) together to form one unit.	(2)
III.	Arguments against multicultural education	
	a. Multicultural education is directed toward (3);	(3)
	b. Multicultural education discriminates against middle class,	
	white, and heterosexual males;	
	c. Multicultural education is against Western and democratic ideals;	
	d. Multiculturalism will divide our united nation.	
IV.	The key component to multiculturalism—(4)	(4)
	a. Students must become aware of their own culture and how they	
	are similar and different from others;	
	b. Students can take social action aimed at (5)	(5)
V.	Foundation and purpose of multicultural education	
	a. foundation: (6) ideals of equality, freedom, and justice	(6)
	b. purpose: (7)	(7)
	/	

VI. Methods of multicultural education	senso 17
a. old methods: created more diversity and tension among	groups
b. new methods: creating relations based on commonalities	s I organization
VII. (8) of multicultural education	(8)
a. educational equity	
b. empowerment of students and their parents	I
c. (9) in society	(9)
d. understanding and harmony in the classroom	1
e. an expanded knowledge of various cultural and ethnic g	roups
f. the development of students, parents, and practitioners	
The afore-listed goals follow a specific order and stres	ss knowl-i
edge, (10), and equality.	(10)
	<ul> <li>Online Topical Committee</li> </ul>



	Web Chat	
Tod	ay, we'll talk about a new way of communication online-web chat.	
I.	Participants in chat sessions	
	a. in the past: (1) to America Online and other commercial online services	(1)
	b. now: hundreds of websites provide web chat	
II.	Definition of web chat	
	a. the word "chat" is misleading	
	b. "chat" means typing and reading (2)	(2)
III.	Ways to enter a web chat room	
	a. choose to just read the exchanges without participating in the	
	chat by (3)	(3)
	b. join in by posting your own messages	
IV.	Content of chat sessions	
	a. many chat rooms focus on specific topics	
	b. chat sessions can lead to stimulating exchanges	
	c. some chat sessions might be considered (4)	(4)
	d. some chat rooms are adult in nature	

V. Procedure of preparation for a web chat	
a. locate a (5) that interests you	(5)
b. register: use real names or make up a name	
c. be aware: some personalities are (6)	(6)
d. select an image to represent you, known as avatars	
e. take a few minutes to get the (7) of the exchange	(7)
f. type your message in the blank box at the bottom of your screen and	and the state of
click the Talk button or hit the Enter or Return key on your keyboard	A SAMPLE TANKS
VI. Tips for web chat	Not a little of
a. use (8) and abbreviations to minimize the amount of typ-	(8)
ing	(9)
b. have (9) conversations by clicking on the name of a	(10)
participant	
c. be (10) and use common sense: don't give out personal	
information to strangers	
Conclusion: it's advisable to start web chat.	0.617



1	tere shift to decem
Homer	Alternative representation
Homer: one of the greatest (1) poets.	(1)
famous for two epic poems: related with (2) War	(2)
I. Illiad:	in mich in de
A. describes the heroes who fought at Troy	
B. consists of 15,000 lines in 24 chapters, each designated by a	(3)
(3) letter of Greek alphabet	
C. Greek or Trojan heroes: represent their personalities and	(4)
(4)	
1) wise advisors —Nestor	
2) brave warrior —Ajax	
3) (5) trickster — Odysseus	(5)
4) coward —Greek king Menelaos, Trojan prince Paris	
D. Effects:	
1) Ancient Greek students learned how to act properly	
& how to (6) on acceptable social level.	(6)

2) Alexander the Great had the epic with him when campaigning against the Persians	
II. (7):	(7)
A. 12,000 lines and 24 chapters, one for each of the small letters of	
the Greek alphabet	
B. a Greek named Odysseus, the fantastic adventures he endured in	
his (8) year attempt to reach home	(8)
III. What is epic?	
A. focus on a national hero	
B. historical, (9), or mythological, longer in content	(9)
C. use dactylic hexameter:	$p_{i,j}(y_i,y_j)$
1) each line 12 and 17 syllables in six groups	
2) artful combination of syllables	
IV. Information about Homer as a poet	
When: 2,700 years ago	
Where: in Lonia	
Profession: a traveling (10)	(10)



	Migration and Business	
I.	Migration	
	Map—sharp lines divide up the world	
	Real world—no (1) between lands	(1)
II.	Two changes of diasporas	
	A. They become much bigger	
	B. Because of cheap flights and communications, people can	
	(2) with the places they came from	(2)
	Reasons: three (3)	(3)
	1. they speed the flow of information across borders	
	2. they foster trust	<b>的时间由于</b>
	3. they help people (4) each other	(4)

III. Migration and (5)	(5)
A. Immigrants account for an eighth of America's population but	
a quarter of (6) firms between 1995 and 2005 were	(6)
started by an immigrant.	
B. Exile itself has the effect	
In an experiment, (7) of the migrants saw the solution	(7)
against 42% of non-migrants.	225 / 115 115
C. Diaspora ties help (8) to collaborate	(8)
example:	
Godrej worked on a fridge for (9)	(9)
IV. Hyperconnectivity, (10) to today's networked diasporas	(10)
Migrants are connected instantaneously, continuously, dynamically	
and intimately to their communities of origin.	



	1	
	Floating Facebook	with the President In 1995
	The IPO of Facebook—both (1) and risks	(1)
I.	IPO brings money	
	A. Mr. Zuckerberg, who owns 28.4% of Facebook, will make a for-	
	tune	
	B. It also enriches other shareholders	
II.	Why a huge valuation is justified	
	A. the rapid spread of (2)	(2)
	B. the rise of the mobile phone	
	C. Other social networks will be helped too. But Facebook stands	Paradistrict
	to benefit the most because	24 (KB) ( ) ( )
	a. The site was positioned as a "social utility", which lets people!	
	do all kinds of things	
	b. They can do more and more, because outside developers have	
	(3)	(3)
III.	How Facebook can make money	
	A. enabling people to do everything on Facebook rather than going!	
i.	elsewhere	

	B. creating (4), social plug-ins could bring in as much revenue as ad sales on Facebook's own site	(4)
	C. attacking the online-search business, which accounts for almost 1	
	half of (5) in America	(5)
	D. selling ads on mobile phones	
IV.	Why advertising business will not be easy	
	A. Facebook may be less effective, because people go to the site	
	when they want to socialise	(6)
	B. Apart from some big brands, many find it hard to (6)	
V.	Why transition to a giant will also be hard	
	There are some risks:	(7)
	A. People stop using Facebook because they (7) or be-!	
	cause they are put off by its behaviour.	(8)
	B. Concerns about (8) This may turn into a wave of legis-	
	lation that makes it harder to (9)	(9)
	C. The idea of a "Facebook phone"—in accordance with the spirit	
	that things should be (10)	(10)



	The Cost of Natural Disasters	
I.	Examples of recent natural disasters	
	A. earthquake in Japan and New Zealand	
	B. flood in Thailand, China and (1)	(1)
	C. hurricanes, tornadoes, wildfires and floods in America	
II.	There's little link between (2) and the frequency of 1	(2)
	tropical cyclones.	
III.	Cost of natural disasters	
	A. Less deadly	
	B. Economic cost is rising because a growing share of the world's	
	population and (3) are being concentrated in disaster-	(3)
	prone places.	

C. Development aggravates risks of natural disasters, the result of	free and the second
which harms more (4) if barriers fail. But people are	
moving to more dangerous areas because of (5) in cities.	(5)
D. Perverse (6) are also responsible.	(6)
IV. Policy change	
A. to cut costs, government should spend more on (7)	(7)
B. example of the Netherlands	
a. (8) of the country is under sea level or at risk of regular	(8)
flooding	i de la companya de l
b. the country began building dykes, which made consequences of	
failure greater	
c. after flooding in the 1900s, the Netherlands began to make its cit-	
ies and countryside (9) to floodwaters	(9)
d. limits of its approach: too (10)	(10)



Asia's Economy	
I. Economy of China	
II. Economy of South Korea	
1. (1) of South Korea's Economy	(1)
1960, income per head on a par with (2)	(2)
The end of 2011, richer than EU average on PPP terms	
Combined growth with (3) and (4)	(3)
Hit hard by the financial crisis but recovered fast thanks to its	(4)
(5)	(5)
Recovery as the result of dependence on China and policies of the	
government	
2. Three features of the South Korean model	anti-
A. (6)	(6)
Drawback: hard to achieve further growth	
B. powerful conglomerates	
Drawbacks:	30321
prone to fraud, dodgy accounting and illegal (7),	(7)
stifling innovation and entrepreneurship	

having few start-ups	
C. SEMs are comparatively (8)	(8)
Reasons:	
crowded out of markets for people and skills by the conglomerates	
(9) by the government	(9)
3. How the South Korean model can be (10)	(10)



	Education Out of School	
I.	The origin of "Youth Hostel":	
	A German schoolmaster started the idea of "Youth Hostel" in 1907.	
	He turned his little schoolhouse into a (1) for young peo-	(1)
	ple's summer holidays.	soft observations 200
II.	The current use of "Youth Hostel":	vices as a Sample of
	A. Admission and price:	they apply on the continue of
	show their (2) in a hostel organization;	(2)
	use the facilities for a (3) price.	(3)
	B. "Hostelling":	\$455年,2015年
	The young from different countries meet together in Youth Hos-	nerval all
	tels.	
	They learn a lot from those of other countries.	in the same of
	"Hostelling" has become a form of (4) education as	(4)
	useful as classes in school.	
	Today, hostels are considered important for (5) the!	(5)
	young with a first-hand contact with youths of other lands.	
III.	(6)work:	(6)
	A. Young people serve at a (7) without pay during their summer holidays.	(7)
	B. They also see the (8), meet people and have discus-	(8)
	sions.	(9)
	C. They come to (9) a community, building community!	
	centers, organizing clubs, etc.	(10)
	D. They often work (10) and the locals become interested.	
	in helping themselves.	