

DICTATION
PRACTICE
FOR CET BAND 4

大学英语强化训练丛书



大学英语 四级考试 听写强化训练

新题型

上海外语教育出版社

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余建中 编

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前 言

自全国大学英语四、六级考试委员会决定在大学英语考试中采用听写这一考试题型后,全国各高等院校在培养学生的英语语言基本功这方面抓得更紧了。作为培养学生各种基本语言技能的有效手段,听写训练已日益受到我国大学英语教师的重视。**本书旨在为大学英语教师及广大学生提供一套实用而又有效的听写练习材料。**

本书是编者与其他合作者经过一年多艰辛的听写研究工作后才着手编就的。在此,编者要感谢复旦大学、同济大学、上海工程技术大学及杉达学院等高校的老师 and 同学们,他们为编者的研究工作提供了第一手的分析资料。此外,编者还特别要感谢复旦大学世界经济系的徐惠忠老师、复旦大学管理学院统计运筹系的郑方贤老师,是他们与编者共同承担了听写研究工作。另外,复旦大学新闻学院的俞蓓迪同志也参加了部分工作。

本书所用的材料都经过精心挑选,每篇的词数与难易度也都参照《大学英语四级考试大纲》的要求严格控制,练习部分的第一、第二及第三单元的难度分别略低于、相当于或略高于大纲的要求。目前许多大学英语教学材料中所用词汇的超纲现象非常严重,这固然方便了编者(因为这样便可省略严格的材料取舍过程及改写过程),却苦了使用这些材料的学生。在本书的编写过程中,我们用**复旦大学自编的计算机词汇检测软件对听写练习中的英语词汇进行了检测,确保本书所用的英语词汇既较全面地覆盖了《大学英语教学大纲通用词汇表(1-4级)》所列的词汇,又不超出该词表的范围。**个别无法避免的生词则用汉语注释。复旦大学英语教学部的夏国佐老师和复旦大学经济系研究生王小青同志在词汇检测方面做了关键的工作,美国语言文学专家 John Parker 在英语文字方面提供了宝贵的意见,本书编者特此鸣谢。

希望本书能有助于修学《大学英语》课程的同学们打下坚实的英语语言基础。

编者

一九九五年十二月六日

于复旦大学

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PART 1 大学英语听写练习的意义及方法

一、为什么要搞听写测试

全国大学英语四、六级考试委员会在 1995 年 9 月向全国各类高等学校发出通知,将听写列为大学英语四、六级考试的正式项目。全国大学英语四、六级考试委员会的这一决定是根据近年来我国大学英语教学的实际情况并经过充分的可行性研究之后作出的。在相当长的一段时间内,全国大学英语四、六级考试对推动我国的大学英语教学起了巨大的作用。但随着时间的推移,一成不变的考试形式逐步陷入了一种固定模式,并产生了一定的负面效应。许多学生在平时的学习中,注重的是如何凭借考题上给出的选择项来猜测正确答案,却忽略了英语基本功的培养。现在全国大学英语四、六级考试委员会作出的有关考试题型改革的决定,无疑将对推动全国的大学英语教学、促使全国高校师生重视英语基本功的培养起到非常积极的作用。

在 1995 年以前的全国大学英语四、六级考试中,学生的听力水平是通过回答听力选择题来衡量的。但选择题能否全面地衡量出一个学生的听力水平呢?那是很难的。这是因为听力选择题的设计者往往凭主观想象来认定一段有声语言中的所谓“题眼”——即学生有可能无法理解或理解错误的地方——然后据此来命题。但所谓的“题眼”是无法覆盖整段语言内容的。况且,命题者确定的“题眼”即使经过测试分析也不可能就此认定便是最佳的命题角度。因此从理论上讲,命题者几乎可以从无数个角度入手来确定考试内容。另外,选择题所固有的弊病——允许考生凭猜测来答题则使我们很难确定一个考生究竟是听懂了考题才选对答案的还是“瞎蒙”猜对的。就全国大学英语四、六级考试中的听力考题而言,除了上述问题外,其中的对话型听力选择题脱离了具体的语言环境,却要在短短的两三句话内让考生听明白两人间的对话,并从他们的对话中挖出深层含义来。这样的要求是否过分苛刻尚且不说,学生因为所听的内容较少而作胡乱猜测的比重大大增加。这在本文编者与其他合作者的有关研究中已经证实。

为了避免上述这些问题,在全国大学英语四、六级考试中使用听写型测试题是很有必要的。首先,听写型测试题要求学生逐词写出他们所听到的内容,因而它的覆盖面是对话型选择题无法相比的。而最关键的是,听写型测试题不给学生任何选择项,因而从根本上去除了学生答题时的猜测因素。

对于听写测试的科学性问题其实早就有人在研究。60 年代初,著名语言学家 R. Lado 曾把听写测试说得一无是处。照他所说,听写除了可以测一下学生的拼写能力和掌握动词的屈折变化及标点符号的能力外,其他什么都测不出。但就在 60 年代末,一些语言测试专家通过对听写测试的深入研究,发现事实并非如 R. Lado 所说的那样。他们的研究证明听写是一种很有用的测试手段。到八、九十年代,Lado 的断言更是全无市场了。A. Hughes 在他的《语言教师测试读本》中批驳了 Lado 的观点,得出了听写能够测出学生全面的听力水平的结论。

从考试类型划分来看,听写测试是一种综合性测试法。目前我们使用的许多考试项目都有一个特点,即一道考题只考一种语言能力。这样做自然是有其道理的。英国的语言测试理论权威 J.

Heaton 在他的《英语语言试题编写》一书中明确地反对用听写作为英语测试的手段。他的理由是:如果学生在听写中出错,我们很难判断那究竟是因为学生不能正确拼写单词,还是没有“抓住”听的内容,没有记住某个单词或是没有搞懂整段语言。但是,评判一种测试手段的好坏不能光从能否确定考生为何出错这一点而下定论。评判测试手段的优劣时,最要紧的是看该种测试手段是否真正测出了考生在某一方面的实际水平。听懂有声语言的过程是一个极其复杂的过程,它是听觉器官及各种语言能力协同作用的结果。我们的听力考试就应该精确地测试出学生在这一过程中所表现出来的那种由各种语言能力交织在一起的听懂语言的能力,而不是割裂开来的其中某一项能力。

对听写测试颇有研究的 J. W. Oller, Jr. 指出“听写测试好就好在它所包含的全部听力测试内容忠实地反映了一个人以听觉处理语段过程中通常必须完成的那些活动的关键方面。”另一位语言测试专家 A. Harrison 也指出:听写“反映了语言用于交际目的时所发生的一切”。

其实,用听写来测试学生的听力水平这一做法早就被许多正规的语言测试机构采纳。如 S. Davis 等人写的《皮特曼英语语言考试指南》就提及了三种正规的作为外国语的英语语言测试中含有听写测试。

二、听写测试什么语言能力

作为一种综合性的能力,听写能力跟学生的其他许多语言能力都有关系。根据研究,听写能力强的学生往往同时具有较强的掌握与应用英语词汇与语法的能力、较强的英语阅读与写作能力以及较强的英语口语能力。一般来说,普通的听力选择题可以测试学生以下各项能力:a. 识别与区分不同音素及语音语调的能力;b. 识别词汇及词汇所表示的语义与语法意义的能力;c. 从语段水平上来理解、获取口头信息的能力。

为了探索听写测试方面的有关问题,1994—1995 年间,复旦大学等高校的十几位教师曾对 638 名来自四类不同高校的学生在听写测试中出现的错误进行了详细分析。根据分析结果,大家认为听写除了可以测出上述 a—c 等项人所共知的能力以外,还可以测出以下诸能力:A. 拼写英语单词的能力;B. 使用英语词汇及英语语法的能力;C. 从语段水平上来应用英语的能力;D. 用英语做笔记及写作的能力;E. 用英语口语复述已知信息的能力(部分)及口头交际能力(部分)。

由于近年来多项选择题风行,许多学生不屑于进行英语单词的拼写训练,因而他们的拼写能力越来越差。由于听写型测试题迫使学生写下正确的英语单词,拼写基本功差的学生马上就显露了他们的短处。本文编者曾用通行的办法,将数百名正在修读大学英语四级的学生分成高、中、低三部分(分数序列上的前 27.5% 为高分学生,末 27.5% 为低分学生,其余的为一般学生),并让他们听写一段 100 词左右的英语材料。结果竟然有 12% 的低分学生,5% 的一般学生及 1% 的高分学生拼不出“British”一词,错误拼法有八种之多!

英语当中有许多词看似简单,但具体运用起来并不那么容易。比如“object”一词常跟“to”连用,其后应接一个名词或动名词。但如果哪个学生不会使用“object”这个词的话,他很有可能把录音中的“He doesn't object to working in the evening”(他不反对晚上工作)写成“He doesn't object to work in the evening”这么一个错句。另外,如英语中很常用的句型“not only ... but also ...”,有些学生在听写时会把这个句型隔成两个句子,即把后面的“but”大写,变成“But also ...”,成了跟前半句无关的另一个句子。类似的例子是举不胜举的,但它们都说明听写是能够测试出学生对英语词汇与语法的应用能力的。

由于听写时学生听到的是整段文字,而有些词是必须在听懂上下文的情况下才能写出来的,因

此听写还能考出学生从语段上来理解和应用英语的能力。举一个最简单的例子,英语中“police-man”一词,它的读音无论是单数还是复数都一样,学生在听写时该用单数形式还是复数形式全凭对上下文的理解。在英语口语中,许多单词的读音都随着上下文或是重读,或是弱读,有的还可连读,这些现象都会使听力水平不高的学生感到头疼。但是如果学生能够从语段水平上来理解讲话内容的话,许多听不太清楚的词语会因为上下文而变得容易听懂;反之,则原本讲得很清楚的词语也会变得似懂非懂,听不明白。本书作者曾让几百名学生做本书中第一及第六两份模拟题。结果,大多数学生写不出其中某些最简单的英语单词(如第六份模拟题第七节)和英语倒装句(如第一份模拟题第五节)。并非这些学生没听清这些单词和句子,而是因为他们没能从语篇水平上去理解这些单词和句子,所以那些原本很容易的单词和句子变得似乎无意义了,自然这些学生就没法把这些单词和句子写下来。

至于听写能否测试学生做笔记的能力,那是不言而喻的。此外,根据上面的分析以及学生的听写成绩与他们的写作成绩的相关分析,我们还可以较有把握地说,听写测试题是能够反映出学生的写作水平的。正如 Hughes 所说,听写时“单词和词序并非真是给予考生的,考生听到的只是一串声音,他们必须把它解码,使之成为一系列的单词并储存起来后再现于纸上。”这一再现过程与我们通常让学生做的命题作文有许多相似之处。

Harrison 指出,“听写把声音和书写结合了起来,凭靠的是短时记忆。”口头复述已知信息靠的也是短时记忆,只不过听写靠笔,而口头复述以发音器官来重现听到的信息而已。因此,我们说听写能够部分地测试学生口头复述已知信息的能力也是有根据的。至于听写能否测试学生的口头交际能力,应该说,具备口头交际能力的前提是听懂别人说话的能力,其次,是将语言组织起来并以声音的形式表达出来的能力。虽然通过听写测试我们无从知道学生的语音及语调的情况,但我们却能知道学生能否听懂以及能否组织语言的能力,从而大致判断出学生的口头交际能力。从我们已作的研究与分析及已经得到的有关数据来看,听写测试的成绩与学生的口语水平具有很大的相关性。

事实上,听写可以测试出非常广泛的语言能力。D. Baker 在他的《语言测试》一书中指出:“听写的测试范围可比完型填空更广。”这话是有道理的。在此我们必须强调的是,能够测试多种语言能力不是听写这种测试形式的弱点,而是它的优点。因为它所测试的正是学生在听懂英语过程中所需的各种能力。

三、如何进行听写训练

听写训练的方法与手段必须因人、因条件而异。所谓因人而异,是指每个人的英语总体水平有所不同,其掌握的各种英语语言技能的熟练程度亦有差异,因而他们必须有各不相同的学习方法与手段。因条件而异,则是指在英语学习方面各人都有各自的客观条件,因而他们不可能采取一样的学习方法与手段。就英语水平而言,有些学生发展比较全面,他们只需熟悉听写题型,略做一些听写试题便能掌握听写技巧。但是大多数的学生在掌握英语语言技能上常有或这或那的欠缺,对他们来说,如何提高听写能力就不是单纯的提高听力水平的问题了。大体上,我们可以把这部分学生分为以下几类:

	语言技能	听力	口语	阅读	写作	词汇	语法
1	听力	✓	✓	?	?	?	?
2	口语	✓	✓	?	?	?	?
3	阅读	?	?	✓	?	✓	✓
4	写作	?	?	✓	✓	✓	✓
5	词汇	?	?	?	?	✓	?
6	语法	?	?	?	?	?	✓
7	无	×	×	×	×	×	×

表格中的数字分别表示相对而言较好地具备某种英语语言能力的学生。本表以是否具有听、说、读、写等能力为标尺把学生(不包括已较全面地掌握了各种英语语言技能的学生)分成了七类。以✓表示具备某种能力;以?表示可能具备某种能力;以×表示不具备某种能力。表中第一类学生具有较强的听的能力,根据一般规律,这类学生同时应具有较强的说的能力,但这些学生是否具有表中所列的其他的语言能力,那就要看具体情况了。第二类学生跟第一类学生具有相似之处。第三类学生具有较强的阅读能力;一般来说,阅读能力的基础就是词汇与语法,因此这类学生一般都具有较好的英语词汇和语法基础。第四类是具有较强写作能力的学生,他们必定具有较强的阅读能力与较好的词汇与语法基础,否则我们很难想象他们会写出好的作文来。有些学生认为他们的英语词汇量或语法基础还可以,但其他方面的英语基础较弱。这是表中的第五和第六类学生。至于各方面基础都很差的学生,可以归入第七类。

由于听写是对学生各种英语语言能力的综合检测,上述各种语言能力的欠缺都有可能影响听写成绩。因而,若要提高听写能力,上述第一、二种类型的学生在进一步加强英语听、说训练的同时,还必须注意提高自己的英语读、写能力。上述第三类学生自然必须狠下功夫来提高自己的听力水平,但仅此还不够,他们必须设法提高自己的写作水平才能在听写测试中应付裕如。第四类学生应是通过使用本书后最能见成效者,因为他们所缺的正是本书所提供的大量的听写训练。自然,如果这些学生同时能注意利用一切可能的机会来练习听力,他们的听写成绩是会有显著提高的。至于上述第五、六、七类学生,他们不可能仅靠多做听写练习就很快地提高听写成绩。对这些学生来说,正确的做法应是在进行听力训练的同时,尽量地想方设法提高其他各方面的英语能力。

除了学生的个体差异外,各个学生所具备的学习条件也是千差万别的。有些重点大学的学生具有一流的师资和一流的学习条件,而有些学生则不具备这种优越的条件。更有甚者,有些学生主要就靠自己自学成材。一般来说,客观条件优越者较易得到各种英语技能的全面训练,而条件差的学生由于受到的客观限制较多,他们只能在条件许可的范围内获取有限的英语语言技能。例如,有些重点大学的学生可以随意进入学校的视听教室进行听力训练,有些家境较好的学生自己购买了袖珍收录机,还有些学生时常有机会同精通英语的人交谈以锻炼自己的英语听、说能力。对这些学生而言,充分地利用已有的各种条件并持之以恒是他们成功的关键。对条件较差的学生来说,他们可以先从自己能做的事情做起。比如,他们可以先从打下深厚的英语读、写基础做起,或从扩大自己的英语词汇量、牢固地掌握英语语法等方面做起。前面已经说过,听写测试是一种综合性的语言测试,各方面的语言技能的提高都会有助于听写成绩的提高。自然,条件差的学生也必须想方设法

创造一定的条件来提高自己的听写能力,因为即便这些学生的读、写能力提高了,如果他们从来不进行听写训练,他们的听写成绩必定不会理想。

一般的听写测试总要将听写内容播放好几遍。全神贯注地听懂第一遍录音是取得高分的关键一步。有些学生唯恐来不及记录听写内容,在听第一遍录音时就急急忙忙地边听边记,结果往往是听、记两失,既未听清楚听写内容,也未记全应记的内容。等到第二遍让他们记录听写内容时,因为未能把握住整篇听写内容,这些学生常很难正确理解并记下有关内容。练习听写的正确方法应该是:首先设法听懂听写内容,然后运用自己的综合英语能力把听到的内容记下来。在记录的过程中,每个学生都应注意根据听写材料的上下文,运用相关的英语语言技能,作出正确的判断,记下合乎语言逻辑的文字。最后再根据录音校对一遍。听写与其他语言能力的关系已在上面第二节“听写测试什么语言能力”中论及,这里不再重复。

四、如何使用本书

本书共分四大部分。第一部分用中文写就,主要讲述有关听写练习的几个问题。第二部分是听写练习。这些练习是按照循序渐进的准则编写的。全部练习共分四个单元。第一单元中的听写材料较容易,朗读速度也略慢。第二单元的听写材料难度适中,朗读速度跟正式考试相仿。第三单元的材料有一定的难度,朗读速度也略快。第四单元为模拟题,一切(包括录音方式)均与正式考试相似。第三部分为听写练习答案。第四部分是模拟题注解。

本书中的听写练习题以听写填空的形式编就。听写测试形式主要有两类:普通型听写测试(standard dictation)与抽样型听写测试(spot dictation,即“听写填空”)。普通型听写测试要求学生把听到的内容全部记录下来,听写填空则要求学生将整篇听写材料中的若干句子或句子片断记录下来。采用听写填空的形式作为大学英语的考试项目主要是出于简化阅卷的考虑。学生平时训练时,可以不用本书中的答题纸,而将本书提供的听写练习当作普通型听写测试练习来用,即尽可能地记录全部听写内容。学生还可以在听过一遍录音后,关掉录音机,根据回忆在答题纸上填出空缺的句子或句子片断。当然,学生若完全按照本书的编排来进行听写训练也是可以的。

按照大学英语考试的要求,听写录音共播三遍。播第一遍时学生只听不记,第二遍听到录音停顿信号时再作记录,第三遍校对记录的内容。本书的书面材料及题目指令均已按考试要求处理,但为了降低磁带需要量并从而降低本书及配套磁带的总价,本书练习中第一至第三单元的配套录音只读两遍,并省略考试指令。第一遍以正常速度朗读。第二遍在朗读过程中插入停顿信号,但不留停顿空间,学生需自己按录音机暂停键来中止录音。听写记录完成后,学生可将磁带退回第一遍起始处重新播放一遍录音以校对。书中听写模拟题的配套录音则完全按照考场要求录制。学生在使用本书时,可先做一份模拟题来测试一下自己的实际水平,然后再做其他练习。在整个训练过程中,可不时地插入一两份模拟题来检测自己的学习效果。

听写测试的评分方法有多种。对使用本书的学生来说,最简便的方法就是计数法,即做完听写练习后数一下自己写出的正确词数,再将这些词数乘以0.2,得出的结果便是听写成绩。听写成绩以10分为满分,以6分为及格。拼写错误、单复数错误等均作全错处理。顺序错位的词不计数,加词(听写材料中没有的词)不计数,但加入使原句意义相反或明显改变原句意义的词,则扣除该句(或句子片断)的全部词数分。

本书最后部分“模拟题注解”主要为使用本书的学生分析他们在听写过程中出错的原因。本书编者希望通过这些分析能使这些学生认识出错原因并采取相应的措施切实提高他们的听写能力。

PART II DICTATION PRACTICE

UNIT ONE

PASSAGE 1

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

Listening is important to us for many reasons. First, listening is one of (1) _____ / Second, listening is an important way (2) _____ / Third, listening carefully helps us (3) _____ / Besides, we (4) _____ /

Statistics (统计资料) show that about (5) _____ / In our life, when (6) _____, / you let them know that you think (7) _____ / Your (8) _____ also tell people/ that you think (9) _____ is important, too. / The chance to give a speaker (10) _____ / is one of the most important reasons for learning to listen effectively.

PASSAGE 2

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole pas-

sage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

Computers make office work easier. First, the computer will (1) _____ for you. / (2) _____ is type in the name of the file you need. / This saves a lot of time (3) _____ searching by hand through extensive storage files. / Second, (4) _____: "Ask me tomorrow," / (5) _____." / The computer (6) _____ immediately. / (7) _____ / The computer will also (8) _____ for you. / Then you (9) _____. / This is the third way a computer (10) _____. / In fact, the computer has made our office work so much easier that we don't need as many secretaries.

PASSAGE 3

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

Few Americans stay put (固定不动的) for a lifetime. We move (1) _____, / from high school to college (2) _____, / from a job in one region (3) _____, / from the home where we raise our children to the home (4) _____.

With each move (5) _____
 _____ /
 For many of us the summer (6) _____
 _____ / Today millions of Americans (7)
 _____, / and they go not only
 (8) _____
 _____ / but also with the hope of (9) _____
 _____ / No one really expects a vacation trip (10)
 _____ / But surely the begin-
 ning of a friendship is possible.

PASSAGE 4

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

Our family is trying to decide where to go for our vacation this summer. Our son Tom wants to go to Yellowstone Park again (1) _____
 / We did that last summer, and (2) _____
 _____ ! / When we got there (3) _____
 _____ and went to explore. / (4)

 we heard Mary shout: "Look!" / We did and (5) _____
 _____ / We heard him (6)
 _____ / but we didn't (7)
 _____ / We (8) _____
 _____, / but
 (9) _____, / so we (10) _____
 _____ / This summer I think it would be smart for us to go to the beach.

PASSAGE 5

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

In the United States, children have watched (1) _____
_____/ by the time (2) _____
_____. / My friend
Jolie learned this fact (3) _____/
and decided (4) _____
_____. / Jolie believes that children (5)
_____/ will grow up to believe that
(6) _____
is to buy, buy, buy! / This, says Jolie, (7) _____ /
I have been thinking about (8) _____
_____. / I (9) _____
_____. / And I am upset myself at how the advertis-
ers (10) _____ /
I think I should join Jolie in her efforts to do something for our children.

PASSAGE 6

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

My most embarrassing experience happened when I had just left university. I (1) _____ in a London secondary school then. / One morning (2) _____. / I (3) _____. / I woke up at half past eight and (4) _____. / I quickly washed, shaved, dressed. (5) _____. / When I arrived the students (6) _____. / I didn't go to the staff room, (7) _____. / After two or three minutes (8) _____, / and (9) _____. / Suddenly (10) _____. / I had put on one black shoe and one brown shoe!

PASSAGE 7

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

The coffee plant is a small tree. It has dark green leaves and white flowers (1) _____. / The drink (2) _____ in Arabia (阿拉伯半岛)/ and enjoyed by the people there (3) _____. / During the seventeenth century it (4) _____. / and became a popular drink (5) _____. / It is still the most popular drink (6) _____. / It is grown in (7) _____ of the equator (赤道). / It can be grown (8) _____, / but the highest quality coffee (9) _____. / It needs (10) _____.

_____ / and an annual rainfall of one to two metres.

PASSAGE 8

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

To save a person from water, the rescuer does not need to be a swimmer or (1) _____. / The best method is (2) _____. / From (3) _____ / a drowning person (4) _____ or a foot. / In (5) _____ / the rescuer can (6) _____ to reach the drowning person. / He must be careful (7) _____. / There is (8) _____ in rescuing with the hand. / The rescuer should (9) _____ / and (10) _____. /

A person in deep water can only be rescued by a skilled swimmer.

PASSAGE 9

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

You may be in the United States only a short time before you are invited to dinner in an American home. (1) _____

_____ or ask you in person. / (2) _____

_____, / be sure to find out (3) _____

_____/ and (4) _____

Most Americans do not have maids (5) _____ in the house. /

Often the husband and wife (6) _____ /

and (7) _____ afterwards. / Sometimes they (8) _____

_____ with cleaning

the table, / (9) _____ / However,

(10) _____, / it is always polite to telephone later

to say that you enjoyed the dinner.

PASSAGE 10

Directions: In this section, you will hear a passage of about 120 words three times. The passage is printed on your Answer Sheet with about 50 words missing. First, you will hear the whole passage from the beginning to the end just to get a general idea of it. Then, in the second reading, you will hear a signal indicating the beginning of a pause after each sentence, sometimes two sentences or just part of a sentence. During the pause, you must write down the missing words you have just heard in the corresponding space on the Answer Sheet. There is also a different signal indicating the end of the pause. When you hear this signal, you must get ready for what comes next from the recording. You can check what you have written when the passage is read to you once again without the pauses.

Marriage is still a popular institution in the United States, but divorce (1) _____

_____ "_____". / Most

American people (2) _____, / but (3) _____

_____, / fifty percent of American

marriages (4) _____. / However, four out of five

divorced people (5) _____. / They

(6) _____. / Many so-

ciologists (社会学家) believe that (7) _____

_____, their homes and their circles of friends, /

the person who was a good husband or wife ten years ago (8) _____

_____. / After (9)

_____, / a husband and wife can

feel that (10) _____