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English

英语专项训练系列

第2版

北京大学 曹其军 主 编

英语听力

高级篇

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英语听力高级篇

第2版

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英语听力高级篇

第二版

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考试名家指导

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第2版 前言

这是一套针对 MBA 联考选拔性应试的必备丛书。

我们会同北京大学、清华大学、中国人民大学、北京理工大学、西安交通大学、北京交通大学、上海交通大学、同济大学等几所高校的 MBA 辅导名师和资深命题专家，组织编写了这套考试名家指导丛书，分为“MBA 英语专项训练系列”，“MBA 联考复习指导系列”，“MBA 联考模拟试卷系列”等共 16 本。该套丛书严格依据最新 MBA 联考大纲及最新命题方向和趋势编写，题量较大、题型齐全、覆盖面广、难度及认知层次分布合理，应试针对性极强。

一、超一流豪华师资阵容

本套丛书的作者团队是从全国 MBA 辅导名师中精心挑选组成的。他们多年来一直从事 MBA 考前辅导和命题研究工作，既能把握考生需求与应试精髓，又能洞穿 MBA 命题规律与趋势。

讲课 \longleftrightarrow 著书 \longleftrightarrow 研究，紧密结合，相互推动，在讲课中实践，在著书中提炼，在研究中升华，这是一流应试辅导丛书品质保证的基石。我们的作审者团队如下：

数学团队：王式安 赵达夫 史荣昌 庄大蔚 郑家俊

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二、紧扣 MBA 联考最新大纲，直击 2005 年 MBA 联考真题

丛书紧扣最新大纲，精心研制的例题与习题，难度上等同或略高于真题考试难度，在题型设置上与 2005 年联考保持一致，其中数学分册中含有许多作者原创性的考试应对技巧和经验介绍。我们不鼓励“题海战术”，而是立足于帮助考生在深入研究最新考纲和历年真题的基础上，准确把握联考的难点、重点和命题趋势，直击 2005 年 MBA 联考真题。

三、体系明晰、精讲精练，提供 MBA 联考标准化解决方案

“MBA 英语专项训练系列”包括：《英语听力基础篇》（听力过关词汇必备）、《英语听

力中级篇》、《英语听力高级篇》、《英语词汇实战宝典》、《商务词汇与动词词组》、《英语阅读理解高分技巧精粹》、《MBA 联考英语阅读理解 100 篇精粹》、《MBA 联考英语万能写作》（背诵版）、《英语历年真题精解》（阅读理解、翻译、完型填空）9 本书，实用性强，使考生易于针对英语弱项，专项强化提高，快速突破英语难关。

“MBA 联考复习指导系列”包括：《英语分册》、《数学分册》、《面试分册》、《逻辑分册》、《写作分册》5 本书。该体系紧密结合最新大纲和指定用书，精讲精练，突出应考难点与重点，洞穿历年真题，强化训练提高，应试针对性极强。

“MBA 联考模拟试卷系列”包括：《英语分册》、《综合能力分册》两本书。严格按照 2005 年 MBA 联考考试大纲和命题趋势精心设计，考点分布合理，试卷难度等同或略高于真题难度，提供全真模拟考场感觉，融汇了众多作者多年教学、辅导、命题研究的心血和智慧，直击 2005 年 MBA 联考真题。

四、一套应试针对性很强的辅导书应具备的要素

一套好的辅导教材，总要具备四个要素：

① 是看它是否严格遵循最新考试大纲；② 是看它是否具有前瞻性，能否针对正式的考试；③ 是看它的作者是否真正透彻了解 MBA 联考的要求，内容的难度是否与联考试卷相符或略高；④ 是该书是否能满足考生的需求，是否凸显了为考生备考服务的宗旨。

本套丛书很好地体现了这四方面的要求，每道试题都是众多辅导名师与专家教学经验的结晶。往届高分考生的经验说明，“三道题做一遍不如一道题做三遍”、“三本书各读一遍不如一本书读三遍”。通过参考人员对本套丛书的认真阅读和演练，相信必将会为顺利考入名校 MBA 打下坚实的基础。

我们力争将本套丛书培育成为 MBA 辅导教材的精品。

希望经过我们不懈的努力和 20 多位 MBA 联考辅导专家的倾情之作，能够为您顺利突破 MBA 联考保驾护航。

MBA 考试名家指导专题策划小组

二、MBA 听力考试的特点

1. 体现了对 MBA 考生的素质要求，避免了传统意义上的听力考试对考生的听力基本功。

2. 考试内容为：简短文或会话；字数为 180~320 不等；语速为每分钟 180~220 词。

编者的话

为了解决广大考生听力考试的难题,使考生掌握正确的复习方法,有针对性地去训练和准备,根据新大纲的要求和几年来对 MBA 辅导培训的经验,我们特编写了 MBA 英语专项训练系列丛书,这是其中的英语《听力高级篇》。

本书共分为六章:

第一章为基础训练,其目的是帮助考生克服语音障碍。

第二章为单项训练,其目的是帮助考生各个击破听力的重点难点。

第三章为单词辨音,其目的是帮助考生听辨句子中的重点词汇。

第四章为提高训练,其目的是帮助考生体验临战气氛,提高应试技巧;

第五章为模拟考试,其目的是借助于全真模拟试题,全面考核考生的应试技能,使考生做到查漏补缺。

第六章为听力原文,包含了第二至五章内容的原文,目的是帮助考生通过此项训练提高听力水平,作好考试准备。

本书由曹其军主编。习传进、章杰和吴梅老师参加了编校工作。雷新梅参加了本书稿的录入工作。在此表示感谢。

由于编写时间仓促,加之编者水平有限,书中难免出现不妥之处,希望广大考生多多谅解,希望广大同仁批评指正。

MBA 听力应试指导

一、大纲要求及题型

根据工商管理硕士生 (MBA) 入学考试大纲的要求, 英语考试分为初试和复试。初试考试时间为 3 小时, 其中听力测试时间为 30 分钟。听力测试的分数占英语初试总分数的 20%。复试为口语测试, 命题和测试工作由各招生单位自行组织。

1. 测试目的与要求

英语听力测试主要测试考生理解英语口语的能力。要求考生理解主旨要义, 获取事实性的具体信息, 理解明确或隐含表达的概念性含义; 进行有关的判断、推理和引申; 理解说话者的意图、观点或态度。

2. 试卷内容与结构

听力测试由三部分共 20 道题组成:

节	为考生提供的信息	测试要点	题 型	题目数量	计 分
A	一段独白或对话 (180~220 词) (放两遍录音)	特定和具体信息	填充表格	5	5
B	二段独白或对话 (280~320 词) (放两遍录音)	特定、具体或 总体信息	补全句子或简答题	5	5
C	三段独白或对话 (每段 200~300 词) (放一遍录音)	理解大意和细节 推断词义 判断态度/意图	多项选择题 (四选一)	10	10

二、MBA 听力考试的特点

1. 体现了对 MBA 考生的素质要求, 避免了传统意义上的听力考试的偶然性, 要求考生具备较扎实的听力基本功。

2. 考试内容为 5 篇短文或会话; 字数为 180~320 不等; 语速为每分钟 150 个字左右。

题型分为主观题和客观题。

3. A、B 部分要求听完之后写出答案，其中 A 部分的答案要求只能用一个单词或数字，B 部分的答案不能超过三个单词，录音材料播放两遍。这种题型主要是考察考生的听写能力，具体考察听的能力、英语单词的音和形的辨别能力、短期记忆能力以及理解能力。C 部分要求听完之后选择答案，重点考察考生的综合能力，不仅包括单词的音和形的辨别能力，而且还包括对意义的理解和推理能力。本部分录音只播放一遍，其要求比 Part A 与 Part B 相对要高。

4. 文章不存在难度问题，词汇量一般在 2500 以下；而且测试题中的所有问题均在试卷上印出，这有利于考生预测答案。

三、MBA 听力训练方法

1. 从单词的发音入手，纠正一些单词的发音错误，加强朗读训练。
2. 进行大量的听写训练，养成做记录或速记的习惯，从根本上解决听力的基本功问题。
3. 循序渐进，进行从单词到句子到对话到短文的逐步训练。
4. 充分利用一切可利用的资源，作到精听与泛听相结合，合理地安排时间；持之以恒地训练，不要有突击训练的心理。
5. 听力的题材和体裁尽量多样化，尽可能地拓宽自己的背景知识；分析各种题型的提问方式和特点。

四、答题技巧及注意事项

1. 要有充分的自信心。
2. 考试时注意力一定要集中；快速浏览各部分的题目及选择项，带着问题听音，这样有助于预测短文的内容和对文章的理解，从而提高答题的速度和准确性。
3. 用自己熟悉的各种符号快速地记录，尤其是关键信息词，这样可以克服记录能力有限的问题。
4. 听段落时要注重主题句，即短文的段首句或段末句，还应该注重关键的名词、动词和形容词。对于那些不重要的功能词以及没听懂的个别单词，大可不必在意。千万不要停留在个别没有听懂的单词上，一定要保持和录音带同步。

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第一章 基础训练

现在，国内的许多考试中都有听力测试。听力测试的目的是为了检验考生能否辨别并且理解所听到的内容。但是，许多考生在听没有生词的文章时都觉得困难，更不用说有一些生词的文章。造成这种状况的原因就是语速以及相邻单词的影响。为此，我们综合了一些应该注意的现象，以帮助考生更好地应付听力中出现的问题。

一、连读

所谓连读，就是前后两个单词连接在一起发音，它是英语口语中最常见的语音现象。连读的情况主要有下面几种：

1. 辅音与元音连读

如果相邻的两个单词中的前一个单词的尾音是辅音，后一个单词的开头音是元音，那么这两个单词就应该连读。

2. 元音与元音连读

如果相邻的两个单词中的前一个单词的尾音是元音，后一个单词的开头音也是元音，那么这两个单词就应该连读。

3. 以字母“r”结尾的单词连读

如果相邻的两个单词中的前一个单词的尾音是不发音的字母“r”，后一个单词的开头音是元音，就应该读出“r”音，并且与后面单词的元音连读。

4. 省略[h]音后的连读

如果相邻的两个单词中的前一个单词的尾音是辅音，后一个单词的开头音是[h]，那么就不必发[h]音，前面单词的辅音与后面单词[h]后面的元音连读。

5. 相关练习

1) Rapid changes in technology and increasing international competition have led employers to seek new strategies for producing goods and providing services.

2) It gives high rewards to individuals who perform important tasks such as surgery, make heroes out of individuals for unusual or dangerous achievements such as flying fighter planes in a war.

3) This is interpreted to mean that our knowledge of physical systems is more certain than our knowledge of biological systems, and these in turn are more certain than our knowledge of social systems.

4) Such an approach might enable older workers to adjust better to retirement, while permitting employers to make gradual changes instead of coping with the abrupt departure of an employee.

5) With the coming of fall and the seasonal lowering of temperature, the body temperature of the frog drops to the point where the frog can no longer be very active.

6) However, it is those of us who are paid to make the decisions to develop, improve and enforce environmental standards, and, I submit, who must lead the change.

7) Researchers are finding that everything from blood pressure to brain function varies rhythmically with the cycles of the sun, the moon and seasons.

8) Right now, the notion that conventional computers and software are fundamentally incapable of matching the processes that take place in the brain remains controversial.

9) It became abundantly clear how complex it has become to work out international agreements relating to the environment because of economic concerns unique to each country.

10) They have certain ideas about which foods will increase their athletic ability, help them lose weight, make them alert for business meetings, or put them in the mood for romance.

二、失去爆破

所谓失去爆破，就是英语中的爆破音只做发音的口型，但是气流并不冲出口腔中发音器官形成的阻碍。英语中有六个爆破音：[p]、[b]、[t]、[d]、[k]和[g]。失去爆破的情况主要有下面几种。

1. 双爆破音

当前一个单词的尾音和后一个单词的开头音都是爆破音时，前一个单词的尾音失去爆破。

2. 爆破音与[tʃ]、[dʒ]、[θ]或[ð]音

当一个爆破音的后面是[tʃ]、[dʒ]、[θ]或[ð]等音时，这个爆破音失去爆破。

3. [t]或[d]音与[m]、[n]、[l]或[r]音

当[t]或[d]音出现在[m]、[n]、[l]或[r]音之前时，[t]和[d]音失去爆破。

4. 相关练习

1) They felt that telling students what types of learners they are and then telling them the

best learning tools for that style would be too directive.

2) To be sure, there is management, and there are market forces at work, but there are also many other factors that help or hinder economic function.

3) Not content with its doubtful claim to produce cheap food for our own population, the factory farming industry also argues that “hungry nations are benefiting from advances made by the poultry industry”.

4) Women and men have always had multiple roles, but women experience more conflict between roles and overload than men do.

5) We each wish to live our own lives and make our own choices, and in doing so to be respected or at least tolerated by others.

6) Many public school advocates take a harsh attitude toward home schoolers, perceiving their actions as the ultimate slap in the face for public education and a damaging move for the children.

7) It is also possible in this way to get a clear mental picture of the relationship between the sounds of different languages, between the speech habits of English people and those, say, of your students.

8) The best-known type of flag is that used for identification, such as the flag of a country or flags that distinguish governmental subdivisions, officials, agencies, and services, military units, classes of yachts and yacht clubs, and various other types of organizations and institutions.

9) But I consider it the finest test of genuine love and understanding of animals if a person has sympathies for both these creatures, and can appreciate in each its own special virtue.

10) The ability of people within a given society to read and write has been influenced by a number of factors, including economic well-being, the availability of material to read, the amount of education available, and the basic matter of the usefulness of reading.

三、同化

所谓同化，就是一个音因为受到一个邻音的影响而发这两个音之外的第三个音。同化的情况主要有下面两种常见情况。

1. 舌位的影响产生的同化

在发音时，因为舌位的影响，从而产生音的同化。

2. 嘴唇的影响产生的同化

在发音时，因为嘴唇的影响，从而产生音的同化。

3. 相关练习

1) People might not be able to stay alive: knowing neither joy nor pleasure, anxiety nor fear, they would be as likely to repeat acts that hurt them as acts that were beneficial.

2) Most people are capable at times of being well judging and careful, and able to think things through in a generous frame of mind.

3) In the technology acceptance model (TAM), scientists concluded that usefulness and ease of use are two variables that determine the adoption and use of information technology.

4) A government safety agency has recommended a nationwide network of fitting stations for child seats to prevent the deaths of children in automobile accidents.

5) All possible social and governmental innovations as well as financial factors should be thoroughly considered and accommodated in this policy.

6) Through the study of instruments, as well as paintings, written documents, and so on, we can explore the movements of music from the Near East to China over a thousand years ago.

7) Too many students lack reading, writing, and appropriate behavior on the job. Nor have they learned how to learn, how to solve problems, make decisions, or set priorities.

8) Researchers are increasingly interested in manipulating the environment early in children's lives when they are perceived to be at risk for impoverished intelligence.

9) They usually enjoy tending to the needs of their loved ones and keeping the family going, even if they do not find the activities themselves enjoyable and fulfilling.

10) Never mind something as complex as conversation: the most powerful computers struggle to reliably recognize the shape of an object, the most elementary of tasks for a ten-month-old kid.

四、元音弱化

所谓元音弱化,就是指非重读音节中的元音变为中性元音[ə]或[i],或者完全不发音的现象。根据语速的快慢以及弱读的程度,元音弱化主要有下面三种变化。

1. 语速不太快时

如果语速不是太快,并且单词不是完全弱读,那么该单词的元音就发低它一级的那个元音,典型的例子就是长元音发成相对应的短元音。

2. 弱化后的处理

经过一定的弱化后,所有的元音都发成[ə]音。

3. 所有的元音完全消失

比如:“but”这个单词,其元音弱化的第一种变化应该发成[bʌt]音,其元音弱化的第二种变化应该发成[bət]音,其元音弱化的第三种变化应该发成[b]音。

4. 相关练习

1) Every normal person is expert in the skill of pronouncing his own language; but few people are even moderately proficient at pronouncing foreign languages.

2) The protective effect of moderate drinking against heart attacks is well established, but the data has been conflicting about alcohol and strokes, the authors said.

3) Large corporations and factories have had their choice of suppliers since the mid-1980s, when the federal government expanded its deregulation of the interstate natural gas market.

4) Many people believe that nuclear energy provides an inexhaustible and economical source of power and that it is therefore essential for an industrially developing society.

5) The amount of heat energy received a certain distance from the nuclear explosion depends on the power of the weapon and the state of the atmosphere.

6) Therefore, by taking body temperature at intervals of two hours throughout the period of wakefulness it can be seen how quickly a person can adapt to a reversed routine, and this could be used as a basis for selection.

7) In today's era of scientific manpower shortage, companies have more reasons than ever to encourage scientists to do the work for which they are most qualified.

8) Despite the growing size of the Blacks and Hispanics populations, comparatively few individuals in these communities take degrees in fields that require advanced mathematics.

9) Today's corporations hire human engineering specialists and spend a considerable amount of time and money to make sure that the physical environments of buildings are fit to the activities of their inhabitants.

10) Although population, industrial output and economic productivity have continued to soar in developed nations, the rate at which people withdraw water from aquifers, rivers and lakes has slowed.

第二章 单项训练

一、数字

数字题的目的在于训练考生辨别英语数字以及进行数字计算的能力，通常包括日期、年龄、时间、价格、号码等。对于上万的数字读法应该多加练习，比如：40,000，应该读成“forty thousand”；560,000，应该读成“five hundred and sixty thousand”。对于号码中的重复数字，比如 99，可以读成“double nine”。年代的读法，比如 1983 年，应该读成“nineteen eighty-three”；2000 年应该读成“two thousand”。月份的读法，比如 4 月 1 日，应该读成“April first”。

1. [A] \$115 [B] \$105 [C] \$155 [D] \$150

2. [A] 3:40 [B] 3:00 [C] 4:30 [D] 3:10

3. [A] \$100 [B] \$ 20 [C] \$ 80 [D] \$ 200

4. [A] 4:00 [B] 4:30 [C] 5:00 [D] 5:30

5. [A] 1983 [B] 1986 [C] 1987 [D] 1988

6. [A] At 9 p.m. [B] After 9 p.m.

[C] After 6 p.m. [D] From 6 to 9 p.m.

7. [A] 7:15 [B] 7:35 [C] 7:50 [D] 8:10

8. [A] 10:30 [B] 10:45 [C] 11:20 [D] 10:50

9. [A] In April. [B] In May.

[C] In June. [D] In July.

10. [A] One hour and a half. [B] Half an hour.

[C] 45 minutes. [D] 40 minutes.

11. [A] 50 dollars. [B] 60 dollars.

[C] 100 dollars. [D] 120 dollars.

12. [A] 90 [B] 30 [C] 120 [D] 60

13. [A] Bob must leave his house at 7:00.

[B] Bob must be at school at 7:00.

[C] Bob must spend 30 minutes to school by bicycle.

[D] Bob must spend 60 minutes to school by bicycle.

14. [A] Black's daughter Julia was five when he was 32.
 [B] Julia is 30 years old now.
 [C] Black is 43 now.
 [D] Julia is 13 years younger than his father.
15. [A] The teacher's number is 67952134.
 [B] The teacher's number is 61285476.
 [C] The teacher's number is 66219527.
 [D] The teacher's number is 68125743.

二、时间与地点

时间与地点题的目的是训练考生对事件发生的时间与地点进行辨别和确认。时间通常包括事件发生的具体时间以及需要计算的时间；地点通常包括原文中直接或间接提到的地点或根据原文判断的场所——饭店、邮局、学校、车站、机场、图书馆、餐馆、电影院、银行等。

1. [A] The movie has been shown locally.
 [B] The movie has not been shown at my local theatre recently.
 [C] Movies that are produced in two weeks are worth waiting for.
 [D] My local movie theatre has not been showing any movies.
2. [A] Robert works at the bookstore from Monday to Friday.
 [B] Robert always went to the bookstore at weekends.
 [C] Robert never works at the bookstore at weekends.
 [D] Robert went to the bookstore only on Saturdays and Sundays.
3. [A] The teacher told the students to do their homework next Friday.
 [B] The students should hand in their homework to the teacher before next Friday.
 [C] The teacher will check the students' homework next Friday.
 [D] The students will do their homework after next Friday.
4. [A] The train left at 9:15. [B] The train left at 8:15.
 [C] The train left at 9:50. [D] The train left at 8:45.
5. [A] I was ten minutes late.
 [B] I was eleven minutes late.
 [C] I was fifteen minutes late.
 [D] I was twenty-five minutes late.
6. [A] In a professor's office.