

New Era Step By Step
English Listening

新时代 英语阶梯听力



王晶 李晓光 主编



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·北京·

内 容 简 介

本教材共分为6个单元:第1单元为基础训练部分,包括辨音、数字、听写等内容;第2单元由单句和小对话训练组成;第3单元为长对话和长篇理解等内容;第4单元为综合训练,包括填空式听写、段落听写及笔记填空等练习;第5单元为新闻内容,由慢速新闻逐渐过渡到标准新闻;第6单元为休闲听力部分,包含英文电影、诗歌、歌曲等内容。

本教材听力知识点全面,语言素材新颖,内容安排阶梯有序,实际应用性强。适用于高校专业听力课堂教学,也可用做传统教材的辅助参考,更适合作为自主学习的学习材料。

本书适合高校英语专业及非英语专业本科生、研究生、备考雅思/托福的人员及广大英语爱好者参考使用。

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前 言

《新时代英语阶梯听力》教材是参照教育部制定的《高等学校英语专业英语教学大纲》及教育部关于大学英语教学的改革精神,结合我国当前高等学校英语专业教学及大学英语教学的实际,为适应我国社会经济迅猛发展对高校英语教学要培养具有很强国际竞争能力人才的需要,而设计开发的一套理念创新、内容实用、体系科学并具有时代特色的全新教材。本教材在总体设计上体现了“以听力训练为导入,以听力技能由浅入深为过程”的编写模式,充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点。

本教材分为6个单元,每个单元由若干部分构成。第一单元为基础听力,包括辨音、数字、听写等内容;第二单元是精练听力;第三单元是巩固听力;第四单元为综合听力,包括填空式听写、段落听写及笔记填空等;第五单元是高级听力,由慢速新闻逐渐过渡到标准新闻;第六单元是休闲听力,包含英文电影、诗歌、歌曲等。教材的每个部分均由背景知识介绍和相关语言知识难点学习为导入,为下一步的听力技能训练扫清语言和背景知识的障碍。在此基础上,每段听力内容都配有符合材料特点的听力任务。本教材中的每个单元均遵循由浅入深、从易到难的阶梯学习理念,学习内容涉及相关的情景、功能、意念以及相关的文化背景知识和语言知识,进一步加强了各单元内各部分之间的相互衔接和技能之间的相互转换,使得各个教学环节有机相连,浑然一体。

与国内同类教材相比,本教材在教学理念和内容体系方面具有如下特点:

首先,听力材料及听力任务在难度上呈阶梯分布,由简入难,循序渐进。听力材料由较为简单的音标及数字练习入手,进而是篇幅较长的对话与短文,然后通过原声的新闻广播来提升学习者的总体听力水平,最后还有电影、歌曲等生活材料加强学习者对真实英语语篇的理解。听力任务的设置同样配合听力材料,由简单的原词填空、多项选择,到回答问题、笔记填空、整篇听写等,难度呈阶梯式提升。这种由浅入深的教学安排有助于激励学生主动投入并保持良好的学习热情。

第二,听力材料在发音、语速、语调等方面真实、全面体现口语特点。编者结合

多年的实践教学经验,注重用真实的语料培养学生的听力能力,因而教材中不论是测试性材料还是欣赏性材料都体现出真实的口语特点,学习者会自然地融入练习空间,提高听力能力。

第三,听力材料题材广泛,体裁多样,内容新颖,与时俱进。材料中既包含传统的语音、语义等基本功训练内容,也有新闻、电影等高水平提升听力技能的内容。编者本着“精听与泛听相结合,‘质’‘量’并重”的原则,力求在当下听力材料繁多复杂的时代为听力学习者提供系统有效的学习材料,因此本教材同时吸纳了传统教材与网络材料的优秀资源,让学习者有步骤、分阶段地逐步提升听力水平。

第四,听力任务形式多样,以学生为中心,具有互动性、真实性、启发性及趣味性。针对多主题、多样式的听力材料,编者设计了不同的听力任务,包括选择、判断、填空、简答、听写、摘记等,旨在激发学习者的兴趣,减少学习者的心理压力,充分调动学习者听、说、读、写、译等各个方面的语言能力。

本教材听力知识点全面,语言素材新颖,内容安排阶梯有序,实际应用性强,适用于专业听力课堂教学,也可用作传统教材的辅助,更适于用作自主学习的专门材料,是高校英语专业及非英语专业本科生、研究生,备考雅思、托福的人员及广大英语爱好者较实用的学习材料。

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1

Unit One Basic Listening

Part One Numbers

I. Directions: Listen carefully and repeat the number you hear. Then underline the correct number.

1. The dress cost me 30/13 pounds.
2. You have to pay 19/90 dollars for the night.
3. Tom was 14/40 minutes late for class this morning.
4. It usually takes me about 50/15 minutes to walk to the school.
5. Ellie lost 18/80 dollars on her way home.
6. Bill is young but he has been to 16/60 countries.
7. I went to the post office for 30/13 fifty-cent stamps.
8. This happened in the year 1916/1960.
9. The Johnson live at 1017/1070, 5th Avenue.
10. Her room number is 1418/1480, Park Hotel.

II. Directions: Listen carefully and fill in the blanks.

In my family there are _____ people. My father's birthday is _____. My mother's birthday is _____. My older sister's birthday is _____. My older brother's birthday is _____. My younger brother's birthday is _____. My younger sister's is _____, and my birthday is _____.

III. Directions: Listen carefully and fill in the blanks.

1. United Airlines announces the departure of _____ to San Francisco. Passengers are requested to go to _____ immediately where this flight is now boarding.

2. Attention, please. Central Airlines _____ from Chicago now arriving at _____.
3. This is the last call for Midwestern Airlines _____ from Milwaukee. All passengers please board at _____.
4. Your attention, please. Central Airlines _____ for Chicago. Now boarding at _____.
5. Midwestern Airlines _____ from Milwaukee now boarding at _____.
6. _____ of my classmates are teachers.
7. _____ of the whole city is covered with trees.
8. I need _____ bottle of water to finish the experiment.
9. This room is _____ size of the dining room.
10. _____ of the paper has been cut for future use.

IV. Directions: Listen carefully and write the numbers that you hear.

Population

Here are the latest population figures.

There are about _____ people living in the United Kingdom.

There are around _____ people living in the United States.

There are about _____ people living in Australia.

There are nearly _____ people living in Canada.

There are about _____ people living in New Zealand.

There are about _____ people living in the USSR.

There are about _____ people living in India.

There are around _____ people living in China.

Distance

Here are some figures relating to distance.

It's about _____ from New York to London.

It's about _____ from New York to Tokyo.

It's around _____ from New York to Beijing.

It's about _____ from New York to Moscow.

It's about _____ from New York to Sydney.

Areas

Here are some figures indicating area.

The size Canada is about _____ .

The size of the USSR is _____ .

The size of Japan is about _____ .

The size of China is _____ , and the size of USA is the same, _____ .

V. Directions: Listen carefully and write the answers.

1. Nine plus three
2. Twenty-one times two
3. Fifteen minus eight
4. Seven times five
5. One hundred divided by four
6. Eighty-three minus fifty-six

VI. Directions: Listen to each problem and write your answer on each line.

1. Here is a supermarket in the United States. You want to buy five peaches. One peach costs 45 cents. How much are five peaches?
2. You are in a postoffice in Japan. One air mail stamp costs 150 yen. You need three stamps. How much are these stamps?
3. You are driving on a highway in Italy. Your speed is 60 km per hour. You drive for four hours. How far do you go?
4. You are in London at a Chinese-restaurant with six friends. The cost for each person is five pounds. How much will you pay?

Part Two Sound Recognition

Directions: You'll hear one word read from each group. Listen carefully and underline the letter beside the word you hear.

- | | | | |
|--------------|----------|------------|-----------|
| 1. A. sir | B. shirt | C. third | D. church |
| 2. A. sought | B. short | C. thought | D. choke |
| 3. A. seat | B. sheet | C. theme | D. cheat |
| 4. A. sank | B. shank | C. thank | D. chant |
| 5. A. sear | B. share | C. theater | D. chair |
| 6. A. sigh | B. shy | C. thigh | D. child |
| 7. A. so | B. show | C. thaw | D. chew |
| 8. A. soak | B. shock | C. thought | D. chalk |

- | | | | | |
|-----|-----------|------------|-----------|---------------|
| 9. | A. same | B. shame | C. thane | D. chain |
| 10. | A. sip | B. ship | C. thick | D. chip |
| 11. | A. leak | B. lick | C. leg | D. tag |
| 12. | A. heat | B. hit | C. hen | D. hand |
| 13. | A. meet | B. mitt | C. men | D. man |
| 14. | A. read | B. rid | C. red | D. rag |
| 15. | A. jeep | B. jig | C. jet | D. jam |
| 16. | A. seat | B. sit | C. set | D. sad |
| 17. | A. pea | B. pin | C. pet | D. pan |
| 18. | A. beat | B. bit | C. beg | D. bag |
| 19. | A. he | B. him | C. head | D. hat |
| 20. | A. team | B. tin | C. teddy | D. tap |
| 21. | A. books | B. boss | C. board | D. boots |
| 22. | A. cook | B. cockpit | C. caught | D. air-cooled |
| 23. | A. foot | B. fog | C. fought | D. food |
| 24. | A. room | B. rock | C. raw | D. roof |
| 25. | A. look | B. lock | C. lord | D. loose |
| 26. | A. took | B. top | C. talk | D. too |
| 27. | A. should | B. shock | C. short | D. shoe |
| 28. | A. pull | B. pop | C. Paul | D. boost |
| 29. | A. wood | B. mop | C. more | D. moon |
| 30. | A. good | B. god | C. gone | D. goose |

Part Three Dictation

Word Dictation

I. Directions: In this part, you'll hear 20 words. You have learned all of them. The words will be read twice. Let's see how many you can write out correctly. Now let's begin.

- | | | | |
|-----|-----|-----|-----|
| 1. | 2. | 3. | 4. |
| 5. | 6. | 7. | 8. |
| 9. | 10. | 11. | 12. |
| 13. | 14. | 15. | 16. |
| 17. | 18. | 19. | 20. |

Sentence dictation

II. Directions: In this part, you'll hear 10 sentences. You have learned all of them. The sentences will be read twice. Write down or complete the following sentences. Now let's begin.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

2

Unit Two Intensive Listening

Part One Statements

语音、语义障碍是影响英语听力的根本原因。为此,本章将以短句、小对话对英语学习者的语音、语义进行专项训练。首先,来了解一些相关语音知识。

1. 语音相关知识

1) 连读与失爆

(1) 连读。在连贯地说话或朗读时,在同一个意群(即短语或从句)中,如果相邻的两个词前者以辅音音素结尾,后者以元音音素开头,就要自然地将辅音和元音相拼,构成一个音节,这就是连读。连读时的音节一般不重读,只需顺其自然地一带而过,不可以加音,也不可以读得太重。如 not at all 这个短语,连读时听起来就像是一个单词。注意:连读只发生在句子中的同一个意群中。在两个意群之间即使有两个相邻的辅音和元音出现,也不可连读。如 Please take a look at it. 这个句子中 take a look at it 是同一个意群,那么 take 与 a 可连读, look 与 at 可连读, at 与 it 可连读。在 There is a book in it. 一句中 book 与 in 往往不连读,因为 book 与 in 分别在两个不同的意群中。连读类型:

① “辅音+元音”型连读。

I'm working on>it.

I'm>an>English boy.

It>is>an>old book.

Let me have>a look>at>it.

② 词尾为字母 l, r/re 的连读。如果前一个词是以 l 或者 r/re 结尾,后一个词是以元音开头,这时的 l 或者 r/re 不但要发音,而且还要与后面的元音拼起来连读。

They're my father>and mother.

I looked for>it here>and there.

I'll say I shook all over.

Will it do any good?

注意:但是,如果一个音节的前后都有字母 r,即使后面的词以元音开头,也不能连读。

The black clouds are coming nearer and nearer. (nearer 与 and 不可连读)

③ “辅音+半元音”型连读。英语语音中的[j]和[w]是半元音,如果前一个词是以辅音结尾,后一个词是以半元音(特别是[j]开头),此时也要连读。

Thank you.

Nice to meet you.

Did you get there late again?

Would you like a cup of tea?

④ “元音+元音”型。如果前一个词以元音结尾,后一个词以元音开头,这两个音往往也要自然而不间断地连读到一起。

I am Chinese.

⑤ 后单词以 h 开始则前面单词结尾音直接与后面单词的元音连读,此处 h 很少发音。

give him

let her

(2) 失爆。失爆全称失去爆破,又叫不完全爆破,是指在某些情况下,只需做出该发音的口型,但并不真正发音,稍稍停顿后即发后面的音。

既然名为“失爆”,那么失去的一定是爆破音,英语中共有 6 个爆破音 [p]、[b]、[t]、[d]、[k]、[g] 具体来说,有下面几种失爆。

① “爆破音+爆破音”型失爆。当 6 个爆破音中的任意两个相邻时,前一个爆破音会失去爆破,即由相关的发音器官做好这个发音的姿势,但并不真正发音,稍做停顿后即发后面的爆破音。试体会下面几句话中的失爆:

The girl in the re(d) coat was on a bla(ck) bike jus(t) now.

The bi(g) bus from the fa(c) tory is full of people.

This is an ol(d) pi(c)ture of a bi(g) car.

上面括号中的音都要失爆,念时仅有口型在,并不明显发音,稍做停顿就发后面的音。

② “爆破音+鼻音/摩擦音/破擦音”型失爆。如果前面是爆破音,其后紧跟着某些鼻音(如 [m]、[n]、[ŋ] 等)、摩擦音(如 [f]、[v]、[w]、[t]、[s]、[z]、[ʃ]、[ʒ]、[r]、[h] 等)、破擦音(如 [tʃ]、[dʒ]、[tr]、[dr]、[ts]、[dz] 等)时,那么前面那个爆破音有十分轻微的失爆现象。试体会下面几句话,括号中的音也都要失爆:

Go(o)d morning, Mr. Bell.

Uncle Li's fa(c)tory is qui(te) near to the cinema.

I wen(t) there alone a(t) nine las(t) night.

注意:不完全爆破可以发生在单词,短语或句子中。

2) 语调与重音

语调与重音是表达人们思想感情的重要手段之一。用各种不同的语调,加上句子重音,来表达疑问、怀疑、反问、反驳、生气、后悔、高兴、激动、漠不关心、不耐烦、感叹等感情。

(1) 升调。升调多用来表示“不肯定”和“未完结”的意思,比如一般疑问句、语气婉转的祈使句,以及用陈述句子形式表示疑问的各类句子。如:

① Shall I tell him to come and see ↗ you? (一般疑问句的正常语调)

② You like ↗ him? (用于陈述句形式的疑问句中,期待得到对方证实)

③ What have you got ↗ there? (用于特殊疑问句中,语气亲切热情)

④ ↗ Right you ↗ are. (用于某些感叹句中,表示轻快、活泼、鼓励等意义)

⑤ She bought ↗ red, yellow, and ↗ green rugs. (用于排例句中,区别语义)

(2) 降调。降调表示“肯定”和“完结”,一般用于陈述句、特殊疑问句、命令句和感叹句中。例如:

① Swimming is my favourite ↘ sport. (用于陈述句,表示肯定的意义)

② What did you find ↘ there? (降调用于特殊疑问句,表示说话人浓厚的兴趣)

③ Tell me all about ↘ it. (语气较强的命令)

④ Have you got the ↘ tickets? (降调用于一般疑问句,表示说话人的态度粗率、不耐烦或不高兴)

⑤ How ↘ nice! (用于感叹句,表示感叹)

英语中除了升调、降调这两种最基本的语调外,还有降—升调、升—降调、升—降—升调、平调等。

(3) 用转移问句句重音来表示反问或反驳。转移原问句句重音,配上适当的语调,说话者要表达的意思是“那还用问?”或者“那得问你自己。”例如:

—Where have you ↘ been?

—Where have I ↘ been? I was wondering the same thing about you.

甲问:你上哪儿去了?

乙答:我上哪儿?(反问甲。含义为:你还问我?)我正要问你呐。

甲把问句的句子重音放在 been 上,而乙把 been 上的重音移到 I 上,以表达“反问”“反驳”的语气。

3) 英音与美音的特征

在探讨美国英语与英国英语在语音上的差异时,我们通常是将“美国普通话”(General American, GA)与公认的标准英语发音(Received Pronunciation, R P)进行比较。二者在读音上的差异主要表现在:

① 在[s] [ʃ] [f] [m] [n]等辅音之前的字母 a,美国英语一般读作[æ]音,而英国音则发作[a:]。如:美国人将 pass (通过), chance(机会)分别读作[pæs], [tʃæns]。

② 在英国标准音中,字母 r 在元音前才发音,如 real (真实的),而在辅音前或词尾时是不发音的。但在美语中,r 在辅音前发明显的卷舌音,在词尾时亦发音,如 farm [fa:rm], car [ka:r]。

③ 使用相同的音标,但发音情况不同,例如:当清辅音[t]夹在两个元音之间,前一个是重读元音,后一个是轻读元音时,如 writer(作家),美国人习惯将清辅音浊化,所以 writer 和 rider (骑马人)发音几乎相同。类似的例子还有 latter(后者)与 ladder (梯子);petal (花瓣)与 pedal (踏板)。

④ 非重读字母 e,在美语中常读作[e],而在英国英语中则读[i],如美国人将 except(除……外)读作[eksept],英国人则读作[iksept]。

⑤ 词尾-ile 在美语中读作/il/ 或 /i:l/,而英国人将这一词尾读作/ail/,如: hostile (敌对的) [hastil](美), [hastail](英)。

⑥ 美国人说话往往把非重读音节中的元音都读出来,如 history [histəri], extraordinary [ekstrə:dinəri]。英国人说话则习惯省略其中的音节,读作/histri/, /ikstrə:dinəri/,在省略后读作[ikstrə:dnri]。

⑦ 有些词在美国英语和英国英语中虽然词义和拼写相同,但发音不同。例如:

例词	英音	美音
neither	[nai ðə]	[ni:ðə]
tomato	[təma:təu]	[təmeitəu]
epoch	[i:pək]	[epək]

4) 简化与弱化

听力中有大量的口语材料。口语中又大量使用简化形式。简化形式往往为弱读式。在常用的简化形式中,要特别注意同音不同词、同音不同义、近音不同词的简化形式。例如:

He's[hiz]可能是 he is 也可能是 he has 的简化式;

I'd[aid]可能是 I should, 或 I would, 或 I had 的简化式。

更容易混淆的是: won't, weren't, wouldn't; should, should've, shouldn't; would, would've, wouldn't could, could've, couldn't。