

Mysteries Resolved in English
for Chinese Learners Series
中国人学英语奥秘揭晓系列丛书

LISTENING
COMPREHENSION
SECRETS

听力揭秘

by Li Li
李莉 著

Tianjin University Press

天津大学出版社

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内 容 提 要

本书是《中国人学英语奥秘揭晓系列丛书》之一,力图帮助学生从听力理解的困境中解脱出来。开始先讲听力理解的难点及其克服的办法,接着逐步研讨字母和语音系统、音节、重音、语调、连续语篇以及英美英语的区别。在听力理解的许多方面,学生都有特殊困难,而本书正是为这些特殊困难逐一提供了解决的方法。每一部分之后有练习并附有答案。另有综合练习及答案。学生们在认真阅读并按本书要求进行听力练习之后,定会发现大部分听力理解方面的困难已迎刃而解。

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Preface

前 言

In learning to sing songs, one way is to imitate the teacher for the words of a song until we are able to sing it by ourselves. Another way is to learn the scale, the staff and the way to read music from the teacher. Experience proves that obviously the advantages of the latter method over those of the former can never be overestimated.

在学唱歌时,一种方法是模仿老师唱歌词直到自己会唱为止。另一种方法是从老师那里学音阶、五线谱和识谱的方法。经验证明:很显然,后一种方法比前一种方法优越得多。

Breaking away from the teaching or learning tradition in listening comprehension, this book aims at raising realization in teachers and students that, like learning singing, learning the way(s) in listening comprehension will be much more important than learning listening by listening a lot alone. Accordingly, the aim of this book is to try to provide a guide in the alphabetic and phonetic system, syllables, stress, intonation, connected speech, and differences between British and American English with a lot of practical exercises, including tape recordings.

本书摒弃了听力理解中的传统教授和学习方法,目的是在教师和学生中激发一种认识:学习听力的方法,像学唱歌一样,要比单纯盲目多听重要得多。因此,本书目的是为学生提供一种系统指导:字母和语音系统、音节、重音、语调、连续语篇以及英美英语之间的差别,附有大量练习,并有录音。

If students read the book in earnest and practise listening to the tape recordings for this book with effort, they will definitely make

greater progress but with less hard work than otherwise — they will make breakthroughs in their listening comprehension. That is exactly what the author has hoped for in writing this book.

如果学生认真阅读本书并努力练习听本书所配的录音磁带,毫无疑问他们将事半功倍,即在听力理解中将有突破。这正是作者写作本书的初衷。

Those who have helped in the writing of the book are Zhang Yuedong, Cathy Lee, Li Xiaoqing, Liu Mengjiao, and Andrew Howard. Tom Brennan, and a few other native speakers of English have done the tape recording for it.

参加本书编写的人员有:张悦东、凯西·李、李晓晴、刘梦姣和安德鲁·霍华德。参加本书录音人员有:汤姆·布伦南及其他英美人士。

Readers are welcome to point out any unavoidable errors that occur in this work.

本书疏漏错误在所难免,欢迎读者指正。

The Author

著者

1998.9 于南开大学

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Part I

Introduction

第一部分

引言

1.1 Where the difficulty lies in listening comprehension

听力理解的困难何在

The great majority of Chinese learners of English find listening comprehension especially difficult. Many factors interact to make it an almost insurmountable task to many of them: differences of the sound system between English and Chinese (and between varieties of English, such as American and British English), the large scope of English vocabulary, the complexity of the grammatical system and background knowledge.

绝大多数学习英语的中国学生发现在听力理解方面有特殊的困难。许多因素结合起来使得听力理解对很多学生几乎成了一种望而生畏的东西:英汉(英美等各种英语)之间的差异、英语词汇范围之广大、语法系统的复杂性以及背景知识。

Yet, it is very strange that in many cases they cannot understand in listening what is the simplest thing to them in reading. They often complain that when they listen to something on the tape they just do not understand it however many times they play it over the recorder. When they look at it in the written text, they find that

it could not be simpler to them. For example, most listeners would not understand "The lake's iced over" or "Tom's not at all so tall as John" even though they had no trouble at all in reading them.

然而,非常奇怪的是,在许多情况下,他们在阅读中感到最简单的东西,到了听力练习中就是听不懂。他们经常抱怨说:在录音机上录音带放多少遍也是听不懂,可是一看原文却发现再容易不过。例如:大部分学生听不懂“湖面结上了冰”或“汤姆根本就不如约翰高”,不过用眼睛一看一点也不困难。

Through careful observation and analysis, the author of this book has found the root cause of the problem. Generally speaking, Chinese learners use the method of "eye before ear" in their English study. Very soon their ability to read in English is raised. However, they learn little about the English sound system. Even though they are taught the sounds for a few weeks at the beginning, at best some of them remember the symbols and the approximate sounds they represent. They read texts in their own way. Few of them rigidly follow the tape recording until they sound very much like it. Even if there are one or two individuals who are interested and try their best to imitate the tape recording very carefully, the recording itself is for the purpose of teaching in the classroom. As a result, when they begin to listen to the tape recording of natural speech or speech near to it such as listening comprehension of TOEFL or BBC or VOA, etc., all of them will be at a loss.

本书作者经过细致观察和分析,已经找到问题的根源。一般说来,中国学生在学英语时用的是“阅读领先”法,很快阅读能力就提高了。然而,他们对英语声音系统了解甚少,即使前几个星期教给他们一点语音知识,至多他们只能记住语音符号以及这些符号大概代表的声音。他们按自己的方式读课文。没有几个学生严格

按照录音带训练直到非常像录音上读的一样。即使有个别感兴趣的学生尽最大努力细心地模仿录音,而录音本身也只不过是用于课堂教学的。结果,当学生们开始听自然语言或接近自然语言的录音(例如:托福听力理解、英国 BBC 广播或美国 VOA 广播)时,他们便陷入茫然。

1.2 Remedies

弥补的方法

From the above, we see clearly that systematic teaching or learning and practising of the sound system has been neglected to a great extent. And the best way to remedy it is to learn and practise it rigidly and systematically from the very beginning. It takes a process. We call it "slow but sure".

从以上看得很清楚,系统教或系统学和练习英语的语音系统已经在很大程度上被忽视了。而最好的弥补办法就是从头来,严格系统地加以学习和练习。这需要一个过程,我们说这是“稳妥可靠”的做法。

This book will offer the following remedies in the next few parts:

本书在此后几部分提供下列几种具体补救的做法。

(1) Recognizing the differences between English and Chinese syllables.

认识英汉音节的区别。

(2) Distinguishing the alphabetic system and the phonetic system in English.

区分英语字母系统和语音系统。

(3) Phonetic symbols.

语音符号。

(4) Word Stress.

词重音。

(5) Sentence Stress.

句子重音。

(6) Intonation.

语调。

(7) Connected speech.

连读话语。

(8) Differences between Br. E. and Am. E.

英国英语和美国英语的区别。

For difficulties coming from other aspects such as grammar, culture, reading comprehension and vocabulary, readers are referred to the Grammar, Cultures of Target Countries, Reading Comprehension and Vocabulary volumes of this series.

至于来自语法、文化、阅读理解和词汇等其它方面的听力理解困难,读者可参考本系列丛书《语法学习》、《文化揭秘》、《阅读揭秘》、《词汇揭秘》等各有关卷集。

Part II

The Alphabetic System and the Phonetic System

第二部分 字母系统和语音系统

2.1 The alphabetic system

字母系统

This refers to the letters of the alphabet in English which are used to spell words of the language. The English spelling is chaotic and therefore very confusing to Chinese students.

这个系统指的是用来拼写英文字词的字母。英语字词的拼写方式是无序的, 因此对于中国学生来说是十分令人难解的。

2.1.1 Pronunciation of identical vowel letters

相同元音字母的发音

The same vowel or combination of vowel letters may be pronounced differently in different words.

同样的元音或元音字母组合在不同的词中可能发音就不一样。

例如:

water /'wɔ:tə/ 水 —— later /'leɪtə/ 后来

roof /ru:f/ 房顶 —— look /luk/ 看

honest /'ɒnɪst/ 诚实的 —— honey /'hʌni/ 蜜

student /'stju:dənt/ 学生 —— study /'stʌdi/ 学习

five /faiv/ 五 — give /giv/ 给
 tall /tɔ:l/ 高 — shall /ʃæl/ 将要
 shave /ʃeiv/ 刮脸 — have /hæv/ 有
 shady /'ʃeidi/ 有阴凉的 — many /'meni/ 许多
 home /houm/ 家 — love /ʌv/ 爱
 woman /'wumən/ 妇女(单) — women /'wimin/ 妇女

(复)

stone /stoun/ 石头 — shone /ʃɒn/ 照耀(过)
 child /tʃaɪld/ 儿童(单) — children /'tʃɪldrən/ 儿童

(复)

lead /li:d/ 领导 — lead /led/ 铅
 pour /pɔ:/ 倾倒 — tour /tuə/ 旅游
 pail /peɪl/ 桶 — plait /plæt/ 辫子
 bought /bɔ:t/ 买(过) — loud /laʊd/ 大声的
 tear /tɛə/ 撕, 扯 — tear /tiə/ 泪

2.1.2 Pronunciation of different vowel letters

不同元音字母的发音

Different vowel letters or combination of letters may be pronounced in the same way.

不同的元音字母或字母组合可能发音相同。

例如:

age /eidʒ/ 年龄 — eight /eɪt/ 八
 read /red/ 读(过) — red /red/ 红
 mail /meɪl/ 邮寄 — male /meɪl/ 男性
 green /grɪn/ 绿 — mean /mi:n/ 小气的
 nurse /nɜ:s/ 护士 — shirt /ʃɜ:t/ 衬衣
 come /kʌm/ 来 — jump /dʒʌmp/ 跳
 door /dɔ:/ 门 — more /mɔ:/ 更多

flat /flæt/ 单元房 —— plait /plæt/ 辫子
warm /wɔ:m/ 暖和 —— dorm /dɔ:m/ 宿舍
tyre /taɪə/ 车胎 —— tire /taɪə/ 使疲劳
daughter /'dɔ:tə/ 女儿 —— shorter /'ʃɔ:tə/ 更短
half /hɑ:f/ 半 —— laugh /lɑ:f/ 笑
sieve /siv/ 筛 —— sit /sit/ 坐
girl /gɜ:l/ 姑娘 —— curl /kɜ:l/ 卷发
fault /fɔ:lt/ 错误 —— fall /fɔ:l/ 倒, 掉下
comb /koum/ 梳子 —— coal /koul/ 煤
worker /'wɜ:kə/ 工人 —— doctor /'dɔktə/ 医生

2.1.3 Pronunciation of identical consonant letters

相同辅音字母的发音

The same consonant letter or combination of consonant letters may be pronounced differently in different words.

同一辅音字母或辅音字母组合在不同的词中可能发音不一样。

例如:

of /ɒv, əv/ ……的 —— off /ɔf/ 离开, 离去
mention /'menʃən/ 提到 —— shorten /'ʃɔ:tən/ 缩短
soften /'sɒfn/ 软化 —— after /'ɑ:ftə/ ……之后
leisure /'leɪə/ 休闲 —— assure /ə'ʃʊə/ 使放心
picture /'pɪktʃə/ 图画 —— turf /tɜ:f/ 草根土
horror /'hɒrə/ 恐怖 —— honour /'ɒnə/ 光荣
chemist /'kemɪst/ 化学家 —— check /tʃek/ 检查
iron /'aɪən/ 铁 —— irony /'aɪərəni/ 反语
stool /s tu:l/ 凳子 —— tool /tu:l/ 工具
spade /speɪd/ 铁锹 —— paid /peɪd/ 付款(过)
sky /skaɪ/ 天空 —— kite /kaɪt/ 风筝

lot /lɒt/ 命运 — build /bɪld/ 建设
 plough /plau/ 耕 — cough /kɒf/ 咳嗽
 school /sku:l/ 学校 — schedule /'fedʒu:l/ 日程表
 Asia /'eɪʃə/ 亚洲 — assist /ə'sɪst/ 帮助
 psychology /saɪ'kɒlədʒi/ 心理学 — policy /'pɒlɪsi/ 政策
 cause /kɔ:s/ 根源 — cell /sel/ 细胞
 these /ði:z/ 这些 — theme /θi:m/ 主题

2.1.4 Pronunciation of different consonant letters

不同辅音字母的发音

Different consonants or combination of consonant letters may be pronounced in the same way.

不同的辅音或辅音字母组合可能发音相同。

例如:

proof /pru:f/ 证明 — enough /'nʌf/ 足够
 fish /fɪʃ/ 鱼 — nation /'neɪʃən/ 民族
 church /tʃɜ:tʃ/ 教堂 — culture /'kʌltʃə/ 文化
 phenomena /fi'nɒmɪnə/ 现象 — fill /fɪl/ 填充
 laugh /'lɑ:f/ 笑 — half /hɑ:f/ 半
 send /send/ 发送 — cent /sent/ 分
 sentence /'senʃə/ 指责 — finish /'fɪnɪʃ/ 完成
 chick /tʃɪk/ 小鸡 — tincture /'tɪŋktʃə/ 染色
 practise /'præktɪs/ 练习 — practice /'præktɪs/ 练习
 tactics /'tæktɪks/ 策略 — tracks /træks/ 跑道
 college /'kɒlɪdʒ/ 学院 — knowledge /'nɒlɪdʒ/ 知识
 know /nou/ 知道 — no /nou/ 不
 wreck /rek/ 船的残骸 — rest /rest/ 休息
 comb /koum/ 梳子 — home /houm/ 家
 just /dʒʌst/ 刚好 — germ /dʒɜ:m/ 细菌

ghost /goust/ 鬼 —— go /gou/ 去

2.1.5 Pronunciation of certain identically spelt words

某些拼写相同词的发音

Sometimes words spelt the same way may be pronounced differently.

有时候,拼写完全相同的词发音可能不一样。

例如:

control /kən'troul/ *v.* 控制

control /'kɒntroul/ *n.* 控制

content /kən'tent/ *adj.* 满足的

content /'kɒntənt/ *n.* 内容

contract /kən'trækt/ *v.* 收缩,订合同

contract /'kɒntrækt/ *n.* 合同

lead /li:d/ *v.* 领导

lead /led/ *n.* 铅

read /ri:d/ *v.* 阅读

read /red/ (过去式)阅读

separate /'sepəreit/ *v.* 分开,分离

separate /'seprɪt/ *adj.* 各自的,单独的

desert /di'zæt/ *v.* 遗弃

desert /'dezæt/ *n.* 荒漠

intimate /'ɪntimeɪt/ *v.* 暗示,提示

intimate /'ɪntɪmət/ *adj.* 亲密的

2.1.6 Pronunciation of certain differently spelt words

某些拼写不同词的发音

Sometimes words of different spelling may be pronounced in exactly the same way.

有时候,拼写不同的词其发音可能完全相同。

例如:

hour /aʊə/ 小时

our /aʊə/ 我们的

pail /peil/ 桶

pale /peil/ 苍白的

hole /houl/ 洞

whole /houl/ 整个

loose /lus/ 松的

lose /lus/ 失去

morning /ˈmɔːnɪŋ/ 早晨

mourning /ˈmɔːnɪŋ/ 哀悼

raze /reiz/ 夷平

raise /reiz/ 高, 培养

male /meil/ 男性, 雄性

mail /meil/ 邮件, 邮寄

son /sʌn/ 儿子

sun /sʌn/ 太阳

see /si:/ 看见

sea /si:/ 海

here /hiə/ 这里

hear /hiə/ 听到

From what has been said above, it is clear that we can never depend on the spelling or alphabetic system for a reasonably good knowledge of pronunciation in English. It is also clear why more often than not students cannot understand the tape recording however easy it may be to them in the written text. It is because they use the wrong frame of reference. They listen to the sounds of the recording on the tape, but they refer to the words spelt with letters in the text