

英语听力广角

主编 刘雅敏

怎样才能真正地听懂英语？

怎样才能学到鲜活的、具有生命力的、同我们的学习工作生活息息相关的英语？

怎样才能让我们学习英语的过程更加快乐，结果更加富有成效？

色ABC，
快乐听英语



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大学生英语听力广角

快乐学英语 拒绝 ABC

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内 容 提 要

本书音频精选外台原版听力材料,内容丰富活泼,音频真实地道,通过“背景知识”、“词汇学习”、“听力挑战”、“原稿精听”、“听力提升”等几个环节,全面提升学生的自主学习能力,并在优美地道的语言环境中提高听力。本书适合大学生及以上英语水平的英语爱好者使用。

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Say “No” to A, B, C. Enjoy Listening!

拒绝 ABC 快乐听英语

——谨以此书献给辛苦的英语学习者。

如果没有了四六级考试……

作为一个在重点大学从教 10 年的英语教师,我知道如果没有了四六级考试,我的很多学生会立即失去学习英语的目标和动力。

为什么要学习英语?

作为一个在重点大学从教 10 年的英语教师,我知道大多数学生会说“因为这是必修课”,“因为要应付考试”。也有些学生会说“为了能毕业”,为了能“找到更好的工作”。

为什么要改善听力?

作为一个在重点大学从教 10 年的英语教师,我告诉我的学生“因为听力在四六级考试中的比重由 20% 提升到了 35%,以后可能还要增加到 55%”,我告诉他们“以前考的是阅读,现在考的是听力。听力决定胜负。”

为什么? 为什么? ……

不为什么。学生是现实的。他们不得不。我不得不。

A、B、C、D,他们在题海中选啊选啊。

他们想看好莱坞大片,想看懂电视剧 Friends, Prison Break, Desperate Housewives,但他们离不开字幕。

他们想进外企,和老外共事、合作、商谈,可他们没有机会。因为面试时他们听不懂老外提的很多问题。

他们想以最快速度适应出国后的学习工作环境,可他们发现似乎自己学的英语是一种英语,老外说的英语是另一种英语。

A、B、C、D,他们在题海中选啊选啊。学了 10 年,选了 10 年。英语听力,他们困惑、迷茫、痛苦。他们是世界上最累最苦的英语学习者。

不管是为了什么而学习英语,既然它是一门语言,我们就必须先听懂它。

拒绝 ABC,快乐听英语。



让我们听“真的”、“新的”、“长的”、“快的”英语。让我们“真心”(新)感动、“常常”(长长)快乐。

编者

Suggested Learning Procedures 建议学习步骤

Step 1: Get familiar with the background knowledge and new words. (熟悉课文背景及生词。)

Step 2: Listen to the material for the first time and get the main idea of the passage. (听第一遍, 领会文章主旨。)

Step 3: Preview the questions in listening exercises. (预览练习题。)

Step 4: Listen to the material as many times as possible until you could answer the questions or figure out the exercises. (反复听直到可以做出练习。)

Step 5: Evaluate your progress and pay special attention to your weakness in English listening. (评估进展, 尤其要总结自己听力的薄弱环节。)

Step 6: Improve your listening skill by imitating and reciting. (通过模仿和背诵进一步提升听力水平。)

Step 7: If you want to practise speaking as well, try to sum up and retell the story in your own words. (如果你想要改善你的听力技能, 同时练习口语, 试着用自己的语言概述和复述听到的内容。)

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Part One

Enjoy American English / 地道美语

Day 1 Thought Groups/意群*

I. Before Listening 听音准备

Background Knowledge 背景知识

听力中不可不知的意群

thought group, 用中文讲, 就是“意群”。英语中, 讲一个长句子时, 为了清楚地表达你的 idea, 使对方听明白, 可以把句子断开为若干意群。这样有助于听众了解你的句子结构。在这篇材料中, 美国加州大学的 Lida Baker 教授介绍了何为 Thought Group 以及如何学习运用 Thought Group 使自己听懂地道的美语, 并开口讲一口流利的英语。

第一次听到这篇 Thought Group, 立即有一种醍醐灌顶的感觉。多年以来一直很困惑, 不明白为什么许多学生说的英语听上去很“脆”, 像是在炒豆子, 像是机器人, 怎么听都觉得没有英语的味儿。听了教授的这篇东西才明白原来学生是在用讲汉语的习惯讲英语, 一字一顿。要听得懂 Native Speakers 的英语, 首先得了解 Thought Group 这一基本语音规律, 即: Thought Group 之间是要有停顿的, 而 Thought Group 作为一个意义单位, 其内部韵律如同歌曲的节拍一样, 有升有降、有重有弱, 是有章可循的。

在讲解这一基本语音规律时, 加州大学的教授使用了一首 the Beatles 的 “Can't Buy Me Love” 的歌曲来演绎如何学习 thought group。歌曲经典极了。快来听听吧。

* This material is provided by VOA Wordmaster program. The interviewee is Lida Baker and the interviewers are Avi Arditti and Rosanne Skirble.

New Words 词汇学习

incidentally [ɪnɪ'dentəli] *ad.* 伴随地;

偶然地

syllables ['sɪləbl] *n.* 音节

transcripts ['træŋskript] *n.* 抄本, (根

据录音的)文字记录

vowel ['vaʊəl] *n.* 元音

consonant [kən'sənənt] *n.* 辅音

intonation [ɪntə'neɪʃən] *n.* 语调

alternation [ɔ:ltə'neɪʃən] *n.* 交替

unstressed [ʌn'strest] *a.* 不予重读的

absolutely ['æbsəlu:tli] *ad.* 绝对地, 完

全地

grammatical [grə'mætɪkəl] *a.* 合乎文

法的

prepositional [prepə'ziʃən] *a.* 介词的

reduced [rɪdʒu:st] *a.* 弱化的

plug [plʌg] *n.* 广告, 宣传

segment ['segmənt] *n.* 片断

imitate ['ɪmɪteɪt] *v.* 模仿

Los Angeles [ləs'ændʒələs] *n.* 洛杉矶

(美国城市)

Beatles ['bi:tlz] *n.* (the Beatles)披头士

摇滚乐队

California [kæli'fɔ:njə] *n.* 加利福尼

亚, 加州 (美国西部)

II. Listening Exercise 听力挑战

Directions: Answer the following questions by completing the sentences according to what you hear on the tape.

1. What are thought groups?

Thought groups are something _____ as native speakers of English. It's a way to _____, separated by _____, to help listeners organize the meaning.

2. In terms of the idea of thought groups, what is the authentic way that native speakers speak English?

What we do is, the voice _____, and there's also an alternation between syllables that are _____, and syllables that are _____.

3. What is the easiest way to learn about thought groups?

One of the easiest ways to learn about thought groups is to _____.

4. What are the guidelines to break down sentences into thought groups?

Generally speaking, the pauses correspond to grammatical units such as

_____ and _____ and things like the _____.

5. Besides listening to popular music, what are some other ways to learn thought groups?

1) A great way to learn this is to go to the Special English broadcasts and _____ and then _____. Because on Special English the language is _____, it's a wonderful way for learners to pick up on the way sentences are broken down into thought groups.

2) Another way is to use a video cassette recorder and tape any television program and do something called _____. You tape a segment of a show and then you _____ and what you try to do is to _____, just _____.

听音遍数 _____ 用时 _____ 正确率 _____

III. After Listening 听力回顾

Keys 答案速查

1. What are thought groups?

Thought groups are something we don't even think about as native speakers of English. It's a way to break long sentences into shorter pieces, separated by slight pauses, to help listeners organize the meaning.

2. In terms of the idea of thought groups, what is the authentic way that native speakers speak English?

What we do is, the voice moves up and down, and there's also an alternation between syllables that are stressed and pronounced clearly, and syllables that are unstressed and therefore are reduced and spoken very quickly.

3. What is the easiest way to learn about thought groups?

One of the easiest ways to learn about thought groups is to listen to popular music.

4. What are the guidelines to break down sentences into thought groups?

Generally speaking, the pauses correspond to grammatical units such as phrases and clauses and things like the complete subject of a sentence.

5. Besides listening to popular music, what are some other ways to learn thought groups?

1) A great way to learn this is to go to the Special English broadcasts and look at the transcripts and then listen to the announcers. Because on Special English the lan-

guage is slowed down, it's a wonderful way for learners to pick up on the way sentences are broken down into thought groups.

- 2) Another way is to use a video cassette recorder and tape any television program and do something called tracking. You tape a segment of a show and then you play it back and what you try to do is to imitate what they're saying, just one beat behind them.

Script 参考原文

AA: I'm Avi Arditti with Rosanne Skirble, and this week on Wordmaster—English teacher Lida Baker in Los Angeles talks about improving English pronunciation by understanding the idea of thought groups.

RS: Thought groups are something we don't even think about as native speakers of English. It's a way to break long sentences into shorter pieces, separated by slight pauses, to help listeners organize the meaning.

AA: But English learners need help to develop this skill when they study pronunciation. Lida says over the last twenty years, many teachers of English have come to focus not just on vowels and consonants, but also on stress and intonation.

BAKER: So we're talking about the way that the voice moves up and down and where we pause and things of that sort.

RS: Take a sentence like: "I took the milk from the table and I put it in the refrigerator."

BAKER: This is not right: [robotic monotone] **"I took the milk from the table and I put it in the refrigerator."** Nobody talks like that.

AA: You sound like a robot.

BAKER: That's right. But that's not how we speak English. What we do is, that we... the voice moves up and down, and there's also an alternation between syllables that are stressed and pronounced clearly, and syllables that are unstressed and therefore are kind of reduced and spoken very quickly. So "I took the milk" becomes "I took the milk", puh-PAH, puh-PAH, OK? So within each thought group you will also find that there are these variations in pitch, with the voice moving up and down, and then syllables that are pronounced more clearly, syllables that are reduced and pronounced unclearly. So you get this effect of **"I took the milk"**, puh-PAH, puh-PAH, **"from the table"**, puh-puh-PAH-PAH, **"and I put it"**, da-da-DAH-DAH, **"in the refrigerator"**, puh-puh-PAH-puh-puh-puh.

AA: You've got a hit there!

BAKER: Funny you should say that, because one of the easiest ways to learn about thought groups is to listen to popular music. And it happens that my daughter is absolutely crazy about the Beatles so and she plays the guitar, so yesterday she was singing “Can’t Buy Me Love”.

MUSIC: “Can’t Buy Me Love”

Can’t buy me love, love,

Can’t buy me love

I’ll buy you a diamond ring my friend if it makes you feel alright

I’ll get you anything my friend if it makes you feel alright

’cause I don’t care too much for money, money can’t buy me love...

BAKER: First of all “can’t buy me love,” that’s a thought group right there. “I’ll buy you a diamond ring, my friend,”—so, “I’ll buy you”, “a diamond ring”, “my friend”. That’s three thought groups right there.

RS: What about for those who speak English as a foreign language, are there some rules, or do they have to learn by doing?

BAKER: Well, I can’t give you any rules. There are no rules, but there are guidelines.

Generally speaking, the pauses occur, they sort of correspond to grammatical units such as phrases and clauses and things like the complete subject of a sentence. So if you have a sentence like “**A big black cat sat on a tall white fence.**” So the subject there is “a big black cat”, and that’s a thought group. “A big black cat sat on a tall white fence”, “on a tall white fence” is also a thought group, and that’s a prepositional phrase.

Now pop music isn’t the only way to learn this. A great way to learn this, I’m going to put in a plug here for the Voice of America—is to go to the Special English broadcasts and look at the transcripts and then listen to the announcers. Because on Special English the language is slowed down, it’s a wonderful way for learners to pick up on the way sentences are broken down into thought groups.

Another way is to use a video cassette recorder and tape any television program and do something called tracking. You tape a segment of a show and then you play it back and what you try to do is to imitate what they’re saying, just one beat behind them. And incidentally it doesn’t have to be done with television. It can be done with radio as well.

RS: Anywhere there’s sound going on in English.

BAKER: That’s right!

AA: Lida Baker teaches at the American Language Center at the University of California at

Los Angeles. She also writes and edits textbooks for English learners. And, by the way, those Special English programs she mentioned are all available online at voaspecialenglish.com.

RS: You can also find a link from our website, voanews.com/wordmaster. And our e-mail address is word@voanews.com. With Avi Arditti, I'm Rosanne Skirble.

IV. Listening Enhancement 听力提升

Imitation 模仿

Directions: *Imitate the following sentences as many times as possible until you get the rhythm of each thought group.*

- I took the milk from the table and I put it in the refrigerator.
- A big black cat sat on a tall white fence.
- I'll buy you a diamond ring my friend.

Indication 标注

Directions: *Mark the following sentences using "/" to indicate pauses between thought groups. Then read these sentences aloud.*

- Go down the hall, turn left at the second door and there if I'm not mistaken you'll find Professor Lee's office.
- One of the most frightening experiences I have ever had took place last month as a silvery airplane landed me in an unfamiliar city in a strange country where I was not acquainted with anyone, spoke little of the language and had no ideas how to find my way to the university where I was to study.
- Because I was expecting a call from my mother in my hometown I rushed to answer when the telephone rang.
- He has not been in the United States very long and is finding that it is more difficult to get around than he thought it would be.

Keys to Indication 标注参考答案

- Go down the hall, / turn left at the / second door / and there / if I'm not mistaken

you'll find Professor Lee's office.

- One of the most frightening experiences I have ever had took place last month/ as a silvery airplane landed me in an unfamiliar city in a strange country/where I was not acquainted with anyone,/spoke little of the language/and had no ideas how to find my way to the university where I was to study.
- Because I was expecting a call/from my mother/in my hometown,/I rushed to answer/when the telephone rang.
- He has not been in the United States very long/and is finding that/it is more difficult to get around/than he thought it would be.