

国际关系学院英语听力教程

英语听力单项技能 拓展训练

主编 杨亚东 副主编 谢葵

编委 承碧如 刘燕



中国出版传媒股份有限公司
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序 言



《英语听力单项技能拓展训练》由十个单元组成，它们分别是：Phonetics（语音）、Homophones and Near-sounding Words（同音词和近音词）、Numbers and Time（数字和时间）、Locations and Directions（地点和方位）、Long Sentences（长难句）、Drawing Inferences（推论）、Note-Taking（记笔记）、Understanding the Main Idea（理解大意）、Understanding the Organization（理解结构）和 Understanding News（听懂新闻），从语音、单词、句子、段落到篇章，分专题对学生进行系统的听力训练。每个单元先讲解归纳听力技巧，然后提供大量由浅入深的听力材料和形式多样的练习，对学习者的进行循序渐进的听力单项技能强化训练，希望通过大量有针对性的练习，使学习者在听力能力上有质的飞跃。

本书具有以下显著特点：

1. 以培养学生听力技能为主线，通过系统的听力专门技能的单项训练，帮助学生了解英语语音的发音特点和规律，培养学生的准确辨别、快速反应、分析推理、要点选择、关键词速记、归纳总结等能力。
2. 所有单元都有方法技巧的讲解和归纳，点明要领，帮助学生消除可能产生的恐惧心理和听力方法方面的障碍。
3. 每个单元配以大量的听力专项练习，针对中国学生在英语听力学习中的难点、重点进行训练。练习包括基础和提高两个难度，层层深入。

4. 由于听力理解与学习者的知识水平密切相关，因此本教材注重选择接近生活和工作实际的题材，注重入选材料的语言真实度和典型性，把重点始终放在培养学生的听力理解能力和思维能力方面。
5. 介绍听懂英语新闻的方法，并增加英语时事新闻听力内容。此章节有利于各专业学生获取最新资讯、了解国内外大事、拓展更新词汇量、熟悉新闻常用表达法。

本书具有良好的课堂实用性和可操作性，适合大学一、二年级非英语专业和英语专业听力课使用和作为课外补充材料使用，同时适合成人高校英语专业学生及英语自学者使用。

参加此书录音的朋友有美国加州大学洛杉矶分校的 Cheryl Lubin 教授和其女 Miranda，波士顿学院的 Francis Lee Stevens 教授。在音频制作过程中，国际关系学院的于晓星老师给予了我们悉心帮助和指导，在此一并表示感谢。衷心感谢中国对外翻译出版有限公司相关编辑的大力支持和帮助，感谢他们为此书的出版所作的大量耐心细致的工作。

杨亚东

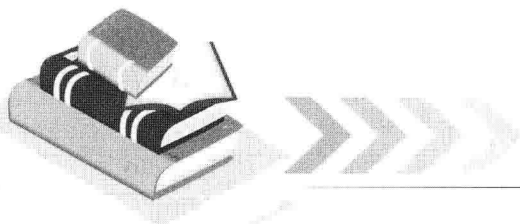
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Unit One



Phonetics

SECTION A Tips

任何一种语言都有自己特定的语音系统和自己独特的发音规律。很多中国学生在学习英语的过程中忽略了对英语语音发音规律的学习，他们受中文发音规律的影响，在朗读和说话中不自觉地使用中文的语音语调模式，造成的结果不仅在口语上流露出浓厚的中国腔，而且由于没有正确的英语语音语调知识，这些学生也没能树立起良好的听力习惯，这对听力理解产生很大的负面影响。因此，了解英语语音的发音技巧和特点，在平时英语学习的过程中多听多模仿，对培养学生正确的英语语感，提高听力理解能力有着重要的作用。

SECTION B Liaison | 连读

一、连读简介

说话时，把前一个词末尾的音（通常是辅音）和后一个以元音开头的词连起来读，形成新的音节，就是连读。连读需具备的条件是两个词在意义上必须相关，同属一个意群。连读是非常普遍的语音现象，掌握连读的规律有助于我们提高听力理解能力。英语的连读可以分为三种情况：辅音+元音，元音+元音和-r+元音。

（一）辅音+元音：前一个词以辅音结尾，后一个词以元音开头，辅音与元音连读，这是最为常见的连读模式。例如：

walk ~ out get ~ up first ~ of ~ all
think ~ of ~ it He has ~ an ~ apple.

(二) 元音 + 元音: 前一个词以元音结尾, 后一个词以元音开头。此种连读又可分为两种情况:

1. 元音 [i:] [ɪ] [eɪ] [aɪ] [ɔɪ] + 元音: 受同化的影响, 这两个元音之间会加一个轻微的 [j] 音。例如:

the ~ other He ~ is my ~ uncle. She ~ ate some.

要注意区分“my ears”和“my years”, 前者受同化影响发的 [j] 音很轻很弱, 而后者的 [j] 音更长更强。

2. 元音 [u:] [ʊ] [əʊ] [aʊ] + 元音: 受同化的影响, 这两个元音之间会加入一个轻微的 [w] 音。例如:

two ~ others do ~ it How ~ are you?

这里要注意区分“two-eyed”和“too wide”, 前者受同化影响发的 [w] 音很轻很弱, 而后者的 [w] 音更长更强。

(三) -r + 元音: 前一个词以 r 结尾, 后一个词以元音开头, r 发 [r] 音, 与后面的元音连读。例如:

For ~ example Far ~ away
Where ~ are your brother ~ and sister?

二、练习 | Exercises

I. Read the following phrases, paying attention to liaison.

1. 辅音 + 元音

- (1) good enough read it again look at it
- (2) not at all half an hour an old book
- (3) a bottle of milk take note of in the open air

2. 元音 + 元音

- (1) I am you are may as well
- (2) try it throw away try again
- (3) any of them study English any other
- (4) too often go on very interesting

3. -r + 元音

- (1) here are their uncle far and away
- (2) a pair of shoes more and more here and there

- (3) four of us after all year after year
 (4) brother and sister mother and father a teacher of English

II. Read the following sentences, paying attention to liaison.

1. When you ~ are ~ at ~ an ~ interview, be yourself.
2. You can ~ open ~ it ~ up and take ~ all ~ of them.
3. She wants to study ~ English.
4. How ~ and why did you come here?
5. I've got ~ a lot ~ of reading to do.
6. When you grow ~ up, you can stay ~ up late.
7. The students ~ are not ~ allowed to go ~ out ~ after ~ eight.
8. I fell ~ asleep with the lights ~ on.
9. They're new to the work after ~ all.
10. He'd like to see ~ Europe in the ~ autumn.

III. Listen to the news items, pay attention to liaison and fill in the blanks.

¶ NEWS ITEM 1

NEW WORDS AND EXPRESSIONS

unveil [ʌn'veɪl] <i>v.</i> 揭露	address [ə'dres] <i>n.</i> 演说
contentious [kən'tenʃəs] <i>a.</i> 引起争议的	blueprint ['blu:prɪnt] <i>n.</i> 蓝图
boost [bu:st] <i>v.</i> 促进	renewal [ri'nju:(:ə)l] <i>n.</i> 恢复
reassure [ri:ə'ʃʊə] <i>v.</i> 使放心	

U.S. President Barack Obama (1) _____ today to promote (2) _____ he unveiled in his State of the Union address Tuesday night. The president, who faces a contentious re-election race (3) _____, (4) _____ that he says will work for everyone, not just the wealthy. Kent Klein has more.

President Obama went before a sharply divided Congress and (5) _____ to promote his ideas for boosting economic prosperity. "Tonight I want to (6) _____ how we move forward and (7) _____

that is built to last, an economy built on American manufacturing, American energy, skills for American workers and renewal of American values.” To (8) _____, the president stressed one of (9) _____ his re-election campaign: reducing (10) _____ and making the economy more fair. Kent Klein, VOA News, Washington.

¶ NEWS ITEM 2

NEW WORDS AND EXPRESSIONS

Danish [ˈdeɪnɪʃ] *n.* 丹麦的

Somalia [səʊˈmɑ:lɪə] *n.* 索马里

pre-dawn [ˈpriːˈdɔːn] *a.* 拂晓前的

raid [reɪd] *n.* 袭击

clear [kliə] *v.* 清除

landmine [ˈlænd maɪn] *n.* 地雷

A U.S. military operation has freed two aid workers, (1) _____, who were kidnapped by gunmen (2) _____ in central Somalia. (3) _____ today, President Obama praised U.S. special forces who freed Jessica Buchanan and Poul Hagen Thisden during a pre-dawn raid. The two worked (4) _____ the Danish Refugee Council that helps clear (5) _____. They have been kidnapped in October.

¶ NEWS ITEM 3

NEW WORDS AND EXPRESSIONS

uprising [ˈʌpˈraɪzɪŋ] *n.* 暴动

overthrow [ˌəʊvəˈerəʊ] *v.* 推翻

rally [ˈræli] *n.* 集会

downfall [ˈdaʊnfɔːl] *n.* 垮台

autocratic [ˌɔːtəˈkrætk] *a.* 独裁的

oust [aʊst] *v.* 罢黜

(1) _____ Egyptians have gathered in Cairo's Tahrir Square to mark one year since (2) _____ that overthrew President Hosni Mubarak. Many of those who attended today's rally (3) _____ celebration of the downfall of an autocratic leader, (4) _____ they wanted a new revolution against the military rulers who (5) _____ when Mr. Mubarak (6) _____.

7 NEWS ITEM 4

NEW WORDS AND EXPRESSIONS

 scores of 大量的

(1) _____ northern Nigerian city of Kano is struggling to cope with (2) _____ and wounded following (3) _____. An eyewitness said he saw there were more than a hundred bodies at the mortuary of the main hospital. Mark Doyle is in Kano.

All day long, people have been streaming towards the mortuary of the main hospital in Kano to look for (4) _____ so they can be taken to burial. (5) _____ victims appeared to be civilians, but there were (6) _____ among the dead as well. (7) _____ targeted police stations, (8) _____ (9) _____ government buildings. It was one of the deadliest blows the radical Islamist group Boko Haram has delivered against the Nigerian state. As dusk fell over Kano, armed police and army checkpoints have been set up across the city and other security measures (10) _____.

SECTION C Assimilation | 同化

一、同化现象简介

同化是指语流中，相邻的两个音素（主要是辅音）彼此影响，变为相同的或相似的音，有的甚至合二为一成为第三个音。同化是音素之间互相影响的结果，是英语语音变化的重要组成部分。使用同化是为了达到省力的目的，使英语说得更轻松、更自然、更流利，而掌握相邻的词的同化规律有助于提高英语听力理解水平。以下是一些常见的同化现象。

(一) 失去爆破

1. 爆破音 + 爆破音：当 [p]-[b]，[t]-[d]，[k]-[g] 这六个爆破音中的任意两个或两个以上碰到一块时，只爆破后一个爆破音，其它爆破音只需要将发音器官放置于各个相应的发音部位上，只做口型不发音。例如：

that pen good concert bad dog

2. 爆破音 + 破擦音: 当 [p]-[b], [t]-[d], [k]-[g] 这六个爆破音后跟破擦音 [tʃ]-[dʒ] 时, 爆破音要失去爆破。例如:

that judge a good chance

(二) 不完全爆破

爆破音 + 摩擦音: 当 [p]-[b], [t]-[d], [k]-[g] 这六个爆破音后跟摩擦音 [f]-[v], [s]-[z], [θ]-[ð], [ʃ]-[ʒ], [h], [r] 时, 只有轻微爆破。例如:

a big horse write this

(三) 其它同化现象

- | | | | |
|-----------------------------|-------------|-------------------------------|------------------|
| 1. [ð] 变成 [ə] | with thanks | breathe slowly | |
| 2. [z] 变成 [s] | these socks | He was seven. | We chose six. |
| 3. [v] 变成 [f] | Of course. | We've found it. | a piece of paper |
| 4. [p] [b] [m] 前 [n] 变成 [m] | | ten players | ten men in bed |
| 5. [k] [g] 前 [n] 变成 [ŋ] | | ten cups | ten girls |
| 6. [ʃ] [j] 前 [s] 变成 [ʃ] | | this shop | this year |
| 7. [ʃ] [j] 前 [z] 变成 [ʒ] | | Has she? | those young men |
| 8. [d] + [j] = [dʒ] | | Did you understand? | |
| | | Could your friends see us? | |
| 9. [t] + [j] = [tʃ] | | Don't you like it? | |
| | | Won't you go with us? | |
| 10. [z] + [j] = [ʒ] | | Is your mother home? | |
| | | Has your friend arrived? | |
| 11. [s] + [j] = [ʃ] | | What is your father's name? | |
| | | It is your bedtime, isn't it? | |

二、练习 | Exercises

I. Read the following phrases, paying attention to the loss of explosion.

1. 爆破音 + 爆破音

(1) the second person a bit tired take care

- (2) the red coat a hot day a red garment
2. 爆破音 + 破擦音
- (1) great joy sweet jam hard job
- (2) big jump pleasant journey cold drink
3. 爆破音 + 摩擦音
- (1) ask for keep silent help him
- (2) sweet voice public house pet food

II. Listen to the recording, paying attention to the loss of explosion.

1. She is a good ~ girl and a good ~ student.
2. Please come in and sit ~ down.
3. I always say good ~ night to my parents before I go to bed.
4. He was not sure whether that was a bad ~ choice for him.
5. He bought a big ~ car the next ~ day.
6. She's my favorite ~ daughter.

III. Listen to the recording, paying attention to the assimilation.

1. Where did ~ you spend ~ your last vacation?
2. Can't ~ you try to finish it in time?
3. Would ~ you mind if I open the window?
4. You made your ~ bed yourself, didn't ~ you?
5. I plan to stay in America this ~ year and the next.
6. They decided to choose ~ seven of them.

SECTION D Weak Forms | 弱读

一、弱读现象简介

弱读是英语发音最重要的特征之一。强读由于发音响亮，听起来不易出错，但弱读常常给听力理解造成困难。通常情况下，冠词、介词、助词、连词等虚词在句子中要弱读。要提高听力理解水平，在平日朗读和说话过程中就必须养成使用弱读的习惯。练习多了，听力就会有很大的进步。

下表是一些常见词的强读式和弱读式及举例说明。

Word	Strong Form	Weak Form	Examples
a	[eɪ]	[ə]	A friend is here to see me.
an	[æn]	[ən]	Have an apple.
the	[ði:]	[ðɪ]	the other day
		[ðə]	at the moment
and	[ænd]	[ənd, nd]	men and women
as	[æz]	[əz]	as smart as you
but	[bʌt]	[bət]	But why not?
or	[ɔ:]	[ə]	two or three days
than	[ðæn]	[ðən, ðn]	better than before
that	[ðæt]	[ðət]	I admit that I did it.
he	[hi:]	[i:, hɪ, ɪ]	Did he win?
him	[hɪm]	[ɪm, əm]	Give him two.
his	[hɪz]	[ɪz]	I like his tie.
her	[hɜ:]	[hə, ə]	Take her home.
me	[mi:]	[mɪ]	Could you tell me the truth?
them	[ðem]	[ðəm, ðm]	Send them away.
us	[ʌs]	[əs]	He asked us to help him.
that	[ðæt]	[ðət]	This is the book that I want.
who	[hu:]	[hu]	the boy who used to live here
am	[æm]	[m]	I'm sure I'm right.
		[əm]	What am I to do?
are	[ɑ:]	[ə]	His works are wonderful.

be	[bi:]	[bi]	Don't be late again.
been	[bi:n]	[bin]	I've never been there.
is	[ɪz]	[s]	Mary's at school.
was	[wɒz]	[wəz]	He was sitting in the front.
were	[wə:]	[wə]	We were all out.
has	[hæz]	[həz, əz, z]	The place has changed.
have	[hæv]	[həv]	They have left.
had	[həd]	[həd]	Everyone had left.
do	[du:]	[də] [d]	Do you usually stay up late?
does	[dʌz]	[dəz]	Where does he plan to go?
will	[wɪl]	[l]	They'll go with you.
shall	[ʃæl]	[ʃəl, ʃl, l]	We shall meet soon.
must	[mʌst]	[məst]	You must listen to me.
could	[kʊd]	[kəd]	The kid could handle it.
should	[ʃʊd]	[ʃəd, ʃd]	He should try his best.
would	[wʊd]	[wəd]	He would get up earlier.
at	[æt]	[ət]	No one is at home.
for	[fɔ:]	[fə]	They didn't stay there for long.
from	[frɒm]	[frəm, frm]	I just got a letter from my parents.
of	[ɒv]	[əv]	That does cost me a lot of money.
to	[tu:]	[tə, tʊ]	I have some questions to ask.
there	[ðeə]	[ðə]	There is only one man left.
some	[sʌm]	[səm, sm]	She needs some help.

二、练习 | Exercises

I. Listen to the recording, paying attention to the weak forms of the italics.

1. A friend *in* need *is* a friend *in* deed.
2. The woman *is* trying to drive *the* dog away.
3. You should *be* doubly careful when driving *in* fog.
4. He *is* waiting anxiously *for* *his* girlfriend.
5. I'm exhausted after *the* whole day's work.
6. The students *are* all well-prepared *for* *the* final exam.
7. He *was* *the* very man she *was* looking for.
8. I asked *them* to come here *on* time.
9. It's written *in* black *and* white.
10. She finally found *her* lost purse.

II. Listen to the conversations and fill in the blanks, paying attention to the weak form.

First, Tom.

Interviewer: Who's (1) _____?

Tom: Uh...My best friend is...uh...(2) _____...uh...Jeff Subick; He's...uh...
(3) _____ a long time. Old school...you know, school buddy.

Interviewer: How did you meet?

Tom: Uh...We actually met very, very young in uh...in either kindergarten (4) ___ first
grade, (5) _____, you know, where we were...we were friends.

Interviewer: W-Why do you think you're such good friends?

Tom: Uh...Well, we share a lot of interests, you know, um...he and I, you know, like
(6) _____. And...um...I think he's funny. And I...I think he thinks I'm
funny. I don't see him much anymore, um...there's a lot of distance between us
now. But I see him, like, two or three times a year, and... and when we do, we,
you know, (7) _____.

Interviewer: Mm...hmm. Like what?

Tom: Uh...Well, we went to a...to a basketball game last year. Uh...We went camping
for a week last summer. Um...

Interviewer: Who's your newest friend?

Tom: I just...I just...uh...in my new job, I just met a girl, uh, (8) _____ Erica, and she's...uh—She and I hit it off right away, so she's my newest friend.

Interviewer: Mm-hmm. So you...uh—Where did you meet?

Tom: Yeah, uh, we met at the...at the job. We...uh...she got the...we both got...uh... (9) _____, and got, you know, the job together and kind of helped each other through the training process, and...and that kind uh was how we, you know, bonded.

I like people who are funny, and she's just hysterical, and she was making me laugh all through the...you know, it's the...when I first met her, she was making me laugh right away and we just clicked, you know. We...we've been seeing a lot of each other lately. Um...We've been going to the movies and stuff, and...uh...um... (10) _____.

Now, Lori.

Lori: I'd say my oldest friend is...uh...Steven Jacobs. Uh... (11) _____, I guess, for...uh...wow, long time. Many years, now.

Interviewer: So how did you meet?

Lori: We were both in the percussion section of...uh...senior orchestra in high school. And...uh...when you're playing drums, you have a lot of rest time, so there was a lot of time to get to know each other and talk. And (12) _____, we...uh...we shared music in common.

Interviewer: So how often do you see each other, and do you get together?

Lori: Yeah, we...he...he lives in the city, too, (13) _____ we see each other every couple of weeks. And still the love of music has...has...uh...has remained the major bond. We often go to see concerts and...um...in fact, we've...uh...we've done a couple of things together...um...you know, we've played together a couple of times in bands. Um... (14) _____.

Interviewer: Who's your latest friend?

Lori: Oh, gosh, my newest friend is...uh...is a wonderful woman that I met at the theater on line for the ladies' room. We (15) _____, and we started to talk, and we both loved (16) _____. And...uh...we just really