

大学核心英语

# 听读写 训练手册

《大学核心英语》协作组

四级



上海交通大学出版社

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### **内容简介**

《大学核心英语听说读写训练手册(四级)》是根据国家教委颁布的《大学英语教学大纲》,参照大学英语四级考试大纲,在上海交通大学和其他一些院校历年积累的教学资料的基础上精炼、加工、改编而成,供大学英语第四级学生使用。全手册分为听、读、写三大部分。每一部分由单项技能训练和综合技能训练组成。本手册语言材料均选自原文,选材面广,体裁多样,语言规范,内容生动,练习针对性强,训练量大。本手册也可供有志于提高听、读、写技能各类英语学习者使用。

### **大学核心英语 听说读写训练手册 (四级)**

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## 前 言

《大学核心英语》是根据国家教育委员会颁布的《大学英语教学大纲》编写的系列教材。《大学核心英语听读写训练手册（四级）》是整套系列教材的一部分。

本手册编写以《大纲》对大学英语第四级读、听和写的要求为依据，参照大学英语四级考试大纲，针对学生在英语第四级学习中的重点和难点，在上海交通大学和其他一些院校历年积累的教学资料的基础上精炼、加工、改编而成的。目的在于通过多种形式的大量练习，帮助学生复习和巩固已掌握的技能，提高学生读、听和写的能力，达到《大纲》所规定的要求。同时，帮助学生能够顺利地通过大学英语四级考试。

全手册共分为听力（Listening Comprehension）、阅读（Reading Comprehension）和写作（Writing）三大部分。每部分由若干个单项技能训练和综合技能训练所组成。它们相互配合，又各自独立，这样既有利于教师结合学生实际需要和水平有选择地使用，又便于学生课外自学。

本手册的语言材料均选自原文，选材面广，体裁多样，语言规范，内容生动。练习针对性强，训练量大。

本手册配有详尽的教师参考书。听力部分还配有磁带，由英美语言专家朗读。

本手册由《大学核心英语》协作组张彦斌、韩功孝（东北工学院）、周曾雄（北京科技大学）、张庭季（西北工业大学）、马名权（上海科技大学）、杨荣泉（山东纺织工学院）等设计。

本手册由郑树棠主编，听力部分由陈永捷、潘萌、刘筱冬编写；阅读部分由马名权、施益锟编写；写作部分由张庭季、陈永捷编写。在本手册编写过程中，编者得到了卢国梁同志的大力支持，对此编者表示感谢。

编 者

1989年11月

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# SECTION ONE

## LISTENING COMPREHENSION

### PART I SOUND DISCRIMINATION

#### Unit I

#### CONTRACTION

In spoken English, two words are sometimes made into one, for example, *I've* /aiv/ ( =I have ), *don't* /daʊnt/ ( = do not ). These forms are called "contractions". Listeners may find it difficult to recognize the tense form or miss the shortened form as a result of the particular pronunciation pattern. In most cases, a careful listening to the rest part of the sentence may help you to work out the meaning of the sentence.

Here are some examples of contractions.

I'm /aim/	she's /ʃi:z/	they're /ðeɪə/
you're /juə/	it's /its/	there's /ðeəz/
he's /hi:z/	we're /wiə/	who's /hu:z/
I've /aiv/	they've /ðeiv/	he'll /hi:l/
you've /ju:v/	I'll /ail/	she'll /ʃi:l/
we've /wi:v/	you'll /ju:l/	we'll /wi:l/
they'll /ðeɪl/	there'll /ðeəl/	I'd /aid/
you'd /ju:d/	he'd /hi:d/	she'd /ʃi:d/
we'd /wi:d/	they'd /ðeid/	wasn't /wɔznt/

isn't /'iznt/	aren't /ɑ:nt/	hasn't /'hæznt/
weren't /wə:nt/	haven't /'hævnt/	won't /wəunt/
hadn't /'hædnt/	shouldn't /'ʃudnt/	doesn't /'dʌznt/
wouldn't /'wudnt/	don't /dəunt/	couldn't /'kudnt/
didn't /'didnt/	can't /kɑ:nt/	should've /ʃudv/
mustn't /'mʌsnt/	/kænt/	could've /kudv/
must've /mʌstv/	would've /wudv/	

## Exercises

**Directions:** In this part, you will hear 10 short sentences, each containing some contractions. After each sentence, you will read the two suggested answers marked A) and B). You are required to decide on the choice which is closest in meaning to the sentence spoken and then write the letter of your choice.

**Example:**

You hear:

My father's a gardener.

You read and answer:

  B   A) My father has a garden.

B) My father takes care of a garden.

1.   A   A) I know how to speak Japanese.  
B) I don't know how to speak Japanese.
2.   A   A) I'm sure you have smoked cigarettes here.  
B) You are not allowed to smoke here.

3. — A) He went to Paris as he was rich.  
B) He didn't go to Paris as he didn't have enough money.
4. — A) It wasn't possible for them to finish the work if they did it like that.  
B) They ought to have finished the work if they did it like that.
5. — A) Your help will be necessary to us.  
B) We can manage it by ourselves.
6. A) I will buy you something.  
B) I will give you something.
7. — A) You can see the doctor here.  
B) You can't see the doctor here.
8. — A) She is away but no one knows where.  
B) She is leaving but no one knows where.
9. — A) I thought the cat had stayed in the kitchen before it ran away.  
B) I thought the cat would stay in the kitchen before it ran away.
10. — A) There is a toy in the corner.  
B) There are some toys in the corner.

## Unit II

### LIASON

Liason means linking final consonant sounds to initial vowel sounds, for example, *a couple of hours* /ə kʌpləv auəz/. This may also bring about difficulties in listening comprehension and therefore it should be taken care of.

Sometimes, words ending in a vowel or /r/ sound are linked to words beginning with a vowel sound, with the insertion of an /r/ sound, for example, *the far east* /ðə fɑ: rɪ:st/, *the idea of it* /ði aɪdɪə rəv ɪt/.

### Exercises

**Directions:** In this part, you'll hear a sentence just as the one on your book. Some of the linking parts of the sentence have been done for you. You're required to mark out the linking part that has been left out.

Example:

You hear:

Where on earth are we?

You read:

Where on earth are we?

You answer:

Where on earth are we?

- 1) I think I saw one up there in the next block.
- 2) I bought it in a sale, Evans.
- 3) Shall I write it all down?
- 4) I hear a film is on around the corner.
- 5) The office'll close in half an hour but I need to cash a check.
- 6) He's wanted in the Boss' office right away.
- 7) But "Pat" isn't as bad as some names.
- 8) Bob, please arrive at five exactly.
- 9) Pour the beer in here, in the kitchen, Peter.
- 10) After all, you're only twenty-four, Ann.

## Unit III

### ASSIMILATION

As you listen to spoken English, you may not be sure where one word ends and the next word starts. Words seem to run together. This is because, in spoken English, sound changes occur at word boundaries and affect the final and initial sounds of words. This is called assimilation. Assimilation includes such items as:

a) /nt, ng/ + /t/ = /nn/

e. g. want to

/ˈwɒnə/

going to

/ˈɡɒnə/

b) /t, d/ + /j/ = /tʃ, dʒ/

e. g. can't you

/ˈkɑːn tʃuː/ (British English)

/ˈkæn tʃə/ (American English)

would you

/ˈwʊdʒuː/ (British English)

/ˈwʊdʒə/ (American English)

#### Exercises

**Directions:** Fill in the blanks with the words you hear from the tape.

- 1) What \_\_\_\_\_ you want to know?
- 2) Why don't you tell \_\_\_\_\_ something about \_\_\_\_\_?
- 3) I'm \_\_\_\_\_ do my research in biology.

- 4) Don't tell \_\_\_\_\_ I was \_\_\_\_\_ .
- 5) What did \_\_\_\_\_ say \_\_\_\_\_ name was?
- 6) \_\_\_\_\_ you tell \_\_\_\_\_ that's not quite new?
- 7) \_\_\_\_\_ you have time to wait?
- 8) We're \_\_\_\_\_ study at the lab.
- 9) \_\_\_\_\_ you ever visit London?
- 10) Can't you come, or don't you \_\_\_\_\_ ?

## Unit IV

### WEAK FORM

Some words such as auxiliary verbs, prepositions, conjunctions are often pronounced in their weak forms. For example, *of*, *have*, *and*, *an* and *us* are pronounced respectively as /əv/, /həv/, /ən/, /ən/ and /əs/. It is important for you to be able to recognize these weak forms when you hear them.

Here are some examples of weak forms:

the /ðə, ði/	him /im/	have /əv/
a /ə/	her /ə/	has /əz/
an /ən/	them /ðəm/	had /əd/
and /ən/	us /əs/	shall /ʃəl, ʃl/
but /bət/	at /ət/	should /ʃəd/
that /ðət/	for /fə, fər/	must /məs, məst/
than /ðən/	from /frəm/	do /də, du/
his /iz/	of /əv/	does /dəz/
her /ə, ər/	to /tə, tu/	am /əm/
your /jə, jər/	as /əz/	are /ə, ər/

she /ʃi/

some /səm/

was /wəz/

he /i/

there /ðə, ðər/

were /wə, wər/

we /wi/

can /kən/

you /ju/

could /kəd/

### Exercises

**Directions:** Fill in the missing words in the following sentences as you listen to them.

- 1) They didn't see \_\_\_\_\_ .
- 2) Boys and girls \_\_\_\_\_ dancing in the hall.
- 3) I can only tell you \_\_\_\_\_ once, \_\_\_\_\_ pay close attention.
- 4) \_\_\_\_\_ passed a ball to me.
- 5) Can you tell me \_\_\_\_\_ you are going?
- 6) \_\_\_\_\_ don't know \_\_\_\_\_ she went.
- 7) Some \_\_\_\_\_ these turned out \_\_\_\_\_ be very difficult indeed.
- 8) There \_\_\_\_\_ been a lot of books left \_\_\_\_\_ the shop.
- 9) We are quite clear \_\_\_\_\_ researchers spend day \_\_\_\_\_ night working.
- 10) \_\_\_\_\_ I tell her that this company is \_\_\_\_\_ trouble?

## Unit V

### SENTENCE STRESS

Sentence stresses are the strong parts in the rhythm of the sentence. The listener can get the meaning of the sentence with the speaker's help of giving more strength

to certain parts, which are usually the most important (information) words.

e. g. a) He WORKS in an OFFice in LONdon.

b) I'd like a CHICKen-salad SANDwich, a cup of COFFee, and some ICE cream.

c) A: Is JACK in BeiJING?

B: HE isn't, but MArY is.

A: Where IS he?

B: He is in ShangHAI.

Notice that all the capitalized parts above are stressed,

### Exercises

**Directions:** In this part, you'll hear a sentence just as the one you have on your book. Some of the stressed words have been underlined for you. You have to mark out the stressed words that haven't been marked out.

**Example:**

You hear:

He WORKS in an OFFice in LONdon.

You read:

He works in an office in London.

You answer:

He works in an office in London.

1) The students are going to Chicago.



- 2) The classes started on Monday.
- 3) Get ready for the test.
- 4) First I finished packing, and then I called a taxi.
- 5) I'll meet you at the airport in New York on Friday.
- 6) Well, I don't like Nestle Coffee; I like Chinese tea.
- 7) John isn't a good student, but he's a very good sports-  
man.
- 8) Today is the seventh of August.
- 9) She is coming to visit the classes on Thursday.
- 10) Take out your dictionary, a pencil, and some paper.

## Unit VI

### INTONATION

Intonation is the way the speaker's voice goes up and down. It can show you the speaker's intention, feelings or attitude. For example, it will tell you whether the speaker is asking a question or making a statement, whether the speaker is polite or impolite or whether the speaker finishes his listing or not. In order to work out the meaning of intonation, you must focus on how speakers talk and what they say.

- a) When you hear a rising tone, it may show the speaker's doubt rather than a statement.  
e.g. Your granddaughter's at university?
- b) A rising tone may also mean a polite request while a falling tone may imply an order.