

金承旺 主编

大学英语教程
教 学 参 考

云南大学出版社

责任编辑 李继毛

封面设计 丁群亚

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云南大学出版社出版

(云南大学校内)

云南大学印刷厂印刷

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开本: 787×1092/32 印张: 8 字数: 176 千

1991 年 6 月第 1 版 1991 年 6 月第一次印刷

印数: 0001-1000

ISBN7-81025-055-8/H·0 定价: 2.80 元

序

重视综合英语课的教学，这大概是我们英语专业的一个好传统。担任这一门课的教员换了一批又一批，各人的教法又不尽相同，但对这一课程的重视，看来是始终如一的。这是因为大家对这一课程的重要性在根本上有着一致的认识，认为这是使同学们掌握好英语这一工具为社会主义服务所不可忽视的一个环节。

然而认真研究总结实际教学工作中的丰富经验，却是近几年才开始注意的事。现在出版的这一本教学参考资料，可以说是研究总结我们英语综合课教学工作的一项成果。

从实践的观点出发，教好综合课的关键，首先在于为同学们提供充分实践的机会，因而需要大量的语言材料。该书按照各个教学环节的具体要求，经过细心选择和安排，编写一系列针对性较强的材料，包括词语的解释和搭配运用，语法难点的说明等等。注释使用的语言浅显流畅，符合规范。用法举例，都有一定出处。对语法问题的说明，能做到不回避难点，对教与学两方面都很有帮助。所有这些都充分说明，几位编者的确花过一番过细的工夫。当然，学无止境。编者曾说，疏漏之处在所难免，希望使用者指正。我以为这是十分诚恳的。

李希文

1989年12月于昆明

It is both an honour and a pleasure to be asked to write a forward to this book. It is an honour, because I appreciate how much care has been taken by the Chinese teachers in preparing the materials, and because I admire the scholarly approach which they have employed. It is a pleasure, because I believe that this supplementary teaching notes will be of great help both to teachers and to students; the explanations of phrases bring out subtleties of meaning; the further examples of usage will reinforce understanding of language and widen the students' vocabulary; the groups of collocations will enable students to transfer their understanding of a phrase in a particular text to understanding of related phrases in other contexts.

As a native English speaker, I know how difficult it is to explain nuances of meaning and appreciation of idiomatic usage to students, and yet it is these which are most essential to communicative competence. It is the ability to appreciate language as it is intuitively used by the native speaker which distinguishes the fluent language-user from the merely adequate, and this supplementary teaching notes, I am convinced, will help students to make the transition from adequacy to fluency more quickly and more easily.

I heartily recommend this book to teachers as an invaluable aid to their work in the class-room.

Joan Waller

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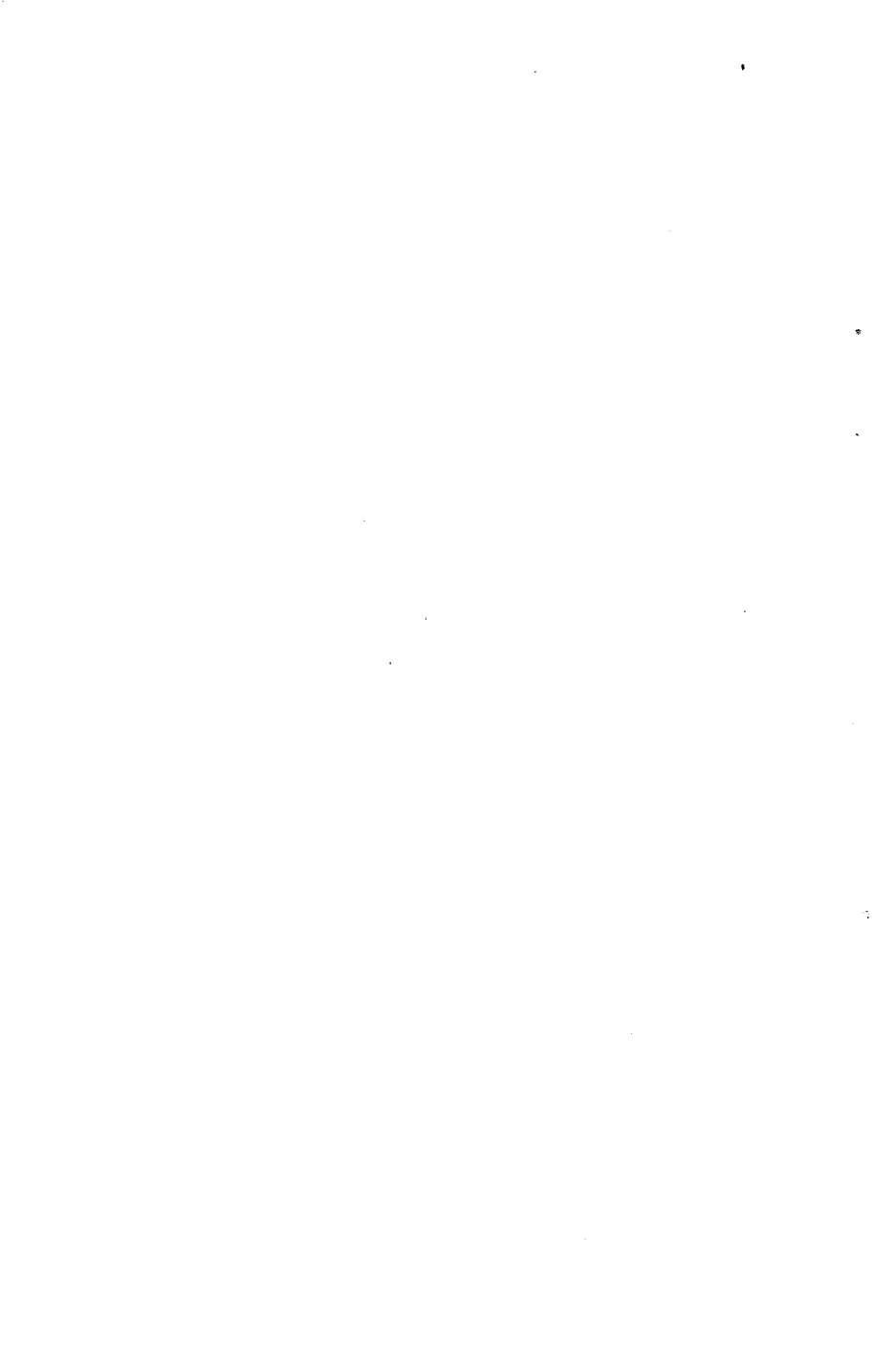
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COLLEGE ENGLISH

BOOK 1



Lesson One

Sound drills:

Fricative consonants

Affricate consonants

Plosive (Stop) consonants

The aim of the first four lessons is to help the students acquire a good habit of pronunciation and develop their oral proficiency. The emphasis is on phonetics throughout the process of teaching. It is advisable to conduct each part of the lesson, especially pattern drills, with adequate attention to the correction of students' erroneous sounds and the tips on how to improve.

1. Drill A:

/ ð / in **this**, **southern**

/ tr / in **Australia**

/ t / (unaspirated) in **states**

/ ʃ / in **Asia**

/ br / (consonant cluster) in **Britain**

/ tn / (nasal plosion) in **Britain**

2. Drill B:

/ sks / (consonant cluster) in **desks**

/ tʃ / in **chair**

/ t / (incomplete plosion) in **textbook**

/ k / (incomplete plosion) in **dictionary**

3. Drill C:

/ t / (unaspirated) in **student**

/ tʃ / in **lecture**

/ dʒ / in **just**

/ br / (consonant cluster) in **library**

/ k / (unaspirated) in **school**

Detailed practice and study of phonemes

1. / θ / and / ð /

Words for comparison / θ / - / s / , / ð / - / z /

thick-sick **think**-sink **worth**-worse

fourth-force **path**-pass **breathe**-breeze

2. Aural training

There's a lot to be said for that **sort**.

There's a lot to be said for that **thought**.

3. / ʃ / and / s /

(a) words for comparison: / ʃ / - / s /

show-sow **short**-sort **she's**-seas

shore-sore **sheet**-seat **she'll**-seal

(b) Distinguish English / ʃ / from Chinese x (the consonant in 西) and from Chinese sh (the consonant in 施); distinguish English / ʒ / from Chinese r (the consonant in 日).

(c) Aural training

The wind covered his **seat** with dust.

The wind covered his **sheet** with dust.

4. / r /

(a) Some advice on the correct articulation of / r / :

The lips are protruded slightly; the tip of the tongue is curled backwards and upwards. A clear distinction should be made between English / r / and Chinese r (日) and English / l / .

English		Chinese		English
/ rei /	——	rui(瑞)	——	/ lei /

(b) words for comparison: / r / - / l /

red- l ed	road- l oad	right- l ight
read- l ead	crowd- l ead	grass- l ass

(c) Aural training

{ His face was **growing** red.
His face was **glowing** red.

5. / p / and / b / , / t / and / d / , / k / and / g /

(a) Practise consonant cluster with / p, b, k, g / .

bl-: black, blossom, blow, blame, blue

br-: brain, brave, Britain, broad

pl-: place, plain, please, plough

pr-: price, proud, prove, problem

gl: glad, glance, glorious, glove

gr: green, grey, grow, grateful

kl: climate, clear, clean, close

kr: cry, cruel, crowd, crop, cream

(b) Practise incomplete plosion

put down stop talking white chalk

picture blackboard bookcase

(c) Practise nasal plosion

pardon certainly Britain
didn't suddenly student

(d) Practise lateral plosion

little needle middle

6. / tʃ / and / dʒ /

(a) Words for comparison: / tʃ / - / tr / . / dr /
- / dʒ /

cheated-treated chap-trap chain-train
draw-jaw drew-Jew drunk-junk

(b) Aural training

{ Have you finished making that **badge** yet?
 Have you finished making that **batch** yet?

(c) Notice spelling of / tʃ / and / dʒ / in some words.

culture Christian righteous
soldier giant pigeon

lesson Two

Sound drills: Front vowels, Central vowels and Back vowels.

In teaching vowels three points are indispensable to good results:

accurate explanation of the formation of each vowel;

careful listening to good models;

practice through imitation.

1. Drill A

/ æ / in **apple, tangerine**

/ i / in **big, digital**

/ ɔ / in **clock, long**

/ ɔ: / in **small, oral**

2. Drill B

/ ɔ: / in **wardrobes, doors**

/ ɑ: / in **aren't**

/ ə / in **cupboards, transistor, river**

/ u: / in **stools, screws**

3. Drill C Note pronunciation of the following:

long-short / ɔ / - / ɔ: /

busy-seaport / i / - / i: /

blue-brown / bl- and br- / (clusters)

Detailed practice and study of phonemes

1. Front vowels: / i: / , / i / , / e / , / æ /

- (a) Give students a brief description of these four vowels in terms of tongue position and opening of jaws, comparing them in the following way:

tongue position	opening of jaws
high	close
i:	↑
i	↑
e	↑
æ	↑
low	open

Start with / æ /

the front part of tongue: from low to high

the opening of jaws: from open to close

- (b) Words for comparison: / i: / - / i / - / e /
- / æ /

seat-sit-set-sat

lead-lid-led-lad

deed-did-dead-dad

meet-mid-met-mat

- (c) Aural training

{ The **peak** couldn't be seen.

{ The **pick** couldn't be seen.

{ I'm looking for my **pan** again.

{ I'm looking for my **pen** again.

2. Central vowels

- (a) Describe how central vowels are formed (see Page 22). Note that the lips should not be rounded and

protruded at all.

(b) Words for comparison: / ə: / - / u / ,

/ ʌ / - / ə: /

work-woke girl-goal bird-bowed

duck-dark much-march cut-cart

(c) Aural training

{ Could you see the **girl** clearly?

{ Could you see the **goal** clearly?

{ His **heart** was broken.

{ His **hut** was broken.

3. Back vowels

(a) Give a brief description of back vowels in terms of tongue position and lip shape, comparing them in the following way:

tongue position		lip shape	
	high		the most rounded
u:	↑		↑
u			
ɔ:			
ɒ		rounded	
ɑ:		unrounded	
	low		

Start with / ɑ: /

the back part of tongue: from low to high²

lipshape: from unrounded(for / ɑ: /)to rounded

the opening of jaws: from open to close

(b) words for comparison:

/ u / - / u: / , / ɒ / - / ɔ: /