

● 供四、六级统考用

A decorative border with a repeating floral and scrollwork pattern in a dark green color, framing the title text.

大学英语教程

甘肃工业大学外语教研室 编

甘肃教育出版社

大学英语教程

(供四、六级考试用)

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前 言

《大学英语教程》是根据高校外语教学大纲规定，国家对高校本科学生在结束英语四、六级学习后，要进行统一标准考试这一要求，结合《大学英语教学大纲》及四、六级考试大纲，总结近年来我校教学实践及学生四、六级统考情况，根据高等学校试用教材《大学英语》、《大学核心英语》内容而编写的。因此，在编写中以统考题型为主，着眼于语言的综合运用能力，注意扩展知识面，重视语言技能训练及应试能力的提高。本书概括了教学大纲及考试大纲所规定的基础阶段较高要求的全部内容（写作另编），主要分为以下五部分：

一、听力理解(赵 瑛编)：通过交际对话，生活叙述，事理解说，测试学生获取信息的能力。

二、阅读理解(张一平编)：文章选材面广，体裁多样，语言规范，科学性强，测试学生理解文章细节、逻辑关系及主题思想，就文章内容进行判断、推理和信息转换的能力。

三、词汇与语法(肖淑编)，通过大纲所提示的有关词汇和语法结构、语言技能及构词知识，测试学生综合运用语言的能力。

四、完形填空(纪春兰编)，本部分内容选自近年来国内外书刊，题材新颖，不但能培养学生理解文章整体结构、语言组织特点的技能，而且能测试学生综合运用语言的能力。

五、模拟试题(张福元编)，通过两套模拟试题，测试学生是否全面掌握了教学大纲和考试大纲所规定的较高难度的内容。

本教程由王为杰同志主审。

本教程大部分练习采用客观性的多项选择题及综合改错形式，讲述重点突出，习题量大，具有一定的深度和广度，除做四、六级统考教程外，凡报考研究生、中高级职称和参加TOEFL考试者均可参考使用。

在选编中我们参考了国内外有关书刊及国内外各种测试用书，特此向作者表示感谢，美籍专家David Mekeon 和Zarry Rempel,对本书认真审阅，提出宝贵意见，在此一并表示感谢。本书编选始终，一直得到我校教务处长刘广济同志及基础课教学研究部主任周亿同同志的大力支持，特此感谢。由于编者水平所限，本书难免有误，恳请读者批评指正。

本教程教师参考书及录音磁带可直接与兰州市七里河区兰工坪路67号甘肃工业大学外语教研室联系。

编 者

1991年3月

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SECTION ONE LISTENING COMPREHENSION

Part One Sound and Word

Discrimination

Unit One Weak Forms

Many short words in English such as "articles, conjunctions, prepositions, pronouns, auxiliary verbs and link-verb (to be)" do not often have strong stress. This unit deals with the pronunciation of their weak forms. It is very important to be able to recognize these weak forms when you hear them.

Listening 1

a [ə]	there [ðə]
an [ən]	and, [ənd], [ən], [n]
the [ðə], [ði]	as [əz]
not [nət], [nt]	but [bət], [bt]
nor [nɔ], [nə]	
than [ðən], [ðn]	
or [ə]	
till [tɪ]	

Exercise 1

You will hear sentences spoken on the tape. Fill in the missing words in the sentences.

- 1) I wrote _____ letter _____ took it to _____ post.
- 2) I' ll do it _____ soon _____ I can.

- 3) Have _____ apple.
- 4) _____ something important to do with TV.
- 5) He is taller _____ I.

Listening 2

at [ət]	into ['intu], ['intə]
by [b], [bi]	to [tu], [tə]
for [fə]	of [əv], [v], [əf], [f]
from [frəm], [frm]	upon [ə'pən]

Exercise 2

You will hear sentences spoken on the tape. Fill in the missing words in the following sentences.

- 1) Come _____ a meal.
- 2) I sent it _____ London.
- 3) He has got _____ difficulties.
- 4) My sister works _____ a hospital as a nurse.
- 5) I saw her run out _____ the library.

Listening 3

he [hi], [i]	who [hu], [u]
her [hə], [ə]	some [səm], [sm]
my [mi]	that [ðæt]
yourself [jə'self]	them [ðəm], [əm]

Exercise 3

You will hear sentences spoken on the tape. Fill in the missing words in the following sentences.

- 1) Did _____ come?
- 2) Give _____ two.
- 3) That's the very person _____ did it.
- 4) They live by _____.
- 5) I like _____ tie.

Listening 4

am [əm], [m]	do [du], [də], [d]
is [z], [s]	did [dd]

was [wəz], [wz] can [kən], [kn], [kɪ]
 have [həv], [əv] [v] must [məst], [məs], [mst], [ms]
 Exercise 4

You will hear sentences spoken on the tape. Fill in the missing words in the following sentences.

- 1) I _____ tired out.
- 2) The place _____ changed.
- 3) You _____ choose one of them.
- 4) I _____ leave now.
- 5) When _____ he go?

Unit Two Liaison

Liaison means linking final consonant sounds to initial vowel sounds; words ending in a vowel or [r] sound are linked to words beginning with a vowel sound, with the insertion of an [r] sound.

Listening 1

an apple	look after
not at all	come in
some of it	put on
none of us	above all

Exercise 1

After listening to the following phrases and sentences, underline the liaison of consonant + vowel.

- 1) It is a desk.
- 2) He walked up and down the room.
- 3) Good evening.
- 4) above all

Listening 2

too easy	the other day
my uncle	go in

Exercise 2

After listening to the following sentences, underline

liaison of vowel + vowel.

- 1) We didn't enjoy it.
- 2) They stay at home on Sundays.
- 3) You must try again.
- 4) Hurry up.

Listening 3

for example	your own
far away	later on
after all	a pair of

Exercise 3

After listening to the following sentences, underline the liaison of r (re) + vowel.

- 1) Here and there you may see the people.
- 2) I'll never see that poor old man again.
- 3) There is a book on the desk.
- 4) There are about eight English books.

Unit Three Contraction

Two words are sometimes spoken as one, for example, I'm [aim] = I am [ai æm]. These forms are called "contraction".

Listening

I'm	we're	I've	you'll	there'll	they'd
you're	they're	you've	she'll	I'd	he'd
he's	there's	we've	he'll	you'd	wasn't
she's	there're	they've	we'll	she'd	isn't
it's	who's	I'll	they'll	we'd	weren't
hadn't	aren't	would've	should've		wouldn't
haven't					
hasn't	could've	didn't	shouldn't		won't
mustn't	don't	doesn't			
must've	can't	couldn't			

Exercise

Fill in the missing words as you listen to the following sentences.

1. When he comes, _____ reading the newspaper.
2. You _____ smoke cigarettes here.
3. My _____ coming tomorrow.
4. Your _____ old.
5. The _____ closed on Sundays.
6. You _____ work so hard.
7. _____ they Chinese students?
8. _____ go if _____ free.
9. _____ already been there.
10. _____ better see a doctor.

Unit Four Incomplete Plosion

The breath is not stopped completely as you pronounce another plosive or affricate which is followed by a previous plosive [p, b, t, d, k, g]. This is called incomplete plosion.

Listening 1

- blackboard ['blæ(k)bɔ:d]
- big girl ['bi(g)'gɜ:l]
- picture ['pi(k)tʃə]
- sweet dream ['swi:(t)'dri:m]
- cotton ['kɔ(t)n]
- top most ['tɔ(p)'məʊst]
- greatly ['grei(t)li]
- good luck ['gu(d)'lʌk]
- breakfast ['bre(k)fəst]
- white vase ['wai(t)'va:z]

Listening 2

Pay attention to incomplete plosion when you are listening to the following sentences.

- 1) Take care not to eat too much.

- 2) Don't believe he is a bad boy.
- 3) The next train will leave at ten.
- 4) Big drops of rain are pouring down.
- 5) He has had a good night.
- 6) Can you help me?
- 7) To go on foot would take long.
- 8) Can you tell me something about Mary?
- 9) You'd better make sure.
- 10) We should do good things for the people.

Unit Five Elision

Leaving out a sound inside a word or at the boundaries of two words is called elision.

Listening 1

history	['histri]	separate	['seprɪt]
handkerchief	['hæŋkətʃɪf]	sandwich	['sænwɪtʃ]
blind man	['blaɪn mæn]	last night	['lɑ:s 'naɪt]
next stop	['neks 'stɒp]	used to	['ju:s 'tu]

Listening 2

honest	['ɒnɪst]	honour	['ɒnə]
calm	[kɑ:m]	half	[hɑ:f]
autumn	['ɔ:təm]	damn	[dæm]
fasten	['fɑ:sn]	whistle	['wɪsl]
climb	[klaɪm]	wrong	[rɒŋ]
thumb	[θʌm]	wrist	[rɪst]
subtle	['sʌtl]	foreign	['fɔrɪn]
bedellim	['delɪəm]	assign	[ə'saɪn]
knee	[ni:]		
knife	[naɪf]		

Unit Six Assimilation

In spoken English, sound changes occur at word boundaries and affect the final and initial sounds of words,

this is called assimilation.

Listening 1

width [widθ] → [witθ]

godfather ['gɒd ,fɑ:ðə] → ['gɒt, fɑ:ðə]

of course [əv'kɔ:s] → [əf'kɔ:s]

issue ['isju:] → ['ɪʃju:]

newspaper ['nju:z, peɪpə] → ['nju:s, peɪpə]

these shops [ði:z'ʃɒps] → [ði:z'ʃɒps]

enquire [in'kwaɪə] → [ɪŋ'kwaɪə]

in motion [in'məʊʃən] → [ɪm'məʊʃən]

what's this ['wɒt ɪz'ðɪs] → ['wɒts'ðɪs]

soldier ['səʊldjə] → ['səʊldʒə]

mutual ['mju:tʃuəl] → ['mju:ʃuəl]

vision ['vɪʒjən] → ['vɪʒən]

Listening 2

Pay attention to assimilation in the following sentences.

- 1) I should think so.
- 2) He used to get up early in the morning.
- 3) They will improve farming methods.
- 4) He was sent to school.
- 5) We choose six of them.
- 6) She isn't here, is she?
- 7) You can get it.
- 8) I'll be back in ten minutes.
- 9) He is ill in bed.
- 10) Would you mind?
- 11) I'm glad to meet you.
- 12) He was a music lover in his young days.

Unit Seven Sentence Stress

In spoken English, you can get the meaning of the sentence with the speaker's help of giving more strength