



普通高等教育“十一·五”规划教材

享在剑桥

大学实用英语综合教程

练习册 第二册



Enjoying Cambridge

Practical College English Course

主 编：顾建华

学林出版社

大学实用英语综合教程

—— 享在剑桥

第二册（练习册）

主 编：顾建华

编 者：顾建华 杨岱若 刘 艳
 张晓卉 方惠忠 王晓宁
 汪巧杰 许振雅 （排名不分先后）

学林出版社

图书在版编目 (CIP) 数据

大学实用英语综合教程—享在剑桥练习册. 第二册 / 顾建华主编. —上海: 学林出版社, 2008.8
ISBN 978-7-80730-674-0

I. 大... II. 顾... III. 英语—高等学校: 技术学校—习题 IV. H31

中国版本图书馆CIP数据核字 (2008) 第113217号



大学实用英语综合教程—享在剑桥练习册 (第二册)

主 编: 顾建华

特约编辑: 李 力 晓 蓉

责任编辑: 吴耀根

封面设计: 顾 欣

出 版: 上海世纪出版股份有限公司

学林出版社 (上海钦州南路81号3楼)

电话: 021-64515005 传真: 021-64515005

发 行: 新华书店 上海发行所

学林图书发行部 (上海钦州南路81号1楼)

电话: 021-64515012 传真: 021-64844088

印 刷: 无锡江溪书刊印刷厂印刷

开 本: 787×1092 1/16

印 张: 12.5

字 数: 30万

版 次: 2008年8月第1版

2008年8月第1次印刷

书 号: ISBN 978-7-80730-674-0/G · 190

定 价: 22.00元

总 主 编：俞理明

执行主编：吴 云

主 审：Howard Woods Jill Bonnell Mustaq Missouri

主 编：顾建华

编委会成员：谈 芳 施志渝 吴 云

徐海江 邢 怡 张丽丽

顾建华 杨岱若 刘 艳

张晓卉 方惠忠 王晓宁

汪巧杰 许振雅 赵 娟

程信舜 宋海燕 肖安法

(排名不分先后)

序

《享在剑桥》是学林出版社继成功推出《走出牛津》之后的又一套富有特色的大学英语教材。如果说《走出牛津》注重听说、强调教学互动，那么《享在剑桥》则更加强调学生读写能力的培养、文化知识的熏陶及人文素质的提升。

《享在剑桥》同样突破了传统教材的编写和教学模式，重在用名家经典让莘莘学子在享受人文哲理之精妙、体验人间真情之可贵的同时燃起学习英语的激情。《享在剑桥》视教材的科学性为生命，在编写过程中，自始至终注意汲取外语教学领域里的最新研究成果，让教材的编写遵循外语学习规律，使教材的使用者能学好英语。我们知道，第二语言习得研究是一门相对来说还比较年轻的学科。大约在上世纪60年代它才成为一门独立的学科，许多理论还处于不断完善的过程中。回顾该学科半个多世纪的成长发展历程，对其影响最大的理论可以算是风行于上世纪七八十年代S. Krashen的输入论(Input Hypothesis)。根据这个理论，外语学习者接触到的外语语料对成功学好一门外语具有举足轻重的作用。但在80年代中后期，不少著名学者对二语习得理论提出了批判，批判的内容涉及该理论的许多方面。在我看来，其中和我们外语学习者关系最大的是Swain的输出论(Output Hypothesis)。根据Swain的输出理论，学习者的输入(Input)还不足以构成第二语言学习成功的唯一充足条件，学习者的输出(Output)也是外语学习过程中不可忽视的因素。那么什么叫学习者的输出？Swain为这个理论探索了20多年，在这篇短短的序言里笔者无法、也没有必要加以深入阐述。但二语习得研究领域至少已经形成这样一种共识：学习者的输入和输出都是二语习得过程中不可忽视的因素，都是研究者观察的重点。我个人认为，这也是我们编写教材中要时刻注意的最为重要的两个方面。

《享在剑桥》不仅强调语料的筛选，以求所选材料篇篇都能受到读者的喜爱或让读者产生心灵的震撼，而且同时强调练习的科学编排，以求使用者能把丰富的语言养料转化为自己的东西。比如，读者只要稍微翻阅此书，就会发现该书每一单元的练习中，都包含了Précis Writing，本练习不仅检验学生对课文的理解程度，也检验学生能否吸收课文的语言养料并将其转化为自己的东西，即训练学生的表达能力。

以上仅是本教材在编写过程中注重输入和输出的一个例子。更多的教学理念和方法还需要大家共同来实践和探讨。

上海交通大学 俞理明 (教授 博士生导师)

前言

《享在剑桥》首推一个“享”字，享受智慧，享受哲理，燃烧学习英语之激情；享受趣味，享受真情，彰显活力与青春；享受学习，享受工作，品味精彩人生。

《享在剑桥》课文 Focus 1 一般取自西方文化经典，是哲理性和趣味性都很强的文章；Focus 2 的内容取自实用型或励志型的文章，希望学生通过学习这些文章提升自己的专业知识，并在以后的工作、生活中加以运用。因为来自经典，所以课文语言纯正、语法规范、习语丰富，内容或幽默诙谐，或情趣盎然，蕴涵着人生哲理和智慧，一个个生动活泼的人物形象通过精美的语言浮现在学生的脑海之中。学生在参与和互动中，享受着学习英语带来的乐趣。实用的科技型或商务型短文，把英语知识同生活和工作紧密联系起来，突出了实用的特点。

《享在剑桥》紧扣教学大纲，从第一册到第三册，几乎覆盖了所有 A、B 级词汇，并有效地控制了超纲词汇。每册由八个单元组成，每个单元包含两篇课文、一个听说功能和一个写作功能，每个功能都对应一个实际的工作或生活场景。

《享在剑桥》强调精讲精练。教师会在文中重要的语言点上作些必要的拓展。练习是根据学生的逻辑思维习惯和二语习得理论进行科学设计和编排的，始终为课文服务，而且数量适度，反复凸现课文内容和知识点，非常有利于学生听、说、读、写等能力的训练。

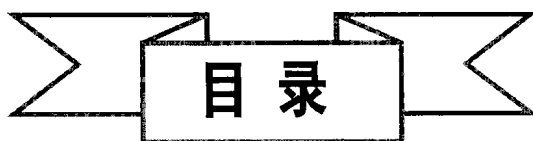
《享在剑桥》充分体现教学互动的原则。课文中的每个段落几乎都有相对应的问题引导学生深入理解课文的内容和知识点。教师与学生之间，学生与学生之间通过任务型练习进行互动，交换思想和观点。学生通过听、说、读、写等方法来训练和表达自己对课文的理解。而这些练习方法正是输入与输出相结合的过程。这个过程不是机械的、形式单调的输入和输出，而是互动的、活泼的、参与性的输入和输出。这是个快乐的过程。

为了进一步拓展主题，巩固教学成果，本套教材配备了练习册（每个单元内容包括：课文知识强化、快速阅读、口语交际实训、A/B 级模拟题。）、MP3 光盘和辅导用书。为方便教学，本套教材还配备了多媒体教学光盘、课件、教师用书（含相关背景知识）等。

本书的使用对象为高职高专非英语专业学生，包括艺体类、三校生、五年制高职以及三本院校的学生。

由于编者水平有限，疏漏和不妥之处在所难免，恳请专家和读者不吝指正。

编委会
2008 年 8 月



Unit One	1
Unit Two	19
Unit Three	39
Unit Four	55
Unit Five	71
Unit Six	87
Unit Seven	105
Unit Eight	123

Unit One

Text Check-up

1. Sentence Completion

Fill in the blanks to complete each statement according to the Chinese prompts.

1. To tell you the truth, I really can't _____ you are living.
说实话，我实在无法忍受你的生活方式。
2. The question we often hear through Customs (海关) is "Do you _____?"
我们通过海关时常听到的问题是：“你有什么需要申报的吗？”
3. A handsome young man _____ to me at my sister's wedding party.
在我姐姐的婚宴上，一位英俊的年轻男子伸手邀请我跳舞。
4. Since childhood, I have had _____ of snake.
从孩提时起，我就对蛇有一种莫名的恐惧。
5. An order came: "_____ before it rains."
命令传来：“下雨之前开始行动。”
6. The sentence "_____!" is often used in our daily conversation.
“真想不到在此遇见你!”是我们日常对话中经常使用的句子。
7. These two seemingly different goods are of _____.
这两件看上去不同的商品的价值是相同的。
8. After several rounds of negotiation, the provider _____ and promised to offer compensation.
经过几轮谈判之后，供应商承认失败，并答应提供赔偿。
9. It's a clever plan and his colleagues think he can _____.
这是一个非常聪明的计划，他的同事们认为他能成功完成。
10. The speaker read the document so fast almost without _____.
发言人朗读文件的速度特快，几乎不用停下来喘气。
11. All the students in our class _____ in what they have achieved this semester.
我们班上所有的同学都为本学期取得的成绩感到自豪。
12. The stormy weather _____ to have a picnic on the weekend.
暴风雨天气搅坏了我们周末野餐的兴致。
13. Her ideas from the meeting have _____ in the scientific community.
她在会议上提出的观点引起了科学界的极大关注。
14. Although he has been living in France for more than ten years, he has _____ of French.

尽管他在法国生活了十多年，却只懂一点儿法语。

15. He would not _____ he had hidden his secret document.
他不会泄露他把秘密文件藏在了何处。
16. _____, there is a large reserve of coal in the southern part of our country.
根据科学勘察，我国南方地区煤的储藏量很大。
17. We should cultivate a habit of talking about something _____.
我们应该养成谈话切题的习惯。
18. "Could I _____ you? Mine is left home." Shirley asked politely.
雪莉礼貌地问：“我能与你合用一本书吗？我的书落在家里了。”
19. Tom shows no interest in peaceful country life but rather _____.
汤姆对平静的乡村生活不感兴趣，反而喜欢冒险的生活。
20. John sat quietly for a long time _____ the ceiling, thinking of what might happen in the near future.
约翰长时间静坐着，凝视着天花板，考虑不久的将来可能会发生的事。

2. Multiple Choices

Choose the most appropriate item to complete each statement.

1. The newly built hall is _____.
A. enough large to hold 500 people B. enough large to holding 500 people
C. large enough to hold 500 people D. large enough to holding 500 people
2. Her biography revealed _____ she was not as rich as everyone thought.
A. that B. which C. what D. whether
3. He could have passed the final exam, _____.
A. if he had a timely review B. if he worked harder at his homework
C. if he had had a timely review D. if he has been more careful
4. _____ that our team had won the match, we all felt very excited.
A. Hearing from B. Being heard C. Heard D. Hearing
5. It is quite natural for people to show their _____ each other's looks when they first meet.
A. reaction with B. reaction to C. reaction on D. reaction for
6. The most obvious landscape _____ of the south is the volcano (火山) and the great lake.
A. character B. point C. memory D. feature
7. She _____ very hard on English for her final results told us everything.
A. should have worked B. should work
C. must have worked D. must work
8. It is quite _____ to learn that the strike broke out right after the accident.
A. surprised B. surprising C. being surprised D. been surprising
9. _____, I could have a better chance to be promoted already.
A. If I get the certificate B. If I had the certificate

NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8—10, complete the sentences with the information given in the passage.

Man, Computer and Brain

People are wondering “What makes people different from computer programs while reading?” The answer is simple: People read something for a reason or purpose: to learn more about what they are interested in. Computers, on the other hand, don’t. In fact, computers don’t even have interests; there is nothing in particular that they are trying to find out when they read. If a computer program is to be a model of story understanding, it should also read for a “purpose”.

Of course, people have a several goals that do not make sense to attribute to computers. One might read a restaurant guide in order to satisfy hunger or entertainment goals, or to find a good place to go for a business lunch. Computers do not get hungry, and computers do not have business lunches.

However, these physiological and social goals give rise to several intellectual (智力的) or cognitive (认知的) goals. A goal to satisfy hunger gives rise to goals to find information about the name of a restaurant which serves the desired type of food, the prices of the dishes and the location of the restaurant, etc. These are goals to acquire information or knowledge, what we are calling learning goals. These goals can be held by computers too; a computer might “want” to find out the location of a restaurant, and read a guide in order to do so in the same way as a person might. While such a goal would not arise out of hunger in the case of the computer, it might well arise out of the “goal” to learn more about restaurants.

Now let’s look at the aspects of the human brain.

The human brain contains 10 billion cells and each of these may have a thousand connections. Such enormous numbers used to discourage us and cause us to dismiss (放弃) the possibility of making a machine with human-like ability, but now that we have grown used to moving forward at such a pace we can be less sure. Quite soon, in only 10 or 20 years perhaps, we will be able to assemble a machine as complex as the human brain, and if we can we will. It may take us a long time to make it intelligent by loading in the right software (软件) or by changing the structure but that too will happen.

It is predicted that in decades, not centuries, machines of silicon (硅) will arise first to rival (竞争) and then exceed (超越) their human ancestors (前辈). Once they exceed us they will be capable of their own design. In a real sense they will be able to reproduce themselves. Silicon will have ended human beings’ long control. And we will no longer be able to claim ourselves to be the finest intelligence in the known universe.

As the intelligence of robots increases to match that of humans and as their cost declines through economies of scale, we may use them to expand our frontiers, first on earth through their

ability to withstand environments, harmful to ourselves. Thus, deserts may bloom and the ocean beds will be mined. Further ahead, by a combination of the great wealth this new age will bring and the technology it will provide, the construction of a vast, man-created world in space home to thousands or millions of people, will be within our power.

注意：此部分试题答案请在答题卡 1 上作答； 8—10 题在答题卡 1 上

1. As far as reading is concerned, people have a clear aim in their mind while computers don't.
2. In the case of finding a restaurant, a computer will get as hungry as human beings.
3. We call the goals of acquiring information or knowledge learning goals.
4. The enormous numbers of brain cells frightened us into dismissing the possibility of making a machine with human-like ability.
5. We will be able to fix a machine as complex and intelligent as the human brain by properly programming it or by changing its structure in the future.
6. According to the passage, machines made of silicon will exceed their human ancestors centuries later.
7. We learn from the passage: Even if machines exceed human beings they cannot create their own designs.

1. [Y] [N] [NG]	2. [Y] [N] [NG]	3. [Y] [N] [NG]	4. [Y] [N] [NG]
5. [Y] [N] [NG]	6. [Y] [N] [NG]	7. [Y] [N] [NG]	

8. Human beings can no longer claim themselves to be the finest intelligence in the known universe because silicon will bring to an end human beings' _____.
9. We may use robots to expand our frontiers, first on earth through their ability to _____ to ourselves.
10. The construction of a vast, man-created world in space, home to _____, will be within our power by a combination of the great wealth this new age will bring and the technology it will provide.

Development of Communication

1. What Would You Say

Choose the most appropriate response to each of the following situations.

1. Do you sell batteries?
 - A. I'm not sure.
 - B. Yes, and which type do you want?
 - C. How do you like this one?
 - D. Certainly, sir. Do you want anything else?
2. Are you sure that you can reach an agreement with the company?
 - A. What do you think about it?

- B. Of course.
 - C. I hope they will.
 - D. I'll ask our manager about it.
3. How do you like this pair of trousers?
- A. I'm looking for a red hat.
 - B. It is too expensive.
 - C. Can you show me that one?
 - D. Well, I like its color. But it seems a bit small for me.
4. This color is very popular this year.
- A. I don't think so.
 - B. How about the pink one?
 - C. Do you really think so?
 - D. Yes, but purple is not my color.
5. This goes perfectly with your blouse.
- A. Come on, don't say it.
 - B. Are you serious?
 - C. Thanks, but it seems a bit tight.
 - D. Is it one hundred percent cotton?
6. It's a specialty of our store.
- A. Really? What's special about it?
 - B. What's it?
 - C. I must get a discount.
 - D. I don't like it.
7. I'm looking for a birthday gift for my mother.
- A. What do you want?
 - B. I see. How about this kind of scarf?
 - C. Just take your time.
 - D. I'm here at your service.
8. Show me the bracelet, please.
- A. Sure, which color do you prefer?
 - B. I'm afraid it doesn't fit you.
 - C. It's 100 dollars, can you accept the price?
 - D. Do you plan to buy it?

2. Speak Up

Put the statements from the following conversation in the correct order.

Salesperson: May I help you?

Sarah: I just bought these slacks (休闲长裤) a week ago. And I am a regular customer here. Can you make an exception this time?

Salesperson: I see. Oh, wait. Ma'am, I'm sorry. These slacks were on sale.

Sarah: I bought them to go with my blouse, but they don't really match.

Salesperson: Alright. Do you have your receipt?

Sarah: Here it is. Thanks a lot.

Salesperson: Well. Let me talk to our manager first. (*A few minutes later.*) Ma'am, the manager says I can do it this time. Please show me your receipt again.

Sarah: Yes, I would like to return these slacks.

Salesperson: And why are you returning them?

Sarah: Yes, here it is. I bought them last week.

Salesperson: I'm sorry, but we usually don't do it. It is our policy.

Sarah: I know many stores have that policy. But I have returned sale items here before.

Salesperson: I'm sorry, but we don't allow returns on sale items.

Sarah: Yes, they were thirty percent off.

Development of Integrated Skills

(Test 1)

Part I

Listening Comprehension

(15 minutes)

Directions: This part is to test your listening ability. It consists of 3 sections.

Section A (1×5=5 分)

Directions: This section is to test your ability to give proper responses. There are 5 recorded questions in it. After each question, there is a pause. The questions will be spoken two times. When you hear a question, you should decide on the correct answer from the 4 choices marked A), B), C) and D) given in your test paper. Then you should mark the corresponding letter on the Answer Sheet with a single line through the center.

Example: You will hear:

You will read: A) I'm not sure.

B) You're right.

C) Yes, certainly.

D) That's interesting.

From the question we learn that the speaker is asking the listener to leave a message. Therefore, **C) Yes, certainly** is the correct answer. You should mark C) on the Answer Sheet.

[A] [B] [~~C~~] [D]

Now the test will begin.

- | | |
|---|-----------------------------------|
| 1. A. Chinese food. | B. Yes, and we won the game. |
| C. On the bus. | D. Right away. |
| 2. A. Quicken your pace. | B. You won't be late. |
| C. Go straight ahead and then turn right. | D. I have been here for 12 years. |
| 3. A. In the downtown. | B. It's a long way to go. |
| C. Chinese and English. | D. On foot. |
| 4. A. Yes, from the radio broadcast. | B. At the school gate. |
| C. Yes, let's go together. | D. A piece of cake. |
| 5. A. A cup of green tea. | B. A good idea indeed. |
| C. By the end of the month. | D. Yes, I am a professor. |

Section B (1×5=5 分)

Directions: This section is to test your ability to understand short dialogues. There are 5 recorded dialogues in it. After each dialogue, there is a recorded question. Both the dialogues and questions will be spoken two times. When you hear a question, you should decide on the correct answer from the 4 choices marked A), B), C) and D)



given in your test paper. Then you should mark the corresponding letter on the Answer Sheet with a single line through the center.

6. A. Porter and customer. B. Teller and customer.
C. Student and teacher. D. Bus driver and doctor.
7. A. To travel by sea. B. To make no tour.
C. To go by bus. D. To fly.
8. A. Yes, because the woman got some while she was shopping.
B. Yes, because the woman wants to help him.
C. No, because the woman already lent it to a friend.
D. No, because the woman has already spent most of it.
9. A. Happy. B. Interesting.
C. Unhappy. D. Dangerous.
10. A. He saw him play on TV. B. He saw him in person.
C. He saw him just now. D. He hasn't seen him.

Section C (1×5=5 分)

Directions: In this section you will hear a recorded short passage. The passage is printed in the test paper, but with some words or phrases missing. The passage will be read three times. During the second reading, you are required to put the missing words or phrases on the Answer Sheet in order of the numbered blanks according to what you have heard. The third reading is for you to check your writing. Now the passage will begin.

Located next to the Yu Garden (上海豫园) and also known today as the Yu Garden market, the City God Temple (城隍庙) was built in the fifteenth century during the Ming 11. _____. It is a busy market today, specializing in 12. _____ arts and crafts. However, it still looks like a temple in appearance.

One hundred years ago, as more and more people came to the temple, many peddlers began to open shops near the City God Temple. Slowly, a popular, 13. _____ market came about. Today, around the temple there are more than one hundred small shops and restaurants, and the products they sell number 16,000 or more. Shanghai 14. _____ enjoy shopping here; they can find things which are difficult to find elsewhere and they eat at their 15. _____ restaurants.

Part II **Vocabulary & Structure** **(15 minutes)**

Directions: This part is to test your ability to use words and phrases correctly to construct meaningful and grammatically correct sentences. It consists of 2 sections.