

大学英语读写译

An Integrated Course in
Reading, Writing and Translation
for College Students

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PDG

前 言

教学和应试的实践表明,大学英语教学要摆脱标准化测试这个“指挥棒”的影响是不现实的,统考成绩毕竟是公认的检验教学效果的标准;但另一方面,教学的最终目的又不是应付考试,而是“培养学生能以英语为工具,获得专业所需要的信息”。近几年英语4、6级考试和部分省市硕士生统考,都体现了考查语言共核的特点。从这个意义上讲,加强语言基本功训练和有效提高应试能力又是并行不悖的。为切实抓好本科4—6级和硕士生英语这个“仍为基础阶段”的教学,并使教路指导学路对准考路,我们根据教学大纲和有关规定,编写了这本以阅读为主,读、写、译结合,兼顾结构、词汇、综合填空和改错的综合性教程。

本书力求体现两个特色:其一,“横看成卷侧成题”。从横向看,每个单元的正课文及各项练习,实际上就是一份完整的试卷;从纵向看,各单元的同项练习又前后衔接,相对完整,构成一项单独试题。这样纵横交错,各扬其长,可使各单元和诸项练习各臻其妙,相得益彰。其二,充分运用经实践检验行之有效的各种教学法,如语言点抓点提申教学法、“4P's”教学法(Patterns, Predicates, Phrases, Postfixes)、阅读深层次理解训练法、写作句式变换和三段式训练法以及常见词语多角度归纳法等。两个特色,同一目的:既全面加强基本功,提高各项技能,又揭示命题套路,使学路对准考路。

全书由20个单元组成,前10个单元和后10个单元分别按4级和5、6级要求编写。各单元均设8项练习,答案附书后。为方便读者使用本书,将编纂细则简述如下:

1. 每单元正课文和数篇副课文(Ex. IV. Reading Comprehension),都围绕同一题目辑文,篇章选自英美原版书刊。这样不仅能提高常用词语重现率,而且有利于读者摄取同一题材多方面的信息,领略不同作者的文笔。对正课文除注释词语外,按精读要求,设篇章理解、双向翻译、缩写训练三项练习,即Ex. I、II、III。副课文则按标准化测试阅读部分的定性定量要求,给出4—5篇短文,设计20道理解题。考虑到平时训练应从严,正副课文中较深层次的理解题均占一半左右。
2. Ex. V. Vocabulary 细分为四部分。前三部分基于正课文总结同根词、同义词和反义词,后一部分侧重归纳各种易混词语,以弥补正副课文词语包容量之不足。四个部分多角度的词语归纳,都以大纲词表为准,略加拓宽。
3. Ex. VI. Structure 运用抓点提申法,较系统地辨析句法、词法中的疑难点。所给练习少而精,题题都具典型性。
4. Ex. VII. 前10个单元为Cloze,后10个单元为Error Correction,分别与4、6级统考题项对应。两个项目都注重通过实例,演示解题要领和技能,并给出若干篇练习。
5. Ex. VIII. Writing 从段落水平起步,进而按文体分类,分别简介议论文、说明文、记叙文以及图表评述和书信的写作要领,归纳各种体裁写作常用的句式和词语,指导学生由浅入深地掌握写作技能,并给出40篇范文(每单元2篇,其中数篇放答案中)。

本书原稿承大学外语教学指导委员会委员、大连理工大学孔庆炎教授审阅指正,对此编者表示衷心的感谢。

由于本书编写思路是探索性的,又受笔者水平所限,书中不妥乃至谬误势在难免,敬希广大读者惠予指正。来函请寄大连理工大学外语系李阳春(邮编116023)。

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Unit 1 A World Role for English?

[1] The role of the English language worldwide was the subject of a unique BBC World Service seminar held at Bush House, BBC World Service headquarters in London, last October. Sixty linguists, teachers, writers, business people and journalists came together to discuss the impact of English and trends in its use in literature, diplomacy and business.

[2] The day was opened by His Royal Highness Prince Philip, who broadly distinguished between three basic forms of English in use worldwide today. He defined these as, first, cultural English — the knowledge of the language that enables the learner to keep up with developments in literature in English and English culture. This is the educated native speaker's standard. Then there is specialized standard used in commerce, technology and science, and, thirdly, technical English which has very specific uses, such as special vocabulary and formulae for international air traffic control and the control of shipping. Prince Philip made the point that a good command of cultural English is not sufficient to understand some technical English, but cultural English is more than you normally need for technical purposes.

[3] English for technical purposes is a particular concern of Prince Philip's. He warned against too many varieties of specialized and technical English and said that unless some commonality was established between them — a basic technical English phraseology, for example — the full potential of a world language based on English would never be realized.

English in the world of literature

[4] Anthony Burgess surprised everybody by saying that the Russian-sounding language he invented in his famous novel *The Clockwork Orange* was introduced to hide the violence of the plot — a common example, he claimed of writers telling lies. He meant that writers use words in different ways to create symbols with different meanings.

[5] This ability to use words in unfamiliar ways to create new meanings is the criterion of what Anthony Burgess describes as 'Class 2 Literature'. By this he means literature in which the language itself becomes a key element in the novel. In 'Class 1' novels the language is not allowed to get in the way of the plot. Most best-sellers are in the Class 1 category but it is Class 2 writing which influences and changes a language.

[6] So what literature is influencing the English language? Anthony Burgess cites the novel tradition in Europe, especially the novels of the contemporary Italian writer Umberto Eco, as providing a different literary form. But for the use of language he would turn not to UK but to the USA.

English in the world of diplomacy

[7] It's the kind of thing that you think can't be true, but this story is. At the United Nations, a Russian diplomat who was making a speech in Russian quoted a proverb which the interpreter translated into English by this quotation from Shakespeare's play *Hamlet*: 'Something is rotten in the State of Denmark'! At that remark, the Danish ambassador to the United Nations was just putting on his earphones and ... well, you can imagine the rest!

[8] Sir Anthony Parsons was Britain's Ambassador to Iran and also permanent representative at the United Nations in New York. In his opinion, English has not replaced French as the world's language of diplomacy but has certainly equalled it. This is due both to the prominence of the USA and to the fact that the UN is situated in New York.

[9] But what kind of English is this new language of diplomacy? In Sir Anthony's view, based on his UN experience, the use of English at the UN, 'has to a great extent impoverished the English language and at times made it even ridiculous'. Why? One reason is, unless you keep to very simple words, you get misunderstandings like the one cited above. A more important reason is the difference between 'mandatory and recommendatory' language in the UN Charter. To disobey a mandatory resolution is a breach of international law. So, to get resolutions adopted, most delegates use 'recommendatory' language and make speeches using the language of the UN Charter. Here are some examples:

Mandatory	Recommendatory
decide	recommend
take measures	take steps
demand	call upon

[10] The result, says Sir Anthony Parsons, is not just dullness but inaction on real problems. Because delegates avoid mandatory language in draft resolutions, important world problems are not dealt with.

[11] Is English a universal language of corridor diplomacy? We have all heard about statesmen of different nationalities discussing issues privately in English. True, agrees Sir Anthony, but you have to be careful. A Head of State may speak perfect English but his or her psychology may be totally different. It is too easy to assume that a shared language means a shared psychology and view of the world. This is why many statesmen, who speak English, prefer to work through interpreters.

English in the world of business

[12] Robert Horton, chairman of British Petroleum America, remembers seeing a job advertisement for 'a Japanese executive who could swear in English'! He is still not sure why this should be a qualification for employment — an indication of fluency, perhaps. In economic terms, if world business amounts to 13 trillion dollars, something like 6 trillion dollars' worth of world business is conducted in English. The reality of the use of English today is the Korean businessman negotiating with an Italian in Thailand — not in the USA or UK.

[13] In Robert Horton's view, the advantage of English as a business language is not that you can swear in it, but that you can express yourself very clearly and precisely. This is because English has a large vocabulary borrowed from many languages but is also simple to use. It is estimated that a small number of words make up some 90 per cent of communication.

[14] Even more important than vocabulary in business are cultural conventions. In the initial phase of a negotiation, behaviour is very important. For example, a Japanese might be offended if you went straight into a negotiation without going into courtesies. For Robert Horton, behaviour and sensitivity in business negotiation is more important than language.

Is English fit to be a world language?

[15] It was left to the distinguished Kenyan author, Ngugi wa Thiong'o to sound a warning. We don't want a language for the world, he said, but a world of languages.

[16] He pointed out that many national languages of Africa were destroyed by the imposition of colonial languages such as English and French, which gave no space to the culture and tradition of African mother tongues. In former colonial countries, English was not just a means of communication with other cultures. It was, he said, supposed to replace national cultures and languages. In doing so, the history of the spread of the English language is a harsh and bloody one. Even so, the English language is spoken in these countries by only 5 per cent of the population. English has contributed to a split in these societies with a false distinction between the (western) educated class and 'non-educated' classes.

[17] All speakers at the seminar shared the conclusion that English is valuable as an international language of communication but everyone should take responsibility for ensuring that other languages thrive and develop as well. Another important fact is that we who enjoy the advantages of being native speakers of an international language need to be sensitive to the needs of other speakers, and we also need to learn other people's languages ourselves. (1,250)

New Words and Expressions

unique [ju:'ni:k] *a.* 唯一的

seminar ['seminɑ:] *n.* 研讨会

headquarters ['hed'kwɔ:təz] *n.* 司令部;总部

linguist ['liŋgwɪst] *n.* 语言学家

journalist ['dʒə:nəlist] *n.* 新闻工作者

impact ['ɪmpækt] *n.* 冲击力;影响(on)

trend [trend] *n.* 趋势

diplomacy [di'pləʊməsi] *n.* 外交

distinguish [dis'tɪŋɡwɪʃ] *v.* 辨别(between)

define [di'fain] *v.* 下定义;规定(as)

keep up with 跟上,不落后

specialize ['speʃəlaɪz] *v.* 专门化;专门研究(in)

commerce ['kɒməs] *n.* 商业;贸易

specific [spi'sɪfɪk] *a.* 特殊的;具体的

formulae ['fɔ:mjuli:] (sing. formula) *n.* 公式;
惯用语句

commonality ['kɒmə'nælɪti] *n.* 共同性

phraseology [,freɪzi'ɒlədʒi] *n.* 术语;表达方式

potential [pə'tenʃəl] *n.* 可能性;潜在力

criterion [kraɪ'tɪərɪən] *n.* 标准

category ['kætɪgəri] *n.* 类型

cite [saɪt] *v.* 引用,列举

contemporary [kən'tempərəri] *a.* 当代的;同
时代的

diplomat ['dɪpləmət] *n.* 外交官

quote [kwəʊt] *v.* 引述

interpreter [ɪn'tə:prɪtə] *n.* 翻译;解释者

rotten ['rɒtn] *a.* 腐烂的

ambassador [æm'bæsədə] *n.* (驻...)大使(to)

permanent ['pɜ:mənənt] *a.* 永久的;常驻的

prominence ['prɒmɪnəns] *n.* 突出,显著

impoverish [ɪm'pɒvərɪʃ] *v.* 使贫困,使枯竭

ridiculous [rɪ'dɪkjʊləs] *a.* 可笑的;荒谬的

mandatory ['mændətəri] *a.* 强迫性的;命令的

recommendatory [,rekə'mendətəri] *a.* 推荐性
的;劝告的

disobey [dɪ'sə'bei] *v.* 不服从,违抗

resolution [,rezə'lʊ:ʃən] *n.* 决心;决议

breach [brɪ:tʃ] *n.* 违犯;破裂

inaction [ɪn'ækʃən] *n.* 不活动,不起作用(on)

corridor ['kɒrɪdɔ:] *n.* 走廊

psychology [saɪ'kɒlədʒi] *n.* 心理学;心理

executive [ɪg'zekjʊtɪv] *n.* 行政官;总经理

qualification [,kwɒlɪfɪ'keɪʃən] *n.* 条件;资格

(for)

fluency ['fluənsi] *n.* 流利

trillion ['trɪljən] *n.* (美) 万亿, 兆; (英) 百万兆

negotiate [ni'gəʊʃieɪt] *v.* 谈判, 协商 (with)

precisely [pri'saɪsli] *ad.* 精确地

estimate ['estimeɪt] *v.* 估计, 判断

convention [kən'venʃən] *n.* 社会习俗, 惯例

initial [i'nɪʃəl] *a.* 最初的, 开始的

negotiation [ni'gəʊʃi'eɪʃən] *n.* 谈判, 协商

behaviour [bi'heɪvjə] *n.* 行为, 举止

offend [ə'fend] *v.* 冒犯, 得罪; 激怒

courtesy ['kə:tisi] *n.* 礼貌

sensitivity [,sensɪ'tɪvɪti] *n.* 敏感性, 敏感 (to)

imposition [,ɪmpə'zɪʃən] *n.* 强加, 强迫接受

(on)

colonial [kə'ləʊnjəl] *a.* 殖民(地)的

harsh [hɑ:ʃ] *a.* 粗糙的; 严厉的, 恶劣的 (on)

distinction [dɪs'tɪŋkʃən] *n.* 差异, 区别

thrive [θraɪv] *v.* 兴旺, 繁荣

sensitive ['sensɪtɪv] *a.* 敏感的 (to)

Exercises

I. **Analysis of Ideas and Relationships:** Choose the best answer available.

1. The opening paragraph ____.

- A) sums up the hot topic of the seminar once held in London
- B) introduces the subject of this article
- C) provides the background to the subject discussed in the seminar
- D) either A or B

2. According to Prince Philip, the main problem in the realization of English as a world language is ____.

- A) the very specific uses of technical English
- B) the enlarged vocabulary in cultural and specialized English
- C) too many varieties in the three basic forms of English
- D) too many differences in specialized and technical English

3. Which of the following statements is NOT true in regard to "Class 2 Literature"?

- A) The language gets in the way of the plot.
- B) Words used in unfamiliar ways are created as symbols with different meanings.
- C) The language is secondary to the plot.
- D) Class 2 writing exerts much impact on a language.

4. All the literary forms cited below are influencing the English language EXCEPT ____.

- A) most best-sellers
- C) the novels of the contemporary Italian writer Umberto Eco
- B) Anthony Burgess' famous novel *The Clockwork Orange*
- D) the novel tradition in Europe

5. Which of the following sentences is least likely to be used to restore the omitted part of the last sentence in Paragraph 7?

- A) he was puzzled to hear it
- C) he naturally got offended at it
- B) he was shocked at it
- D) he turned a deaf ear to it

6. Based on the information presented in Paragraphs 8, 9 and 10, one can reasonably conclude that ____.

- A) Sir Anthony speaks highly of the use of English at the UN
- B) Sir Anthony objects strongly to delegates' use of 'recommendatory' language in draft

resolutions

- C) in Sir Anthony's opinion, English is a must in all international activities
 - D) to Sir Anthony's mind, once 'mandatory' language is widely used at the UN, important world problems can readily be solved
7. It is implied but not directly stated in Paragraph 11 that ____.
- A) it is always sound and wise for a diplomat or politician to speak his mother tongue even in informal discussions at the UN
 - B) it is always sound and wise for a diplomat or politician to keep to very simple words when he speaks English
 - C) statesmen often discuss issues privately in English
 - D) a shared language doesn't necessarily mean a shared view of the world
8. The main idea of Paragraph 12 is ____.
- A) Robert Horton's puzzlement over a job advertisement
 - B) the importance of the English language in terms of economics
 - C) the extensive use of English in worldwide business
 - D) the role of English in business negotiations
9. Which of the following statements is supported by the article?
- A) Most delegates at the meeting are opposed to the idea of choosing a common language for the world.
 - B) The proposed world language is characterized by its simplicity.
 - C) The main requirement of the proposed world language is its smallest possible vocabulary.
 - D) English is, to a great extent, used as an international language for communication.
10. This article is chiefly ____.
- A) an argument in favour of doing something
 - B) a presentation of various experts' points of view about something
 - C) a description of how something works
 - D) a discussion of how efforts should be made to turn something into a reality

I. Translation

Section A: Offer a Chinese version for each of the following sentences.

- 1. Sentence 2, Paragraph 3: "He warned ... never be realized".
- 2. Sentence 2, Paragraph 9: "In Sir Anthony's view ... even ridiculous".
- 3. Sentence 3, Paragraph 12: "In economic terms ... in English".
- 4. The last sentence in Paragraph 16: "English has ... classes".
- 5. Sentence 1, Paragraph 17: "All speakers ... as well".

Section B: Put the following sentences into idiomatic English, using the phrases, expressions and sentence patterns given.

- 1. 精通英语能使科研人员跟上本学科最新发展情况。(a good command of, enable sb. to do sth., keep up with)
- 2. 据估计,世界所使用的语言总计三千多种。(it is estimated, amount to)
- 3. 与会专家的共同结论是除非各国取得一致意见,否则采用国际共用语言的目标永远不会

实现。(share the conclusion, unless ... never ..., reach an agreement)

4. 有若干现存语言可供选择为世界共用语, 诸如英语、法语、拉丁语、世界语等。(there be ..., such as, Esperanto 世界语)
5. 很明显, 这个问题可以用不同的方法来处理。(it is clear, deal with, in ... way)
6. 成绩的取得不仅是由于他们的共同努力, 而且是由于他们所采取的正确的方法。(due to, not only ... but also ...)
7. 在他看来, 这个问题的最终解决在很大程度上取决于国民经济的迅速发展。(in ... opinion, the final solution to, depend on, to ... extent)
8. 每个人都应当承担起责任, 以确保“一个世界, 一种语言”的理想得以实现。(take responsibility for, ensure that ..., come true)
9. 她指出, 英语作为商业用语的长处不在于它词汇量大, 而在于它使用起来简单。(point out, not that ... but that ...)
10. 这就是一些发展中国家的人民之所以不要只有一种语言的世界, 而要多种语言的世界的原因。(that is why, a language for the world, a world of languages)

III. **Précis of the Text:** Condense the article to one-sixth of its original length, something like 210 words.

Directions: After reading the text several times, you are supposed to make a précis, or an abstract, a summary, of the article. Your précis should include the major ideas of the article. To do so, you have to build an awareness of the article's organization and focus on the important information. Try to distinguish between the main and supporting ideas, to detect implications and then reach conclusions about the main points in the article. This will lead to a better understanding of the text. The title and subtitle clues as well as the content of the first paragraph could help you grasp the main ideas of the article, but be sure to restate the general ideas in your own words.

IV. Reading Comprehension

The English language is spoken or read by the largest number of people in the world, for historical, political, and economic reasons; but it may also be true that it owes something of its wide appeal to qualities and characteristics inherent in itself.

First and most important is its ease and readiness with which it has taken to itself material from almost everywhere in the world and has made the new elements of language its own. English has become the most “mixed” of languages, having received throughout its history all kinds of foreign elements with ease and assimilated(吸收) them all to its own character.

A second outstanding characteristic of English is its simplicity of inflection(词尾变化)——the ease with which it indicates the relationship of words in a sentence with only the minimum of change in their shapes or variation of endings.

A third quality of English, therefore, is its relatively fixed word order. An inflected language like Latin or Russian can afford to be fairly free in the arrangement of its words, since the inflections show clearly the proper relationship in the sentence. But in a language which does not change the forms of its words according to their relationship in the sentence-significance, the order of the words is likely to be relatively fixed; and a fixed word order in relation to meaning in the

sentence takes the place of the freedom made possible by the system of inflections.

Another consequence, fourthly, of the loss or reduction to the minimum of the inflections which English once had, is the growth of the use of roundabout ways of saying things, and of the use of prepositions to take the place of the lost inflections.

A fifth quality of English—though this, like the loss of inflections and its consequences, is shared with some other languages—is the development of new varieties of intonation(语调) to express shades of meaning which were formerly indicated by varying the shapes of words. (330)

1. This passage is mainly about _____.
A) the worldwide significance of the English language C) English learning
B) English as an international language D) the remarkable features of the English language
2. English has become the most “mixed” of languages because _____.
A) it borrowed many words from other languages
B) it always makes new words for new ideas from its own compound elements
C) it is now being used the world over
D) it possesses unique characteristics
3. Which of the following questions does the author provide the answer to?
A) When and where did the English language originate?
B) What are the characteristics of English?
C) When will English become an international language?
D) Who has contributed to the general success of English?
4. In sum English is characterized by _____.
A) the adaptable receptiveness, the simplicity of change of word - endings and the relatively fixed word order
B) the amazing variety and the change of word-endings
C) the general receptiveness of new elements into it
D) the development of new varieties of intonation to express shades of meanings
5. This text is taken from _____.
A) a government information booklet C) a book on the English language
B) a newspaper editorial D) a sociology textbook

To carry the question of the need for rapid reading a bit further, let's consider the technical or educational material most of us must read for our jobs. If you work in a technical field—and most business and professional people do—you'd better read slowly and carefully. Almost all businesses today are subject to federal regulation to some degree. If you must read the *Federal Register*, the *Code of Federal Regulations*, the *OSHA Handbook* or other technical materials related directly to your job, I'd urge you to take your time. A misreading could be costly or damaging to your firm.

On the other hand, newspapers, news magazines and other publications should be read with some degree of speed. Here's where a general knowledge of speed reading techniques might be useful. Especially since this is the most common type of reading we do.

Anyone can improve their reading efficiency. To do so, you must learn some basic tech-

niques and then consciously apply them. Perhaps an expensive course would help you, but an inexpensive paperback and concentrated practice might provide as much long-term benefit. In any case, you lose nothing by trying the self-help approach.

But before you get too worried about your present reading speed, remember: Most of the publications we read for enjoyment, education or for our jobs should be read slowly and carefully anyway. So maybe we should all worry less about imagined deficiencies (缺陷) in our reading speed. (243)

6. When reading technical or educational material, you are advised to _____.
A) read at an extraordinary pace C) appreciate the beauty of good writing
B) notice the relevant lines D) read slowly and carefully
7. One type of printed material the author thinks can be read quickly is _____.
A) a textbook B) a news magazine C) a business letter D) a phone book
8. The author suggests that people interested in improving their reading speed _____.
A) do so with the aid of an inexpensive paperback and through concentrated practice
B) take an expensive course first
C) have to try the self-help approach in a required course
D) learn all the basic techniques
9. Which of the following is the topic sentence of the first paragraph?
A) "To carry the question ... for our jobs. "
B) "If you work in the technical field ... you'd better read slowly and carefully. "
C) "if you must read the *Federal Register* ... I'd urge you to take your time. "
D) "A misreading ... to your firm. "
10. The author of this passage is in favor of _____.
A) careful reading of any material available
B) fast reading
C) adopting different reading speeds for different purposes
D) reading the publications intended for enjoyment

Linguists (语言学家) suggest that speech milestones are reached in a fixed sequence and at a constant age, but there are cases where speech has started late in a child who eventually turns out to be of high IQ (Intelligence Quotient 智商). At twelve weeks a baby smiles and utters vowel-like sounds; at twelve months he can speak simple words and understand simple commands; at eighteen months he has a vocabulary of three to fifty words. At three he knows about 1,000 words which he can put into sentences, and at four his language differs from that of his parents in style rather than grammar.

Recent evidence suggests that an infant is born with the capacity to speak. What is special about Man's brain, compared with that of the monkey, is the complex system which enables a child to connect the sight and feel of, say, a teddy-bear with the sound pattern 'teddy-bear'. And even more incredible is the young brain's ability to pick out an order in language from the hubbub of sound around him, to analyse, to combine and recombine the parts of a language in novel ways.

But speech has to be triggered(激发), and this depends on interaction between the mother and the child, where the mother recognises the signals in the child's babbling, clinging, grasping, crying, smiling, and responds to them. Insensitivity of the mother to these signals dulls the interaction because the child gets discouraged and sends out only the obvious signals. Sensitivity to the child's non-verbal signals is essential to the growth and development of language. (260)

11. When will a baby be able to speak simple words and understand simple commands?
A) At twelve weeks B) At ten months C) At one year D) At one and a half years
12. How many words can a three-year-old child know and put into sentences?
A) Three hundred words C) Fifty hundred words
B) About one thousand words D) More than one thousand words
13. According to the passage, which of the following statements is true?
A) An infant does not have the ability to speak until it is 12 months old.
B) Before an infant is born, it has the capacity to speak.
C) An infant cannot learn speech until it is 12 weeks old.
D) An infant is born with the capacity to speak.
14. Some children are backward in speaking because _____.
A) they are backward in nature C) their mothers don't speak to them
B) their mothers are insensitive to their signals D) their speech is to be started
15. Which of the following can be concluded from the passage?
A) Language ability can not be easily increased.
B) Mothers' response to their children's signals makes no difference in their language development.
C) Mothers who listen to their children can teach them more.
D) Children's language development depends, to some extent, upon their mothers.

One myth that students sometimes hold about reading is that an increase in reading rate—the purpose of the much-advertised speed-reading courses—means an automatic increase in reading comprehension. Speed-reading courses may increase the number of words your eyes take in and “read” per minute. And comprehension may improve because you tend to concentrate more as you read faster. However, with difficult material, understanding is likely to fall as rate rises. The surest way to reading speed and comprehension is to develop reading comprehension skills. Speed will automatically follow as you learn how to identify main ideas and then go quickly over lesser points and supporting details. Speed will also result as you learn how to vary your reading rate according to the nature of the material and your purpose in reading. In summary, by emphasizing comprehension rather than sacrificing it, you will make yourself a more efficient reader, and therefore a faster reader.

16. Which of the following might be the best title for this passage?
A) Significance of Speed Reading C) General Reading Strategies
B) Reading Comprehension Skills D) Comprehension and Rapid Reading
17. In context, “myth” in the first line refers to a _____.
A) fairy tale B) story C) legend D) misleading idea

18. According to the passage, what is the drawback of speed-reading courses?
 A) Total failure to understand the text C) Misunderstanding of the passage
 B) Incomplete understanding of the content of the selection D) Omission of relevant lines
19. The misleading idea that some students have about reading is that _____.
 A) a single reading of a textbook selection should result in a satisfactory understanding of that text
 B) comprehension should happen all at once
 C) comprehension may improve as one reads faster
 D) an increase in reading speed means an automatic increase in reading comprehension
20. To increase the understanding of what is read, one should first _____.
 A) recognize the definitions and examples *C) recognize the signal words
 B) learn key reading comprehension skills D) know how to summarize

V. Vocabulary

Section A Word Forms

- able, ability, enable
- base v. & n., basis(pl. bases), basement, basic, basically
- conduct n. 行为, v. 传导;带领;进行 conduction, conductor, conductivity
- create, creator, creature, creation, creative 有创造力的
- define, definite, definitely, definition, indefinite
- employ, employee, employer, employment, unemployment 失业
- equal, equally, equality, equator 赤道, equation 方程式, equilibrium 平衡
- nation, national, native, nationally, international
- obey, obedience, obedient, disobey
- qualify, quality, qualified 合格的, qualification, qualitative 性质上的
- respond v., response, responsible, responsibility, irresponsible
- sense, sensible 明智的;明显的 sensitive 敏感的, sensor 传感器, sensation, sensitivity
- special, specialize v., speciality, specialist, specially
- suffice v. 足够,使满足 sufficient, sufficiently, insufficient
- vary v., various, variable a. 易变的, n. 变量, variation, variety, varied

Section B Synonyms

- advantage 优点,利益: benefit 利益, gain 收益, profit 利润;益处
- cite 引用,举(例): quote 引用, mention 提到
- contribute to 贡献;促成: lead to 导致, bring about 带来, result in 造成
- dull: 迟钝的 slow, stupid; 单调的 boring, tedious
- elementary: 基本的 basic, fundamental, essential; 初步的 primary
- estimate 估计: calculate 计算, count 计数, evaluate 评估, appreciate 正确评价
- permanent 永久的: eternal 永恒的, everlasting 永久的
- impact: 冲击,碰撞(力) crash, force, collision; 影响,功效 effect, influence
- interpret 解释,说明: explain, account for, throw light upon, cast light on
- invent 发明,创造: create, develop, devise 设计,发明

11. precise 精确的: exact, correct, accurate
12. prominent 突出的, 显著的: distinguished, noted, outstanding, remarkable, noticeable
13. provide 提供: furnish, supply, offer, render
14. replace 替代: substitute, take place of
15. specific: 明确的, 具体的 definite, concrete; 特有的, 特定的 especial, particular, special, peculiar

Section C Antonyms

- | | |
|--|----------------------------------|
| 1. avoid — meet, confront | 6. initial — final, terminal |
| 2. conclude — start, begin, commence | 7. offend — please, delight |
| 3. destroy — preserve 保护; construct 建设 | 8. perfect — faulty, imperfect |
| 4. distinct — identical 一致; obscure 模糊的 | 9. ridiculous — reasonable, wise |
| 5. dull — sharp 锋利; bright 灵利 | |
| 10. unique — common, commonplace, ordinary | |

Section D Differentiation

- | | |
|---|---------------------------------------|
| 1. adopt 采用; 收养 — adapt (to) 使适应 | 3. population 人口 — popularity 普及, 流行 |
| 2. advice n. 忠告, 意见 — advise v. 劝告, 建议 | 4. possess v. 拥有一 process n. 过程 v. 加工 |
| 5. economical 节约的; 省油的 — economic 经济(上)的 | |
| 6. industrial 工业(上)的 — industrious 勤奋的 | |
| 7. attitude 态度 — latitude 纬度 — altitude 高度, 海拔 | |
| 8. extent 程度 — extend 延伸 — expand 展开 — expend 花费 | |
| 9. commerce 商业, 贸易 — commence 开始 — command 命令 — comment 评论 | |
| 10. 以 -tive 或 -sive 结尾的若干名词: adjective 形容词, alternative 抉择, conservative 保守主义者, detective 侦探, executive 总经理, explosive 炸药, locomotive 机车, native 本地人, negative 否定; 负数 objective 目的, positive 肯定; 正数 relative 亲属 | |

VI. Structure 各种常见句型句式汇总(一)

[提示] 在英语结构中, 句型句式 (patterns)、谓语动词 (predicates)、词组搭配 (phrases) 和词尾形式 (postfixes) 是学习的重点。只有切实掌握这 4P's, 才能大大提高解答语法结构题的实际能力。本项练习将陆续归纳以 4P's 为中心的各种语言点, 力求使学路对准考路。

1. "There be" 句型及其变换句式

- (1) There are at least two possible solutions to the problem. (现在时, 复数主语)
- (2) Where there is a will, there is a way. (现在时, 单数主语)
- (3) There were two small rooms in the beach house, the smaller of which served as a kitchen. (过去时, 复数主语)
- (4) There was no reason for your not attending the meeting yesterday. (过去时, 单数主语)
- (5) There have been a number of telephone calls since you left. (现在完成时)
- (6) There will be an all-round upsurge in agricultural and industrial production. (将来时)
- (7) There can be no doubt that the combination of the two approaches will be most effective. (情态动词 + be)
- (8) There is no point (in) trying to persuade him to agree with us. (固定句式, 他如: There is no sense doing..., There is no use doing..., Is there any good doing...?)

- (9) There are bound to be more difficulties for us to get over. (“There be” 句型变换形式, 其他词语替代 be. 他如: seem to be, happen to be, be likely to be, be certain to be; occur, appear, lie, live, stand, exist, remain, emerge 等)
- (10) Tourists are often surprised at there being so many good roads in the mountainous regions. (“there being” 相当于从句 there be, 用于书面语)
- (11) It is strange for there to be no objections. (“for there to be” 相当于 that there should be, 用于书面语)
- (12) They expect there to be more chances for them. (“there to be” 相当从句 there will be, 侧重未来动作或状态, 用于书面语)

2. “主-系-表”句型

- (1) The English evening turned out a great success. (名词作表语, 他如: has been an Army-man, sound a good idea, remain a difficult problem, prove an effective method)
- (2) As soon as he went to bed, he fell asleep. (形容词作表语, 他如: go wrong, look nice, turn red, come true)
- (3) There is no doubt that the new project is of great importance to the development of the area's industry. (介词短语作表语, 他如: be on duty, be out of order, be under way, be in danger)
- (4) When he got to the cinema, the film had been on for twenty minutes. (副词作表语, 他如: be over, has been abroad, be through with sth., will be back)
- (5) They seem determined to carry out the plan no matter how difficult it may be. (分词型形容词作表语, 他如: be interested in, become accustomed to doing sth., smell inviting, sound disappointing)
- (6) The first step is to get enough information for the work. (不定式作表语, 他如: The most important factor is to ensure..., Our aim is to develop..., His wish is to turn..., Our present task is to control...)
- (7) Their job is analysing the data obtained. (动名词作表语, 他如: The problem will be identifying..., The practical solution is combining..., The best choice would be building..., Another way is reducing...)
- (8) The reason why he was absent yesterday was that he had got something urgent to do. (表语从句作表语, 他如: Her suggestion is that..., The fact remains that..., China is no longer what..., That's why...)

3. “主-谓(-宾)”句型

- (1) Sound travels faster through water than through air. (主-谓-状)
- (2) Dr. Janes ordered two pieces of equipment for the laboratory. (主-谓-宾)
- (3) Whether he can return the books this week does not matter. (主从-谓)
- (4) He offered to drive us to the church, but we preferred to walk. (不定式作宾语)
- (5) No one can avoid being influenced by advertisements. (动名词作宾语)
- (6) I can't understand how you put up with these unpleasant surroundings. (宾从作宾语)

4. “主-谓-宾-宾补”句型(复合宾语结构)

- (1) This bird's large wings enable it to fly very fast. (不定式作宾补)

- (2) While walking along the icy river, we could see cracks in the ice radiating in all directions.
(现在分词作宾补)
- (3) He doesn't want the children taken out in such weather. (过去分词作宾补)
- (4) Be sure to keep it a secret. (名词作宾补)
- (5) You have to get everything ready before the experiment begins. (形容词作宾补)
- (6) His work made it impossible for him to get home oftener than every other weekend. (先行词 it 替代不定式作宾语)
- (7) He doesn't think it worthwhile spending too much time on it. (先行词 it 替代动名词作宾语)
- (8) They take it for granted that they get everything they need from their parents. (先行词 it 替代宾从作宾语)
5. “主-谓-直接宾语-间接宾语”句型(双宾语结构)
- (1) That will spare us a lot of trouble. (间宾+直宾)
- (2) Smoking does much harm to one's health. (直宾+间宾)
- (3) She bought a new schoolbag for her daughter. (直宾+间宾)
- (4) Have they informed you when they are to publish the book? (宾从作直宾)

VI. Cloze 综合填空要领

一、研读首句摸文脉，运用常识细推断

做综合填空，首先要了解文章的主题、体裁以及结构等文章的“脉络”。一般认为，要了解这些就要先通读全文。但是在实际应试中，这样做往往时间太紧。有效的办法是用研读首句或前两三句来代替通读全文。因为英语文章的特点之一是它的连续性，而且首句经常是全文的主题句，加上综填的文章大多是常见的题材，所以学生根据常识和语言知识能够从首句或前两三句中推测出文章的主题、体裁以及结构等文章的“脉络”。有时只读第一句还不能摸清“文脉”。这时，先不要填第一、二个空处，而要先看看备选答案，待细读到第三、四个空处后，再回过头来从第一个空处填起。这样做不仅减少失误，而且还节省时间。请参阅样例一、1、2，样例二、1、2。

二、一致搭配莫忘记，词尾变化抓关键

英语语法规则要求主谓一致、指代一致、前后时态一致，固定的词组搭配又很多。这方面是中国学生的弱项，常常在应试时顾此失彼。此外，英语词尾变化多端，以表达各种语法现象和意思。但学生在阅读或应试中，往往忽略这一点，因而在答题中常常失误。样例演示中有多处都涉及这方面的问题，请参阅样例一、8、9、10、11、12，样例二、3、8、12、14、15、17、18、20。

三、连词代词看逻辑，名形动副查内涵

因为短文只有一个中心——主题，而文章的连续性又要求所有的句子都必须密切相连，语气前后贯通，所以准确地把握过渡词的用法十分必要。有时一处失误往往会导致全文理解的失误。因此，连词、代词的选择要从“文脉”的走向入手分析判断。英语的实词与文章的主题和重要细节紧密相连，同时又受各种语法规则的限制。例如，某个词在意思上讲得通，但在语法上却不对；有时，在一个句子中意思、语法都对，但在文章中又不对。所以，在选择名词、形容词、动词、副词这些实词时，要从内容或信息方面入手，结合语法、惯用法，根据上下文分析判断、逐一排除。请参阅样例一、3、4、6、16，样例二、2、3、6、11。

四、形义相近细筛选，前后照应综合看

当词形或词义相近时，要从词干、上下文、固定搭配以及语法入手，细心排除。排除的依据要可靠：或者语法失误，或者搭配不当，或者词义不妥。因为综填的目的在于考查学生综合运用语言知识的技巧和能力，所以在应试时，要把语法、词义、搭配、句意、逻辑关系、写作技巧以及背景知识等各种因素都考虑到。一定要前后照应，综合考虑，力戒见空就填。还要防止割裂地、孤立地看一个句子或空处，因为有些答案很可能在上下文中直接或间接地出现。这时，只要抓住相应的、相关的、相似的、相反的词语或结构，就能识别出来。这方面的示例请参阅样例一、2、4、18、20，样例二、9、13、19。

A newspaper can be said to have two chief functions: to 1 information about current events at home and abroad, and to lead and shape public 2. The principle was once expressed 3 "Comment is free 4 facts are sacred(神圣的)". This keeps sacred the 5 that "facts can be reported with complete objectivity." 6 this is not so is widely recognized in practice. The very process of selecting 7 to include and 8 importance to 9 those items, 10 their position in the paper 11 and on the individual pages, decisions about typography(排版) and illustration, all 12 conscious or unconscious choice of an editor. The editor has, 13, to satisfy his 14, at least to the extent that they continue to buy the paper; he is responsible also 15 the owners of the paper and subject to the informed criticism of commentator(评论家) in the weekly reviews presented 16, on the radio or on television. He must, therefore, be able to 17 the choice he makes and this obviously limits his subjectivity. There is 18 complete objectivity and impersonality. 19 may be illustrated by the

1. A) collect C) gather
B) spread D) distribute
2. A) interest C) idea
B) curiosity D) opinion
3. A) that B) which C) though D) if
4. A) and B) but C) then D) as
5. A) belief C) computation
B) assignment D) consumption
6. A) When B) Where C) That D) What
7. A) those items C) any items
B) which items D) some items
8. A) determine C) determining
B) determined D) to determine
9. A) be given C) give to
B) give D) be given to
10. A) in term of C) in term with
B) in terms D) in terms of
11. A) on the whole C) in a whole
B) on a whole D) of a whole
12. A) demonstrate C) respond
B) reflect D) show
13. A) moreover C) therefore
B) however D) beside
14. A) reader B) boss C) readers D) bosses
15. A) to B) against C) of D) with
16. A) in publications
B) in another publications
C) in other publications
D) in publications else
17. A) amplify B) classify C) clarify D) justify
18. A) some B) any C) certain D) never
19. A) The former C) Either
B) The latter D) The two extremes