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3 NEW VISION COLLEGE ENGLISH

新视界大学英语

总主编：Simon Greenall (英) 周 燕

综合训练
Workbook

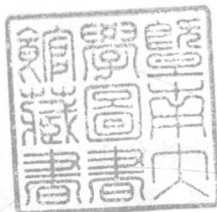
外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

NEW VISION COLLEGE ENGLISH

新视界大学英语

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京权图字: 01-2012-0816

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图书在版编目(CIP)数据

新视界大学英语综合训练. 3/ (英) 托马林 (Tomalin, M.) 等编. — 北京: 外语教学与研究出版社, 2012.3

(新视界大学英语 / (英) 格林诺 (Greenall, S.), 周燕主编)

ISBN 978-7-5135-1784-3

I. ①新… II. ①托… III. ①英语—高等学校—习题集 IV. ①H319.6

中国版本图书馆 CIP 数据核字 (2012) 第 056027 号

出 版 人: 蔡剑峰

项目策划: 常小玲 Bernadette Longley (澳) 李会钦

项目负责: 张 易

责任编辑: 杨芳莉

封面设计: 郭 子

版式设计: 涂 俐

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 中国农业出版社印刷厂

开 本: 889×1194 1/16

印 张: 12.5

版 次: 2012 年 4 月第 1 版 2012 年 4 月第 1 次印刷

书 号: ISBN 978-7-5135-1784-3

定 价: 22.90 元

* * *

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物料号: 217840001

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新视界大学英语
Workbook

前言

《新视界大学英语》(New Vision College English)是由外语教学与研究出版社和英国麦克米伦出版公司合作开发、中外英语教育专家共同设计、国内多所高校教师参与编写的一套国际化、立体化大学英语教材。在编者和出版者等多方努力下,历经三年多的调研、策划与编写,现正式出版,与全国高校广大师生见面。

一、编写依据

《新视界大学英语》全面贯彻《大学英语课程教学要求》,在设计与编写中借鉴近年来大学英语教学的成功经验与教学成果,汲取国内外先进的教学理念与教学方法,并充分考虑国内高校大学英语教学的实际以及学生学习和发展的需要。系列教材体现了“分类指导、因材施教”的教育原则与“教学相长、学用相成”的教学理念。

《新视界大学英语》以普通本科院校的大学生为教学对象,针对此类院校的生源特点、培养目标与教学特色,在打好语言基础、提高英语综合应用能力的总体目标下,更加关注学生的学习兴趣和学习方法,注重培养学生的实践能力。教材目标明确,特色突出,力求以丰富的内涵、新颖的形式、立体的资源为普通本科院校的大学英语教育注入新的活力,推动教学发展与人才培养。

《新视界大学英语》的编写以《大学英语课程教学要求》“一般要求”为教学目标,其有效教学也能为进一步提高学生的语言水平与综合能力、实现“较高要求”和“更高要求”打下良好基础。

二、教材特色

《新视界大学英语》在广泛调研的基础上,充分考虑了普通本科院校大学英语课程的教学模式和学生的学习特点,在语言、内容、练习、资源等方面体现了以下特色:

夯实基础,培养能力

从普通本科院校的英语教学实际出发,通过不同形式的语言训练,帮助学生巩固语言基础;通过真实的语境、生动的语料和灵活的练习,提升学生的语感,提高学生在不同情境下应用语言的能力。

激发兴趣,开拓视野

主题贴近学生生活,体现时代特色,涵盖校园生活、社会万象、经济文化、职业发展等。选材内容丰富、角度新颖,语言地道实用、生动鲜活,版式设计赏心悦目、充满创意,有助于学生愉快学习,拓展视野。

引导方法,注重实用

任务设计鼓励参与,启发思考,各类结合真实场景的活动有助于培养学生的实践能力;语言练习提供听、说、读、写等技能的策略讲解,帮助学生养成良好的语言学习习惯,提高自主学习能力。

结合测试,有效评估

语言练习参考大学英语四六级考试的改革方向,体现语境真实、技能综合、注重应用的设计原则,有助于学生以练促学;通过单元复习、辅学练习册、试题库等多种方式,检验学习成效,提高教学质量。

资源立体,便于教学

除主干教材外,提供《快速阅读》、《综合训练》等辅助教材,并设计了光盘、网络课程、教学课件与试题库等立体化资源,为师生提供全方位、个性化的教学支持。

三、教材体系

《新视界大学英语》针对大学英语“一般要求”层次的教学进行设计,包含1—4级,供两个学年使用。每一级由以下分册构成:《综合教程》(配教师用书)、《听说说教程》(配教师用书)、《综合训练》和《快速阅读》。

《综合教程》与《听说说教程》每级各为8个单元,每单元围绕同一主题展开。《综合教程》每单元包含一篇主要阅读文章、一篇辅助阅读文章和一篇文化专题短篇,文章主题广泛、体裁多样、难度适中,帮助学生学习基本词汇、巩固语法知识、提高语言能力,着重训练学生英语阅读、写作及翻译的技能。《听说说教程》每单元提供三段视频和多段音频材料,形式包含短对话、长对话、短篇、新闻报道、采访等,情境真实、语言地道,并配有各类听说练习,帮助学生提高听力与口头表达能力。《综合训练》配合《综合教程》使用,提供补充的语言练习,包括词汇、语法、阅读、翻译等不同方面。《快速阅读》每单元主题与《综合教程》呼应,提供5篇快速阅读文章,循序渐进地训练学生的快速阅读能力及技巧。

与教材配套的还有学习光盘(学生用)、教学光盘(教师用)、网络教学管理平台、试题库等立体化资源,全方位支持课堂教学与学生自学的需要。

四、教学建议

《新视界大学英语》以《大学英语课程教学要求》提出的“大学英语教学应贯彻分类指导、因材施教的原则,以适应个性化教学的实际需要”为指导,提供了丰富的材料和多种形式的资源,不同学校可根据学生特点和教学需要进行选择和组合,实现分类指导、因材施教。

《新视界大学英语》充分利用现代信息技术,支持基于课堂和计算机网络的英语教学模式。通过《新视界大学英语》网络教学管理平台,教师可以合理安排课堂授课和网络自主学习的时间,还可以利用网络平台中完备的教学管理功能,对学生的自主学习进行监控管理,随时记录、了解和检测学生的学习情况。

为便于学生熟悉教材结构,了解教材特色,《综合教程》与《视听说教程》分别提供了本册教材的“编写说明”,教师可引导学生在课前阅读和掌握。同时,为支持教师选择适当的教学内容与教学方法进行授课,《新视界大学英语》教师用书中提供了大量教学建议、策略指导与补充练习,供教师参考。

作为一套理念新颖、内容丰富的新型教材,《新视界大学英语》鼓励教师在教学实践中探索与创新,结合教学需要与自身优势,发挥教材特色,提升教学效果。《新视界大学英语》的编写团队也将为广大教师提供网上资源、教学研讨、教师培训等不同形式的教学支持。

五、编写团队

《新视界大学英语》系列教材的中方主编为北京外国语大学中国外语教育研究中心周燕教授,英方主编为国际英语教师协会(IATEFL)前任主席、英语教育与教材编写专家 Simon Greenall 教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

《新视界大学英语》系列教材在策划与编写过程中还得到了国内外多位专家和教师的指导与关心,教材中凝聚了他们的经验、创意与智慧。我们期待这套教材在新的时期、以新的理念,开拓大学英语教与学的“新视界”!

《新视界大学英语》编委会

2011年3月

Introduction

Welcome to *New Vision College English* and the world of English language learning in the 21st century!

So what is *New Vision College English*?

New Vision College English is a course of English which is designed to take you and your fellow students in colleges around China from what you learnt at senior high school to the level required by College English Curriculum Requirements (CECR).

While we've been preparing *New Vision College English*, we've been aware that you need English for two important purposes. The first is that English, as you know, is a language used all over the world for communication, most often between people who are not native speakers. The second is that a good knowledge of English is essential for success in CET-4.

Other factors are important as well. Using English can be great fun, and allows you the opportunity to make friends and get to know people from other cultures and countries. But it's not just the worldwide community of English speakers which is huge, it's the worldwide community of English learners which is so important. And they're all people like you, with similar interests and tastes in movies, music, books, as well as all the information and social networking made available on the Internet.

So we've tried to make the material in *New Vision College English* interesting and motivating, and to ensure that you not only learn and think but talk about it as well. Remember! Learning a language is learning to communicate.

But language learning requires a thorough foundation in language knowledge and language use. This means we need to cover:

- the grammar and sentence patterns which are appropriate for your level
- the vocabulary which is covered by the recommended wordlist in CECR
- pronunciation, stress and intonation of individual words and in sentences, with special attention
- practice in listening, reading, writing and speaking of natural, everyday English
- intercultural skills to allow you to use your English with speakers from different cultures, and focusing on a wide variety of international issues
- development of critical thinking

We need to be sure you possess this language knowledge and have had extensive practice in language use before you take the CET-4 exam. We also want to help you acquire the language knowledge and language skills which will be most useful to you in your future professional life.

Trying to achieve a balance between English as a means of communication and English for an exam has been a challenge for me and for every member of our Chinese and international team. I sincerely hope you agree that we've managed to achieve this.

What are the components of the course?

There are four levels of *New Vision College English*, to be used over your two years of English learning at college. In each level you have:

- An Integrated Course Student's Book
- Listening and Speaking Student's Book
- Workbook
- An Integrated Course Teacher's Book
- Listening and Speaking Teacher's Book

You'll also see videos and audio passages of natural, everyday English in the CD-ROMs which accompany the Listening and Speaking Course. There is also an online version with both the textbook version and extra material.

How is *An Integrated Course* organized?

Every unit follows the same basic pattern.

You'll begin with a **Starting point** which introduces the theme of the unit by a variety of reading, listening and speaking activities, including questionnaires, famous quotations and discussion points.

In **Active reading** you'll find the first of the three reading passages in the unit, accompanied by activities to prepare you for reading. The **Language and culture** box contains information about cultural reference which may be unfamiliar to you. Then there are some **Reading and understanding** activities to help you grasp the passage's main ideas and detailed meaning. **Dealing with unfamiliar words** explores the usage of words to be found in the passage. We highlight the words which you need to learn for CET-4 in the vocabulary boxes. We also focus on other difficult words to help you develop the skills for working out their meaning. Under **Reading and interpreting** you'll find some information and activities about more literary aspects of the passage, such as inference, style or the writer's purpose. Finally, we include a series of questions in **Developing critical thinking** to encourage independent thinking about some of the issues raised in the passage. The step-by-step approach of this section is designed to help you read carefully, develop your reading skills, explore new vocabulary, and acquire more complex skills required for close analysis of the passage.

In **Talking point** you'll find an opportunity for less intensive discussion and interaction, to provide a change of pace in your learning.

In **Language in use** we explore aspects of grammar and sentence patterns which you have seen in the Active reading passage. We also include some extra information about particular words and expressions, especially on collocations. At the end of this section there's some translation to and from Chinese. The aim of the activities is to help you use the new grammatical and lexical patterns which you've read in the Active reading passage.

Further reading contains a second passage which you may have time to do during unsupervised study. It explores the unit theme from a different point of view and is written in a different genre from the passage in Active reading. As you go through this section, you should remember to review the reading skills you explored in the Active reading section and in earlier units, develop further vocabulary related to the unit theme, and think about applying this knowledge and these skills to your own reading beyond the coursebook.

Reading across cultures contains a passage which shows an aspect of cultural life, the customs, traditions or behaviour in a country or culture other than China, and with which you may not be familiar. There are some comprehension questions as well as questions to encourage you to think about similarities and differences with Chinese culture.

Guided writing uses the passage in Reading across cultures as a model for writing practice. We also focus on aspects of language which you often see in written English. A final activity asks you to write a new passage containing your own experiences and views, but using the features of language we've already explored earlier in this section.

Unit task encourages you to review all the language skills you have covered in the unit. They're all designed to be real-life tasks and can help you in your use of English for communication in other future situations.

Unit file is a summary of all the language points and skills presented in the unit. When you look back over the work you've done, check the language points, and try to remember the passages or activities in the unit where you first came across them. When you've completed your review, use Unit file to check what you've learnt.

We chose the passages according to several criteria. We wanted them to provide you with interest and new information, and to be relevant to Chinese students in the 21st century. The ideas they contain needed to be challenging and thought-provoking. They also needed to be of a suitable length, to have a suitable number of new words, and to provide you with a wide variety of text types. Above all, we wanted to ensure that our activities didn't simply test your understanding, but helped give you access to the very best styles of writing in English today. We want you to enjoy and celebrate with us the pleasure of well-written English!

And what about *Listening and Speaking*?

Each unit also follows the same basic pattern.

Starting point provides you with a pair-work or group-work activity which introduces the unit theme.

Inside view is a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. It was filmed on location in Oxford and shows their typical lives, interests and concerns, and

provides an insight into the university and the city. There are comprehension activities and a **Language and culture** box which contains information about aspects of culture in the video which may not be familiar to you. **Everyday English** focuses on some words and expressions which are very common in spoken, everyday English, and which you may find difficult to understand. The section ends with a guided functional dialogue with a box of useful functional expressions taken from the video story.

These video conversations are closely related to everyone's life at college, which should allow you to understand and learn how to communicate in everyday situations as students.

Talking point is a pair- or group-work activity related to the unit theme, and is designed to change the pace of the lesson.

Outside view contains short extracts from video material in which the level of English is roughly graded to your own. We designed the activities to help you understand the main ideas, and to encourage you not to worry too much when you hear authentic English but don't understand everything. At the end of this section, there are some questions for **Developing critical thinking**. The video clips we have chosen are of different genres, which will help you acquire the skills necessary to listen to real-life English wherever you may hear it.

Listening in contains three parts. The first part has five short conversations with comprehension questions. The second and third parts contain passages to provide listening practice to roughly graded material. The listening passages are of various types, including conversations, discussions, adverts, radio quizzes, news bulletins and lectures, all chosen to help you develop your listening skills.

In Books 1 and 2 there's a **Pronunciation** section which helps you with the pronunciation, stress and intonation of English sounds which you may find difficult, and includes a focus on aspects such as linking sounds, stressed words and sense groups.

In Books 3 and 4 there's a **Presentation skills** section which helps you think about the ideas you'll need for presentations and the phrases and skills you need to put these ideas across to your audience as effectively as possible. Gradually, each section over these two levels will help you develop your speaking skills in English.

The pair or group work in **Unit task** allows you to review all the new language and skills you have covered in the unit.

Unit file is a summary of all the language points and skills presented in the unit.

English in the 21st century

It's been estimated that English is spoken by about 375 million native speakers, and more than a billion people around the world as a second or foreign language. It's a language which allows you to join an international community where English is used both as a language of commerce, economics, entertainment, culture, politics and the Internet, and as a means to promote international understanding and peace. So English is often referred to as the global language of the 21st century.

In *New Vision College English* we want to reflect not just the need to learn English to pass your exams, but to give you the language knowledge and skills to communicate in the world beyond your college, beyond your region and beyond China.

We've taken great care to choose themes, passages and activities which will interest you and motivate you to learn. We've used the latest teaching

methodology and the most up-to-date expertise in design and publishing. We've also been careful to ensure that you'll be extremely well prepared for your CET-4 exam.

Above all, we've hoped to introduce something of the enjoyment and fun of speaking a foreign language. Speaking English is your passport to communicate with people from different cultures and countries. It has been our responsibility and our privilege to help you acquire and enjoy this precious skill.

There's an Irish saying, "Strangers are only friends you have yet to make." We hope English will help you make friends with strangers from all over the world.

Simon Greenall

Co-editor in chief

New Vision College English

《新视界大学英语 综合训练》

编写说明

本书配合《新视界大学英语 综合教程》编写，为学生提供更多语言训练的同时就本单元涉及的语言现象作必要的补充讲解。该书以《大学英语课程教学要求》为指导，遵循“分类指导、因材施教”的教育原则和“教学相长、学用相成”的教学理念，帮助学生巩固语言基础，提高学生的语言应用能力。本书将语言知识重点、难点通过多种语境，多种练习形式呈现，让学生在反复操练的过程中达到灵活运用、逐步内化的目的。

《新视界大学英语 综合训练》包括1-4级，每级8个单元。各单元主要内容如下：

Vocabulary and structure (词汇与结构训练)

主要帮助学生巩固和提高对积极词汇及重要句型的活用能力：通过多项选择、词形转换、词汇替换、词语搭配、选词填空等多种题型的训练，提高学生辨别词义、词语搭配、正确措词等方面的能力；并通过句型转换、连词成句等练习巩固课堂所学句式和结构。

Reading (阅读理解训练)

主要帮助学生进一步强化和提高阅读技能：两篇阅读文章紧扣单元主题，精彩生动，让学生了解多元文化和鲜活的语言表达，并配有灵活多样、实用有效的阅读练习，不仅加强阅读理解的训练，而且进一步强化词汇练习。

Integrated skills training (语言综合技能训练)

从语法句式到谋篇布局，训练学生综合运用语言的能力，题型多样，设计新颖。该板块的翻译练习是对《综合教程》翻译练习的补充训练，旨在提高学生的翻译技能、强化语言活用并增强文化意识。

本书最后提供所有练习的参考答案，供学生自学参考。

《新视界大学英语 综合训练》语境生动、语言地道、内容丰富、练习多样、设计灵活，作为《综合教程》的有力补充，能够帮助学生培养良好的学习习惯，及时消化和巩固课堂所学，练就扎实的语言功底，并逐步提高语言应用能力、跨文化交际能力和综合文化素养。

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A world inside

Vocabulary and structure

- 1** Complete the table with the correct form of the words. Sometimes more than one answer is correct.

Verb	Noun	Adjective
anticipate		
apply		
	approval	
condemn		
confront		× × ×
judge		
		perceptive
	prosperity	
select		
		sympathetic

- 2** Complete the sentences with the correct form of the words in Activity 1.

- My friend applied for a job and didn't even get a reply, and I _____ with him, as the same thing had happened to me. Later he told me that there were 500 _____ for the job and only ten of them got interviews.
- As I left the room, the interviewer gave me a(n) _____ smile, which made me think I had done well.
- Teenagers feel a lot of excitement and _____ before their high school prom, as it's one of the most exciting events of the lives.
- Most people hope that they will be _____ and have the money to do what they want.

- 5 My father was _____ to work in a badly paid job in a factory as he had left school very early, and as a result he wanted me to do well at school.
- 6 She is a _____ kind of person, and understands people very well.
- 7 The manager found the _____ of the last two players for the team very difficult as there were so many talented footballers to choose from.
- 8 The four _____ of the dance competition all agreed who the winners should be.

3 Replace the underlined words with the correct form of the expressions in the box.

do what you're told	hold someone responsible (for something)	
take something personally	leave (a job)	state of mind
on one / both occasion(s)	make a difference	make an effort

- 1 Jerry decided he wanted to work as a psychologist, as it was a job where he could make changes and help people.
- 2 When I wrote my college application, I tried to present myself as interesting and hard-working.
- 3 I can't imagine her thoughts and feelings when she learnt that she hadn't even been given an interview. She tried not to feel she had failed in some way, but she was very upset.
- 4 I worked for a big company and had to obey people, which I disliked. Finally, I stopped working for the company and started my own business.
- 5 Sara became account manager for two big advertising campaigns. Both times, the campaigns were unsuccessful, and the company said it was her fault.

4 Complete the paragraph with the correct form of the words in the box.

confirm	confront	definite	outcome	outlook
recognition	responsible	territory	undertake	universally

Every culture has its own certain rites of passage, and they are a(n) (1) _____ way of acknowledging that a big change is taking place in an individual's life. Their existence in every culture (2) _____ the fact that they have an important function in our lives. A rite of passage such as the Jewish Bar Mitzvah changes a boy's (3) _____ on life. He begins to see himself as responsible rather than just a child. In many rites of passage, particularly in tribal culture, an individual has to (4) _____ to do certain tasks. For example, in the Australian aboriginal walkabout, young men walk alone through their tribal (5) _____ for about six months. During this long period alone in the wilderness, the young man (6) _____ many challenges. If the (7) _____ of the walkabout is

successful, and he survives, the young man returns to the tribe with (8) _____ changes in him. There is a(n) (9) _____ by members of the tribe that he has changed, and he is treated as an adult with an adult's (10) _____.

5 Underline the correct word in italics to complete the sentences.

- 1 I did a university degree *of / in* economics, and because I felt a lot of enthusiasm *for / with* it, decided to study for a further degree in the same subject.
- 2 My parents are very sympathetic *at / to* my desire to travel round the world after leaving college.
- 3 Louise was very competent *for / at* her job and was soon promoted to a higher position.
- 4 I applied *to / in* a local company *with / for* a job as an engineer and was asked to start the following week.
- 5 When my best friend is confronted *in / with* difficult problems, she always deals with them immediately. I admire the way she takes responsibility *for / at* her actions, and have decided to try and do the same.
- 6 When I admitted *to / of* disliking my job, my boss was kind enough to give me work that I enjoyed doing.

6 Look at the sentence.

- Although I had the conviction that I was doing the right thing, I needed my father's approval.

You can rewrite it like this.

→ *Despite my conviction that I was doing the right thing, I needed my father's approval.*

Despite is more formal than *although*. It can be followed by a noun + *that* + verb.

Now rewrite the sentences using *despite* + noun + *that*.

- 1 Although I felt that the judges were unfair, there was nothing I could do about it.

- 2 Although she hoped that she would enjoy college, she didn't like it much.
