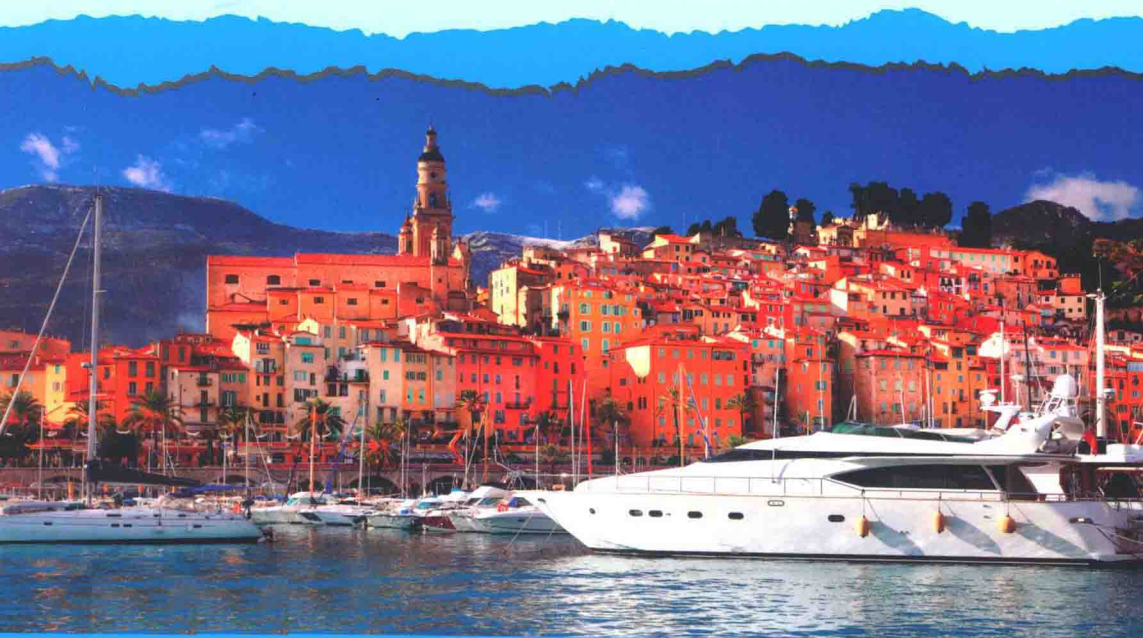


总主编 于兴亭

大学英语 综合拓展训练

第 2 册

主编 李勤 沈刚



苏州大学出版社
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第 2 册

- 主 编 李 勤 沈 刚
- 编 者 沈 刚 居丽萍 仝海霞
刘以梅 胡 亮 高 玥



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前言

普通高等教育“十一五”国家级规划教材《新视野大学英语》是教育部重点推荐使用的全新大学英语教学精品教材,它语言规范、选材广泛、体裁多样,以反映现实生活为主。其第二版读写教程更是由国内外资深、著名专家教授根据“大学英语课程教学要求”编写修订而成。为了配合教材的使用,并能最大限度地惠及大学英语学习者,我们组织多名资深一线大学英语教师编写了《大学英语综合拓展训练》系列,旨在帮助学生很好地进行大学英语的自学、预习、复习,帮助他们打好语言基础,提高语言的实际运用能力。

本套教材共分四册,每一册内容和《新视野大学英语》读写教程相对应,每单元第一部分的同步辅导和教材各相应单元内容相配合,提供文章的背景知识、文章结构导读与分析、重点难点讲解等;第二部分综合训练试题与大学英语四级统考的最新题型相一致,为学生和教师提供丰富的单元测试、英语竞赛和四级强化辅导试题。

本套教材由于兴亭老师担任总主编,编者均为多年从事大学英语教学工作的一线教师,在编写过程中能结合教学情况,力求抓住学生学习过程中的主要问题进行循序渐进的辅导与练习。

在编写过程中,编者们参考了大量的文献资料,在此谨向参考资料的出版者与编著者表示由衷的感谢。

成书之际,我们要感谢宿迁学院领导和教务处的大力支持与鼓励,感谢江苏师范大学外国语学院为本书出版提供的帮助,感谢为本书提出过宝贵意见和建议的有关人士。

对于本书中出现的不当与疏漏之处,恳请同行和读者不吝指正。

编者

2014年5月

于宿迁学院

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Unit 1

Time-Conscious Americans



Part One

1

I. Cultural Background

Cultural differences: Students and teachers need to be aware that the ethnocentric attitudes of writers are precisely the way cultural conflict is encouraged. Why is understanding a culture always the others' responsibility? Is it not possible that each culture could be made aware of different conventions? Both sides must work at rising above cultural differences and be willing to compromise and, in both cases, most likely neither side has access to the cultural conventions of the other, so blaming is not the answer. Educating is.

II. Text Learning Guide

1. Questions

- (1) What precious resource do Americans value?
- (2) What is considered to be a waste of time in the U. S. ?
- (3) In what different ways do Americans approach time in business relations?

2. Structure Analysis

Part I (Paras.1 -2) Americans value time and save time carefully. Time is regarded as precious resources.

Part II (Paras.3 -7) Americans try every means to save time. They save time in their daily life, business and work as well. They also create a series of devices to improve efficiency.

Part III (Para. 8) While new arrivals to the U.S. regard time differently, Americans do take it as a sign of skillfulness or being competent to solve a problem or fulfill a job with speed.

3. Summary

Americans believe so much in moving ahead that they are committed to researching, experimenting and exploring. They treat time as if it were real—a precious resource. Americans value time so highly, they dislike anyone “wasting” it beyond an appropriate amount. New arrivals to the States will miss the custom of social talk during a business call because Americans generally assess or enquire about their visitors professionally rather than socially. The impersonality of electronic communication has little to do with the significance of the matter at hand. Finishing a job or solving a problem rapidly in the U. S. is considered a sign of skillfulness.

III. Key Sentences Comprehension

1. Time is one of the two elements that Americans save carefully, the other being labor. (Para.1)

Paraphrase: Americans use two things with great care (or: Americans never waste two things). One is time and the other is labor.

译文:时间是美国人注意节约的两个要素之一,另一个则是劳力。

Notice here in this sentence we have a special type of adverbial

clause: “the other being labor” (独立主格结构). The structure is: subject + v. -ing (or v. -ed). This type of clause can also be put at the beginning of the whole sentence. For example:

Lunch finished, the young couple returned to the sitting room. 吃完午饭, 这对年轻的夫妇回到了起居室。

This type of clause can be rewritten by adding the preposition “with”. For example:

Time is one of the two elements that Americans save carefully, with the other being labor. 时间是美国人注意节约的两个要素之一, 另一个则是劳力。

With lunch finished, the young couple returned to the sitting room. 吃完午饭, 这对年轻的夫妇回到了起居室。

2. We budge it, save it, waste it, steal it, kill it, cut it, account for it; we also charge for it. (Para. 2)

Paraphrase: We deal with time in various ways as if time were something of real value.

译文:我们安排时间、节约时间、浪费时间、挤抢时间、消磨时间、缩减时间、对时间的利用做出解释;我们还要因为付出时间而收取费用。

kill it (time): make time pass quickly by finding sth. to do. For example:

We killed time by playing cards. 我们用玩纸牌来消磨时间。

account for: ① give a satisfactory explanation about (how sth. is used). For example:

Jenny had to account to her husband for every penny she spent. 珍妮不得不向丈夫说明每一个便士是怎么花的。

② be the cause or origin of. For example:

North Sea oil accounts for a high proportion of our trade earnings. 北海石油占我国贸易收入的很大一部分。

charge for: ask (an amount of money) as a price. For example:

How much do you charge for washing a car? 你们洗一部车要收多少钱?

3. Once the sands have run out of a person's hourglass, they cannot be replaced. (Para. 2)

Paraphrase: The whole sentence is a metaphor, which means: Once time has passed, it will not return.

译文:一旦人生的光阴逝去,就不能复返了。

run out of: ① (of liquid or sth. like liquid) flow out of. For example:

Many rivers run out of the Himalayas. 许多河流发源于喜马拉雅山脉。

② use all one's supplies, have no more. For example:

I am running out of patience. 我快没耐心了。

4. Don't take it personally. (Para. 3)

Paraphrase: Don't let it upset yourself because they are treating everybody this way or because they are not doing this to you in particularly.

译文:不要觉得这是针对你个人的。

take ... personally: if you take someone's remarks personally, you are upset because you think that they are being critical about you in particular. For example:

You mustn't take her negative comments of your plan personally. 你不应该把她对你计划的批评当做对你个人的攻击。

5. ... especially given our traffic-filled streets... (Para. 5)

Paraphrase: ... especially when we take into account our busy streets that are often full of traffic...

译文:……尤其是在马路上交通拥挤时……

given; prep. taking into account. For example:

Given their inexperience, they have done a good job. 考虑到他们缺乏经验,这工作他们算做得不错了。

We can also use "given that ..." for the same meaning. For example:

Given that they are inexperienced; they have done a good job. 考虑到他们缺乏经验,这工作他们算做得不错了。

Notice that “given” is followed by a noun phrase, while “given that” is followed by a finite clause.

IV. Grammar and Translation

独立主格结构

“独立主格结构”由名词或代词作为逻辑主语,加上分词、形容词、副词、动词不定式或介词短语作为逻辑谓语构成。独立主格结构的逻辑主语与句子的主语不同,它独立存在。这种结构在形式上与主句没有关系,故通常称为“独立主格结构”。独立主格结构主要表示谓语动词发生的时间、原因、条件或伴随情况等,相当于一个状语从句或并列句。

独立主格结构在形式上由两部分组成:第一部分由名词或代词担任,第二部分由分词、动词不定式、形容词、副词或介词短语担任。名词或代词与后面的分词、形容词、副词、不定式、介词短语等是主谓关系或动宾关系。按其结构形式分为:-ing 分词独立主格结构、-ed 分词独立主格结构、无动词独立主格结构等。

1. 名词/主格代词 + 现在分词

名词/主格代词与现在分词之间是主动关系。

如:Time permitting (= If time permits), we will go for an outing tomorrow. 如果时间允许的话,我们明天去郊游。

2. 名词/主格代词 + 过去分词

名词/主格代词与过去分词之间是被动关系。

如:The problems solved (= As the problems were solved), the quality has been improved. 随着问题的解决,质量已经提高了。

3. 名词/主格代词 + 不定式

名词/主格代词与不定式之间是主动关系,且强调的是一次具体性的动作。

如:They said goodbye to each other, one to go home, the other to go to the bookstore. 他们道别后,一个回了家,一个去了书店。

4. 名词/主格代词 + 形容词

如:So many people absent, the meeting had to be called off. 这么多人缺席,会议不得不取消。

5. 名词/主格代词 + 副词

如: He put on his sweater, wrong side out. 他把毛衣穿反了。

6. 名词/主格代词 + 介词短语

如: The boy goes to the classroom, book in hand. 那男孩手里拿着书去教室。

7. 名词/主格代词 + 名词

如: Two hundred people died in the accident, many of them children. 两百人死于事故, 其中有许多儿童。

8. with 引导的独立主格

该独立主格结构与主句逻辑关系紧密。

形式为: with + n. + -ed/-ing 形式; with + n. + adj.; with + n. + 介词短语 with (without) + 宾语 (名词/代词) + 宾语补足语, 宾语通常由名词或代词充当, 但代词一定要用宾格。上述独立主格结构的几种情况都适用于此结构。

Part Two

I. Writing (15%)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic “**The Value of Time**”. The outline is given in Chinese. Your composition should be no less than 120 words.

1. 时间比金钱还宝贵。

2. 应该充分利用时间。

Writing technique:

写作模式 (观点类)

The Value of Time

A proverb says _____. But in my opinion, _____ . Why? Because _____. However, _____ . This is the reason why _____ .

It goes without saying that _____ .

Hence, _____. We should _____
 _____. As a student, I must _____
 _____. But it is a pity that _____
 _____. They do not _____.
 In a word, we should _____.
 Do not _____.

II. Reading Comprehension (35%)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. You may not use any of the words in the bank more than once.

It seems you always forget—your reading glasses when you are rushing to work, your coat when you are going to the 1, your credit card when you are shopping ...

Such absent-mindedness may be 2 to you. Now British and German scientists are developing memory glasses that 3 everything the user sees.

The glasses can play back memories 4 to help the wearer remember things they have forgotten such as where they left their keys.

And the glasses also allow the user to “label” items so information can be used later on.

The wearer could walk around an office or a factory 5 certain items by pointing at them. Objects indicated are then given a blank label on a screen inside the glasses that the user then 6 in.

It could be used in 7 plants by mechanics looking to identify machine parts or by electricians wiring a complicated device.

A spokesman for the project said, “A car 8 for instance could

find at a glance where a part on a certain car model is so that it can be identified and repaired. For the 9 the system could highlight accident black spots or dangers on the road.”

In other cases the glasses could be worn by people going on a guided tour, indicating points of 10 or by people looking at panoramas where all the sites could be identified.

- | | | |
|----------------|--------------|----------------|
| A) later | F) fills | K) cleaners |
| B) motorists | G) dashing | L) mechanic |
| C) moisture | H) necessity | M) industrial |
| D) noticeable | I) record | N) interest |
| E) frustrating | J) halts | O) identifying |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Each paragraph is marked with a letter. Identify the paragraph from which the information is derived. You may choose a paragraph more than once.

A Virtual Revolution Is Brewing for Colleges

- A) Students starting school this year may be part of the last generation for which “going to college” means packing up, getting a dorm room and listening to tenure (终身的) professors. Undergraduate education is on the verge of a radical reordering. Colleges, like newspapers, will be torn apart by new ways of sharing information enabled by the Internet. The business model that sustained private U. S. colleges cannot survive.
- B) The real force for change is the market; Online classes are just cheaper to produce. Community colleges and for-profit education entrepreneurs are already experimenting with dorm-free, commute-

free options. Distance-learning technology will keep improving. Innovators have yet to tap the potential of the aggregator(信息汇集公司) to change the way students earn a degree, making the education business today look like the news business around 1999. And as major universities offer some core courses online, we'll see a cultural shift toward acceptance of what is still, in some circles, a "University of Phoenix" joke.

- C) This doesn't just mean a different way of learning: The funding of academic research, the culture of the academy and the institution of tenure are all threatened.
- D) Both newspapers and universities have traditionally relied on selling hard-to-come-by information. Newspapers arrange advertising space next to breaking news, but now that advertisers find their customers on Craigslist and Cars.com, the main source of reporters pay is vanishing. Colleges also sell information, with a slightly different promise—a degree, a better job and access to brilliant minds. As with newspapers, some of these features are now available elsewhere. A student can already access videotaped lectures, full courses and openly available syllabuses(课程大纲) online. And in 5 or 10 years, the curious 18-(or 54-) year old will be able to find dozens of quality online classes, complete with take-it-yourself tests, a bulletin board populated by other "students", and links to free academic literature.
- E) But the demand for college isn't just about the yearning to learn—it's also about the hope of getting a degree. Online qualifications cost a college less to provide. Schools don't need to rent the space, and the excessive supply of doctoral students means they can employ them as instructors and pay a fraction of the salary for a tenured professor, and assume that they will rely on shared syllabuses. Those savings translate into cheaper tuition, and even before the recession, there was substantial evidence of unmet demand for

cheaper college degrees. Online degrees are already relatively inexpensive. And the price will only dive in coming decades, as more universities compete.

- F) You can already see significant innovation in online education at some community colleges and for-profit institutions. The community colleges are working with limited resources to maximize their offerings through Internet aggregation. For-profit institutions appear to be capitalizing on the high demand for low-cost degrees and the fact that few public schools do much traditional marketing.
- G) These entrepreneurs are a little like the early online news sharers—bloggers, contributors to mailing lists and bulletin boards, profit seekers. Just as the new model of news separated “the article” from “the newspaper”, the new model of college will separate “the class” from “the college”. Classes are increasingly taken credit by credit, instead of in bulk—just as news is now read article by article.
- H) Taking the newspaper analogy (类比) one step further, college aggregators will be the center of the new school experience. In the world of news, the aggregators have taken over from the newspaper as the entry point for news consumption. Already, half of college graduates attend more than one school before graduation. Soon you’ll see more Web sites that make it easy to take classes from a blend of different universities.
- I) Because the current college system, like the newspaper industry, has built-in redundancies(冗余), new Internet efficiencies will lead to fewer researchers and professors. Every major paper once had a bureau in, say, Sarajevo—now; a few foreign correspondents’ pieces are used in dozens of papers. Similarly, at noon on any given day, hundreds of university professors are teaching introductory Sociology 101. The Internet makes it harder to justify these redundancies. In the future, a handful of Soc. 101 lectures will be videotaped and taught across the United States.

- J) When this happens—be it in 10 years or 20—we will see a structural disintegration (分裂) in the academy akin to that in newspapers now. The typical 2030 faculty will likely be a collection of assistants alone in their apartments, using recycled syllabuses and administering multiple-choice tests from afar.
- K) Not all colleges will be similarly affected. Like *The New York Times*, the elite schools play a unique role in our society, and so they can probably persist with elements of their old revenue model longer than their lesser-known competitors. Schools with state funding will be as immune as their budgets. But within the next 40 years, the majority of brick-and-mortar universities will probably find partnerships with other kinds of services, or close their doors.
- L) So how should we think about this? Students who would never have had access to great courses or minds are already able to find learning online that was unimaginable in the last century. But unless we make a strong commitment to even greater funding of higher education, the institutions that have allowed for academic freedom, group learning, unpressured research and intellectual risk-taking are themselves at risk.
- M) If the mainstream of college teaching becomes a set of underpaid adjuncts(附属品), we'll lose a precious academic tradition that is not easily replaced.
11. As advertisers find their customers online rather than on newspapers, journalists are losing the main source of their salaries.
12. Doctoral students' supply exceeds demand, therefore, colleges can employ them as instructors and pay them a small amount of the salary for a tenured professor.
13. The analogy drawn between the new model of news and that of college is used to show that the way classes are taken is