

总主编 于兴亭

大学英语 综合拓展训练

第  册

○ 主 编 刘以梅 胡 亮



苏州大学出版社
Soochow University Press

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图书在版编目(CIP)数据

大学英语综合拓展训练:全4册 / 刘以梅等主编
—苏州:苏州大学出版社,2014.8
ISBN 978-7-5672-0998-5

I. ①大… II. ①刘… 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(2014)第 165005 号

书 名: 大学英语综合拓展训练 第1册

总 主 编: 于兴亭

主 编: 刘以梅 胡 亮

责任编辑: 王 娅

出版发行: 苏州大学出版社(Soochow University Press)

社 址: 苏州市十梓街1号 邮编: 215006

印 刷: 苏州工业园区美柯乐制版印务有限责任公司

E-mail : yanghua@suda.edu.cn

邮购热线: 0512-67480030

销售热线: 0512-65225020

开 本: 开本 787 mm×960 mm 1/16 印张: 50.5 字数: 802 千

版 次: 2014 年 8 月第 1 版

印 次: 2014 年 8 月第 1 次印刷

书 号: ISBN 978-7-5672-0998-5

定 价: 112.00 元(共四册)

凡购本社图书发现印装错误,请与本社联系调换。服务热线: 0512-65225020

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院长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

Learning a Foreign Language



Part One

1

I. Cultural Background

1. Junior Middle School

Junior middle school refers to the stage in the Chinese education system which follows primary school and includes years six through nine in the school time sequence (顺序). Normally, students are 12 or 13 years of age when they begin the sixth or transition year of junior middle school. In the American system, junior middle school most closely approximates (近似) middle school or junior high school in which the beginning or ending years of this period may vary slightly from region to region. The beginning age is about the same as that of junior middle school students in China.

2. Senior Middle School

Senior middle school, the stage in the Chinese education system which follows junior middle school, includes years ten through twelve in the school sequence. Normally, students are 15 or 16 years of age when they begin senior middle school. Senior middle school most

closely parallels (与……相似) high school in the American system which may sometimes include year nine as a transition (过渡) year. Students who graduate at this level in both systems may choose to write a university entrance examination: The National University Entrance Exam in China and the SAT (学术评价测验) or Scholastic Assessment Test in America.

3. Internet

The Internet is really an ocean of information and a handy tool for communication. You can find almost anything you want. But the question is whether there is too much. You can also communicate with whomever you wish online. If you want to explore cloning technology (克隆技术), find a discussion group; if you want to share opinions on how to improve your English, post a query on BBS or enter a chat-room. Many colleges and millions of students are now taking advantage of online learning programs. Peter Drucker predicted, "Thirty years from now the big university campuses will be relics ... It's as large a change as when we first got the print book."

4. A Collection of Internet & Computer Words

网上冲浪 net-surfing
 下载 download
 电子邮件 e-mail
 电子商务 e-business
 信息时代 information age
 网站 website
 信息高速路 information expressway
 网络 network

II. Text Learning Guide

1. Questions

(1) Why do you learn English?

(2) Do you have any trouble in learning English? If any, what is it?

2. Structural Analysis

Part I (Para. 1) Learning a foreign language was one of the most difficult yet most rewarding experiences of my life.

Part II (Paras. 2 - 4) My different experiences with the regular course in junior and senior middle schools and at college.

Part III (Paras. 5 - 7) My experiences with the online course that helped me reap the benefits of hard work.

Part IV (Para. 8) Learning English brings me benefits: the value of hard work, insights into other cultures, new ways of seeing things, ability to bridge the gap between different cultures.

3. Summary

Learning a foreign language was one of the most difficult yet most rewarding experiences. Although at times, learning a language was frustrating, it was well worth the effort. In junior middle school, my foreign teacher praised all of the students. I benefit a lot from this positive teaching method. In senior middle school, the teacher always punished those who gave incorrect answers. So I lost my joy in answering questions and my desire to say anything at all in English. In college, I had no opportunity to speak in class. I felt intimidated. Online learning changed everything. Although it requires much time, commitment and discipline to keep up with the flow of the course, I succeeded in foreign language learning. Learning a foreign language has been a most trying experience. I have gained insights into another culture as well as the language points.

III. Key Sentences Comprehension

1. **Because of this positive method, I eagerly answered all the questions I could, never worrying much about making mistakes.** (Para. 2)

Paraphrase: Because of the effective and helpful method, I was very willing to answer all the questions I could, and I never worried about making mistakes.

译文: 由于这种积极的教学方法,我踊跃回答各种问题,从不怕答错。

Note: (1) Difference between “**because of**” and “**because**”.

because of + sth. /doing sth.

because + a sentence

e. g. She had to quit school because of ill health.

她由于健康状况不佳而不得不退学。

He can not remember the new words because he never uses them.

他记不住新单词,因为他从来不用它们。

(2) “worrying about making mistakes” 是现在分词短语作状语。

e. g. Climbing to the top of the tower, we saw a beautiful sight.

(=When we climbed to the top of the tower, we saw a beautiful sight.)

Not wanting to meet John there, he refused to attend the party.

(=Because he didn't want to meet John there, he refused to attend the party.)

2. **Not only did I lose my joy in answering questions but also I totally lost my desire to say anything at all in English.** (Para. 3)

Paraphrase: I not only didn't feel happy answering questions, but also didn't want to say anything in English.

译文: 我不仅失去了回答问题的乐趣,而且根本就不想再用英语说半个字。

Note: When you use “**not only ... but also ...**” to introduce two clauses, you can put “not only” at the beginning of a sentence for emphasis and the sentence order should be inverted (倒装) as you find in the text.

e. g. Not only did he finish his homework, but he also cleaned the room.

他不仅做了作业,而且还打扫了房间。

Not only are housewives not paid, but also most of their boring work is unnoticed.

家庭主妇不仅得不到报酬,而且她们单调的工作大多数不会被人注意。

表示否定意义的副词或短语放在句首作状语时,句子用部分倒装,常见的有: never/little/few/hardly; seldom; nowhere; in no way; under no circumstances; no sooner ... than ... ; scarcely (hardly) ... when ... 等。

3. While my former teacher had been patient with all of the students, my new teacher quickly punished those who gave incorrect answers.

Paraphrase: My junior middle school teacher had been patient with all the students, but my new teacher was impatient and quick to punish those who gave wrong answers.

译文: 以前老师对所有的学生都很耐心,而新老师总是惩罚答错的学生。

Note: **while**: conj. used to introduce information which contrasts with information in the main clause.

e. g. While I like him personally, I don't think what he's doing is right.

尽管我个人喜欢他,但是我并不认为他的所作所为是正确的。

IV. Translation Skills

直 译

直译(literal translation)是指在传达原文意思的时候,尽量做到使译文的表达形式、句法结构等与原文保持一致,能完全对等的要完全对等,不能完全对等的也要大致对等。对等的内容包括词性、词序、语序、表达方式、修辞手段、语体风格、地方色彩、个体风格、民族文化特色等。其理想目标是做到“形”“神”兼备。

1) 某些习语和短语的翻译。

冷战	cold war
热线	hotline
辣妹	hot girls in cool suit/spicy girls
热销书/畅销书	hot-selling books
黑市	black market
支柱产业	pillar industry
血浓于水	Blood is thicker than water.

2) 含义广为流传、读者较为熟悉的短语、习语等常使用直译。

海内存知己,天涯若比邻。

Bosom friends there are within four seas, even the remotest regions are like close neighbors.

3) 英语句子结构与中文较为接近时常使用直译,使译文显得通顺、自然。

我将永远记得,感恩节是我们吃美食、唱老歌、与家人和朋友分享爱的时刻。

I'll always remember Thanksgivings as the times we ate good food, sang old-fashioned songs, and shared a lot of love with family and friends.



Part Two

I. Writing (15%)

Directions: For this part, you are allowed 30 minutes to write a short essay. You should start your essay with a brief description of the picture and then express your views on the true friendship. You should write at least 120 words but not more than 180 words.



A true friendship
does not appear in
the sunshine, but in
a rain.

Writing technique:

写作模式(各抒己见类)

As is vividly revealed in the picture above, _____
_____. The picture reminds us of _____

We all need real friendship. But what is real friendship? It means that _____

_____. True friends _____

_____. They _____

_____. A friend
should be a person whom _____

_____.
In one word, I _____
_____. Only by _____ can we
_____.

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. Please mark the corresponding letter for each item. You may not use any of the words in the bank more than once.

Wise buying is a positive way in which you can make your money go further. The way you go about purchasing an article or a service can actually 1 you money or can add to the cost. Take the 2 example of a hairdryer. If you are buying a hairdryer, you might think that you are making the 3 buy if you choose one whose look you like and which is also the cheapest 4 price. But when you get it home you may find that it takes twice as long as a more expensive 5 to dry your hair. The cost of the electricity plus the cost of your time could well make your hairdryer the most expensive one of all.

So what principles should you 6 when you go out shopping? If you keep your home, your car or any valuable 7 in excellent condition, you'll be saving money in the long run. Before you buy a new 8, talk to someone who owns one. If you can, use it or borrow it to check whether it suits your particular purpose. Before you buy an expensive 9, or a service, do check the price and what is on offer. If possible, choose 10 three items or three estimates.

A) possession

F) from

K) model

B) save

G) simple

L) item

C) best

H) with

M) easy

D) appliance

I) in

N) adopt

E) material

J) element

O) reasonable

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. Identify the paragraph from which the information is derived. You may choose a paragraph more than once.

9

Testing Babies' Brain

- A) As far as her friends and teachers are concerned, Ashdod is an ordinary, bright, playful 5-year-old girl. They might be surprised to learn that not long ago therapists (治疗专家) were fighting to keep her from suffering from autism (孤独症)—a brain disorder that afflicts one in 100 children, typically leaving them with lifelong difficulties in communicating, socializing and carrying out many basic tasks. Ashdod was lucky: When she was 10 months old, her parents became alarmed that she had little interest in looking them in the eyes, eating and moving from her back, and took her to the Mifne Center in Rosh Pinna, Israel, a clinic that focuses on children 5 months and older who show early warning signs of autism. The results of the Mifne treatment were shocking, recalls the girl's mother, Tikva. "Now she goes to a regular school where she is the same sort of active, funny, normal child as anyone else," she says.
- B) Despite a big jump in autism awareness in the past decade, parents, schools and doctors still frequently ignore warning signs in very young children. These can be difficult to detect: A child never

points at things, shows more interest in objects than other people, has delayed speech and develops a fascination with toys turning around. Many experts regard these symptoms as harmless habits that kids will outgrow. New research and experience in some autism clinics, however, suggests that starting treatment by age 2 is critical to mitigating and in some cases entirely avoiding the disorder.

C) That's because unlike the brain of an adult or even an older child, a 12- or 18-month-old's brain is, in a sense, highly reprogrammable—that is, it responds well to treatments designed to permanently change basic patterns of thought and behavior. “All the evidence we have suggests that outcomes for these children will be better with an earlier diagnosis (诊断) before they reach 18 months, if possible,” says Christopher Gillberg, a professor at Gothenburg University in Sweden.

D) Although there are currently no effective treatment for autism symptoms in older children or adults, the prospects are turning out to be entirely different for very young children who get prompt treatment. Psychologists have had remarkable success with behavioral therapy, which involves therapists working intensively with children to get them to do tasks they're having difficulty with. The Mifne Center in Israel applies its own form of intensive therapy, typically lasting about two weeks and focusing on getting the child to make contact with parents and to eat and move normally. Some 200 children have been through the program; about three quarters have remained free of any signs of autism or any other significant developmental disorder, according to Mifne founder and director Hanna Alonim. “If we can get them here as babies, close to 100 percent won't develop autism,” she says. “If we don't see them until they're 2, it's a different story.” To support Mifne's findings with more formal research, doctors at the Tel Aviv Sourasky Medical Center have begun screening and videotaping infants thought to be

at risk of pre-autism before the Mifne treatment.

- E) Having a treatment choice for infants raises the hard issue of diagnosis. Autism can be tricky to recognize—it encompasses any or all of a broad range of symptoms, including difficulty with social interactions, language, motor skills and taking in sensory information, as well as repetitive behaviors, eating problems and in some cases unusually high or low levels of activity. A study of nearly 1,000 children in Bergen, Norway, indicated that the number of children who showed “pronounced autistic features” was about five times higher than the number who qualified for a formal diagnosis of autism.
- F) Even children who exhibit only partial or mild versions of autism symptoms are at risk of ending up with lifelong challenges, say researchers, and would benefit from autism therapies. But tagging more very young children as candidates for autism therapy creates another problem. The cost of behavioral therapy is eye-opening—applied behavior analysis, an intensive treatment that requires 15 to 25 hours of sessions a week, costs about \$30,000 a year, and even a modest program typically runs about \$10,000 a year. That’s one reason studies estimate that less than one in 10 very young children with a diagnosis of autism get 25 hours a week of therapy.
- G) Health-care systems are not up to this task. In the United States, where health insurance rarely covers such treatment, the chances of having the government pay for therapy varies wildly from state to state. Children don’t necessarily fare much better under national health care. The United Kingdom pays for treatment—but often only after the parents hire a lawyer and win their case at a regional “tribunal”, where more often than not communities will fight to force the parents to settle for the few hours a week of therapy offered in a local special-education program. In Italy, toddlers with