



普通高等教育“十一五”国家级规划教材

College English

新通用大学英语

2

综合技能训练

Comprehensive Skills

《新通用大学英语》项目组 编



附教学情景
喜剧DVD



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《新通用大学英语》立体化系列教材

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前言

《通用大学英语》始出版于1998年8月,是国内开发较早的一套面向学习者需求的系列电子教材。《新通用大学英语》是在“九五”国家重点科技攻关项目——《通用大学英语》的研究、开发与应用的基础上,依据教育部颁布的《大学英语课程教学要求》重新研发的供大学基础阶段英语教学使用的立体化系列教材。

本系列教材共分为6级,供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》以及配套的电子教案、网络课程等组成。

本系列教材以面向信息时代的大学英语教学内容、课程体系和教学方法的改革为出发点,充分考虑现代教育技术在大学英语教学中的应用,力图建立一套能适应以学生主动、交互和自主学习为主的,集先进的语言学习理论、教学理论和教学手段与媒介于一体的,具有时代特色的本土化与国际化相结合的新型大学英语立体化教材。在设计及编写上充分吸纳了国内外教材先进的编写理念与特色,引进了于2006年获得美国教育出版大奖的*Top Notch*,为本教材提供了真实、自然与鲜活的语料。在教材的引进、改编与自主研发等方面,我们进行了积极有益的探索,主要体现在以下几个方面:

※ 系统化的语言教学思想

本套教程采用了多技能交际大纲的编写原则,融语言知识与听、说、读、写四项技能于一体,同时扩展了语音和词汇部分内容,并辅以先进的多媒体与网络教学手段;以全面提高学习者的英语交际能力为目标,以交际主题为线,意义构建为本,以活动为导向,任务为驱动,通过多样化的交际活动与探究式学习来进行知识建构,并以形成性评价作为教学重要的评价方法,来培养学生的综合分析能力和跨文化交际的能力。

※ 模块化的内容架构

《综合教程》每一册书共有10个单元,每单元2课。这10个单元的主题均贴近学生的生活现实,其情景的设置与学生在学校、社会以及未来的生活密切相关。每个课程单元又分为单元导入、听、说、读、写等几大模块,每个模块的内容均与主题相关,并重点操练2~3种语言功能。

※ 知识性、趣味性与文化性并重

在语料的选择方面,注重语言素材与中西方文化的结合,融知识性、趣味性与文化性于一体,题材广泛、体裁多样、语料真实、语言地道、版式活泼、图文并茂。在内容的设计上,力求语言知识学习、文化意识与批判性思维能力的培养并重。

※ 一体化的教学解决方案

由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》、电子教案、网络课程和基于教学内容的语料库等构成了完备的一体化的教学解决方案。

《新通用大学英语综合技能训练2》是普通高等教育“十一五”国家级规划教材的配套用书。全书共10个单元,每个单元的主题与《综合教程》一致,内容的编排是为复习和巩固《综合教程》各部分内容服务的。每单元包括7

个部分：Part I Listening Activities 听力练习，是模仿四级听力题型编写的，有短对话、长对话和复合式听写；Part II Vocabulary 词汇练习，是对《综合教程》相关单元重点词汇、词组和惯用法的练习；Part III Structure 语法练习，是对相关单元的语法进行复习和巩固；Part IV Translation 翻译练习，其中的英译汉是用相关单元的语法和词汇进行翻译；汉译英是对课文重点句型和词汇的翻译；Part V Reading Comprehension 阅读理解，是模仿四级阅读题型编写的；Part VI Cloze 完型填空；Part VII Learning to Write Step by Step 写作练习，每单元的练习与单元主题一致，把写作任务分解，为学生提供写作思路和例文。书后所附课堂教学DVD包含《综合教程》中Lead-in部分的情景喜剧和访谈以及本书中的听力内容。本书习题答案请到中国外语网 www.cflo.edu.cn 进行下载。

本教材本着集科学性、知识性和趣味性于一体的编写原则，教材内容取材广泛，生动有趣，寓教于乐，既可以为教师提供课堂教学的素材，也可以帮助学生在教师的指导下在课外自主学习。

《新通用大学英语》项目组

2008年8月

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UNIT 1

Greetings and Small Talk



UNIT GOALS

Learners will be able to

- use a listening strategy: reasoning
- understand and use related words and phrases
- understand the structure of comparative and superlative degrees
- write about the art of conversation



Part I Listening Activities

Section A

Directions: In this section, you will hear seven short conversations and one long conversation. At the end of each conversation, one or more questions will be asked about what was said. You must read the four choices marked A, B, C and D, and decide which is the best answer.

- | | |
|---|---------------------------------------|
| 1. A. Africa. | B. China. |
| C. America. | D. Canada. |
| 2. A. At home. | B. With her father. |
| C. In Europe. | D. With her mother. |
| 3. A. Manager and clerk. | B. Boss and secretary. |
| C. Doctor and nurse. | D. Professor and student. |
| 4. A. One hour. | B. Two hours. |
| C. Three hours. | D. Four hours. |
| 5. A. At a restaurant. | B. At a bank. |
| C. At a hotel. | D. At a friend's home. |
| 6. A. In a parking lot. | B. In a library. |
| C. Under a bench. | D. In a park. |
| 7. A. He prefers not to argue about it. | B. He isn't able to hear the lecture. |
| C. He shares the woman's opinion. | D. He disagrees with the woman. |

Questions 8 to 10 are based on the following conversation.

- | | |
|--|--------------|
| 8. A. By bus. | B. By train. |
| C. By subway. | D. By car. |
| 9. A. Mary and Jim will have lunch together. | |
| B. Mary will go to the airport by taxi. | |
| C. Jim will have dinner with Mary and her brother. | |
| D. Mary can't join Jim for dinner because her brother is coming. | |
| 10. A. Jim is a colleague of Mary's. | |

- B. Jim is coming back from a business trip.
- C. Jim and Mary seldom go and eat in an Italian restaurant.
- D. Mary is often late for her work.

Section B

Directions: In this section, you will hear three short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be read only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.

Passage 1

Questions 11 to 13 are based on the passage you have just heard.

- 11. A. It shows one's consideration for others.
- B. It is a good way to make friends.
- C. It is proper to ask a man on the go.
- D. It generally makes one feel uneasy.
- 12. A. A man working at his desk.
- B. A person having lost a close friend.
- C. A stranger who looks somewhat worried.
- D. A friend who is ill.
- 13. A. A busy man should be praised for his efforts.
- B. A busy man should never be asked any questions.
- C. A busy man should not be bothered.
- D. A busy man should be discouraged from working so hard.

Passage 2

Questions 14 to 16 are based on the passage you have just heard.

- 14. A. In any culture laughter means the same thing.
- B. In English "stretching out one's tongue" expresses strong dislike.
- C. Gestures can be understood in the same ways.
- D. Even in the same culture people's abilities to express feelings are different.
- 15. A. Stretching out one's tongue.
- B. Going pale and trembling.
- C. Opening one's mouth.
- D. Opening one's eyes wide.
- 16. A. Gestures can be understood in different ways by women and men.
- B. Women and men in the same culture are different in their abilities to recognize feelings.
- C. Women are usually better than men at expressing feelings.
- D. American women and men can easily recognize people's faces.

Passage 3

Questions 17 to 20 are based on the passage you have just heard.

- 17. A. Say directly, "May I have your business card?"
- B. Say directly, "Did you ever give me your card?"
- C. Say directly, "Can you bring me a card later?"

- D. Say directly, "Can you tell me about your name and title?"
18. A. Accepting one's card but not continuing contact with him.
B. Refusing a request for your business card directly.
C. Putting one's business card in the card file.
D. Saying "thanks" when receiving a business card.
19. A. To remember someone's face and name.
B. To plan the next meeting.
C. To record the meeting place.
D. To recall someone's name and title.
20. A. Examining a card briefly before putting it away.
B. Giving someone your card forces you to continue contact.
C. Requesting someone's business card is an indirect process.
D. Not writing anything on the back of the card.

Section C

Directions: In this section, you will hear a passage three times. You are required to fill in the blanks numbered from 21 to 27 with the exact words you have just heard. For blanks numbered from 28 to 30 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words.

Two Ways to Communicate in Indian Tribes

Each Indian tribe had a (21) _____ language. Many Indians never learned any language (22) _____ their own. Do you know how Indians from different tribes (23) _____ to each other? They had two ways to talk without sound. One way was by sign language.

Sign language is a way of talking by using signs. Indians used sign language when they met (24) _____. In this way, they could find out whether the stranger was a friend or an (25) _____. In Indian sign language, signs were made with the hands. To tell the time of day when something (26) _____, an Indian pointed to the sky. He (27) _____ where the sun had been at the time.

(28) _____ was making signals. Indians usually used signals when they wanted to send messages to someone (29) _____. To make signals, an Indian might use a pony, a blanket, smoke, a mirror or fire arrows. For instance, to signal that (30) _____, an Indian rode his pony in a large circle.



Part II Vocabulary

Section A

Directions: Complete the following sentences with the words from Text A, B and C.

1. His casual clothes were not _____ for such a formal occasion.
A. polite B. common C. comfortable D. appropriate
2. A science fiction cannot be regarded as a mere _____, but in fact it tells the reader much more.
A. relaxation B. entertainment C. literature D. drama

3. The Minister for Foreign Affairs has already _____ on this event with the American President.
A. communicated B. spoken C. discussed D. informed
4. Teaching is a noble _____, which is respected by all people.
A. task B. obligation C. profession D. responsibility
5. I didn't know why they gave me much _____, since I hadn't done anything wrong.
A. support B. abuse C. encouragement D. praise
6. This was such a(n) _____ foreign policy that we couldn't help resisting.
A. friendly B. generous C. sensitive D. aggressive
7. Victims of the earthquake are grateful for concern and _____ from people in the world.
A. generosity B. anxiety C. compassion D. response
8. The girl was _____ as a secretary in the multi-national company, for she can't speak English fluently.
A. qualified B. unfriendly C. incompetent D. unsteady
9. In Britain, _____ has been elevated into the Great National Virtue.
A. immigration B. sentimentalism C. responsibility D. tolerance
10. The police _____ him of stealing in the supermarket in the light of the video.
A. charged B. accused C. blamed D. criticized

Section B

Directions: Complete the following sentences with the phrases and expressions from Text A, B and C. Note that each can only be used once. Change the form if necessary.

bestow with	indulgent to	give away	put up with	even if
in this case	patient with	critical of	out of proportion	object to

1. Some people strongly _____ developing private cars, although much comfort and convenience can be obtained.
2. In this African country, the increase of population is _____ to that of crop harvest.
3. Several fancy gifts _____ the distinguished guests at the meeting.
4. I can't _____ my teacher's attitude towards my homework. It seems that she can't notice any improvement in it.
5. The doctors and nurses are very _____ the wounded from the earthquake-hit areas.
6. The military officer was accused of _____ the secret documents.
7. I was just informed of handing in the paper by next Monday. _____, I have to work overtime this weekend.
8. Mr. Smith is a demanding professor, because he is always _____ our faults, even tiny ones.
9. The grandparents were _____ the six-year-old boy and promised to give anything as long as he asked.
10. He went to a remote village to teach after college graduation _____ his parents didn't agree.

Section C

Step 1

Directions: Match the phrasal verbs in Column A with the explanations in Column B.

Column A	Column B
1. put up with	a. propose for consideration
2. put forward	b. allow to be known; declare publicly
3. put off	c. endure without complaint
4. put out	d. send forth; emit
5. give out	e. return
6. give off	f. delay; postpone
7. give back	g. hand over; entrust
8. give over	h. put an end to (fire)

Step 2

Directions: Fill in the blanks with the phrasal verbs given above. Note that each can only be used once. Change the form if necessary.

1. They have been requested not to _____ details of the machines' construction.
2. I can't _____ the noise outside, so I complained to the manager of the building site.
3. His mother hopes the holiday will _____ him _____ his good spirits.
4. Never _____ till tomorrow what you can do today.
5. The gas _____ by the vehicles on the streets has seriously polluted the air.
6. The keys were _____ to our neighbors during our absence.
7. The fire had already been _____ when the ambulance arrived.
8. The new manager _____ a plan for the committee to consider.

Part III Structure

Comparative and Superlative degrees are formed by adding -er or -est to most adjectives and adverbs, while some adjectives and adverbs have their specified forms. They indicate the different degrees in sentences modifying nouns and verbs. Some words like much, far, a lot, still, a little, hardly, ever, can be used before comparative degrees.

Section A

Directions: Fill in the blanks with the best answer from the four choices marked A, B, C and D.

1. If there were no exams, we should have _____ at school.
 A. much happiest time B. a much happier time
 C. a more happier time D. the happiest time

2. Frank plays _____ Alex in any of the football matches.
A. a lot more better than B. much more better than
C. a lot better than D. much more well than
3. Her skirt is _____, if not prettier than, her sister's.
A. as pretty B. as pretty as C. pretty as D. as prettier
4. This sofa isn't comfortable, but that one is _____ better.
A. rather B. less C. ever D. hardly
5. The thing that troubles me _____ is my lung disease.
A. much B. very C. most D. rather
6. Asia is _____ the largest continent in the world.
A. a lot B. a little C. by far D. much
7. The beauty of the city is _____ words can describe.
A. more than B. no more than C. less than D. no less than
8. Jim is _____ in both ability and learning.
A. superior than I B. superior than me C. superior to I D. superior to me
9. The piano in the other shop will be _____, but _____.
A. cheaper; no as better B. more cheap; not as better
C. cheaper; not as good D. more cheap; not as good
10. If we had followed his plan, we could have done the job better with _____ money and _____ people.
A. less; less B. less; fewer C. fewer; fewer D. fewer; less

Section B

Directions: There are four underlined parts in each of the following sentences. Choose the one that is grammatically wrong and correct the error.

1. Even though she looks very young, she is twice older than my twenty-year-old sister.
A B C D
2. Music can make an exciting story quite exciting, a sad one sadder, a happy one happier.
A B C D
3. In order for one to achieve the desired results, it is necessary that he works as fast as possible.
A B C D
4. The price of gold on the world market has been rising highest each year.
A B C D
5. As a spoiled boy, he has never spent a more worried day in his life.
A B C D
6. Having a visit to the museum was a far much interesting than I had expected.
A B C D
7. British drivers may be lot more reliable about sticking to the rules of the road.
A B C D
8. She had gone abroad for farther study in English literature when I worked here.
A B C D
9. The administrator is a trained man who is more a specialist as a generalist.
A B C D

10. "He is anywhere near the cleverest student in the class, but he is the most hard-working", said Mr. Smith.

A

B

C

D



Part IV Translation

Section A

Directions: Translate the following sentences into Chinese.

1. If you misinterpret gestures of introduction, your friendship may get off on the wrong foot!
2. Understanding a few key gestures from different cultures can make you a better communicator.
3. People in Indonesia always want to be agreeable and polite.
4. Australians are friendly people, but they value directness.
5. The French appreciate the "art" of conversation, which can include arguing as a form of entertainment.

Section B

Directions: Put the Chinese given in brackets into English to complete the sentences.

1. In Britain, _____ (宽容已被认为是英国人“伟大的民族美德”).
2. Their conclusion gives the game away, for _____ (因为他们所谈论的宽容实际上不存在).
3. _____ (英国人往往会抨击欧洲大陆的司机), whom they accuse of uncontrolled aggressiveness.
4. _____ (他们不反对钓鱼), which is very much crueller than fox-hunting.
5. The idea encouraged by fishermen that _____ (鱼是冷血动物, 不能感知疼痛) is without foundation.



Part V Reading Comprehension

Passage 1

Directions: There is a passage with ten blanks. Select one word for each blank from the choices in the word bank. Each word can only be used once.

An Unexpected Answer

A very strict officer was talking to some new (1) _____ whom he had to train. He had never seen them before, so he began, "My name is Stone, and I'm ever (2) _____ than stone, so do what I tell you or there'll be (3) _____. Don't try any (4) _____ with me, and then we'll get on well together."

Then he went to each soldier one after the other and asked him his name. "Speak (5) _____ so that everyone can hear you clearly," he said, "and don't (6) _____ to call me 'sir'".

Each soldier told him his name, (7) _____ he came to the last one. This man



remained silent, and so Captain Stone shouted at him. "When I ask you a question, (8) _____ it! I'll ask you again: What's your name, soldier?"

The soldier was very (9) _____, but at last he replied, "My name is Stonebreaker, sir." He said (10) _____.

- | | | | |
|-------------|--------------|------------|------------|
| A. moreover | B. harder | C. forget | D. answer |
| E. soldiers | F. nervously | G. loudly | H. unhappy |
| I. trouble | J. army | K. finally | L. until |
| M. stronger | N. fun | O. tricks | |

Passage 2

Directions: Read the passage and decide if the following five statements agree with the information given in the passage. Mark Y (for YES) if it agrees; N (for NO) if it contradicts the information or NG (for NOT GIVEN) if the information is not given in the passage.

Body Language Affects First Impressions

You make your first impression upon someone quickly — within 7 to 30 seconds of meeting them. It's easier to make a good first impression than to correct a negative impression. A first impression is primarily dependent upon your nonverbal signals. To make a favorable first impression, you must use your body language to your advantage. Apply these tips to make a favorable first impression.

1. Focus on the person. Make and maintain appropriate eye contact. People tend to believe people who will look them in the eye. Don't stare them down, and don't use "rabbit eyes" that move about the room. Your attention is directed where you look. So the other person may conclude that you are not paying attention to him or her if you're looking elsewhere.

2. Monitor your vocal quality. Watch your tonality and the words you emphasize. Make sure your voice conveys confidence and belief. Avoid hesitant speech patterns.

3. Match your words with your body language. If your words and body language send different messages, people will usually believe your body language. Be aware of possible mismatches. Make sure your facial expressions match your words.

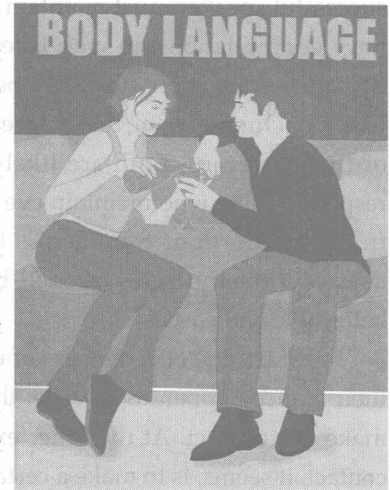
4. Pay attention to your posture. Think tall. Center your upper body over your hips. Tuck in your stomach, and hold your shoulders back. Imagine that a string is pulling upward from the top of your head. Stand evenly on both feet and relax. Avoid crossing your feet or legs while you stand because others may see you as shy.

5. Avoid commando (突击队员) postures. Avoid putting your hands on your hips or clasping your hands behind your head. These postures may convey disapproval, superiority or arrogance (傲慢) to others.

6. Smile. Smiling shows you enjoy being with others. Your smile must be sincere. Many people think they are smiling when they are making faces.

7. Relax. Take a few deep breaths before entering a room or meeting someone. People want to be around others who are confident and relaxed.

8. Honor cultural differences. In some cultures, some of these rules will not apply. So the rule is to honor the culture of the person with whom you are communicating. For example, in some Asian and Native American cultures, eye contact is not as appropriate as in European cultures.



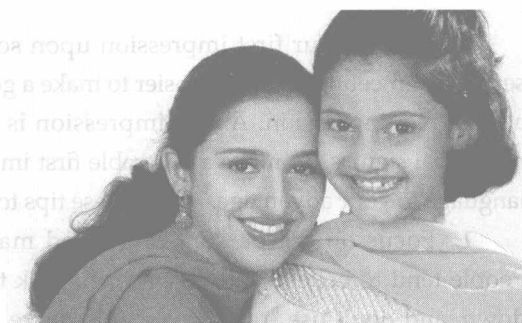
- [] 1. A first good impression is mainly dependent on your body language to your advantage.
- [] 2. You have something more urgent to do, so you look elsewhere.
- [] 3. Standing evenly on both feet or crossing your feet symbolizes you are shy.
- [] 4. One way to relax is to take a few deep breaths before entering a room to meet someone.
- [] 5. As far as body language is concerned, it's appropriate to respect cultural differences.

Passage 3

Directions: There is a passage with five questions. Choose the best answer from the four choices marked A, B, C and D.

Eye Contact

Eye contact is a nonverbal technique that helps the speaker "sell" his ideas to an audience, besides its persuasive powers, eye contact helps hold listener interest. A successful speaker must maintain eye contact with an audience. To have good relationship with listeners, a speaker should maintain direct eye contact for at least 75 percent of the time. Some speakers focus exclusively on their notes. Others gaze over the heads of their listeners. Both are likely to lose audience interest and respect. People who maintain eye contact while speaking, whether from a platform or from across the table, are regarded not only as exceptionally well-disposed by their target but also as more believable and earnest.



To show the effectiveness of eye contact in daily life, we have only to consider how passers-by behave when their glance happen to meet on the street. At one extreme are those people who feel obliged to smile when they make eye contact. At the other extreme are those who feel awkward and immediately look away. To make eye contact, it seems, is to make a certain link with someone.

Eye contact with an audience also lets a speaker know and monitor the listeners. It is, in fact, necessary for analyzing an audience during a speech. Visual cues from audience members can indicate that a speech is dragging, that the speaker is talking about a particular point for too long, or that a particular point requires further explanation. As we have pointed out, visual feedback from listeners should play an important role in shaping a speech as it is delivered.

1. The passage is mainly concerned with _____.
 - A. the effectiveness of nonverbal techniques
 - B. successful speech delivery
 - C. an effective way to gain visual feedbacks
 - D. the importance of eye contact
2. According to the passage, a good speaker must _____.
 - A. "sell" his or her ideas to an audience
 - B. be very persuasive and believable