



高职高专创新大学英语系列教材
Creative College English Series

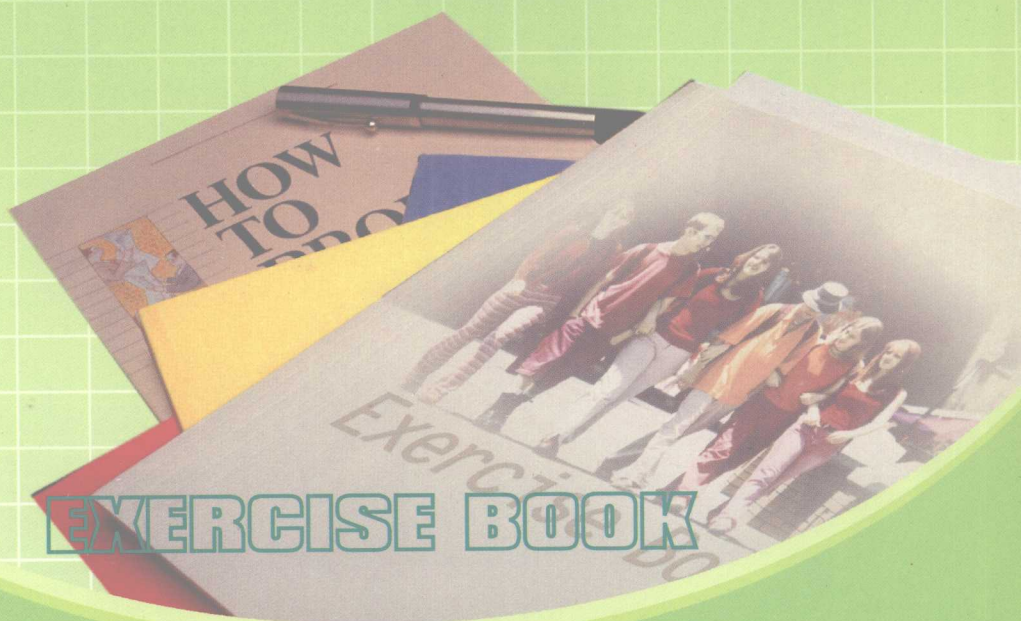
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创新大学英语 2

【综合训练】

主 编 叶从容
邓玉花
杨建国



重庆大学出版社

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创新大学英语 2

【综合训练】

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内 容 提 要

《创新大学英语综合训练2》是《高职高专创新大学英语系列教材》学生练习册的第二册。本书中每一单元由 Micro-skills Practice 和 Comprehensive Skills and Practice 两大部分组成,前者包括 Vocabulary 和 Sentence Pattern 两个板块,后者包括 Listening, Speaking, Reading for Skill, Translation 和 Writing 等板块,《创新大学英语综合训练2》在练习的词汇、强化的语法点与训练的交际形式上与学生用书保持一致,但在训练的量、练习的形式以及阅读技巧的培养上又有所拓展,教师可供需要灵活选择,布置给学生,体现了课内学习和课外学习的有机结合。

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高职高专创新大学英语系列教材 编委会 Creative College English Series

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总 序

目前,国内高职高专院校的大学英语教学改革不断走向深入,“以应用为目的,实用为主,够用为度”的指导原则已经深入人心。在这一背景下,出现了不少各具特色的大学英语教材,它们都不同程度地、从不同的角度反映了新形势下高职高专院校大学英语教学的需要。但是由于创新型国家的建设与和谐社会的构建不断对高职高专实用创新型人才的培养提出更高的要求,由于高职高专院校大学英语教学改革不断深入,也由于高职高专生源的地域差异和学生毕业后所就业的行业差异较大,更好地反映和引导改革中种种新的尝试和新探索的新教材的开发仍然十分必要。

基于这一考虑,重庆大学出版社组织四川省相关领域的专家和 20 多所院校的一线教师,在广泛调研的基础上,编写了这套《高职高专创新大学英语系列教材》。参与教材编写的既有教育部在该地区重点高校的骨干教师,也有长期在高职高专教学一线的骨干教师。

本教材以教育部《高职高专教育英语课程教学基本要求》为依据,以四川省和其他西部省市的高职高专教育以及大学英语教育的实际为出发点,以“打好基础,注重培养实际使用语言的技能,特别是使用英语处理日常和涉外业务活动的的能力”为原则,以“实用为主,够用为度”为编写指导思想,使本套教材具有以下特点:

(1)着眼于培养技术、生产、管理和服务等领域的高等应用性专门人才的实际需求,强调学生基础知识的扎实掌握和基本能力的充分训练,注重培养学生的语言应用能力,特别是实用口语和实用写作等方面的交际能力。

(2)将学生的应用性交际能力的培养融汇在基本技能的雕琢中,充分体现“双基”教学的需要;让学生充分扎实地掌握大纲所规定的知识和能力,强调学以致用和学用结合。

(3) 以高频词汇贯穿听说读写译的基本技能训练之中, 不一味追求教材梯度, 强调通过高频词汇的反复综合训练, 提升学生的语感, 培养其实际语言交际能力。

(4) 学习材料短小精炼, 练习形式丰富多样, 着眼于对词汇的积极运用能力的培养, 通过对传统练习模式的突破来带动教学理念的改变。

(5) 在体例编排上充分考虑学生的自主学习能力的提高, 促进学生的自我发展。

(6) 在练习设计和教材体系上注重课内外学习的有机结合, 充分利用学生课外的时间, 既方便教师对学生的课外学习进行有效的管理和监控, 又服务于丰富第二课堂和提高学生文化素质的需要。

(7) 有完善的立体开发体系, 这种立体开发既体现于载体形式的丰富性, 也体现在不同载体形式在内容上的互补性, 而不是相同内容的简单重复, 从而使教材的立体开发和课内外学习的配合相得益彰。

《高职高专创新大学英语系列教材》由主教材《创新大学英语》、《创新大学英语教师用书》和《创新大学英语综合训练》各 4 册组成, 并配有相应的多媒体学习课件和电子教案。

《创新大学英语》每册含 8 个单元, 每个单元有 2 篇简短生动的阅读课文, 在每个单元内, 为了实现 input 对于 output 的引导, 练习板块按照 Reading, Speaking, Listening 和 Writing 的顺序安排, 既体现了对同一交际主题的反复强化, 又使得学生的语言输出“水到渠成”, “顺理成章”。在单元之间的关系上, 每个单元分别覆盖不同的交际主题, 强化不同的语法知识, 培养不同文体的应用文写作能力。多条线索之间既相互平行, 又通过共同训练的高频词汇、共同强调的实际能力以及交际内容与交际形式的有机联系而充分融合在一起, 共同服务于提高学生实用交际能力这一目标。同时本书还配有多媒体学习光盘, 可供学生自学或复习时使用。

《创新大学英语综合训练》中每一单元由 Micro-skills Practice 和 Comprehensive Skills and Practice 两部分组成, 前者包括 Vocabulary 和 Sentence Pattern 两个板块, 后者包括 Listening, Speaking, Reading for Skill, Translation 和 Writing 等板块。《综合训练》在练习的词汇、强化的语法点与训练的交际形式上与学生用书保持一致, 但在训练的量、练习的形式以及阅读技巧的培养上又有所拓展, 教师可根据需要灵活选择布置给学生练习, 这既体现了课内学习和课外学

习的有机结合,又扩大了本系列教材的适用面。

《创新大学英语教师用书》除了提供基本的练习答案和课文翻译以外,既有课文的相关背景知识介绍、长难句分析、词汇和语法点讲解,又有语法和构词法方面的专题知识、阅读技巧分析、写作词汇拓展和实用文写作常识简介,内容极为丰富,教师可以根据学生的实际需要对症下药,灵活选取讲解内容。同时《教师用书》还配有教学课件光盘,方便老师备课和组织课堂教学活动。

由于本系列教材有上述种种新颖之处,因此在推出之后将为四川省和西部其他省区公共英语教学改革做出独特的贡献,在提高学生实用英语交际能力的同时,也为高职高专大学教材的编写和大学英语的教学开展了一定的创新尝试。

因为本系列教材在许多方面都进行了新的尝试,在实际编写过程中可能会出现一些疏漏和不当之处,请各位老师、专家和读者批评指正并将相关意见和建议及时反馈给我们,以促进本教材的进一步完善。

总主编

2008年5月

编写说明

本书为《高职高专大学英语创新系列教材》第二册学生练习册,与学生用书同步。全书练习设计既与学生用书相应单元相衔接,又不拘泥于此,旨在通过练习,复习、巩固和扩大课堂所学知识,达到提高学生听、说、读、写、译能力的目的。

全书共含8个单元,每单元由2个板块构成:

第一板块为“微技能训练”,包括词汇和句型转换两大部分。该板块有针对性地对学生用书相应单元中出现的常见词缀、易混淆和易用错的词或短语、常见的动词搭配及句型进行操练,以帮助学生熟悉英语的构词方法及词缀给英语单词带来的词性和意义上的变化,提高学生准确、灵活地运用英语字、词、句的能力。

第二板块为“综合技能训练”,包括听、说、读、写、译五个部分。其中听力部分包括三项练习:简短对话、短文听力和听写填空,内容均为学生所熟悉的话题。简短对话和短文听力以培养学生直接获取信息的能力为主,听写填空则旨在逐步培养学生笔记的能力。会话部分为学生提供一篇简短对话,对其中五个句子或表达方式划线并给出了相应的汉语,目的是引导学生学习、掌握一些口语惯用的表达方式。阅读部分重在训练学生的阅读技巧。本练习册将大纲所要求的八项阅读技巧分列在八个单元中,每个单元以一种阅读技巧为主要训练对象,希望通过该练习,提高学生更准确、快速地获取所需信息的能力。翻译部分本分册以英译汉为主,目的是通过翻译,进一步巩固所学翻译技巧,逐步掌握中英文语言特点,使译文更准确、更符合中文习惯。写作部分与学生用书中相应单元的短文写作衔接,着重引导学生写好句子,并掌握英语段落写作的基本特点。

编 者

2008年10月

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Unit 1

New Concepts of Health



Micro-skills Practice

Vocabulary

I. Word formation: Study the following words with selected from the text. Then use them correctly in the sentences below.

1. If you change your _____ (mind, mindless, mindfulness) and don't want to attend the lecture, call me this afternoon.
2. To improve your concentration, you need to have a form of _____ (mind, mindless, mindfulness) exercise.
3. It is a _____ (mind, mindless, mindfulness) work to clean all these bottles.
4. Let me introduce you to our _____ (lead, leader, leading), Mr. Zhou.
5. His hardworking plays a _____ (lead, leader, leading) role in his success.
6. The police are checking what has _____ (lead, leader, leading) to such a road accident.
7. I have come to realize that it is dangerous to go on living such a _____ (stress [n.], stressful) life.
8. He is now under great _____ (stress [n.], stressful) because he keeps worrying about his job.
9. The two leaders agree that it is important to _____ (strength, strengthen) their tie in economy.
10. You have to recover your _____ (strength, strengthen) by drinking milk every day.

II. Words and phrases often confused or misused

1. The teacher asked a difficult question, so he he thought _____ before answering it.
A. at the moment B. for a moment
C. for the moment D. at moment
2. If you have some problem in repairing the car, come to me _____.
A. at one time B. at any time
C. in time D. at a time
3. The little boy died _____ the traffic accident.
A. result in B. result from
C. as a result D. as a result of
4. According to his study, _____ high school students are fond of pop songs.
A. many a B. a great number of
C. an amount of D. a great deal of

III. Collocations and phrasal verbs

1. Can you _____ anything better than these two methods?
A. think about B. think of
C. think over D. think of... as
2. Please _____ finish your task today.
A. try on B. try out
C. try one's best D. try to
3. I _____ Diana once a month.
A. hear of B. hear about
C. hear from D. hear
4. When you _____ the supermarket, buy me a bottle of milk.
A. pass away B. pass on
C. pass by D. pass through

Sentence Pattern

Study carefully the following sentences chosen from the texts and see what is omitted(省略) in each sentence and fill them out in the proper place.

1. We rush through our day, doing mindless tasks one after another, without time to live life, to enjoy life, to relate to each other, to be human.
2. It's not only about a lifestyle, but also about health.

3. A great number of studies confirm that just by eating slower, you'll consume fewer calories — in fact, enough to lose 20 pounds a year without doing anything different or eating anything different.
4. Health is our heritage, our right.



Comprehensive Skills and Practice

Listening

Section A Short Conversations

Directions: In this section, you will hear 10 short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and the question will be spoken twice. After each question, there will be a pause. During the pause, you must read the four choices marked A, B, C and D, and decide which is the best answer.

- | | |
|---|-------------------------|
| 1. A. Grey. | B. Orange. |
| C. Green. | D. Red. |
| 2. A. 36. | B. 38. |
| C. 35. | D. 46. |
| 3. A. 302. | B. 312. |
| C. 203. | D. 123. |
| 4. A. In a hotel. | B. At a police station. |
| C. In a hospital. | D. In a classroom. |
| 5. A. Seller and buyer. | B. Landlord and tenant. |
| C. Friends. | D. Neighbors. |
| 6. A. It's rainy. | B. It's fine. |
| C. It's cloudy. | D. It's snowy. |
| 7. A. To the center of the city. | B. To the City Park. |
| C. To the Central Park. | D. To the Century Park. |
| 8. A. Because it takes her a lot of time to go there. | |
| B. Because she can't afford the things there. | |
| C. Because the things there are not expensive enough. | |
| D. Because the things there are very cheap. | |
| 9. A. Emotional. | B. Humble. |
| C. Humorous. | D. Funny. |

- Now malls are like town centers where people come to do many things. Besides shopping, they also eat in food courts that have (S5) _____ from all over the world. They see (S6) _____. They even get their daily exercise by doing the new sport of “mall walking”. They meet friends, too.

Speaking

Directions: Read the following dialog about a plan to dine out in a fast food restaurant. Pay attention to the five underlined idiomatic expressions with Chinese versions. Then work in pairs to practice the dialog with your partner.

W: Hi, Peter. Today is my birthday. 1) How about a dinner party? (搞个午餐会如何)

M: Oh, Happy birthday! You mean eating at your own house and make yourself busy preparing for a meal? 2) Why not dine out in a fast food restaurant? (为什么不去一家快餐店就餐呢)

W: 3) OK idea. (好主意) So we can save time for shopping.

M: Hey, 4) this time it's my treat. (这次我请客)

W: Then, McDonald's or Pizza Hut?

M: McDonald's is crowded. Let's go to Pizza Hut. 5) I'm a regular customer there. (我是那里的常客)

W: Really? What's your favorite there?

M: You know, the New English Pizza is really nice. I ordered it last time.

Reading for Skill(1)—Reading for Main Ideas

Passage 1

When you've suffered the loss of a loved one, life may seem meaningless and you may feel hopeless for months or even years. But there are a number of measures you can take to guide yourself through the tough times.

1) **Be gentle with yourself.** It's important not to expect too much from yourself. Forgive yourself when you make mistakes.

2) **Care for yourself physically.** Lack of sleep and nourishment may mean that you're more likely to get illness, so eating little and often and getting rest if at all possible are both important.

3) **Take exercise.** If possible, do some form of exercise, even if it's only a gentle walk.

4) **Deal with your feelings.** Write down all the feelings that are in your head, especially before going to bed, as this may help you to sleep better. Sharing the pain with other members of the family can be helpful, but they too may have their own pain and may not want to hear your story repeatedly. A good friend who's not so emotionally involved may be prepared to listen. If this is difficult, then, looking at photographs, making a memory book and keeping meaningful mementoes may also help.

5) **Take things slowly.** Making big changes such as moving house, starting a new relationship or changing your job should be delayed for at least six months. You've suffered a

huge loss, and need to adjust to that change in your life first.

Comprehension question for main ideas

1. Passage 1 is mainly about _____.

- A. how to deal with darkness in your life when the person who is dear and near to you passed away
- B. how to make your life more meaningful
- C. measures taken to help you get out of trouble in your life
- D. suggestion for living a more delightful life

Passage 2

What are the qualifications of a good person?

How is a good person created?

We may define a good person as someone who acts according to moral and virtuous principles. A good person is the one who has responsibilities to perform acts of goodness while avoid bad acts.

For instance, usually, after I do something good, my mind is at peace. Sometimes I do something good by just giving encouraging words to people around me. When my friends have a problem or look worried, I can often help by just giving good advice or light-hearted words. That makes me feel very happy afterwards. Some things that we can also give easily are love, kindness, and best wishes. If we are in a situation where we can give something, that gift will bring pleasure to both giver and receivers. Another thing that we can give that cost nothing, but sometimes is difficult to give, is freedom. When you give freedom you receive great freedom. Many people would call this gift of freedom "forgiveness". I have often heard many people say they love freedom and would do anything to get it. Let's start earning freedom in our hearts by giving forgiveness.

Comprehension question for main ideas

2. In Passage Two, the author is mainly discussing _____.

- A. the importance of being a good person
- B. the importance of giving freedom to others
- C. the way to give others freedom by forgiving
- D. the definition of a good person by giving examples

Translation from English into Chinese

Directions: In this part, there are four sentences taken from the reading passages you have just read. Below each, there are five Chinese versions for it, which are marked A, B, C, D and E. Each letter stands for a score varying from 0 to 2. You should decide which is the best translation and mark the corresponding letter.