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高等学校 英语应用能力 综合训练教程

王立群 主编

东华大学出版社

高等学校英语应用能力 综合训练教程

主 编 王立群

副主编 徐 益 安晓杰 丁 平 李红梅

主 审 张燕如

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王立群 主编

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前 言

目前,我国在高职高专院校中推行“高等学校英语应用能力考试(简称为PRETCO)”,很多出版社出版发行了大量与之配套的教材和教辅,而这些辅导材料的内容往往有许多不足之处,即内容上缺乏英语应用性和选材上缺乏时代感。许多内容和选材老化,语言应用性和时代要求有较大的差距,影响了教学效果和考试通过率。

在近几年的教学实践中,我们针对这种情况,重新规划设计和编写了《高等学校英语应用能力综合训练教程》这本书。本教程选材内容和目前使用的主干教材内容基本配套一致。选材时以教材内容为蓝本,紧密联系主干课程内容,把近3年来“高等学校英语应用能力考试”中6套真题所涉及的听力、语法词汇、阅读理解、翻译和写作等基础知识融入到该书的编写中。本书分成八个单元,每个单元都是围绕考试所涉及题型,先讲解基本知识和答题技巧,再配有相应练习。以方便使用者学习、巩固和检测所学语言知识要点,在学中测,在测中练,在练中熟。

本书语言地道,内容新颖,具有较强的时代特色。在充分体现英语应用性的同时,编写者还把近年来国内外大事、新科技、新理念融入到选材内容之中,既体现了英语的时代应用性,又对大学生的世界观、人生观、价值观、理想观等方面进行必要的思想教育。

本教程主编为王立群老师,负责全书的听力、写作及附录一、二的编写,副主编徐益老师负责全书的词汇、附录三、四及全书的统稿工作,副主编安晓杰老师、丁平老师、李红梅老师分别负责全书的语法、阅读和翻译的编写。本书由张燕如老师主审,对全书的编写等方面提出了宝贵的意见。本书在编写过程中还得到了学院各级领导的大力支持,在此表示谢意。

由于时间紧迫,书中一定还存在错误和不足,恳请专家和学者提出宝贵意见和建议,编写者将不甚感激。

编 者

2007年6月

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Unit One

Part I Listening Skills

Types of Questions in Listening Comprehension

在高等学校英语应用能力考试听力试题中,每组对话一般是在一男一女之间进行的一问一答。问题一般由先讲话的人提出。题目均以问句形式出现,其中多数是特殊疑问句,偶尔也有个别一般疑问句。根据这些问题涉及的内容,听力问题类型大致归纳如下:

1. 问“对话是在什么场所发生的”。如:

Where does this conversation most probably take place?

Where does this conversation most likely occur?

Where are the man and woman?

2. 问时间、日期等。如:

When did the concert finally start?

When will he be paid?

When will the summer vacation begin?

3. 问“是什么、要什么、讨论什么、做什么”等。如:

What is the man's answer?

What does the woman want to do?

What are they talking about?

What does the woman tell the man to do first?

What are the speakers doing now?

4. 问“什么含义”。如:

What does the man mean (imply) ?

What does the woman's answer suggest?



What can we learn from the conversation?
What can be concluded from this conversation?
What does the man think of Miss Bell?
What does the woman think of the plan?
How do you like the film?

5. 问“多少”。如:

How many people ...?
How much does...?
How old is...?
How long does it take ... to...?

Part II Grammar Items

Five Basic Sentence Patterns

语法简介

说明: S= 主语; V= 谓语; Vi= 不及物动词; L 系动词; P= 表语; O= 宾语; O1= 间接宾语; O2= 直接宾语; C= 宾语补足语



1. S + Vi (主谓结构)

The sun is rising.

太阳正在升起。

The lecture lasted for one and a half hours.

讲座进行了一个半小时。

Great changes have taken place in China.

中国发生了巨大变化。

2. S + V + P (主系表结构)

有些系动词表示处于某种状态或状态的继续及改变, 用作系动词的有: be, become, feel, smell, seem, look, turn, prove, taste 等。

① S + L + 形容词

She seems quite normal.

她看上去很正常。

His advice proved sound.

他的告诫证明是对的。

You have grown taller than before.

你长得比以前高了。

②S+L+名词(代词)

His dream has at last become a reality.

他的梦想终于成为现实。

She was all tears.

她泪流满面。

I stood there and felt a stranger.

我站在那里,觉得自己像个陌生人。

③S+L+副词

Autumn is over — it is winter.

秋天已过去——现在是冬天了。

She has been away on a long trip.

她出远门了。

④S+L+介词短语

My parents are still in good condition.

我父母身体仍然很好。

His face was without expression.

他面无表情。

It has grown out of fashion.

它已经不时兴了。

3. S+V+O(主谓宾结构)

They left school in 2003.

2003年他们从学校毕业。

She memories 100 words every day.

她每天记300个单词。

They ordered a meal.

他们叫了饭菜。

4. S+V+Oi+Od(主谓双宾结构)

常见的带双宾语的动词有 give, ask, bring, offer, send, pay, lend, show, tell, buy, get; rob, warn 等。



He offered me his seat. OR: He offered his seat to me.

他把座位让给我。

I'll make some fresh tea for you. OR: I'll make you some fresh tea.

我去给你沏点新茶。

Could you lend me your bike?

你能把自行车借给我么?

5. S+V+O+C (主谓宾补结构)

He found those people boring.

他发现那些人相当乏味。

Time would prove me right.

时间会证明我是对的。


We'll never have such things happen again.

我们决不允许类似的事情再次发生。

Part III Word Forms

Nouns

I. 名词简介



名词可分为专有名词(Proper Nouns)和普通名词(Common Nouns)。专有名词是指某个(些)人、地方、机构等专有的名称,如 Beijing, China 等。普通名词是指一类人或物或一个抽象概念的名词,如: telephone, kindness 等。普通名词又可分为下面四类:

1. 个体名词(Individual Nouns):表示某类人或物中的个体,如: computer;
2. 集体名词(Collective Nouns):表示若干个个体组成的集合体,如: family;
3. 物质名词(Material Nouns):表示无法分为个体的实物,如: water;
4. 抽象名词(Abstract Nouns):表示动作、状态、品质、感情等抽象概念,如: sadness。

名词又可分为可数名词和不可数名词。个体名词和集体名词可以用数目来计算,称为可数名词(Countable Nouns),物质名词和抽象名词一般无法用数目计算,称为不可数名词(Uncountable Nouns)。在特定情况下,不可数名词可以转换成可数名词(可以有复数或加不定冠词的形式),词义上往往有变化。如: iron 铁(物质名词,不可数), an iron 熨斗(个体名词,可数); business 商业,经营(抽象名词,不可数), a brisk business 一个蓬勃发展的企业(个体名词,可数,但一般不说 a business)。

名词在句中主要担任主语、宾语、表语、介词宾语、宾补和同位语等成分,如:

1. *Libraries*(主语) form an important part(宾语) of *education*(介词宾语).
2. The *parents*(主语) named their *baby*(宾语) *Peter*(宾补).
3. *Basketball*(主语), my favorite *hobby*(同位语), is a hard *game*(表语).

常见名词后缀有:

1. -age 表状态、性质、行为。如:breakage 破损,shortage 缺乏
2. -al 表动作、人、事物。如:proposal 提案,refusal 拒绝,approval 认可
3. -ance, -ence 表状态、行为、性质。如:importance 重要性,confidence 自信
4. -ancy, -ency 表状态、行为、性质。如:constancy 坚定性,urgency 紧迫性
5. -ant, -ent 表人、物、行为。如:applicant 申请人,correspondent 通信者
6. -dom 表性质、状态、行为。如:freedom 自由,wisdom 智慧
7. -ee 表动作的承受者。如:employee 雇员,trainee 受训练的人
8. -er, -ar, -ur, -eer, -ier 表人、物。如:radar 雷达,volunteer 志愿者,singer 歌唱家
9. -ese 表……地方的人。如:Chinese 中国人,Japanese 日本人
10. -ess, -ine 表女性、雌性。如:actress 女演员,heroine 女英雄,mayor's wife 女市长
11. -hood 表身份、状况、性质。如:neighborhood 邻里,manhood 男子气概
12. -ian 表精通……的人。如:musician 音乐家,technician 技师
13. -ion, -tion 表情况、状态、性质、行为。如:fashion 时髦,decision 决定
14. -ism 表示……主义、行为、……学派。如:realism 现实主义,tourism 旅游
15. -ist 表从事……工作的人。如:socialist 社会主义者,dentist 牙科医生
16. -ity 表行为、性质、状态。如:personality 个性,maturity 成熟性
17. -logy 表……论、研究。如:biology 生物学,technology 技术
18. -ment 表行为、状态、性质。如:improvement 提高,management 管理
19. -ness 表状态、性质。如:sadness 悲伤,kindness 仁慈
20. -ship 表状况、状态、身份、技艺、技能。如:friendship 友谊,doctorship 博士学位

II. 真题解析

1. I sincerely thank you for your (invite) _____ to the Industrial Exhibition. (Pretco—B, 2000.6)

【解析】本题空格处应填名词作介词 for 的宾语,故答案为 invitation。

2. The manager has received only one (apply) _____ for the post. (Pretco—B, 2001.12)



【解析】本题空格处应填名词作宾语,故答案为 application。

3. Mary told me not to worry because the (operate) _____ on Mr. Smith was very successful. (Pretco—B, 2002.12)

【解析】本题空格处应填名词作原因状语从句的主语,故答案为 operation。

4. Mary had made up her mind to go and what I said to her didn't make any (different) _____. (Pretco—B, 2001.12)

【解析】本题空格处应填名词作 make 的宾语,故答案为 difference。

5. To his mother's relief, Tom had perfectly recovered from his (ill) _____. (Pretco—B, 2003.6)

【解析】本题空格处应填名词作介词 from 的宾语,故答案为 illness。

III. 经典回放

1. We have been informed that the (equip) _____ will be arriving here in ten days.

【解析】(Pretco—B, 2000.6) 真题, 参考答案为: equipment

2. There has been a large (grow) _____ of light industries during these years.

【解析】(Pretco—B, 2000.12) 真题, 参考答案为: growth

3. The boss has promised a wage increase for all the (employ) _____.

【解析】(Pretco—B, 2001.6) 真题, 参考答案为: employees

4. Although John was not experienced in business, he did it with (confident) _____.

【解析】(Pretco—B, 2002.6) 真题, 参考答案为: confidence

5. In the museum, foreign visitors are especially interested in that ancient (paint) _____.

【解析】(Pretco—B, 2003.6) 真题, 参考答案为: painting

Part IV Reading Skills

Skimming (略读)

略读,是一种快速的选择性阅读技巧,顾名思义指的是略过(一带而过)那些不重要的信息和细节,从而把注意力集中在那些重要的信息点上,尤其是文章的中心句,略读的本质是抓重点,从而提高阅读速度。略读如同飞机上鸟瞰(bird's eye view)地面上的明显标志一样,迅速获取文章大意或中心思想和重点内容。在阅读理解的文章中主要应用于主旨题。由于略读的运用能帮助我们略过文章中的一些内容,因此略读适用于时间紧张时的考试。略读也适用于平时浏览报刊杂志,对于

想真正提高英语阅读能力的同学们,建议平时多浏览英文报刊杂志。

1. 主旨题

怎样对阅读理解的文章进行略读以求得文章大意呢?

首先以最快的普通速度阅读开头的一、二段,对重点部分应做到一字不漏。阅读开头几段是为了了解一下全文的大意,背景,文体风格,口吻语气等。

再次,在之后的段落中,便只需要阅读关键句子;当然要抓的是段落大意。如果能做到这一点,有时只需要用眼睛粗略的扫一下全段,挑出一两个重要的词或词组就可以了。

最后,结尾的几段因为经常含有总结性的内容,恐怕要读得更充分些。

略读的重要性在于要以最快的速度理解文章的大意,把握作者的表述观点。

The earliest intelligence test was designed to place children in appropriate school classes. At the beginning of the 20th century school authorities in Paris asked the psychologist Alfred Binet to design a method for picking out children who were unable to learn at a normal rate. Binet went on to develop a method that could measure the intelligence of every child — dull, bright, or normal. Binet realized that a person's ability to solve problems was an indication of intelligence. He found that complex problems, especially those involving abstract thinking, were best for distinguishing bright and dull students.

Problem-solving ability grows rapidly during childhood. *Because of this, Binet decided to make an age scale of intelligence.* He chose tasks for each age level that could be performed by most youngsters of that age but that could not be done by the majority of children a year younger.

In 1905 Binet published a scale of intelligence for children from 3 to 13. Binet tests were adapted for American use in 1908. *Since then many revisions of the Binet scales have been published in the United States and other countries.*

Question: What does this passage mainly discuss?

- A. Children's education B. Children's intelligence
C. Intelligence tests D. Children's ability

解题思路:首先,细读该文章的第一句,得知最早的智商测试是用于把学生安排到适合他们的班级。然后就稍稍一带而过该段剩余内容,得知 20 世纪早期一位心理学家受命设计出一种智商测试。

再次,看第二段,读过第一句,看到接下去一句以 *Because of this* 开始,得知该句应是重点句,继而得知 Binet 决定设置智商的等级。



最后,重点看最后一句,得知 Binet 的关于智商等级的版本不仅在美国而且在别的国家被出版。

这篇文章是关于智商测试,而不是关于孩子们的智商、能力和教育。因此,答案应是 C 选项。

2. 细节题

略读也可应用于文章小范围内,以求得重点、主要信息,小范围内的重心内容需借助一些连词、介词、序列词(firstly, secondly)等这些信号词,所以略读时应对这些词敏感。

比如:

Much of a parent's job is to provide the gifts of caring, love, and emotional support to children. *But* one gift is often beyond their reach: the resources to meet the financial demands of college tuition.

这段话的重点显然在第二句。

再比如:

The deserts of north Africa are threatening to leap the Mediterranean and creep through Spain, *according* to government figures made public as part of a national campaign to halt desertification.

显然这句话的重心在前半句。

Part V Translation Skills

Choosing of Chinese Expressions

翻译的基本原则是忠实、通顺。英语应用能力考试翻译主要题型是英译汉,其中选择题部分提供英语原文一句话,考生从四个译文中选出最佳答案(其中三句译文分别可以得到不等的分数,只有一个选项是零分),考查学生对英语的理解能力及对汉语的辨别与表达能力。对英语原文的准确理解是翻译的前提,要有足够的词汇量及熟练的语法结构作为保证,必须通过提高语言水平并进行广泛阅读才能从根本上解决理解问题。由于英语和汉语语言文化的差异,很多词汇与结构并不能完全对应,为了保证与原文最大限度的等值,同时遵循汉语语法和惯用法,适当掌握一些翻译技巧是很有必要的。

I. 根据上下文选择汉语措辞

英语中根据上下文的联系、逻辑关系、整句话的意思或句型的不同,同一个词多义、多用的现象非常普遍,译者首先要了解这些词汇的丰富含义,翻译成中文时

必须根据上下文选择不同的词义来表达。

1. The sleeping pills did their *work*.
安眠药生效了。(work 动词,本意是“起作用”)
2. I have seen all the *works* that are done under the sun; and, behold, all is vanity.
我已经看透了这世上的所有行为;看啊,一切都是虚伪的。(work 名词,本意是“工作,工作内容”)
3. A favorable review from him can *make* a play.
他赞赏的评论能使这场戏成功。(make 本意是“获得,使存在,使发生”)
4. She will *make* a fine doctor.
她会成为一个好医生(make 本意是“做,制作”)
5. Please *make* a written declaration of all the goods you've brought with you.
请将你随身携带的全部货物写一份书面申报单。(同上句)



II. 真题解析

1. Once you take the job, you can enjoy fourteen days' paid leave a year. (2001.12)
 - A. 你一旦做这份工作,你能享受的就是每年 14 天的假期。
 - B. 你一旦接受了这份工作,每年可以享受 14 天的带薪假期。
 - C. 只要你接受了这份工作,每年会多付给你 14 天的带薪假期。
 - D. 你曾经担任过这份工作,一年后离职就可以多拿 14 天的工资。

【解析】根据上下文这份工作还没有做,讨论其优点。因此 Once 意为“一旦”;paid 是“付钱的”,leave 本意“离开”,根据上下文的“工作”“一年 14 天”等选择名词“带薪假期”更准确。因此本题最佳答案是 B,其次为 A-C-D。
2. There's no right amount of sleep for everyone, and generally sleep requirements decrease with age. (2002.6)
 - A. 每个人都没有恰当的睡眠量,一般来说,睡眠需求会随着年龄增长而减少。
 - B. 每个人所需的睡眠时间不尽相同,一般是随着年龄的增长而减少。
 - C. 睡眠不足者需求的睡眠量一般会缩短寿命。
 - D. 一个人没有固定睡眠时间,一般会缩短寿命。

【解析】no right amount of sleep for everyone 字面理解为“对于每个人没有正确的睡眠数量”,“数量”其实指时间数量,应该选择“时间”,前半句根据意思调整为“每个人所需的睡眠时间不同”,这样表达才能准确传达原文意思。因此本题最佳答案是 B,其次为 A-C-D。
3. Not until recently did people in our village begin to know something about Internet. (2001.12)