

MODERN ENGLISH

for University Students

现代英语

(第二版)

Workbook

学生练习册

Level 3

乔梦铎 (主编)

卢世伟 (副主编)

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前 言

这一套《学生练习册》是中国高等教育出版社和英国麦克米伦出版公司合作出版的文、理、工各科通用大学英语教材《现代英语》(第二版)的配套教材,旨在帮助学生主要通过自测和自学达到复习、巩固教材(特别是《读与写》)教学内容的目的。全书各单元由阅读理解、词汇、结构、完形填空和写作五大部分构成,在内容上,覆盖教材并适当归纳、补充和拓展,以期帮助学生全面达到教学大纲的相应要求。

《学生练习册》在编写上尽量做到便于学生自学。除阅读理解部分亦可作课堂快速阅读训练材料外,其余练习原则上均应在教师指导下,由学生在课下独立完成。为了方便学生自测、自学,在书末附了全部练习的参考答案,使学生既能复习巩固有关的知识 and 技巧,又免除了翻阅工具书的麻烦。

为了全面复习、巩固教材内容,《学生练习册》在保证复现教材的基本教学内容的前提下,注意全书与教材在内容上的互补关系,使之既与教材密切配合,又具有独立成书的特点。因此,其阅读材料与教材中的阅读课文在题材上基本一致,而在词汇、结构、练习中均有一些教材中训练不够或语焉不详而应予加强或可以增设的训练内容及练习形式。完形填空的选择项尽可能容纳一些教材中出现的语言现象。至于写作训练,《学生练习册》利用单独成书的方便,从修辞功能角度入手,讲练结合,以练为主,引导学生学会造句、扩句与并句的各种技能,进而熟悉段落的基本结构和各种句间连接、过渡、转折等手法,然后逐步掌握各种特殊段落的展开方式,全书各级分工明确,先易后难,循序渐进,结合教材把从句子到段落的各种写作技能逐一分析讲解,指导学

生进行目的明确的训练，为四级的短文写作打下一个比较坚实可靠的基础。

本书为《学生练习册》第3级。在编写过程中得到了许多院校及有关方面人士的关心、支持和帮助。在这里我们要特别感谢东南大学、重庆大学、成都理工学院、西北工业大学、西南交通大学、华中理工大学、西安机械学院、郑州粮食学院等院校的大力支持。曹根望、罗信群、邹长征、李五全、辛柯、罗润田、舒晓谷等同志参加了本书的审稿工作，并提供了宝贵的建议，在此一并致谢。我们尤其要感谢李五全同志，他为本书的编写工作提出了两次书面改进意见。本书主审为赵明瑜。

除主编、副主编外，参加编写工作的还有（按姓氏笔划）李建华、郑淑明、郭磊、曹凤婷和薛立辉。

编者

1994.9.

Contents

UNIT ONE	1
UNIT TWO	16
UNIT THREE	30
UNIT FOUR	45
UNIT FIVE	61
UNIT SIX	76
UNIT SEVEN	90
UNIT EIGHT	106
UNIT NINE	122
UNIT TEN	138
UNIT ELEVEN	154
UNIT TWELVE	169
KEY	183

UNIT ONE

READING COMPREHENSION

In a Chicago Health Center, an elderly patient in a wheelchair brightens dramatically as a lovely young dog is placed on his knee. At a children's hospital across town, a little boy in traction (a state of tension created by a pulling force) smiles broadly and plays with a kitten that has been brought to his bed. In Michigan, an 11-year-old girl, her leg in braces, is helped onto a gentle horse and rides off wearing a big smile.

What is going on? The common ground is the animals, companion animals used as something additional in medical treatment. Recent research suggests that animals may be good for all of us in ways we are only beginning to discover.

The first systematic use of animal for handicapped persons was guide dogs for the blind developed in Germany early in this century. More recently dogs are being trained to aid the deaf. Some 30 years ago, in England especially, word began to spread that riding horses offered more than just recreation to physically disabled, or emotionally damaged people. Then, consequently, here and there in Europe and North America, animals began to be used in the cure for the emotionally and mentally handicapped.

Aaron Katcher, associate professor at the University of

Pennsylvania, who participated in research into the long-term survival rate of heart attack victims, discovered that those who had pets were found to get on better than those who did not. Katcher and his associates decided to investigate further: the benefits of animals to the handicapped had been established, but are pets good for all of us?

Interesting findings are emerging. For instance, most people with pets talk to them. And while there is a rise in blood pressure when people talk to each other, there is no rise when they talk to their pets. This suggests that animal companionship — uncritical, nonjudgmental — has soothing results. Another point: men seem to touch their pets as much as women do — possibly because they found it one of the few socially acceptable forms of caressing available to them. Such findings will not surprise those of us who are close to our pets, but will perhaps give belief to what many of us know in our bones.

READING TIMES:

1st reading _____ minutes

2nd reading _____ minutes

READING SPEED:

5 minutes = 75 WPM

4 minutes = 94 WPM

3 minutes = 124 WPM

2 minutes = 187 WPM

COMPREHENSION CHECK

Circle the letter of the best answer to each of the following questions.

1. In this passage, the author implies that _____.

- A. animals are beneficial to any physically disabled people
 - B. a special relationship can develop between humans and animal companions
 - C. dogs and horses are helpful
 - D. children and the old people love pets more when they are in hospital
2. The author's main thought in paragraph one is that _____.
A. an old patient brightens with a dog on his knee
B. a little boy is very happy when playing with a kitten
C. a little girl likes riding horses
D. animals can relieve the patients
3. Originally in Germany guide dogs were used to _____.
A. guide the deaf
B. serve the rich
C. aid the blind
D. protect the owners from dangers
4. According to the passage, which of the following statements is true?
A. People in England got to know that riding horses also contributed to the handicapped some 30 years ago
B. People in Europe regarded riding horses as the greatest pleasure
C. People in England found that riding horses was the only recreation to the physically disabled
D. People liked doing nothing but riding horses some 30 years ago
5. People who had pets _____.
A. would most probably survive the heart attack
B. would most likely suffer from the heart attack

4 Unit One

- C. would live a longer life
- D. would live more harmoniously with others
- 6. There is no rise in blood pressure when people talk to their pets, because _____.
 - A. pets can't talk
 - B. pets will not criticize what they say
 - C. pets will not give their judgement on what they say
 - D. both B and C
- 7. The word "soothing" in the last paragraph means _____.
 - A. demanding
 - B. exciting
 - C. calming
 - D. surprising
- 8. In this passage, the author tries to establish his thesis by _____.
 - A. contrasting and comparing
 - B. logical reasoning
 - C. mentioning some real examples
 - D. explaining facts
- 9. The best title for this passage is _____.
 - A. Pets: Man's Everlasting Friends
 - B. Pets: Man's Companions
 - C. Pets: Sometimes the Best Medicine
 - D. Pets: Always Beneficial to Man

VOCABULARY

I. Match the words in Column I with their corresponding synonyms in Column II

Column I

1. permit
2. common
3. illness
4. amazing
5. familiarity
6. discard
7. wander

Column II

- a. popularity
- b. disease
- c. allow
- d. average
- e. stray
- f. abandon
- g. shocking

II. In each of the following sentences one word is underlined. Choose the word that is closest in meaning to it.

1. Although most people were astonished when this happened, many historians and economists had expected it.
 A. disturbed B. surprised
 C. confused D. puzzled
2. I hope you won't be annoyed by all my questions.
 A. bothered B. dazzled
 C. crazy D. angry
3. In this type of problem-solving situation, sociologists have not been able to survey the superiority of a group over an individual.

6 Unit One

- A. investigate B. measure
C. consider D. examine
4. She ignored her mother's alarming and ran across the road.
A. noticing B. advising
C. warning D. threatening
5. He is constantly tearing up what he has already written and beginning over again.
A. conversely B. continuously
C. continually D. consistently
6. It's very generous of you to lend them your new car for their holiday.
A. warm-hearted B. unselfish
C. helpful D. kind
7. In old China there was hardly any machine-building industry, to say nothing of an aviation industry.
A. as well as B. not to say
C. don't mention D. not to mention

III. The Suffix

The suffix “-ure” can be added to some verbs, expressing the act or condition of the original verb. Now form the words by adding “-ure” and then fill in the blanks with proper forms of the words.

depart	seize	fail	create
expose	close	proceed	press

1. Lack of money forced the _____ of the company.
2. Repeated _____ of governmental corruption have ap-

peared in the newspaper.

3. The poor _____ had no home, family, or friends.
4. The new policy represents a complete _____ from their previous position.
5. She had many _____ before finding the right method.
6. He only agreed to do it under _____ from his parents.
7. The courts ordered the _____ of all her property.
8. So much time was spent on settling _____ that little actual business was finished at the meeting.

STRUCTURE

I. Noun Clause As Subject

Look at the following examples:

- A. _____ (information, do, what, have, we) would suggest ...

→ What information we do have would suggest ... (16)

- B. _____ (gets, a, in contact with, person, how, society) depends on several factors.

→ How a person gets in contact with society depends on several factors.

Now arrange the words in the brackets in the right order to make a noun clause used as subject. Capitalize the words where necessary.

1. _____ (beautiful, is, what) is not always very useful except for watching and enjoying. Peacock is one of the

examples.

2. _____ (a/the, conclusion, arrived at, been, has, whether) is beyond my knowledge.
3. _____ (not, why, a lot of, fully, writers, understood, were) puzzled him after he majored in literature for some time.
4. _____ (they, their, that, in, failed, experiments) is entirely understandable.
5. _____ (be, in charge of, who, would, company, the, put) remained unsettled.
6. _____ (the, which, 2000, Olympic, year, Games, city, would, hold)... was a focus of interest and concern for most Chinese people on the morning of Sept. 24, 1993.
7. _____ (the, how, can, aids, people, from, be, suffering, cured) is still a hard nut to crack for the scientists concerned.
8. _____ (person, where, works, a) is almost always the question asked by someone else who wants to know about him.

II. Multiple Premodification

Look at the following example:

thing, the, little, sweet

→ the sweet little thing (129)

In English, a noun or noun phrase can take at least one word as its premodifiers, but they are usually arranged in the following order.

Determinative Words		Descriptive Words						Classifying Words		Noun or Noun Phrase
Articles			Size							Noun
Pronouns	Numerals		Length	Shape	Age	Colour	Natianality		Purpose	or
etc.	etc.	Quality					Origin	Material	Kind	Noun Phrase
the		sweet	little							
their	two	beautiful	small	round	old	brown	French	oak	writing	thing desks

Now arrange the scrambled words in a sentence order.

1. black, a, old, dirty, skirt
2. carpet, a, beautiful, Persian, large, green
3. building, high, a, Italian, typical
4. dog, little, white, an, amusing, one-year-old
5. blue, dinner, beautiful, one, plates, dozen
6. wooden, small, picture, one, oval, frame
7. handsome, sports, new, a, Japanese, grey, car
8. very attractive, a, Chinese, round, vase, glass

CLOZE

The Eskimo sled dog is usually called the Husky. Early traders used this name as a short 1 of the word Eskimo. The Husky is one of the strongest animals 2 earth. But more Huskies have died 3 helping man than has any other kind of dog.

Before airplanes were used, the Husky was the only means of 4 in the Arctic, without him, explorers and pioneers never 5 have brought us the rich furs and mineral wealth of the North. Even today, doctors and policemen in the Far North often use dog teams.

6 Husky is about 25 inches high. He is about 44 inches long from the 7 of his nose to the 8 of his bushy tail, which curls proudly 9 his back. He weighs from 60 to 100 pounds 10 for hard pulling. He has a deep wide chest, thick neck and iron-hard legs. His padded feet can travel on broken rock and ice that would 11 the hoofs of a horse.

The Husky's 12 coat is thick coarse hair four to six inches long, 13 which is another coat of oily wool two or three inches thick. Because of this 14 covering, the Husky can 15 great cold, even 50 °C 16 zero.

The true Husky never barks. He gives a long howl. Long ago the wolf and the Husky belonged to the same family. But today the wolf is the Husky's 17 enemy.

Most Huskies pull a great deal more than their own weight 18 for the start of a trip. An average sled weighs about 1100 pounds. It is usually drawn by a team of from 12 to 15 dogs. As long as an Eskimo can move from one good hunting 19 to another, he lives well. If he cannot move, he may 20. Therefore, his life depends upon his dogs.

- | | |
|------------|--------------|
| 1. A. word | B. formation |
| C. form | D. term |

- | | |
|-----------------|-----------------|
| 2. A. in | B. of |
| C. on | D. at |
| 3. A. of | B. to |
| C. during | D. in |
| 4. A. excursion | B. travel |
| C. trip | D. journey |
| 5. A. would | B. could |
| C. should | D. might |
| 6. A. A | B. An |
| C. The | D. This |
| 7. A. roof | B. top |
| C. tip | D. nose |
| 8. A. bottom | B. back |
| C. front | D. base |
| 9. A. on | B. in |
| C. over | D. to |
| 10. A. Building | B. Having built |
| C. Built | D. To build |
| 11. A. strike | B. split |
| C. break | D. destroy |
| 12. A. outer | B. covering |
| C. outside | D. surface |
| 13. A. before | B. under |
| C. below | D. beneath |
| 14. A. double | B. two |
| C. twin | D. couple |
| 15. A. preserve | B. prevent |
| C. stand | D. suffer |
| 16. A. below | B. under |

- | | |
|---------------|--------------|
| C. underneath | D. beneath |
| 17. A. strong | B. violent |
| C. serious | D. bitter |
| 18. A. loaded | B. loading |
| C. unloaded | D. unloading |
| 19. A. place | B. ground |
| C. area | D. spot |
| 20. A. starve | B. strive |
| C. hurt | D. fall |

WRITING

The Subject Development in a Paragraph

A paragraph is a group of sentences that logically develops one subject.

Step 1. Example:

Read the following paragraph carefully:

California is the most wonderful place to visit because of its variety of weather and its beautiful nature. Visitors to California can find cool temperatures in the summer; also they can find warm weather in the winter. They can find places that are difficult for humans to live in the summer because they are so hot. Or they can find places closed in the winter because of the snow. On the other hand, visitors can find the nature they like. They can find high mountains and low valleys. Visitors can find a huge forest, a desert, and a beautiful coast. So California is the most wonderful place to visit because of its