



综合英语教程

学习指导

2

Guide to Integrated Skills of English

张九明 曾昭春 滕海 总主编



清华大学出版社

新高职综合英语教程

综合英语教程学习指导 2

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清华大学出版社

北 京

内 容 简 介

本书为《新高职综合英语教程》第二册配套用书,全书包括单元学习目标、课文练习、语法系列练习、高等学校英语应用能力考试练习四个部分,各练习的选材都比较典型,旨在使学生通过练习切实掌握各项英语实用技能。

本书可作为高职高专院校非英语专业英语课程的辅导教材,也可供社会上英语自学者使用。

新高职综合英语教程英合卷

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图书在版编目(CIP)数据

综合英语教程学习指导 2/王爱琴 主编. —北京:清华大学出版社, 2008.3
(新高职综合英语教程)

ISBN 978-7-302-17046-4

I. 综… II. 王… III. 英语—高等学校:技术学校—教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2008) 第 020233 号

责任编辑:李万红 刘金喜

装帧设计:李星海

责任校对:胡雁翎

责任印制:王秀菊

出版发行:清华大学出版社 地 址:北京清华大学学研大厦 A 座

<http://www.tup.com.cn> 邮 编:100084

c-service@tup.tsinghua.edu.cn

社 总 机:010-62770175 邮购热线:010-62786544

投稿咨询:010-62772015 客户服务:010-62776969

印 装 者:北京市清华园胶印厂

经 销:全国新华书店

开 本:203×260 印 张:11.75 字 数:315 千字

版 次:2008 年 3 月第 1 版 印 次:2008 年 3 月第 1 次印刷

印 数:1~10000

定 价:18.00 元

清华大学出版社

本书如存在文字不清、漏印、缺页、倒页、脱页等印装质量问题,请与清华大学出版社出版部联系调换。联系电话:(010)62770177 转 3103 产品编号:027696-01

前 言

本书为《新高职综合英语教程》第二册配套用书, 全书包括单元学习目标、课文练习、语法系列练习和高等学校英语应用能力考试练习四个部分。

第一部分为单元学习目标, 列出了本单元重点需要掌握的词汇、短语、句型、构词法及语法复习要点, 旨在突出单元重点和难点, 使学生明确单元学习目标, 熟练掌握单元核心内容。

第二部分为课文练习, 以消化和巩固单元内容为主, 题型包括词组互译、连词成句、词组转换、句型操练、完型填空、阅读理解等。词组互译练习包含 Passage 1 中的重点短语或词组汉译英和 Passage 2 中的英汉短语或词组连线两种形式, 主要通过重新组合课文中出现的短语和词组, 使学生能够通过翻译进一步掌握和巩固词汇或短语的用法。词组转换练习以 Passage 1 和 Passage 2 两篇文章中的重点词汇和短语为主, 采用以所给词和词组重写句子或连词成句等题型。句型操练通过句型转换或翻译等形式, 将文中的重点句型结构举一反三, 达到熟练运用的目的。完型填空练习一般摘选 Passage 1 或 Passage 2 中的精彩段落, 对其进行适当的删减或改编, 让学生使用文章中的所学词汇, 填补空白处的单词。本练习旨在培养学生的语篇感悟能力, 同时让学生检测自己对课文的熟悉程度。阅读理解部分包括与《新高职综合英语教程》中同一单元的主题相关的短文两篇, 采用多项选择题形式, 旨在提高学生的阅读理解能力, 同时让学生了解英语语言国家的经济文化及社会风俗等多方面的知识, 有助于提高学生的文化素养。

第三部分是语法综合练习, 是根据《高职高专教育英语教学基本要求》中的“语法结构表”, 针对学生语法学习难点而编写的, 包括语法要点归纳和练习题两部分内容, 旨在巩固某一具体的语法点, 题型多用选择、改错、填空等形式。

第四部分是英语应用能力测试模拟练习, 共计 10 套, 每单元一套, 与高等学校英语应用能力测试题型相同。试题内容力求再现单元学习内容的重点和难点。这一部分旨在使学生熟悉高等学校英语应用能力考试题型并检测自己的应试能力, 为顺利通过高等学校英语应用能力考试打下坚实的基础。

本书由王爱琴主编, 张九明统稿并审定。参与编写的人员及具体分工如下: 张九明(第 1 至第 3 单元)、马利萍(第 4 单元)、王爱琴(第 5 单元)、郭晓辉(第 6 单元)、田彦卿(第 7 单元)、杨清宇(第 8 单元)、李丽梅(第 9 单元)、谢建国(第 10 单元)。

本书编者希望学生根据《新高职综合英语教程》的教学进度, 配套使用本《学习指导》, 以期打好语言基本功, 提高英语应用能力。由于编者水平有限, 加之时间仓促, 疏漏之处在所难免, 敬请使用本书的教师和学生提出宝贵意见, 以便修订时更正。

编 者
2008 年 1 月

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Unit One

The Colorful Language

Part One: Objective of the Unit(单元学习目标)

I. Key Words and Phrases

1. Words

opposite	alike	invention	reflect	creativity	plural
overlook	explore	chance	compile	edition	update
intellectual	necessary	replace			

2. Phrases

look up	do away with	in particular	take ...for granted	wind up
grow up	replace ... with	be known as	burn down	go off
a slim chance	a fat chance	a wise guy	cold/hot as hell	burn up
fill out				

II. Language Structures

1. Why is it that a writer writes, but fingers don't fing, grocers don't groce, and hammers don't hām?
2. If the plural of tooth is teeth, shouldn't the plural of booth be beeth?
3. Why isn't it true that the preacher praught?
4. Chances are you'll look it up in a new edition of Noah Webster's book.
5. Had Franklin written the dictionary instead of Webster, he would have spelled give giv, and wrong, rong.

III. Grammar Revision: Adverbial Clauses(状语从句)

IV. Exercises for PRETCO (Level B)

Part Two: Text Exercises

I. Translate the following phrases and expressions from Chinese into English. (Passage 1)

1. 可能性很小的机会
2. 词汇量最大
3. 自以为聪明的人
4. 多达 200 万单词
5. 冷/热得要命
6. 由马鬃制成
7. 烧光, 烧尽
8. 混乱的语言
9. 习以为常
10. 使用最广泛的语言
11. 反映人类的创造性
12. 探索它的自相矛盾之处
13. (闹钟)响起来

II. Match the English phrases and expressions in the left column with the Chinese ones in the right column. (Passage 2)

A

1. in the same way
2. in particular
3. owe a lot of its special character to
4. grow up
5. graduate from Yale University
6. the fight against the British
7. our own mother tongue
8. do away with "the King's English"
9. generation after generation
10. Chances are that
11. be known as "Webster's Dictionary"
12. drop all the silent letters from words
13. bring independence to the United States

B

- a. 废除“国王的英语”
- b. 一代又一代
- c. 被称为《韦伯斯特字典》
- d. 使美国赢得独立
- e. 相同的方式
- f. 把词里不发音的字母统统删除
- g. 抗击英军的战斗
- h. 特别地
- i. 成长, 长大
- j. 我们自己的母语
- k. 毕业于耶鲁大学
- l. 很可能
- m. 其特点很大程度上归功于

III. Rearrange the words into sentences.

1. he/ during /American patriotism/ grew up/ a period of/great
2. intellectually/ wanted Americans/ from England/too/ he/ to be independent
3. really / to give us /mother tongue /Franklin/ wanted/ our own
4. the United States/ many changes/ in his books/Webster/made/ used/in/ in the English
5. Webster/ made/ most/of /which/Americans/ today/many other changes/use
6. The American Spelling Book/ in 1783/Webster/ a textbook/ called/ published

IV. Rewrite the following sentences, using the words or phrases in the brackets.

1. John's political position is completely different from ours. (opposite to)
2. Mr. Smith finished his speech by expressing thanks to the students. (wind up)
3. I always confuse the sisters: they look so like each other. (alike)
4. The literature of a period is the sign of its values and tastes. (reflect)
5. Columbus discovered America but did not search and discover about the new continent. (explore)
6. Can anything take the place of a mother's love and care? (replace)
7. You should try to find the right pronunciation of this word in the dictionary. (look up)
8. Teachers and students argued whether the school should get rid of school uniforms. (do away with)
9. The feedback from the computer enables us to make more modern or suitable for the program.
(update)
10. All the students are looking forward to the long summer holiday. (long for)

V. Structure practice: Rewrite the following sentences after the given models.

**Model 1: If Franklin had written the dictionary instead of Webster, he would have spelled give
giv.**

**→ Had Franklin written the dictionary instead of Webster, he would have spelled give
giv.**

1. If I had known it, I would have rung him up then.

2. If I had had the money last year, I would have bought the house.

3. If there had been a doctor available, the child might have been saved.

Model 2: Webster made many other changes. Americans use most of the changes today.

→ Webster made many other changes, most of which Americans use today.

1. There are many books on the table. Some of them are Professor Black's.

2. We have nearly one hundred foreign students in our university. Most of them are from America and Australia.

3. A survey was carried out on the death rate of new-born babies in that region. The results of the survey were surprising.

Model 3: It is probable that, when you go to look up a word, you'll look it up in a new edition of Noah Webster's book.

→ Chances are that, when you go to look up a word, you'll look it up in a new edition of Noah Webster's book.

1. It is probable that she has already heard the news.

2. It is probable that life, like fine wine, will improve with age.

3. It is probable that our football team will win the game easily.

VI. Fill in the following blanks with the words and phrases you have learned from Passage 1.

In his books, Webster made many _____ in the English used in the United States. He suggested new ways to _____ and spell English words. He also _____ new, American words to the language. _____, one of those new words was barbecue. Webster made many other changes, most of _____ Americans use today. However, Webster did not go _____ his friend Benjamin Franklin wanted him to. Franklin wanted to _____ all the silent letters from words. He also wanted to change the spellings of many words. Had Franklin written the dictionary _____ Webster, he _____ give giv, and wrong, rong. Franklin really wanted to give us our own mother _____ —but he would have spelled it tong!

VII. Reading Comprehension

Passage 1

Language learning is different from other kinds of learning. Some people who are very intelligent and successful in their fields find it very difficult to succeed in language learning. Conversely, some people who are successful language learners find it difficult to succeed in other fields. They seem to have the ability to learn languages. They can pick up new words, master rules and grammar, and learn to write in the new language more than others. They do not seem to be more intelligent than others, so what does a successful language learner do? Language learning research shows that successful language learners are similar in many ways.

First of all, successful language learners are independent learners. They do not depend on the book or the teacher; they discover their own way to learn the language. Instead of waiting for the teacher to explain, they try to find the patterns and rules for themselves. They are good guessers who look for clues and form their own conclusions. When they guess wrong, they guess again. They try to learn from their mistakes.

Successful language learning is active learning. Therefore, successful learners do not wait for a chance to use the language; they look for such a chance. They find people who speak the language and they ask these people to correct them when they make a mistake. They will try anything to communicate. They are not afraid to repeat what they hear or to say strange things; they are willing to make mistakes and try again. When communication is difficult, they can accept information that is inexact or incomplete. It is more important for them to learn to think in the language than to know the meaning of every word.

Finally, successful language learners are learners with a purpose. They want to learn the language because they are interested in the language and the people who speak it. It is necessary for them to learn the language in order to communicate with these people and to learn from them. They find it easy to practice the language regularly because they want to learn with it.

What kind of language learner are you? If you are a successful language learner, you have probably been learning independently, actively, and purposefully. On the other hand, if your language learning has been less successful, you do well to try some of the techniques outlined above.

1. A successful language learner must _____.
 - A. be very intelligent
 - B. depend on the good book or the good teacher
 - C. try always to speak correctly
 - D. try to learn the new language independently, actively, and purposefully
2. The independent language learners _____.
 - A. do not need teachers while learning
 - B. depend on their own way to succeed
 - C. do not make mistakes
 - D. learn patterns and rules from books
3. Active language learning means _____.
 - A. talking with native speakers
 - B. communicating with others now and then
 - C. looking for a chance to use the language
 - D. trying to understand the meaning of every word
4. Why is thinking in the language more important than knowing the meaning of every word of the language?
 - A. Knowing the meaning of every word is useless.

- B. Thinking in the language is easier than knowing the meaning of every word.
C. Knowing the meaning of every word requires more time.
D. When thinking in the language, you are using the language in an active way.
5. The author mainly tells us _____.
- A. how to succeed in language learning
B. the different ways of language learning
C. something about language learning
D. what a successful language learner looks like

Passage 2

How does it happen that children learn their mother tongue so well? Some people believe that a child's organs of speech are more flexible than an adult's. This explanation, however, does not really hold water. Children do not learn sounds correctly at once, but make very many mistakes. Their flexibility of the tongue and lips is acquired later, and with no small difficulty.

Others maintain that a child's ear is especially sensitive. But then the ear also needs training, since at first it can hardly notice differences in sounds which grown-up people hear most clearly.

The real answer in my opinion lies partly in the child himself, partly in the behaviour of the people around him. In the first place, the time of learning the mother tongue is the most favourable of all, that is, the first years of life. A child hears it spoken from morning till night and, what is more important, always in its genuine form, with the right pronunciation, right intonation, right use of words and right structure. He drinks in all the words and expressions which come to him.

Then the child has, as it were, private lessons all the year round, while an adult language-student has each week a limited number of hours which he usually shares with others. Besides, the child hears the language in all possible situations. Here there is nothing unnatural, such as is often found in language lessons in schools, when one talks about ice and snow in June or intense heat in January. And what a child hears is usually what immediately interests him. Again and again, when he succeeds in his attempt at speech, his desires are understood and fulfilled.

Finally, though a child's "teachers" may not have been trained in language teaching, they always show deep concern for him. They take great pains to make their lessons easy and interesting, always repeating the same phrases and at the same time doing the thing they are talking about. Unfortunately, this is a point often not noticed by teachers of language, who demand faultless accuracy from the beginning and so kill the interest in learning the language.

1. The main purpose of this passage is _____.
- A. to reform the method of language learning
B. to encourage people to learn foreign language
C. to praise the way children learn their mother tongue
D. to compare adult's study of foreign languages with children's learning of native language

2. One's most favourable time of learning a language is when _____.
 A. one is only a small child
 B. one has flexible organs of speech
 C. one can live in the country where the language is spoken
 D. one has fully developed mental power
3. In learning his mother tongue a child _____.
 A. takes great pains
 B. can practice at any time and any place
 C. shows no resistance as he does in learning other things
 D. has good teachers with special knowledge of language
4. Many students' interest in learning a foreign language is often killed because _____.
 A. the language they learn is unnatural
 B. their teachers are not so patient as their parents
 C. the learning programs laid out by teachers are uninteresting
 D. they are kept practicing unnecessarily long at some part of the subject
5. Which of the following statements best describes the organization of the passage?
 A. The author gives examples to show the advantage of native languages.
 B. The author classifies (分类) the situation, methods and teachers in language learning.
 C. The author expresses his opinion on learning the mother tongue.
 D. The author compares native and foreign language learning and then gives factors (原因) which influence language learning.

Part Three: Grammar Revision: Adverbial Clauses (状语从句)

1. 表示“一……就……”含义的从属连接词引导的时间状语从句

这类词有 *hardly / scarcely / barely / just...when...*, 和 *no sooner...than...*。主句谓语动词使用“过去完成时”，从句谓语动词使用一般过去式。如果要把 *hardly, scarcely, barely, just* 或 *no sooner* 放在句首，则需要使用倒装语序，即将 *had* 放在主语之前。例如：

No sooner had we reached the top of the hill than we all sat down to rest.

Scarcely had we had our breakfast when an old lady came to the door.

I had just started back for the house to change my clothes when I heard voices.

2. 表示“一……就……”含义的从属连接词引导的时间状语从句

这类词有 *as soon as, the instant, the minute, the moment, the day, the first time* 等。例如：

Although we hadn't met for 10 years, I realized him the moment I saw him.

You see the lightning the instant it happens, but you hear the thunder later.

3. 条件状语从句

引导条件状语从句的从属连接词有 if (如果), unless(除非), as(so) long as(只要), provided(假如), providing(that)(如果), suppose(假如), supposing(that)(假如), in case(万一、如果), in the event that(如果), on condition(that)(条件是), assuming (that) (假如)等, 条件状语从句中不使用将来时态, 须用一般现在时或一般过去时替代一般将来时或过去将来时。例如:

I'll accept the job as long as I don't have to get up early.

We'll visit New Zealand next year provided we have enough money.

I'll lend you my computer if you promise to take care of it.

4. 表示“因为”含义的从属连接词引导的原因状语从句

这类从属连接词有: as, since, because, now (that) (既然、因为), in that(因为、在于), seeing that (因为)等。例如:

As there is nothing else to discuss, I'll declare the meeting closed.

Now that we have finished the course, we shall start doing more revision work.

These two areas are similar in that they both have a high rainfall during this season.

5. so that(以便), in order that(以便), lest(以免, 惟恐), in case(以免), for fear that(惟恐)等引导的目的状语从句

lest 从句中使用虚拟式(should)+ 原形动词, 美国英语中不用 should。for fear that 引导的从句表示反面的目的, 从句中常用 may, might 或 should 等情态动词。in case 放在句首时, 表示“如果、万一”之意, 引导条件状语从句; 放在句子中间时, 表示“以防、以免”之意, 引导目的状语从句, 从句动词用一般现在时或 should+原形动词, 在涉及过去的句子中, 从句用简单过去时, 有时也可加 should。例如:

She listened carefully in order that she might understand what the speaker said exactly.

When he went out, he would wear sunglasses in case nobody would recognize him.

6. as 和 while 引导的让步状语从句

1) as 引导让步状语从句时, 从句须使用倒装语序, 即不带冠词的名词、原形动词、副词、形容词、过去分词等前置 as 之前。例如:

Child as he is, he has good manners.

Much as he likes football games, he never plays football.

Changed as times were, he was still a beggar.

Old as he is, he is healthy and strong.

Search as I would, I could find no sign of him.

2) While 引导让步状语从句, 表示“虽然”之意。例如:

While I know he is not perfect, I do like him.

We don't like him while we respect him.

Correct the errors, if there are any, in the following sentences.

1. Hardly Bob had gone to bed when the doorbell rang.

2. I'll give you an answer as soon as I'll finish reading your report.
3. In case John came, please tell him to give me a call.
4. Provided he is absent, what shall we do?
5. Seen that he liked the sweater, I said "why not buy one?"
6. He was fined because he broke some traffic rules.
7. Now that you are old enough to judge things, you should start your own career.
8. Patient though he was, he had no intention of waiting for three hours.
9. Much although I would like to help, I have other work to do.
10. I was advised to arrange for insurance lest I needed medical treatment.

Part Four: Exercises for PRETCO

Part I Vocabulary & Structures

Directions: This part is to test your ability to use words and phrases correctly to construct meaningful and grammatically correct sentences. It consists of two sections.

Section A

Directions: There are 10 incomplete statements here. You are required to complete each statement by choosing the appropriate answer from the four choices marked A, B, C and D.

1. I can't find my umbrella. I _____ it on the bus.
A. may lost B. must have left C. could have forgotten D. should have left
2. If you _____ next week, I should wait for you.
A. could come back B. come back C. would come back D. should come back
3. Some of the older villagers prefer _____ tobacco rather than smoke it.
A. chew B. chewed C. to chew D. chewing
4. Those were the soldiers _____ to rescue the trapped miners.
A. whose was the responsibility B. from whom the responsibility was
C. whose responsibility was D. from who was the responsibility
5. No person is inferior _____ another.
A. on B. to C. in D. from
6. It is easy to _____ one state of matter from another.
A. differ B. vary C. distinguish D. discriminate
7. Never _____, such a foolish man since I came to this part of the city.
A. I did see B. have I seen C. have seen I D. did I see
8. George Washington _____ president of the United States for eight years.
A. was B. had been C. had been being D. was being

9. Mr. Brown has a strong _____ of duty.
 A. sense B. emotion C. feeling D. thought
10. He glanced _____ the newspaper quickly because he was in a hurry.
 A. in B. at C. among D. through

Section B

Directions: *There are 10 incomplete statements here. You should fill in each blank with the proper form of the word given in the brackets.*

11. _____ (lie) in bed for several hours, he felt much better.
12. She is running about as if she _____ (be) mad.
13. Please keep us _____ (inform) of the latest development.
14. The manager listened to the _____ (complain) from the customers patiently.
15. Peter wishes that he _____ (study) law instead of literature when he was in college.
16. My transistor radio is out of work. It needs _____ (repair).
17. The new discovery on Mars caused great _____ (excite) among the scientists.
18. All my bags _____ (examination) when I entered the country.
19. Hundreds of people _____ (kill) in the terrible earthquake.
20. The commander ordered his soldier that his bootlace _____ (do) up.

Part II Reading Comprehension

Directions: *This part is to test your reading ability. There are five tasks for you to fulfill. You should read the reading materials carefully and do the tasks as you are instructed.*

Task 1

Directions: *After reading the following passage, you will find five questions or unfinished statements, numbered 21 to 25. For each question of statement there are four choices marked A, B, C and D, you should decide on the best one.*

How men first learned to invent words is unknown; in other words, the origin is unknown. All we really know is that men, unlike animals, somehow invented certain sounds to express thoughts and feelings, actions and things, so that they could communicate with each other; and that later they agreed on certain signs, called letters, which could be combined to represent those sounds, and which could be written down. Those sounds, whether spoken or written in letters, we call words.

The power of words, then lies in their association (联系)——the things they bring up before our minds. Words become filled with meaning for us by experience; and the longer we live, the more certain words recall to us the glad and sad events of our past; and the more we read and learn, the more the

Great writers are those who not only have great thoughts but also express these thoughts in words which appeal to (对……有感染力) our minds and emotions. This charming and telling use of words is what we call literary style. Above all, the real poet is a master of words. He can express his meaning in words which sound like music and by their association can move men to tears. We should, therefore, learn to choose our words carefully and use them accurately, or they will make our speech silly and vulgar (庸俗的).

21. We will make our speech silly and vulgar if we _____.
- A. use words carefully B. use words in a literary style
- C. use words without accuracy D. use words with caution
22. One of the reasons why men invented certain sounds to express thoughts and feeling was that_____.
- A. they could express actions and things
- B. they could communicate with each other
- C. they could agree on letters
- D. they could write and combine them
23. What is true about the words?
- A. They are used to express only thoughts. B. They are signs.
- C. They are simply sounds. D. They can only be written.
24. Which of the following statements is not true?
- A. The more we read and learn, the more the number of words means something to us.
- B. The more we read and learn, the more knowledge we will acquire.
- C. The more we read and learn, the more learned we are.
- D. The more we read and learn, the more literate we become.
25. In expressing their thoughts, great writers are able_____.
- A. to move men to tears B. to be masters
- C. to be musicians D. to be charming

Directions: This task is the same as Task 1. The five questions or unfinished statements are numbered 26 to 30.

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