全新版大学英语

(第二版)

New College English (Second Edition)

Integrated Course Synchronous Exercises 4

综合教程 同步训练

郭铁妹

主编

解丽

全新版大学英语(第二版) 综合教程同步训练 4

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Integrated Course Synchronous Exercises 4

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编者的话

本书是《全新版大学英语(第二版)综合教程 4》的配套辅助用书,供学生参考使用。

本书按照"最新大学英语教学大纲"的要求编写,突出强调学生语言综合能力的培养和提高,本书编写者均来自大连工业大学。

每单元由下列几部分组成:

Part I 为重点背诵的单词和词组,按字母数序排列。单词和词组的匮乏是学生提高英语综合能力的瓶颈,也是广大教师亟待解决的难题之一。本书把它们放在显赫的位置,就是要强调其重要性,便于学生掌握每单元的重点词汇。

Part II 为课文文化背景介绍。语言与文化是相互关联,相互依存的,在某种意义上讲, 习得一种语言就意味着让你不知不觉地进入了另一种文化。向学生传授与课文有关的文化 背景与文化常识是非常重要的问题,也是易被有些教师所忽略的问题。因此,把本单元的语 言教学与介绍该语言的背景知识与文化常识结合起来,一定能更好地培养学生的文化意识, 可获得良好的教学效果。

Part III 为语言学习。本着扩大学生知识面的原则,把课文中的易混词和意义相近词作了具体的阐明和同义比较。还有课文的语句难点。所谓难点,包括语法的,篇章的,文化的。便于学生自学。

Part IV 为 Language Learning Task。它是围绕课文内容而精心设计的补充练习,包括词汇变形、改错练习、阅读理解、完型填空、翻译(汉译英和英译汉)以及和本单元有直接联系的写作练习。所有练习基本按照全国大学英语四、六级考试题型设计,以便学生逐步熟悉各种形式,通过这些练习,学生既可以了解自己的学习情况,又可复习消化刚学过的内容,从而得到一次综合性的训练,对学生更全面掌握教材大有裨益。

由于时间仓促,加之编写者水平有限,不足之处在所难免,敬请广大读者不吝指正。

编 者 2011年6月

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Unit One Fighting with the Forces of Nature

Part I ——			
Part I	Key Word	s and Expressions	
		"egen	
launch	campaign	efficient	conquest
retreat	engage	crucial	occupation
weaken	alliance	invasion	declaration
instruct	render	offensive	heroic
region	reckon	absent	complication
withstand	objective	contest	border
raw	minus	lightning	tide
hold out	due to	prior to	drag on
thanks to	in the case of	press on	at the cost of
be reckoned with	die from / of		

Part II

Cultural Notes -

Napoleon Bonaparte (1769~1821); Emperor of the French, who consolidated and institutionalized many reforms of the French Revolution. One of the greatest military commanders of all time, he conquered the larger part of Europe.

During 1802~1815 Napoleon tried to gain control of the whole of Europe. He had great success against all his enemies except Britain, whose navy under Nelson defeated the French navy at the Battle of Trafalgar in 1805, and whose fought Peninsular War against him from 1808~1814, making him weaker in his other campaigns. In 1812 Napoleon lost half a million men when he invaded Russia in winter, and in 1814 the British, Russians, Prussians and Austrians entered Paris. They sent Napoleon to rule the island of Elba in the Mediterranean, but he collected an army around him and returned to Paris. He was soon defeated again, at the Battle of Waterloo in 1815, and was sent to the island of St. Helena in the south Atlantic, where he died in 1821.

2. Adolf Hitler (1889~1945): German political and military leader and one of the 20th century's most powerful dictators. Hitler converted Germany into fully militarized society and launched World War II in 1939. He made anti-Semitism a keystone of his propaganda

and policies and dominated most of Europe and much of North Africa. He instituted sterilization and euthanasia measures to enforce his idea of racial purity among the German people and slaughtered millions of Jews, Sinti and Roma (Gypsies), Slavic peoples and many others, all of whom he considered inferior.

- 3. Joseph Stalin (1879~1953): General secretary of the Communist Party of the Union of Soviet Socialist Republics(USSR)(1922~1953) and chairman of the Council of Ministers of the USSR (1941~1953). Under his leadership the USSR was built into a modern economic and military power that propelled Hitler's armies in World War II and rivaled the United States during the Cold War period.
- 4. World War II (1939~1945): A war whose European operations took place between the Axis powers (Germany, Italy and Japan) and the Allies (Britain, France, and later the USSR and the USA). China and many other countries were also involved in the war, fighting against the aggression of Japan in Asia.

The war in Europe started when Germany, under Adolf Hitler and the Nazis, invaded and took control of some European countries and the Allies wanted to prevent German power growing in this way. Britain declared war on Germany in September 1939 when German troops entered Poland, and soon afterwards Winston Churchill, who in Britain is closely associated with the Allies' victory in the war, became the British prime minister.

In 1940 German air force attacked Britain repeatedly but was not successful, mainly because of the British victory in the Battle of Britain. In 1941 Germany invaded Russia and Japan attacked Pearl Harbor, an action which brought the US into the war. In 1942 Japan expanded its control over Asia but was later checked by Allied forces in the Pacific. In the same year, at the battle of El Alamein, Allied forces began to defeat Germany and Italy in northern Africa. In 1943 the Allies landed in Italy and Russian forces began to advance on Germany from the east. In June 1944 the Allies invaded northern Europe. The war ended in May 1945 when the Allies took control of Germany. Hitler killed himself, and Japan was defeated a few months later. Germany and Japan surrendered separately in 1945.

Part		I	
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Language Study —

1. happen chance occur take place

解析 happen 为常用词语,指"一切客观事物或情况的偶然或未能预见地发生"。e.g. The accident happened yesterday. 事故发生在昨天。chance 指"偶然发生,碰巧"。e.g. He chanced to meet her. 他偶然遇见了她。occur 属正式用语,指"按计划使某事或某效果发生",通常所指的时间和事件都比较明确,在以具体事物、事件作主语时,可与 happen 互换。e.g. These events occurred in 1909. 这些事件发生在 1909 年。take place 指

- "发生事先计划或预想到的事"。e.g. The meeting took place at 8:00 as planned. 按计划会议在八点举行了。
- 2. In 1941, Adolf Hitler, leader of Nazi Germany, launched an attack against the Soviet Union, as Russia then was called. (Para. 2)
- 解析 as Russia then was called 为非限制性定语从句。e.g. As we all know, he is the most intelligent in the class. 众所周知,他是班上最聪明的。
- Napoleon, confident of a quick victory, predicted the conquest of Russia in five weeks.
 (Para, 3)
- 解析 形容词短语 confident of a quick victory 在句中作定语,修饰 Napoleon。
- 4. By nightfall, thirty thousand French and forty-four thousand Russians lay dead or wounded on the battlefield. (Para. 6)
- 解析 lay dead or wounded 中的 dead or wounded 是作主语 thirty thousand French and forty-four thousand Russians 的补足语,补充说明那些人所处的状态。
- Napoleon had a clear path to Moscow, but the occupation of the city became an empty victory. (Para. 7)
- 解析 an empty victory 意思是"虽然胜利了,却毫无意义"。 empty:空洞的,无意义的。e.g. empty promise 空洞的许诺;empty talk 空谈。
- 6. Napoleon abdicated and went into exile, his empire at an end. (Para. 11)
- 解析 his empire at an end 是独立结构,由主语和介词短语组成,完整的形式应为 his empire being at an end。
- 7. "General Mud" slowed down the movement of the Germans' lightning attack. (Para. 15)
- 解析 此处的 General Mud 采用的是拟人的修辞手法,指天气在拖延德军的快速进攻上帮了 大忙。
- 8. In November 1942, the Russians launched a counterattack. (Para, 18)
- 解析 counterattack 是由前缀 counter-加 attack 联合而成。counter-可以用以构成名词、动词、形容词以及副词,表示"相反的,回击的,对应的"等。e.g. counterbalance 平衡力; counterpart 相对应的人或物; counterclockwise 逆时针方向。

Part	IV	
rait	IA	Language Learning Task ———



Directions: Complete each of the following sentences with the appropriate form of the word given in brackets.

1. Another defeat in parliament would seriously the president's ability to

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	govern. (weak)
2.	They should hire a more accountant than the one they currently have.
	(efficiency)
3.	Reporters and photographers took great at the rude way the film star
	behaved during her interview. (offensive)
4.	The footprints on the floor showed the arrival of an unexpected guest.
	(mud)
5.	David was awarded a medal for his rescue of the child. (hero)
	Narrow-minded, self-serving should be eliminated for the sake of national
	economic development. (region)
7.	The three smaller parties have forged an against the government. (ally)
	The professor expressed great satisfaction the student's thesis. (con-
	cerned)
9.	A major problem is the of a detailed plan for the sales promotion. (absent)
10	. The man with alarm from head to foot. (stiff)
	II Error Correction
Di	irections: Each of the following sentences has four parts underlined and marked A, B,
U	C and D. One of them is incorrect. You are to identify the mistake and make
1	the necessary correction.
1.	Tilling means preparation the soil to plant the seeds and keeping the soil in the best A B C
	condition to help the crop grow until it is ready for harvesting.
	D
2	Balloon observations for military intelligence were made while the American Civil War.
-	A B C D
3.	Mary McDowell shared Jane Adam's interest in social work also was a loyal supporter of
	A B C
	the League of Nations.
	D
4.	An editor is customarily a brief newspaper or magazine article that gives personal
	A B C
	comments on current events.
	D
5.	Eyeglasses usually consist of a pair of lenses mounted in a frame that hold them in

A strength and freedom.

A

A

to relieve pain.

but take the train.

12. The athlete, together with his coach and several relatives, are traveling to the Olympic A B

Games.

13. There are no known society in which left-handed people predominate.

A

В

14. Between the foothills of the Andes and the Pacific Ocean are a dry coastal strip averaging

A

B

C

about 30 miles in width.

15. In general, prawns lived in shallow coastal waters or in streams.

B

16. Research findings show we spend about two hours dreaming every night,

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no matte	er what we must hav	e done during the day.		
С	D			
17. Giant pa	indas, which inhabit	restricted areas of high mou	ntain bamboo fores	its,
	A B			
are rare	ly today and when th	ney are in captivity they bree	ed poorly.	
C			D	
18. While tr	ying to build a tunne	l through the Blue Ridge Mo	ountains, coal was d	liscovered at
A	В		(2
the cons	struction site.			
	D			
19. They <u>co</u>	ntrolled most of its t	erritory and exploited its ric	ch sources in wheat	and oil.
	A	В	C D	
***************************************	h he knew little abou	t the large amount of work	done in the field, h	
A		В		С
	her more well-inform	ed experimenters failed.		
D				
III Read	ding Comprehensio	n		
Section A				
	In this section the	:		
Directions:		re is a passage with ten blan		
		blank from a list of choices		
		arough carefully before ma		
	is taentified by a le	etter. You may not use any	oj tne words more	inan once.

When Robert Feliz came to the USA from the Dominican Republic, he knew only a few words of English. Education soon became a _ 1 _ . "I couldn't understand anything." he said. He 2 from his teachers, and thought about dropping out.

Then Mrs. Malave, a bilingual educator, began to work with him while teaching him maths and science in his 3 Spanish. "She helped me stay smart while teaching me English. " he said. Given the chance to demonstrate his ability, he 4 confidence and began to succeed in school.

Today, he is a 5 doctor, runs his own clinic, and works with several hospitals. Every day, he uses the language and academic skills he 6 through bilingual education to treat his patients.

Robert's story is just one of 7 success stories. Research has shown that bilingual education is the most 8 way both to teach children English and ensure that they succeed academically. In Arizona and Texas, bilingual students 9 outperform their peers in monolingual programs. Calexico, Calif., implemented bilingual education, and now has dropout rates that are less than half the state average and college <u>10</u> rates of more than 90%. In EL Paso, bilingual education programs have helped raise student scores from the lowest in Texas to among the highest in the nation.

A. wonder	I. hid
B. acquired	J. prominent
C. consistently	K. decent
D. regained	L. countless
E. nightmare	M. recalled
F. native	N. breakthrough
G. acceptance	O. automatically
H. effective	

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice.

Passage One

A historic change is taking place in higher education. Professors are being held responsible as never before for how well they serve students. It has become as common in colleges and universities for students to grade professors as for professors to grade students.

In fact, student ratings have become the most widely used and, in many cases, the only source of information on teaching effectiveness. In comparing three studies of the same 600 four-year colleges, it was found that the number of colleges using student rating to evaluate teachers had climbed from 29 percent to 68 percent. No other method of evaluation approached that degree of usage, and other studies have found similar results.

One reason that student evaluations of teachers have become so popular is that they are easy to administer(施行,实施) and to score. But they are also easy to abuse. If they are to shed meaningful light on teachers' performance, the ratings must be used in a way that reflects at least some of what we've learned about them from research and from experience.

Research and experience have shown us, for example, that student ratings should never be the only basis for evaluating teaching effectiveness. There is much more to teaching than what is evaluated on student rating forms. When ratings are used, we know that students should not be expected to judge whether the materials used in a course are up to date or how well the teacher knows the subject matter of the course. These judgments require professional background and are best left to the professor's colleagues. On the other hand, students should be asked to estimate what they've learned in a course, and to report on such

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things as a professor's ability to communicate at the student's level, professional behavior in the classroom, relationship with students, and ability to arouse interest in the subject.

- 1. Student ratings encourage professors ______.
 - A. to be responsible for their various performances
 - B. to have higher professional background
 - C. to teach the up-to-date material
 - D. to try every means to be liked by students
- 2. Which of the following statements is TRUE?
 - A. Student evaluations of teachers are popular because they are extremely accurate.
 - B. In student ratings, students should not be asked questions that require professional background.
 - C. Student ratings can be used under any circumstances.
 - D. All colleges are inclined to use student ratings to evaluate teachers.
- 3. In student ratings all the following questions can be asked EXCEPT ______
 - A. Can the teacher make himself easily understood?
 - B. How does the teacher deal with students?
 - C. Is what is taught new?
 - D. Are students interested in what is taught?
- 4. The sentence in the third paragraph "But they are also easy to abuse" means
 - A. teachers are easy to be misunderstood
 - B. teachers are easy to be wronged
 - C. student ratings can easily be put to wrong use
 - D. student ratings can easily be made use of to attack teachers
- 5. The central idea of the passage is that .
 - A. student ratings are the only source of information on teaching effectiveness
 - B. ratings have become the most widely used source of information on teaching effectiveness
 - C. besides student ratings, there are other methods to evaluate teachers
 - D. student ratings are very popular and should be properly used

Passage Two

Centuries before the Statue of Liberty dominated New York Harbor, images of women were already widely used to symbolize the traits, virtues and opportunities of the Unite States of America. During the first years of European discovery and invasion, America was symbolized as the Indian Queen. Portrayed sitting astride a giant armadillo or sporting a tomahawk, the Indian Queen represented exoticism, danger and adventure: attributes that 16th and 17th century explorers most associated with their new land.

By the age of late colonization, however, the Indian Queen came to be seen as perhaps too savage a symbol for the settlers' new home. She was soon replaced with a tamer, more anglicized American image; the Indian Princess, a tawny, barefoot beauty often guarded by a rattlesnake.

In the years surrounding the American revolution, the image of the Indian Princess began to compete with emblems of the Greek goddess emerging from the European schools of classical art and architecture. Alluding to the order and sovereignty of the antique democratic state, the Greek Goddess represented what the United States, an eager new country, wanted to be.

In the United States' youngest years, images of Greek Goddess or the Indian Princess soon shared space, and at times meshed with a slightly different version of the female figure of liberty, Columbia. With so many varying forms of the lady liberty, it is no wonder that artists began to mix traits from the Indian Princess, the Greek Goddess and Columbia. Other figures merged with these images as well, especially the Greek representations of the Goddess of Liberty. The Goddess of Liberty, in fact, became "so intimately identified with the American cause as in effect to become Americanized".

Today, representations of lady liberty blend and borrow from each of these images. The Statue of Liberty in New York has been described by historian Marvin Trachtenberg as a "synthomorphosis" of forms.

6	Images of	women	who	are	nsed	96	symbols	include	the	following	EXCEPT	
υ.	Images of	MOIIICII	WHO	are	useu	42	PAINTON	Illetude	uic	Tollowing	EACELI	

- A. Indian Queen
- B. Indian Princess
- C. Greek Goddess
- D. Greek Princess

7. Why was the Indian Queen given up in America?

- A. Because India lost power in America.
- B. Because Indian Queen wasn't considered beautiful and longer.
- C. Because Indian Queen was too savage as a symbol.
- D. Because Indian Queen died.

8. Early Americans like the Goddess of Liberty because

- A. she had more artistic values
- B. she is very gentle and beautiful
- C. she symbolizes exoticism
- D. she has the traits of the American cause

9. Which one is TRUE about American representations of lady liberty?

- A. There is only one lady liberty in America.
- B. America changed lady liberty so frequently.

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- C. Now American lady liberty is the Greek Goddess.
- D. The Statue of Liberty is a mixture of the images of America in the past.

10. What's the main idea of the passage?

- A. Comparison between different representations of lady liberty.
- B. Description of the evolution of lady liberty.
- C. Comments on the values of lady liberty.
- D. Female figures in American history.



6. A. trip

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C and D. You should choose the ONE that best fits into the passage.

	T		
Today, most coun	tries in the world hav	e canals. Many cou	ntries have built canals near
the coast, and parallel	_1_ the coast. Eve	n in the twentieth o	entury, goods can be moved
more cheaply by boat t	han by any other 2	of transport. The	se 3 make it possible for
boats to travel 4 p	orts along the coast w	without being5_	to the dangers of the open.
Some canals, such as t	the Suez and the Pana	ima, save ships we	eks of time by making their
6 a thousand miles	shorter. Other canal	s permit boats to re	ach cities that are not7_
on the coast, still other	er canals 8 lands	where there is too	much water, help to 9
tak aris at the ari			r for factories and mills. The
size of a canal 11	on the kind of boats go	oing through it. Th	e canal must be wide enough
to permit two of the l	argest boats using it	to 12 each ot	her easily. It must be deep
enough to leave about t	wo feet of water	the keel of the	largest boat using the canal.
When the planet Mars	was first 14 thro	ugh a telescope, pe	ople saw that the round disk
of the planet was criss	crossed by a15	of strange blue-gre	en lines. These were called
"canals" <u>16</u> they	looked the same as ca	anals on earth17	are viewed from an air-
plane. However, scie	ntists are now18	_ that the Martian	n phenomena are really not
canals. The photograp	hs 19 from space	ships have helped	us to 20 the truth about
the Martian "canals".			
1. A. off	B. with	C. to	D. by
2. A. way	B. means	C. method	D. approach
3. A. waterways	B. waterfronts	C. channels	D. paths
4. A. among	B. between	C. in	D. to
5. A. revealed	B. exposed	C. opened	D. shown

C. voyage

B. journey

D. route

7. A. lain	B. stationed	C. set	D. located
8. A. escape	B. drain	C. dry	D. leak
9. A. water	B. wet	C. soak	D. irrigate
10. A. furnish	B. afford	C. offer	D. give
11. A. focuses	B. bases	C. depends	D. takes
12. A. cross	B. pass	C. move	D. advance
13. A. down	B. below	C. beneath	D. off
14. A. studied	B. researched	C. surveyed	D. observed
15. A. few	B. number	C. deal	D. supply
16. A. although	B. because	C. so	D. if
17. A. that	B. where	C. when	D. as
18. A. exact	B. definite	C. certain	D. decisive
19. A. held	B. taken	C. got	D. developed
20. A. find	B. expose	C. uncover	D. discover



Section A

Directions: Translate the following sentences into Chinese.

- 1. To my fear, we'll have an oral examination next week.
- 2. He was born in a small village in the southeast of China.
- 3. It is not until we fall ill that we finally learn to appreciate good health.
- 4. I spent hours trying to talk him into accepting the settlement.

5.	Unity is crucial to the efficient operation of an organization.	
Se	ction B	
Di	irections: Complete the sentences by translating into English the Chinese give	en in brackets.
1.	A good many proposals were raised by the delegates,	(正如预料
0	的那样).	(目 门到兴 山
	Most doctors recognize that medicine is as much(是一门艺术).	定一门件子,也
	The price of beer (从 50 美分到 5 美元不等) per l	litter during the
	summer season.	
4.	(信不信由你), his discovery has created a s	stir in scientific
	circles.	
5.	What a lovely party! It's worth(牢记一生).	

Evi_Writing

Directions: For this part, you are allowed 30 minutes to write a composition. The title of your composition is given. You should write at least 120 words following the outline given below in Chinese:

Title: On Keeping a Diary in English

- 1. 用英语记日记的好处。
- 2. 所涉及的困难。
- 3. 我的建议。