

总主编 王胜

全新版大学英语

(第二版)

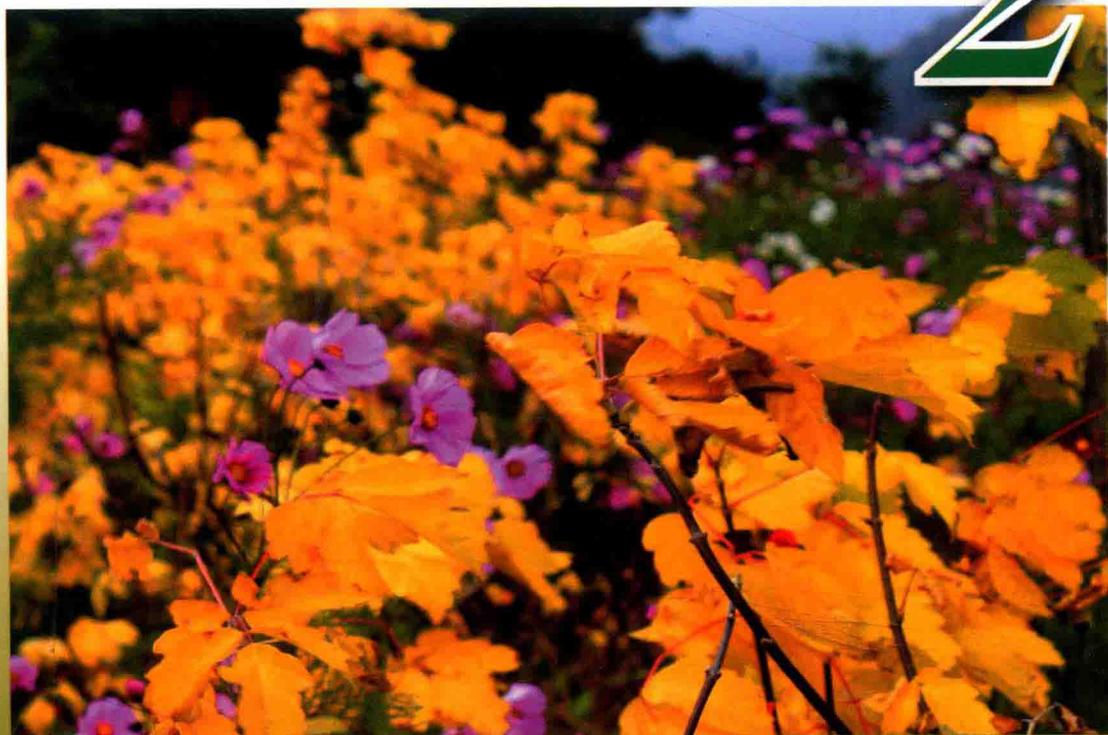
New College English (Second Edition)

Integrated Course
Synchronous Exercises 2

综合教程
同步训练

主编 鞠丽 杨华

2



大连理工大学出版社

全新版大学英语(第二版) 综合教程同步训练 2

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Integrated Course Synchronous Exercises 2

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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2》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”的要求由大连工业大学编写,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,按字母顺序排列。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、单选练习、阅读理解、完型填空、翻译(汉译英和英译汉)以及和本单元内容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 Ways of Learning

Part I

Key Words and Expressions

access	accomplish	adopt	assist
attach	continual	contrast	creativity
critical	emerge	enormous	evolve
exaggerate	exception	extreme	furthermore
initial	insert	investigate	neglect
occasion	performance	perspective	phenomenon
priority	promote	protest	self-reliant
superior	ultimate	worthwhile	
fall apart	find one's way	from one's point of view	
end up	in due course	in retrospect	
make up for	not in the least	on demand	
on occasion	on one's own	on the other hand	
pick up	work on/at	throw light on	

Part II

Cultural Notes

1. Howard Gardner: Howard Gardner is the John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education. He also holds positions as Adjunct Professor of Psychology at Harvard University, Adjunct Professor of Neurology at the Boston University School of Medicine, and Senior Director of Harvard Project Zero. Among numerous honors, Gardner received a MacArthur Prize Fellowship in 1981. In 1990, he was the first American to receive the University of Louisville's Grawemeyer Award in Education and in 2000 he received a Fellowship from the John S. Guggenheim Memorial Foundation. He has received honorary degrees from twenty colleges and universities, including institutions in Ireland, Italy and Israel.

The author of twenty books translated into twenty-two languages, and several hundred articles, Gardner is best known in educational circles for his theory of multiple intel-

ligences, first published in the work *Frames of Mind* in 1983. This theory, which challenges the widely held notion that intelligence is a single general capacity that can be assessed through I. O. testing, posits the existence of nine different types of intelligence including linguistic, musical and spatial intelligences. Hailed by educators around the world since its establishment twenty years ago, the theory of multiple intelligences has been applied in hundreds of classrooms and school districts, including some in China. During the past two decades, he and colleagues at Project Zero have been working on the design of performance-based assessments; education for understanding; the use of multiple intelligences to achieve more personalized curriculum, instruction and assessment; and the nature of interdisciplinary efforts in education.

2. Education in the West: There is no common agreement in the West concerning the best method of education. A variety of views can be found among parents, teachers and students. Indeed, it might be argued that it is this very existence of contending points of view that is characteristic of Western education. This can be seen as far back as in the work of the ancient Greek philosopher Socrates, who encouraged his students to question everything, even their most fundamental beliefs. Yet even then there was no general agreement that this was the best way to teach. Socrates, after all, was condemned to death by his fellow citizens for corrupting the morals of the young by his way of teaching. Many later periods of Western history were no more tolerant of encouraging students to challenge traditional beliefs; Darwin's theory of evolution, for example, was for a time banned from schools in some American states on the grounds of religious belief.

Much of the current debate over education surrounds the extent to which learning should be teacher-based or student-based. Which of the two should decide what should be learned, how it should be learned, and when it should be learned? Comparing Western and Asian methods of learning it is generally true that Western methods are more student-centred, expecting students to discover things for themselves rather than relying on their teachers to tell them. An extreme version of the student-centred approach can be seen at Summerhill, a school in England established by the educationalist A. S. Neill. There children have complete freedom to decide what they are going to learn and which lessons they will attend. If they wish they need not attend any at all. Mainstream education in England is far more strict, demanding that children attend lessons and follow a national curriculum. This curriculum and the importance of achieving good exam results tend to reinforce a more teacher-centred approach, as both teachers and students find the pressure of time leaves less opportunity for an exploratory approach to learning.

The extent to which learning is teacher-centred or student-centred also depends on differences between subjects. In recent years, for example, there has been a trend in the teaching of mathematics in school classrooms in England away from having pupils work on

their own or in small groups back towards a more traditional approach, with the teacher guiding the entire class step-by-step through a lesson. This followed research that suggested that, as far as maths was concerned, a more teacher-centred method was more effective.

3. Standing on the shoulders of giants: well-known phrase frequently employed by inventors to express modesty about their achievements. The suggestion is that while they have been able to see further than those who came before them, it is not because they themselves are intellectual giants. Rather it is because they have been able to build upon the accumulated discoveries of their great predecessors.
4. American middle class: The American middle class is an ambiguously defined social class in the United States. While the concept remains largely ambiguous in popular opinion and common language use, contemporary sociologists have put forward several, more or less congruent, theories on the American middle class. Depending on class model used, the middle class may constitute anywhere from 45% to 49% of households. Sociologists such as Dennis Gilbert of Hamilton College commonly divide the middle class into two sub-groups. Constituting roughly 15% to 20% of households is the upper or professional middle class consisting of highly educated, salaried professionals and managers. Constituting roughly one third of households is the lower middle class consisting mostly of semi-professionals, skilled craftsmen and lower level management. Middle class persons commonly have a comfortable standard of living, significant economic security, considerable work autonomy and rely on their expertise to sustain themselves.

Part III

Language Study

1. worthwhile worth worthy

解析 worthwhile 意为“值得的,值得花时间、精力的”,该词既可作表语又可作定语。

e. g. Nursing is a very worthwhile career.

worth 意为“有某种价值”。

e. g. My coat is worth about £ 60.

另外,worth 还可意为“值得做某事,有做某事的价值”,后面常接动词的-ing 形式。

e. g. It's an idea that is worth considering.

worthy 意为“值得尊敬的,应得到某事或某事物的”,可接表语,后接 of sth. 或 to do sth. ; 也可作定语。

e. g. Her achievements are worthy of the highest praise.

2. Any Chinese staff member nearby would come over to watch Benjamin and, noting his lack of initial success, attempt to assist. (Para. 4)

解析 1) 句子中的 would 表示过去经常做的事, 相当于 used to, 它后接两个动词短语 come over to watch Benjamin 和 attempt to assist。2) noting his lack of initial success 是现在分词短语, 在句子中作时间状语, 其作用与状语从句 when they noted his lack of initial success 一样。

3. The “teacher” would then smile somewhat expectantly at Ellen or me, as if awaiting a thank you—and on occasion would frown slightly, as if considering us to be neglecting our parental duties. (Para. 4)

解析 as if 意为“好像, 似乎, 仿佛”, 后面可以跟句子, 也可以跟分词短语或介词短语。

e. g. He behaved as if nothing had happened.

e. g. She moved her legs slowly, as if in pain.

4. So long as the child is shown exactly how to do something—whether it be placing a key in a key slot, drawing a hen or making up for a misdeed—he is less likely to figure out himself how to accomplish such a task. (Para. 7)

解析 whether it be placing a key in a key slot, ... or making up for a misdeed 句子中的 be 是虚拟语气, 在以 whether 或 if 引导的选择条件状语从句中, 或是某些让步状语从句 (如用 so long as 引导的状语从句) 中, 动词可用原形, 正式的语体经常用这种形式。

e. g. So long as the volume hold together, I am not much troubled as to its outer appearance.

5. And, more generally, he is less likely to view life—as Americans do—as a series of situations in which one has to learn to think for oneself, to solve problems on one’s own and even to discover new problems for which creative solutions are wanted. (Para. 7)

解析 句子中的两个 as, 前一个是连词 (as Americans do), 含义为“像美国人一样”。另一个 as 是介词 (view sth. as), 含义为“把……看做是”。

as 作介词, 意思是“作为, 以……身份”。e. g. He came to China as a tourist five years ago.

as 做连词常见用法:

1) 在……期间, 当……的时候。(引导时间状语从句) e. g. Her mother watched her as she did her homework.

2) 由于, 因为。(通常置于句首, 引导原因状语从句) e. g. As it was getting very late, we soon turned back.

3) 尽管, 即使, 虽然。(多用于形容词或副词之后, 引导让步状语从句)

Young as he is, he already knows what career he wants to follow.

Much as I like you, I couldn’t marry you.

4) 以……的方式, 正如, 按照, 像……一样。(引导方式或比较状语从句)

Do as I say and stand up. (方式状语从句)

He is not so diligent as you. (比较状语从句)

6. I came to realize that these Chinese were not just molding and shaping Benjamin's performance in any old manner: In the best Chinese tradition, they were *ba zhe shou jiao*—"teaching by holding his hand"—so much so that he would happily come back for more. (Para. 9)

解析 so much so that 意为“到这样的程度以至”，语气上比 so that 强烈得多，程度上也更深。

e. g. We are very busy, so much so that we can't manage to take a holiday this year.

7. But assuming that the contrast I have developed is valid, and that the fostering of skills and creativity are both worthwhile goals, the important question becomes this: Can we gather, from the Chinese and American extremes, a superior way to approach education, perhaps striking a better balance between the poles of creativity and basic skills? (Para. 14)

解析 分词 assuming 后面跟有两个宾语从句，表示假设：一个是 that the contrast... is valid，另一个是 that the fostering of skills and creativity are both worthwhile goals。这句的主句是 the important question becomes this，冒号后句子是前面 the important question 的同位语，具体阐述 important question 的内容。

assuming/assuming that 用于句首，表示假设某事的可能性，以考虑它的结果。

e. g. Assuming you are a stone above your youthful weight, you probably do want to lose a few pounds.

Part IV

Language Learning Task

I Vocabulary

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

1. Try to develop a more _____ attitude, instead of accepting everything at face value. (criticize)
2. Scientists are conducting an _____ into the causes of the accident. (investigate)
3. You need no _____ knowledge to be able to do this test. (priority)
4. That's a good article, but it doesn't bear _____ with this one. (comparable)
5. I drink an _____ cup of coffee; but usually I take tea. (occasion)
6. The government has declared a state of _____. (emerge)
7. She came _____ to spend a few days, but in the end she stayed for a whole month. (initial)
8. The President always has six bodyguards in close _____. (attendant)

9. The questions were so _____ that he easily passed the test. (element)
 10. Promotion in the first year is only given in _____ circumstances. (exception)

II Structures

Directions: Choose the best one to complete each of the following sentences.

1. Taking photographs is strictly _____ here, as it may damage the precious cave paintings.
 A. forbidden B. rejected C. excluded D. denied
2. He asked me to lend him some money, which I agreed to do, _____ that he paid me back the following week.
 A. on occasion B. on purpose C. on condition D. only if
3. His remarks were _____ annoy everybody at the meeting.
 A. so as to B. such as to C. such to D. as much as to
4. The only _____ to that building is along the track.
 A. exit B. access C. gate D. door
5. This disturbing experience proved to be _____, since it taught me never to allow ideas to become rooted in the mind.
 A. as important B. as of importance
 C. on great importance D. of great importance
6. Considering his contributions, Mr. Pritt _____ better treatment than this.
 A. deserves B. reserves C. preserves D. conserves
7. _____ your help I should have failed in the project.
 A. But for B. Due to C. Owing to D. Thanks
8. He is senior to me _____ age, but not of service.
 A. in point of B. in view of C. with a view to D. with an eye to
9. It suddenly occurred to Jane that money couldn't _____ all that Tim had suffered in the past ten years.
 A. live up to B. make out C. make up for D. live through
10. He is very popular with his schoolmates and feels _____ to win the election.
 A. confusing B. confident C. convincing D. conscious
11. I'd like to come with you but that's not a promise, don't _____ it.
 A. count on B. call on C. live on D. wait on
12. _____ a little earlier this morning! I missed the school bus by only one minute and had to wait in the cold for nearly an hour.
 A. If only I had got up B. If only I get up
 C. If I had got up D. If I got up

the torrents of words that take you where they take you?

- | | |
|---------------|--------------|
| A. unused | I. supposing |
| B. extensive | J. fighting |
| C. Suppose | K. ink |
| D. struggling | L. dry |
| E. Intensive | M. scheme |
| F. last | N. chance |
| G. dried | O. rules |
| H. use | |

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

Want to see a good film—without leaving the house? Well, just switch on the television. That's fine for most of us, but people couldn't do so 20 or 30 years ago. A visit to the cinema was "an evening out", a film was something special. Young people still go to the cinema often. Children watch a lot of television. Films and film stars are a strong force in our lives. So it is surprising how little film education there is in schools. Why don't more children learn how films are made, and why they are made? The best film education is when children make a film of their own.

This is not too difficult. Three things are important—the cost, the idea of the film, and organization. A 4-minute film can cost as little as £ 10. Schools can hire the necessary equipment. They can also borrow films that other children have made. This helps them to see what is possible in a short film. Children will be making the film, so the main ideas for the film must come from them. When these have been agreed, the organization begins. Someone must write the film and plan the filming. Some children will be actors, others camera men, lighting men, technicians and so on. They all have to practice a lot before the film itself is made. They learn a great deal about the technical problems of films, and about themselves.

1. A film was once something special because _____.

- A. people had to go to the cinema
- B. television was not so popular as now
- C. people didn't have to leave the house
- D. there weren't many films 20 or 30 years ago

2. The word "This" (Line 1, Paragraph 2) refers to _____.
- A. getting the idea of a film
 - B. learning how to make films
 - C. organizing filming activities
 - D. making a film by children themselves
3. It is good for children to make their own films at school because _____.
- A. they can learn a lot about filming
 - B. they like films and film stars
 - C. they can entertain themselves
 - D. they want to become film stars
4. The author writes this passage mainly to tell us _____.
- A. the low cost of making films
 - B. the important things in making films
 - C. why and how to make films in schools
 - D. whether to offer children film education
5. We can conclude from the passage that _____.
- A. children can benefit a lot from making films
 - B. it is necessary for children to go to the cinema
 - C. children spend too much time watching TV
 - D. it is difficult for children to make films of their own

Passage Two

Do you find it very difficult and painful to get up in the morning? This might be called laziness, but Dr. Kleitman has a new explanation. He has proved that everyone has a daily energy cycle.

During the hours when your labor through your work you may say that you're "hot". That's true. The time of day when you feel most energetic is when your cycle of body temperature is at its peak. For some people the peak comes during the forenoon. For others it comes in the afternoon or evening. No one has discovered why this is so, but it leads to such familiar monologues as: "Get up, Peter! You'll be late for work again!" The possible explanation to the trouble is that Peter is at his temperature-and-energy peak in the evening. Much family quarrelling ends when husbands and wives realize what these energy cycles mean, and which cycle each member of the family has.

You can't change your energy cycle, but you can learn to make your life fit it better. Habit can help, Dr. Kleitman believes. Maybe you're sleepy in the evening but feel you

must stay up late anyway. Counteract your cycle to some extent by habitually staying up later than you want to. If your energy is low in the morning, but you have something important to do early in the day, rise before your usual hour. This won't change your cycle, but you'll get up steam and work better at your low point.

Get off to a slow start which saves your energy. Get up with a leisurely yawn and stretch. Sit on the edge of the bed a minute before putting your feet on the floor. Avoid the troublesome search for clean clothes by laying them out the night before. Whenever possible, do routine work in the afternoon and save requiring more energy or concentration for your sharper hours.

6. If a person finds getting up early a problem, most probably _____.
- he is a lazy person
 - he refuses to follow his own energy cycle
 - he is not sure when his energy is low
 - he is at his peak in the afternoon or evening
7. Which of the following may lead to family quarrels according to the passage?
- Unawareness of energy cycles
 - Familiar monologues
 - A change in a family member's energy cycle
 - Attempts to control the energy cycle of other family members
8. If one wants to work efficiently at his low point in the morning, he should _____.
- change his energy cycle
 - overcome his laziness
 - get up earlier than usual
 - go to bed earlier
9. You are advised to rise with a yawn and stretch because it will _____.
- help to keep your energy for the day's work
 - help you to control your temper early in the day
 - enable you to concentrate on your routine work
 - keep your energy cycle under control all day
10. Which of the following statements is NOT true?
- Getting off to work with a minimum effort helps save one's energy.
 - Dr. Kletman explains why people reach their peaks at different hours of day.
 - Habit helps a person adapt to his own energy cycle.
 - Children have energy cycles, too.

IV Cloze

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.*

From childhood to old age, we all use language as a means of broadening our knowledge of ourselves and the world about us. When humans first 1, they were like newborn children, unable to use this 2 tool. Yet once language developed, the possibilities for human kinds future 3 and cultural growth increased.

Many linguists believe that evolution is 4 for our ability to produce and use language. They 5 that our highly evolved brain provides us 6 an innate language ability not found in lower 7. Proponents of this innateness theory say that our 8 for language is inborn, but that language itself develops gradually, 9 a function of the growth of the brain during childhood. Therefore there are critical 10 times for language development.

Current 11 of innateness theory are mixed; however, evidence supporting the existence of some innate abilities is undeniable. 12, more and more schools are discovering that foreign languages are best taught in 13 grades. Young children often can learn several languages by being 14 to them, while adults have a much harder time learning another language once the 15 of their first language have become firmly fixed. 16 some aspects of language are undeniably innate, language does not develop automatically in a vacuum. Children who have been 17 from other human beings do not possess language. This demonstrates that 18 with other human beings is necessary for proper language development. Some linguists believe that this is even more basic to human language 19 than any innate capacities. These theorists view language as an imitative, learned behavior. 20, children learn language from their parents by imitating them. Parents gradually shape their child's language skills by positively reinforcing precise imitations and negatively reinforcing imprecise ones.

- | | | | |
|---------------------|----------------|-------------------|-------------------|
| 1. A. generated | B. evolved | C. born | D. originated |
| 2. A. valuable | B. appropriate | C. convenient | D. favorite |
| 3. A. attainments | B. feasibility | C. entertainments | D. evolution |
| 4. A. essential | B. available | C. reliable | D. responsible |
| 5. A. confirm | B. inform | C. claim | D. convince |
| 6. A. for | B. from | C. of | D. with |
| 7. A. organizations | B. organisms | C. humans | D. children |
| 8. A. potential | B. performance | C. preference | D. passion |
| 9. A. as | B. just as | C. like | D. unlike |
| 10. A. ideological | B. biological | C. social | D. psychological |
| 11. A. reviews | B. reference | C. reaction | D. recommendation |
| 12. A. In a word | B. In a sense | C. Indeed | D. In other words |

- | | | | |
|----------------------|-----------------|-------------------|------------------|
| 13. A. various | B. different | C. the higher | D. the lower |
| 14. A. revealed | B. exposed | C. engaged | D. involved |
| 15. A. regulations | B. formations | C. rules | D. constitutions |
| 16. A. Although | B. Whether | C. Since | D. When |
| 17. A. distinguished | B. different | C. protected | D. isolated |
| 18. A. exposition | B. comparison | C. contrast | D. interaction |
| 19. A. acquisition | B. appreciation | C. requirement | D. alternative |
| 20. A. As a result | B. After all | C. In other words | D. Above all |

V Translation

Section A

Directions: *Translate the following sentences into Chinese.*

- Your request will be dealt with in due course.
- Parents mistakenly believe that the top priority in their children's life is studying.
- The questions on this part of the form only apply to married men.
- How a man shaves may be a telling clue to his age.
- She couldn't find her way out of the building.

Section B

Directions: *Complete the sentences by translating into English the Chinese given in brackets.*

- She received a bunch of flowers, _____ (附有一张漂亮卡片).
- Their investment turned out to be a failure and _____ (经理因为玩忽职守而受到责备).
- Last night she got drunk in a bar, a police appeared and _____ (帮她回到了家).
- Sorry, I'm afraid I can't decide yet, _____ (这价格比我预料的稍高一些).
- Since it was such a common phenomenon to a lawyer, _____ (我一点也不吃惊).

VI 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: Help Children to be Independent

- 现如今很多中国家庭有一个孩子。
- 让孩子学会独立的方法多种多样。
- 学会独立对孩子成长的好处。