



College English

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From Practice to Proficiency

大学英语精练

◎总主编 杨勇坚 徐志英

◎主 编 何 琍



重庆大学出版社

<http://www.cqup.com.cn>

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重庆大学出版社

内 容 提 要

《大学英语精练》系列教材共分五册,每册十个单元。本书为该系列教材第一册,每单元包含三大部分:1. 开胃菜(谚海采撷、泛听浅读、相关信息阅读、易混词解析等);2. 主餐(传统阅读、深度阅读、完型填空、介/副词应用、构词法应用、词汇和结构应用、同义词汇替换、英译汉、汉译英等)3. 餐后甜点(幽默欣赏、主题讨论/演讲/辩论等)。所涉及的主题有:教学之道、抚养与代沟、良心与孝顺、好印象与肢体语、与艾滋病作斗争、职业道路、枪支与暴力、奇思妙想何处来、大学毕业与就业、开明诚实带来快乐与成功。本书旨在拓展英语学习空间,丰富学习者的文化背景知识,加强语言技能训练,以提高学习者的语感和英语综合应用能力。本书可作为主干教材的配套教材,也可单独作为集听、说、读、写、译为一体的综合教材使用,还可作为英语学习者的自学教材。

图书在版编目(CIP)数据

大学英语精练. 1/何琏主编. —重庆:重庆大学出版社,2011. 8

大学英语课程配套系列教材
ISBN 978-7-5624-6200-2

I. ①大… II. ①何… III. ①英语—高等学校—教材
IV. ①H319. 6

中国版本图书馆 CIP 数据核字(2011)第 108007 号

College English—From Practice to Proficiency 1

大学英语精练 1

总主编:杨勇坚 徐志英

主 编:何 琏

责任编辑:苏蓓琴 版式设计:杨 琪

责任校对:谢 芳 责任印制:赵 晟

*

重庆大学出版社出版发行

出版人:邓晓益

社址:重庆市沙坪坝正街 174 号重庆大学(A区)内

邮编:400030

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全国新华书店经销

万州日报印刷厂印刷

*

开本:787×1092 1/16 印张:16 字数:399千

2011年8月第1版 2011年8月第1次印刷

ISBN 978-7-5624-6200-2 定价:29.50元(含1光盘)

本书如有印刷、装订等质量问题,本社负责调换

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序

大学英语教学的功能和宗旨,不仅仅是培养学生的英语综合应用能力和自主学习能力,更为重要的是通过课程教学拓宽学生的文化视野,培养学生跨文化交际的能力,提高学生的综合文化素养。大学英语教学是高校推进素质教育不可或缺的重要组成部分,惟其在提高学生素质中的重要性,因而云南大学高度重视大学英语课程教学的改革和建设。

我校自 20 世纪 90 年代以来,大学英语课程先后进行了三次大的改革,以改革促创新,以改革强建设,以改革提质量,取得了比较显著的成效。2003 年,我校开始尝试新的网络教学模式,自主研发了网络教学平台,并于 2005 年初,正式投入使用。新系统运行顺畅,较好地实现了基本教学应用与网络化考试功能。

2007 年,适逢教育部进一步推进全国大学英语教学改革,我校有幸入选第二批国家大学英语教学改革示范点项目,随之推动我校大学英语教学改革进入了更高层次。

由于我分管教学工作,又是“示范点”项目负责人,几年来,我亲历并见证了我校大学英语教学部的领导和教师们转变教学观念,以改革为动力,在体现“以学生为主体,以教师为主导”的理念、实施基于“课堂+多媒体网络”的新型教学模式、构建大学英语课程体系、加强课程内涵建设和专业化教师队伍建设等方面做了大量富有成效的工作,为不断推进大学英语教学改革和建设,提高教学质量作出了积极贡献。


在“大学英语教学改革示范点”项目的建设过程中,我校大学英语教师们在学习中不断实践、不断总结,集腋成裘。今天,他们编写的《大学英语精练》(1—5 册)即将付梓。这套书是他们含辛茹苦、辛勤耕耘,从教学改革实践中提炼出来的结晶,也是我校作为“全国大学英语教学改革示范点”项目建设的主要成果之一。

《大学英语精练》以教育部《大学英语课程教学要求》的精神为指导,编写新颖、构思精巧、语言地道,是一套集知识性、趣味性、可读性为一体的辅助教材。相信这套教材的出版有助于进一步提高大学英语教学质量,有助于发挥“大学英语教学改革示范点”的示范、辐射作用。

大学外语教学部教师们勇于创新、求真务实的精神令我感动!故欣然为序。

云南大学副校长 武建国

2011 年 3 月



前言

《大学英语精练》是在大学英语教学改革实践中诞生的一套与现代信息技术相结合的多功能、多用途的大学英语辅助教材,旨在配合大学英语主干教材,拓展学习者的学习空间,进一步丰富他们的文化背景知识,加强语言技能训练,以提高他们的英语综合运用能力。

本套书的编者们在多年的大学英语教学实践中,积累了丰富的语料、试题素材,经过加工、提炼,运用于教学实践,又结合实际使用中的反馈意见,进行反复修改、完善,编写了《大学英语精练》1—5册。

一、指导思想

教育部2007年7月颁发了《大学英语课程教学要求》(以下简称《课程要求》)进一步具体明确了新形势下大学英语的教学性质和教学目标。我们正是以《课程要求》的精神为指导思想,“以外语教学理论为指导、以英语语言知识与应用技能、跨文化交际和学习策略”为主要内容,以“培养学生的英语综合应用能力和自主学习能力”,同时提高他们的“综合文化素养,以适应我国社会发展和国际交流的需要”为目标,来进行这套书的设计、编写工作。

《课程要求》指出,“教师不再仅仅是知识传授者”,而应当“是教学过程的组织者、自主学习的指导者、教学活动的督促者;学生应当选择适合自己的材料和方法,成为学习的主体,从而提高独立思考和自主学习的能力。”《大学英语精练》的编写体例体现了教师的组织作用和指导作用,并促使学生开动脑筋自主学习。

二、编写特色

1. 精讲多练,强化语言实践

语言只有在实践中才能发挥出其交际作用,而不断的练习和在语境中实践才能使学习者更好地理解语言知识,形成良好的语言习惯。因此,语言实践是学习语言最主要、也是最重要的手段。

本套书针对学生在大学英语学习中的重点、难点以及易混、易错点进行简要的归纳、辨析、讲解,并配以形式多样的语言实践练习题,让学生在实践中巩固所学知识。

2. 介绍背景知识,拓展文化视野

语言是文化的载体,而文化对准确理解语言起着至关重要的作用。所以,在传授英语语言知识的过程中,适时地介绍相应的文化背景知识,有利于拓展学生的视野,培养他们的跨文化交际能力。

本套书针对主干教材各单元的主题,提供图文并茂的文化背景知识,并配有相应的理解练习题,以加深学生对这些知识的了解。

3. 涵盖听说读写译,五位一体

交际能力是一种综合运用语言的能力。培养学生的交际能力,其实质就是要培养他们听、说、读、写、译几个方面的综合能力。听说读写译,是五位一体的,他们相互依存,相得益彰。

本套书既有选自英语新闻广播节目的实况录音及配套练习,多种类型的阅读训练,词汇和结构知识及其专项练习,英语幽默与修辞的欣赏及练习,也有英汉互译、口头和书面表达训练,能让学习者得到全方位的语言训练。

鉴于《大学英语精练》的上述特点,它既可以用作大学英语主干教材的配套教材,也可以单独作为集听、说、读、写、译为一体的综合教材使用,还可以作为英语学习者的自学教材。

三、编写队伍

《大学英语精练》(1—5册)的总设计、总负责人兼总主编,各册主编、副主编,直至所有参与编写的人员队伍,由资深大学英语教授、副教授和中青年骨干教师组成;另外,还有英美专家参与审定。

本套书从构思、编写到最后成型,整个过程得到了许多领导、专家的支持,特别是教育部高等学校大学外语教学指导委员会委员、原云南省大学外语教学与考试指导委员会主任,现任顾问梁育全教授的指导与支持。在此向他们表示感谢。

《大学英语精练》的编写,是一个不小的工程,由于编者的水平与经验有限,书中难免存在疏漏和不妥之处,恳请专家、学者们不吝赐教,以期再版时,认真勘正。

编者

2011年3月

使用说明

《大学英语精练》以听说领先,并兼顾听、说、读、写、译等英语语言应用能力的全面训练,词语注释准确,易混词辨析简明扼要。因此,本教程既可作为主干教材的辅助教材使用,也可作为独立教材使用;同时由于所有练习都配有参考答案,也适合广大的英语爱好者自学使用。

为了提高学习效率,使用者务必按照书中每部分的指令(Directions)和步骤(Steps)学习。

每单元的第一部分(Part A)开胃品(Appetizer)中,听力内容(II. Global Listening and Reading)的生词注释,对动词、名词采取实用注释方式,即完全按照动词或名词在句子中使用情况(即时、体、人称单复数等结构性质)注音、释义、并标出词性,而不是单词原形的注释。这样有利于学习者在语境中领悟词语的用法。

全书注释所用的缩略语如下:

a. = *adj.* = adjective (形容词);

AmE = American English (美国语);

coll. = colloquialism (口头语)

esp. = especially (特别);

ger. = gerund (动名词);

n. = noun (名词);

oft. = often (常常);

phr. ad. = phrasal adverb (副词短语);

phr. prep. = phrasal preposition (介词短语);

poss. form = possessive form (所有格形式);

pr. n. = *pro. n.* = proper name (专有名词);

phr. v. = phrasal verb (动词短语);

p. p. = past participle (过去分词);

pr. t. = present tense (现在时);

sb. = somebody / someone (某人);

sl. = slang (俚语);

vi. = verb intransitive (不及物动词);

usu. = usually (通常)

ad. = *adv.* = adverb (副词);

BrE = British English (英国语);

e. g. = for example (例如);

fm. = formal (正式用法);

i. e. = that is / namely (即,那就是);

num. = numeral (数词);

phr. a. = phrasal adjective (形容词短语);

phr. n. = phrasal noun (名词短语);

pl. = plural (复数形式);

pr. p. = present participle (现在分词);

p. t. = past tense (过去时);

sing. = singular (单数形式);

sth. = something (某物,某事);

vt. = verb transitive (及物动词);

~ (代指被解释的词)



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in American schools.

- ___ 3. All of Helen Arzola's kindergarteners from English-speaking families heard Spanish before.
- ___ 4. The dual-language program aims to teach all Hispanic children English.
- ___ 5. Hispanic children can not learn English well unless they have a good command of their first language.
- ___ 6. Some people doubt if bilingual education is sufficient in terms of English learning.
- ___ 7. Pro-English is an international nonprofit group.
- ___ 8. A national survey found that more public elementary and middle schools taught French, German, Russian or Japanese in recent years.
9. Why do some schools say a federal education law from the last administration has hurt language teaching?

10. Schools face problems like _____ and _____.

❖ *New Words to Learn before Listening to the Passage Again* ❖

1. immersion [i'mɔ:ʃn]	n.	沉浸, 专心
2. the Pledge of Allegiance [ˈpledʒ, əv, əˈli:dʒəns]	pro. n.	宣誓效忠(美国人站在国旗前右手贴左胸宣誓)
3. academic [ˌækəˈdemɪk]	a.	学术的; 学校的; 学习的
4. executive [ɪgˈzekjətɪv]	a.	行政的
5. skeptical [ˈskeptɪkl]	a.	疑心的

⇒ *Audio Script for Further Understanding*



In the last ten years, hundreds of American schools have begun to offer a new way to teach foreign languages. This method is called dual or two-way **immersion**¹. Here is how it works at London Towne Elementary School in Centreville, Virginia, outside Washington. In some classes, only Spanish is spoken, even during **the Pledge of Allegiance**²— a morning tradition for American schoolchildren. And this is a second grade class where the children learn math and other subjects completely in Spanish. Later in the day they learn only in English. Half of the children

are from families that speak Spanish at home. The other half are native English speakers. Myra Olmeda is the teacher.

MYRA OLMEDA: "When these both groups come together, they're learning, you know, one from the other — which is the greatest thing that is happening."

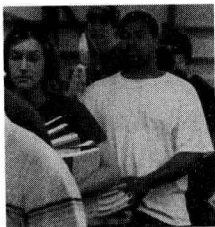
Helen Arzola teaches the youngest children.

HELEN ARZOLA: "A child before eight is a language learning machine. That's their reason for being, for the most part. So this is the time to learn a language."

She says her kindergarteners from English-speaking families may have never heard Spanish before. And she says children from Spanish-speaking families benefit from learning in their own language.

HELEN ARZOLA: "The goal of the dual-language program is to teach low-income Hispanic children English — good English, social English and **academic**³ English. And that can only happen if they have a good, solid foundation in their first language."

But some people are still not sure about these programs. They say bilingual education has not always taught Hispanic



of the most popular college textbooks. E-textbooks can cost half the price of a new print textbook. But students usually lose access after the end of the term. And the books cannot be placed on more than one device, so they are not easy to share. So what do students think of e-textbooks? **Administrators**² at Northwest Missouri State University wanted to find out. Earlier this year they tested them with five hundred students in twenty classes. The university is unusual. It not only provides laptop computers to all seven thousand of its full-time students. It does not require students to buy their textbooks either. They rent them to save money. The school aims to save even more by moving to e-textbooks. The students in the survey reported that **downloading**³ the books from the Internet was easy. They liked the idea of carrying lighter backpacks. And fifty-six percent said they were better able to find information. But most found that using e-textbooks did not change their study habits. And sixty percent felt they read more when they were reading on paper. In all, almost half the students said they still liked **physical**⁴ textbooks better.

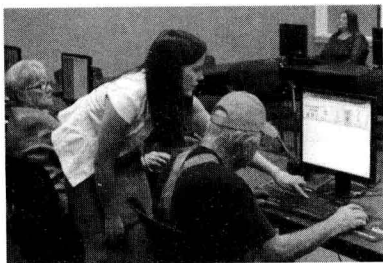
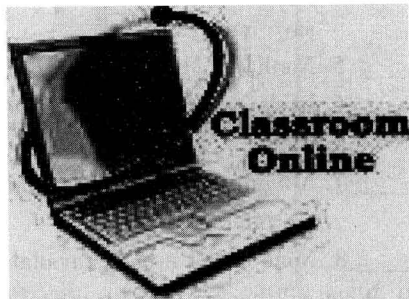
But the survey found that cost could be a big influence. Fifty-five percent said they would choose e-textbooks if using them meant their textbook rental fee would not increase. Roger Von Holzen heads the Center for Information Technology in Education at Northwest Missouri State. He tells us that administrators are disappointed with the e-textbooks now available because the majority are not **interactive**⁵. He thinks growth will come when more digital books include video, activities, games and other ways to interact with the information. The technology is improving. But for now, most of the books are just words on a screen. (365 words)



III. Information Related to the Text (IRT)

1 History of Online Education

Online education has created possibilities that previous generations couldn't even fathom (推测). Literally, students can earn their entire degree at home, by working when it's convenient for them, while wearing their pajamas. This amazing innovation has allowed for greater access to universities and targeted specializations (专业领域) that may not be locally available. It has also been especially beneficial for working adults or stay at home parents who are eager to earn a degree. So, how did online education programs get started? The history of online education extends back further than you may think, with the very first virtual classroom environments being created in the 1960s. In University of Illinois, scientists created a classroom system based on linked computer terminals. There, students were able to get access to informational resources while listening to a professor whose lectures were brought in remotely, via some form of television or audio device.



E-learning began at just about the same time that a computer was developed for personal practical use. In fact, the concept and practice of distance learning predates (早于) the computer area by almost 100 years. In England, in 1840, shorthand classes were being offered by correspondence courses (函授课程) through the mail. The improvements to the postal service made this method of distance learning popular in the early part of the last century. This led to a large number of

“through the mail” type of educational programs. The computer only made distance learning easy

and better. Television, video recorders, and even radio have all made a contribution to distance learning.

Certainly not a form of “online learning” that stands up to the web learning of today, but it was the beginning of enhanced distance learning and the utilization (利用) of computer resources for educational purposes.

Universities quickly began to take advantage of these new resources by offering distance learning courses, using computer networking for information and resource sharing, and more. By the mid-1980s, college resources frequently included online access to course information and student networking tools.

Online courses only began emerging in the late 1980s, with some moderate success. The concept was further popularized as major corporations began using similar utilities to trim their training budgets. While businesses began with software training programs, the largest corporations started utilizing online tools to minimize software distribution (分销) costs.

Another phenomenon that contributed to online learning was the correspondence school. The original correspondence schools worked in a very straightforward way: You registered (注册) by mail, received materials by mail, then mailed the course work back for grading upon completion.

As the digital age swept across the nation, the correspondence school became more grounded in the virtual world, and the first online correspondence school, the University of Phoenix, made its way onto the scene in 1989. It was not a fully accredited (认可的, 验收合格的) institution at that time, however, and it was not until 1993 that the first accredited university, the Jones International University, really opened the floodgates.

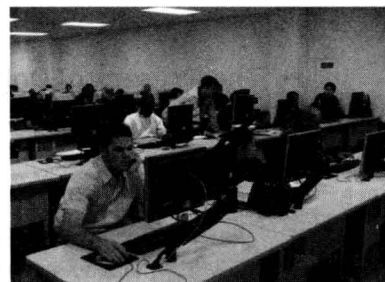
It was at this same time that a new innovation in the online world made more universities of this kind possible: the Mosaic (初期互联网的WEB浏览器) web interface (界面). This was the first graphic (图形的) interface that reached out to more common users, allowing for unprecedented (前所未有的) access and support. Since that time, hundreds of standard universities have started offering a variety of online courses.

Many institutions, as well as a number of digital correspondence schools, offer full degrees online. As the web continued to open doors, these universities expanded their degree selection. These days, it's literally possible to graduate with the degree of your choice without ever having to set foot in a classroom.

2 The Past of Online Learning

Distance learning, which includes online education, is nothing new. By the end of the 19th century, schools were beginning to offer correspondence courses in which teachers and students communicated about assignments (作业) by mail. One of the first private correspondence schools in the U. S. was opened in Boston in 1873. That same year, Illinois Wesleyan University became the first U. S. institution to offer courses by correspondence.

As the job market developed post-industrialization (后工业化), the need for convenient and affordable education options became more prominent. Both correspondence courses, and today's modern incarnation of online learning grew out of the same need for flexible, cost-effective general and professional education.



Online distance learning actually began earlier than you might think. In 1983, Nova University in Florida started to use online technology in education, and by 1986, QuantumLink Tutoring Center and Community College became the first entirely online educational institution. As technology developed over the last 20 years, online education programs expanded as well. In fact, according to the 2009 Instructional Technology Council (ITC) survey, now demand for distance learning in some cases is outpacing supply.

3 The Present of Online Learning

In a 2008 ITC survey, community colleges were reporting an increase in enrollment in distance education programs of 22 percent. Enrollments and course offerings have only continued to increase through 2010.

One of the chief concerns regarding distance education has always been quality. This fear is lessening (减少), though, as more and more colleges and universities are offering a variety of accredited online options (选择权). The Sloan Consortium, a collection of institutions and organizations committed to quality online education, noted that in 2008, over 4.6 million students were taking at least one course online.

In terms of degrees, a new student can choose from a huge variety of online courses and pursue one of dozens of degree programs. Institutions now offer online associate, bachelor's, master's, and doctoral degrees.

4 The Future of Online Learning

An increasing number of schools are offering online education options. Unlike older methods of distance education, the internet enables real-time (实时的), interactive (互动的) participation, thus more closely approximating (接近) the traditional classroom experience than prior correspondence courses. The perception (观念) in the past was that online programs were not as closely as effective as traditional programs; however, as the popularity and breadth of these programs increase, in a way, so does their quality. More organizations are becoming involved in assessing (评估) the quality of online education, more programs are becoming accredited, and a greater number of highly regarded schools are beginning to offer online coursework. Moreover, a 2009 U. S. Department of Education study actually found that the most effective learning was a combination of online and face-to-face education. (1,160 words)

Now please read the following statements 1 – 10, and write:

T (for **True**) if the statement agrees with the information given in the paragraphs;

F (for **False**) if the statement contradicts the information given in the paragraphs;

NG (for **Not Given**) if the statement is not given in the paragraphs.

⇒ Statements

- ___ 1. The very first virtual classroom environments were created in the 1980s.
- ___ 2. The concept and practice of distance learning predates the computer area by almost 100 years.
- ___ 3. In the late 1980s, major companies started using online tools to trim their training budgets.
- ___ 4. Television did not make a contribution to distance learning.
- ___ 5. The first qualified university, the Jones International University, really opened the floodgates in 1993.

- ___ 6. The Mosaic web interface in the online world made it possible for more universities to offer a variety of online courses.
- ___ 7. Allowing for unprecedented access and support, the first graphic interface reached out to more common users.
- ___ 8. Many institutions and a number of digital correspondence schools can not offer full degrees online.
- ___ 9. Correspondence courses and today's online learning grew out of the different needs for flexible, cost-effective general and professional education.
- ___ 10. In the future, the quality of traditional programs will be ignored.



IV. Confusing Vocabulary Discrimination (CVD)

1. **[reward]** *n.* (1) something given or received in return for worthy behavior; e. g. 1) *Now as a reward for her good-nature, she has got a large sum of money.* (现在,作为她的善良性情的报酬,她获得了一大笔钱。) 2) *reward and punish system* (奖惩制度) (2) payment made in return for a service rendered; e. g. *claim a reward* (索取报酬)

v. to give sth. to sb. in recognition of his behavior or actions; e. g. *reward exceptional performance* (奖励杰出表现)

[award] *n.* something given for victory or superiority in a contest or competition or for winning a lottery; e. g. *The actress won an Academy Award for her role in the film Gone with the Wind.* (那位演员由于她在电影《飘》中扮演的角色而获奥斯卡金像奖。)

v. to make an official decision to give sth. to sb. as payment, prize, etc., especially as an honor; e. g. *The Department of Education awarded the educator a prize for lifetime achievement.* (教育部授予这个教育家终身成就奖。)

比较: **[reward]** **[award]**

reward 指报酬、奖金或回报,不强调荣誉; e. g. *Kindness received is the reward for kindness given.* (善有善报。)

award 指授予奖章、荣誉或奖金; e. g. *annual award* (年度奖)

2. **[former]** *adj.* referring to the first of two things or persons mentioned (or the earlier one or ones of several); e. g. 1) *Of the two, the latter is better than the former.* (比较两者,后者比前者好。) 2) *the former president of the United States* (美国前总统)

[formal] *adj.* done in a proper or regular form; e. g. *a formal visit* (一次正式访问)

3. **[unlike]** *prep.* different from; not like; not equal as in strength; e. g. *Unlike the past, China now has genuine economic competition.* (不像过去,中国现在已有了真正的经济竞争力。)

[dislike] *v.* to not like sb./sth.; e. g. *We dislike to have anyone absolutely obey us.* (我们不喜欢任何人对我们绝对服从。)

4. **[success]** *n.* the achievement of something desired or planned; e. g. *His invention is a great success.* (他的发明是个巨大的成功。)

[succession] *n.* the act or process of following in order or sequence; e. g. *We suffered from a succession of defeats.* (我们遭受了一连串的失败。)

比较: [living][alive][live][lively]

living 指活着的, 尤指现存的、现行的, 也含有“生动的”、“逼真的”意思, 一般作定语, 放在所修饰的名词前面。e. g. 1) *living fossil* (活化石) 2) *The girl is the living image of a famous movie star.* (那个女孩活像一个著名的电影明星。)

alive 一般作表语, 也可作后置定语或补语。e. g. *He was caught alive in the battle.* (他在那场战争中被生擒。)

live 作形容词, 一般作定语, 有以下几种意思: (1) 活的, 有生命的; 活动着的: e. g. *a live volcano* (一座活火山) (2) 现场播出的: e. g. *a live show* (实况转播) (3) 当前大家谈论或关心的: e. g. *a live issue* (热门事件)

lively 作形容词, 指活泼的、灵敏的或栩栩如生的: e. g. 1) *a lively mind* (敏捷的头脑) 2) *a lively dance* (轻快的舞蹈) 3) *a lively description* (生动的描写)

9. [worth] *adj.* deserving of meriting; e. g. *The proposal is worth discussing.* (这个建议值得讨论。)

[worthy] *adj.* honorable; admirable; e. g. *Lei Feng was a worthy fellow.* (雷锋是一个值得尊敬的人。)

[worthwhile] *adj.* sufficiently valuable or important to justify the expenditure of time or effort; e. g. *The visit to the United States was worthwhile.* (访问美国非常值得。)

10. [arise] *vi.* (~ from/out of) (1) to come into being; originate; e. g. *Her illness arose from eating disorder.* (她的病是由饮食紊乱引起的。)(2) to move upward; ascend; e. g. *A thin mist arises from the valley.* (一层薄雾从山谷里升起。)

[arouse] *vt.* to call forth (emotions, feelings, and responses); e. g. *Rising housing price aroused wide public concern.* (上升的房价引起了社会的广泛关注。)

[raise] *vt.* (1) to increase; e. g. *raise prices* (提高价格) (2) to collect funds for a specific purpose; e. g. *raise capital* (筹集资本) (3) to care for a child or young animal until it is able to take care of itself; e. g. *Parents own the rights to raise their offspring.* (父母拥有养育子女的权利。)

[rise] *vi.* (1) to move upward, or increase in value or to a higher point; e. g. 1) *The flag slowly rose.* (旗帜徐徐升起。)(2) *Experts said the food prices would rise further.* (专家预计食品价格将会进一步上升。)(2) to come to the surface, or come into existence; e. g. *My grandmother's image rose before my eyes.* (我祖母的形象浮现在我眼前。)

比较: [arise][arouse][raise][rise]

arise 是不及物动词, 比较抽象, 主要表示发生、出现, 也可表示向上的运动, 但是语义比较窄。e. g. *Serious disagreements arose in the period of negotiation.* (严重的分歧在谈判过程中出现了。)

arouse 是及物动词, 比较抽象, 通常指唤醒某人或唤起情感。e. g. *His photographs aroused my interest.* (他的摄影作品引起了我的兴趣。)

raise 是及物动词, 指提高、养育。e. g. 1) *Carbon taxes can help raise financial revenue.* (碳排放税可以帮助提高财政收入。)(2) *raise pigs* (养猪)

rise 是不及物动词, 比较具体, 一般指垂直上升, 或不需花大力气地不断上升, 也可以表示起身、起立。e. g. *Costs of raw materials rose sharply.* (原材料的成本大幅上升。)

Choose the best answer to complete each of the following sentences, making it logical and grammatical.

- The _____ for this year's best actor went to David Webster.
A. reward B. victory C. award D. present
- You have received a just _____ for your helping the victims.
A. award B. prize C. reward D. present
- We were invited to a _____ party.
A. previous B. former C. formal D. prior

4. His _____ classmate was an assistant to the president.
 A. prior B. former C. formal D. previous
5. I do _____ having her extremist ideas rammed down my throat.
 A. unlike B. same C. differ D. dislike
6. A person, _____ a machine, has his own judgments and choices.
 A. same B. unlike C. differ D. dislike
7. The _____ of the novels has been a great pleasure and encouragement.
 A. succession B. success C. successor D. successive
8. The endless _____ of meetings wore us out.
 A. succession B. success C. successor D. successive
9. Marry is very _____. She sings every time she is happy.
 A. alive B. lively C. living D. alive
10. The university has graduated a lot of _____ people.
 A. worth B. worthwhile C. while D. worthy

Part B Main Dishes



I. Traditional Passage Reading (TPR)

There are four passages in this part. Each passage is followed by five questions or unfinished statements. Please choose the best answer and circle the corresponding letter.

(1)

I would like to share my experience of foreign language learning in the past years.

Pick a language that you like: I cannot stress the importance of this first tip. I prefer to study languages that sound nice to me. If a language sounds ugly to my ears, I will resist it, and when trying to learn, I'll resemble somebody who is "bad at learning languages".

Listen, listen and listen more: Let the sound of the language sink into your ears and brain. One can spend months doing this. This is how babies learn languages and it works. The more you listen, the better your pronunciation will be when you attempt to speak.

Pick a language that is useful for you: When deciding what language to study, I recommend you strongly consider your goals in life. While studying one language might be fun, it may have no relevance to your career or other plans.

Start with the "big" languages: Languages are grouped into families. For example, there are the Latin-Based languages like French, Spanish, Italian and Portuguese and Germanic-based languages such as German, Swedish and Norwegian. Within one family pick one language and master it. Then, the other languages within the group or family will almost be like freebies (免费赠品)!

Make friends with native speakers: This tip is overlooked by so many people. I'll share my experience. I started learning Mandarin Chinese in college. I tried so hard to make friends with native speakers on my campus. But, the problem was that they all wanted to practice English and my Mandarin did not advance. So, when I arrived in Asia I made it a point to make friends with people

who did not speak English and who took little interest in learning languages. The results far exceeded my expectations.

Take advantage of the Internet: There are so many sites today which connect speakers of foreign languages with people who want to learn them. Use the technology! Also, there are many websites offering great resources for learning languages. I like Touchchinese as they offer excellent *podcasts*, including various videos and audios, for learning French, Spanish, Italian and Mandarin courses.

At last, I hope you guys can outline the experience and find one best method for yourself.

(380 words)

- If a language sounds bad to me, I will _____ it.
A. pick B. stand C. take D. refuse
- When you listen more, you will _____.
A. attempt to speak more B. try to learn more
C. speak better D. read more
- Why did my Mandarin not advance at the beginning?
A. Because I did not try to make friends with native speakers.
B. Because native speakers on my campus all wanted to practice English.
C. Because native speakers on my campus took little interest in learning English.
D. Because the difficulties of learning Mandarin were far beyond my expectations.
- According to the author, making good use of the internet can _____.
A. give us a lot of information B. increase our eager to learn
C. arouse our interest to learn D. make us more useful
- What does the word "*podcasts*" in Paragraph 7 mean?
A. A series of digital media files. B. A series of websites.
C. A series of computer games. D. A series of software.

(2)

You do not have to be a linguist or a full time student to learn a new language, and you do not have to have any prior experience with learning a foreign language. Regardless of your age or experience level, you have exactly what it takes to learn a new language to the level that you want, provided you follow some basic guidelines.

Get motivated (有积极性的) and stay motivated: You have to want to do it. Whether you are learning because of a life-long desire, an upcoming vacation, a business trip, family relationships or whatever reason — you must keep this in mind and stay motivated. Your reason to begin learning is what will get you started and this must also be the reason to keep you going when the going gets tough. Your reason for learning a new language will define (定义) your goals and also keep you motivated to reach them or exceed (超过) them.

Assess your situation — what level you are at: Before you jump right in and start studying, first determine how much you already know of the language and how much you know about how to learn languages. If you're starting from scratch with no knowledge of the language at all, then there's no problem — you are at the starting line.

But, what if you've had a few classes or even a few years of high school or college studying and you want to complete that education without going back to school? Use the internet to help you determine where you are at. Use some of the freely available online resources to review, refresh your memory and test yourself. Then you will have a better idea of what you need to learn and a clearer picture of what kind of materials you will need.

Also, take inventory of what learning materials you may already have for learning this new language. The internet alone can provide you a number of supplemental (补充的) resources that will help you. Try reading a few books on how to learn languages as well.

Set goals: Failing to plan is planning to fail. Set realistic goals for yourself. Not simply: "I want to speak Italian", but be more precise. "I want to finish that textbook." Then set specific, achievable goals within that larger framework — "I want to finish one chapter a week." If you set a goal that is unrealistic, you may fall too far behind your own expectations and squash your belief and motivation. If you set more reasonable goals, you will succeed and then feed your own desire to learn more. Don't get down or discouraged if you don't meet or exceed a goal, but do reward yourself when you do. (470 words)

1. Your reason to begin learning is what will get you started and this must also be the reason to _____ when the going gets difficult.

A. make you not give up	B. make you give up
C. make you reach the language	D. make you go on the business trip
2. The reason why you learn a new language will define your goals and also _____.

A. make the going get tough	B. make you keep a business trip in mind
C. encourage you to get to your goals	D. make you keep a life-long desire in mind
3. Before you begin to study, first you should _____.

A. make a determination	B. evaluate your situation
C. know the language	D. learn the knowledge of the language
4. If you _____, then there's no problem that you are at the starting line.

A. have some knowledge of the language	B. know the language a little
C. know a lot of the language	D. completely do not know the language
5. If you set unrealistic goals, you may _____.

A. not lag behind your expectations	B. succeed
C. not crush your expectations	D. not live up to your expectations

(3)

Some of the advantages of online classes include the flexibility and convenience of when and how you do your work. But taking classes online is a lot more challenging than it may seem.

Are you considering taking some or all of your courses online? Then make sure you're ready to succeed. Online learning can sound so wonderful that some students start online courses without a clear picture of what is expected from them. Online courses require just as much, if not more, time and energy than traditional classroom courses. Also, online learning requires specific computer skills and learning strategies in order to succeed.

Do you have what it takes to be an online student?