

全新版大学英语 第二版

New College English

综合教程 4

Integrated Course

综合训练 新题型

主 编 孙倚娜

本册主编 顾卫星

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前 言

外语学习的主体是学习者本人，决定外语学习效果的关键因素之一是学习资源。众所周知，众多大学英语学习者都希望在课堂内外得到更多学习和应用英语的机会，希望有更多的机会阅读和听懂他们需要的信息，希望有更多的机会写出和说出他们的所感所想。有鉴于此，我们专门为《全新版大学英语(第二版)》系列教材之《综合教程》编写了配套的《综合训练》，旨在为广大的大学英语学习者创造充足的英语听、读、写、译机会，通过进一步强化英语输入与输出互动性实践训练，促进大学英语学习者英语综合应用能力的有效提高，帮助大学英语学习者尽快提高英语交流能力。

为了向广大的大学英语学习者提供高质量的英语学习辅助教材，我们专门组织了多所高校英语教学研究专家和资深教师精心设计了本套《综合训练》。就英语学习内容的设计而言，《综合训练》与《综合教程》的话题完全配套，同时又特别增加了语言内容时效性更强、与当代大学生学习、生活及个人发展息息相关的英语听、读、写、译学习材料；就语言形式学习任务的设计而言，我们遵循二语习得规律，并参考了国际上一些外语学习能力标准，如《欧洲语言共同参考框架：学习，教学，评估》，注重促进学习者从英语学习向英语习得转化。《综合训练》所提供的英语学习任务语言难度逐步提高，题型设计多样化，以满足大学英语学习者不同阶段的个性化学习需求，进而更有效地促进其英语学习效果的真正提高。

《综合训练》既是《综合教程》的配套练习，同时也充分考虑了广大大学英语学习者的多种学习需求。我们在英语学习任务的设计形式上充分考虑并借鉴了国内外重要的、常见的英语考试形式，以便正在备考“大学英语四/六级考试”、“全国硕士研究生入学英语考试”、“雅思”和“托福”考试的大学英语学习者使用。此外，《综合训练》提供了全部练习的答案和听力训练的文字材料，一方面便于大学英语学习者进行自我学习和测试对照，同时也为使用《综合教程》的大学英语教师们提供了非常合适的过程性评估材料。我们相信，通过使用《综合训练》，广大大学英语学习者在语言形式与内容结合的英语实践过程中，将更有效地改善英语学习策略、提高跨文化交际能力和英语综合应用能力。

《综合训练4》与《综合教程4》配套，由8个单元组成。每个单元有一套完整的练

习题，具体结构如下：

第一部分：“听力理解训练”(Listening Comprehension)，含短文两篇或长对话和短文各一篇。

第二部分：“语言形式训练”(Language Form Focused Practice)，重点帮助学生复习和掌握《综合教程4》各单元所学的关键单词、词组、结构以及用法。

第三部分：“阅读理解训练”(Reading Comprehension)，含文章四篇，题型丰富多样。

第四部分：“综合技能训练”(Integrated Skills Development)，含英语写作、英汉互译练习。

上述各部分的内容选择和任务设计紧扣单元主题，旨在激发学习者的学习兴趣，帮助其拓展主题文化和相关背景知识，在深刻领会相关主题的同时有效地用英语交流主题思想。多样化的题型设计是《综合训练4》的编写特色，题型设计较大幅度地增加了应用型等主观题型的比重，目的是为学习者掌握英语语言形式、习得英语语法结构、拓展文化知识、提高实际应用英语的能力提供个性化的途径。

编写一本精品配套练习册是我们至诚的追求，但由于我们水平有限，如有不足之处，敬请广大读者和同行批评指正。

编者

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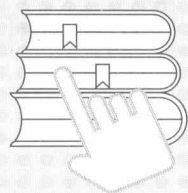
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Comprehensive Practice



Unit 1

Fighting with the Forces of Nature

Part I Listening Comprehension

Task 1

Directions: In this section, you will hear a passage. At the end of the passage, five statements will be raised. Read the statements carefully and decide whether the statements are true or not by writing T for true and F for false.

Statements 1–5 are based on the passage you have just heard.

1. [] A snowstorm which lasts about five hours with winds blowing at 25 miles per hour qualifies as a blizzard.
2. [] Whenever there is a blizzard, hundreds of people will die.
3. [] Due to zero visibility, it is almost impossible for people to travel when there is a blizzard.
4. [] People can be warned of a blizzard in advance, so they can be fully prepared for the intensity of it.
5. [] After a blizzard, it is totally impossible to find people trapped in vehicles.

Task 2

Directions: In this section, you will hear a passage. At the end of the passage, five questions will be asked. Answer each question by providing necessary information.

Questions 1–5 are based on the passage you have just heard.

1. US government's measures to prevent the spread of Ebola:
_____.

2. Reasons for a fever check failure in Duncan:
_____.

3. Causes for the panic over Ebola in the US:
_____.

4. Means of Ebola virus spread:
_____.

5. Duncan's symptoms of Ebola infection:
_____.

Part II Language Form Focused Practice

Task 1

Directions: In this section, you will see some names of natural disasters in the Word Bank. Pick out the name that best matches each of the definitions.

avalanche | blizzard | drought | desertification | epidemic
earthquake | forest fire | famine | flood | hailstorm
hurricane | landslide | mudflow | rainstorm | sand storm
solar flare | tornado | tsunami | volcanic eruption | typhoon

1. _____: A violent wind which has a circular movement, especially found in the West Atlantic Ocean.
2. _____: A sudden violent movement of the Earth's surface, sometimes causing great damage.
3. _____: A mass of rock and earth moving suddenly and quickly down a steep slope.
4. _____: A strong dangerous wind which forms itself into an upside-down spinning cone and is able to destroy buildings as it moves across the ground.
5. _____: A severe snow storm with strong winds.
6. _____: A very serious lack of food for a great number of people, causing illness and death.
7. _____: An extremely large wave caused by the movement of the earth under the sea, often caused by an earthquake.
8. _____: A long period when there is little or no rain.
9. _____: A sudden heavy fall of hail.
10. _____: A large amount of ice, snow and rock falling quickly down the side of a mountain.

Task 2

Directions: In this section, you are required to replace each of the italics with the word or expression from the text without changing the meaning.

1. She is determined to succeed and she won't let anything *prevent her*.

2. The first part of the film was interesting but the second half seemed to *go slowly because it was boring*.

3. I arrived in London on a *cold and wet* winter morning.

4. The news of her best friend's death *took her by surprise*.

5. Attacks by enemy aircraft forced the tanks to *go away* from the city.

6. New technology *has caused* my old computer *to be* obsolete.

7. Any lengthy period of separation inevitably *causes damage to* a relationship.

8. Never *fail to understand how strong* your opponent *is*.

9. Despite public complaints, the company *continued* with its plans *in a determined way*.

10. The talks *are unable to advance because of giving too much attention to* details.

Task 3

Directions: In this section, you will read three short paragraphs with some words or expressions missing. Complete each paragraph with the words or phrases in the brackets. Make additions or changes where necessary.

The Black Saturday bushfires were a series of bushfires that ignited or were burning across Victoria on and around February 7, 2009. As many as 400 individual fires 1 _____ that day. The fires resulted in the nation's 2 _____ loss of life from a bushfire: 173 people died and 414 were injured as a result of the fires. That day has become widely 3 _____ Black Saturday. (refer to as; record; high)

A group of researchers was assembled to look at the key issues 4 _____ out of the bushfires. The final report notes that four of the five major fires spread two to three times faster than 5 _____ and that spotting of the fires ahead of the main fire front played a major part in the forward rate of 6 _____. (predict; arise; fire spread)

The report also notes that the fires affected 78 townships, many badly damaged and some were 7 _____ completely destroyed. Many residents were not prepared for the 8 _____ of the fire and 9 _____ last-minute planning and preparation took place on the day of the fires. In addition, fire agencies and councils were only modestly successful in alerting communities about effective preparation and the severity of 10 _____. (considerable amount of; all but; fire danger; severe)

Task 4

In English some adjectives, such as **concerned**, **involved**, **present**, **responsible**, etc., have different meanings when they are used before and after a noun.

e.g.

I was asked for my **present** address. (= my address now)

All the people **present** approved of the decision. (= who were there)

The party was excellent, and I'd like to thank all the people **concerned**. (= involved)

Cars drive too fast past the school and **concerned** teachers have complained to the police. (= worried)

Directions: In this section, you are required to write the word given in the bracket in one of the spaces in each sentence, either before or after the noun, as appropriate.

1. Kevin always seemed such a _____ boy _____. (responsible)
2. Most of the _____ people _____ in the battle are now dead. (involved)
3. New regulations have come into force on the storage of dangerous chemicals, and all the _____ companies _____ have been notified of these. (concerned)
4. There were over three hundred _____ people _____ at the meeting. (present)
5. This _____ process _____ takes three days. It's very complex. (involved)
6. Young as he is, this recent college graduate is a _____ man _____ to the task. (equal)
7. Clara and Adam were the _____ children _____ for the damage. (responsible)
8. The committee will consider your application in _____ course _____. (due)
9. She had an _____ expression _____ on her face. (absent)
10. They are mostly young _____ people _____ from school. (fresh)

Part III Reading Comprehension

Task 1

Directions: In this section, you will read a passage with 10 blanks. Complete each blank with a word from the following Word Bank. Each choice in the bank is identified by a letter. Write the corresponding letter for each blank.

In any part of the world, a drought can occur. This is a 1 _____ and natural disaster which can affect any country; and this is a 2 _____ element of climate. Of course, if the weather is balanced all throughout the year, then the 3 _____ of drought is very uncertain. However, not all parts of the world have a balanced weather system.

Even those with 4 _____ weather, the climate can handle things and not cause

any droughts to suffer. However, not all parts of the globe are this 5 _____ and do suffer badly from drought. However, most can avoid a drought or the impact, especially those who grow their own crops, by using the crop 6 _____ method.

However, if a drought recurs and continues to recur, it can in fact lead to 7 _____. This can happen if a region or area of land has seen a 8 _____ period of drought or a reoccurrence of droughts. When desertification occurs due to drought, it can have a huge and very much 9 _____ ecological catastrophe such as that of the Horn of Africa, the scene of recurring droughts.

In some countries around the world, a drought can cause wars. People cannot grow crops and cannot make a living and many struggle to get food sources to allow them to 10 _____. As a result wars can break out; there have been several civil wars breaking out because of droughts.

- [A] recurring [B] survive [C] grave [D] prolonged [E] rotation
[F] normal [G] crucially [H] unbalanced [I] completely [J] likelihood
[K] inhabited [L] warning [M] retreats [N] lucky [O] desertification

Task 2

Directions: In this section, you are going to read a list of headings and a text about tsunami. Choose a heading from the list A–G that best fits the meaning of each numbered part of the text (1–5). The first and last paragraphs of the text are not numbered.

- [A] Strongest Tsunami in History
[B] Prevention of a Tsunami
[C] Causes of a Tsunami
[D] Conditions Needed for the Formation of a Tsunami
[E] Definition of Some Tsunami Related Terms
[F] Formation of a Tsunami
[G] Problems Caused by Tsunami

A tsunami is a series of gigantic water waves that causes a surge of water onto land. These surges can reach heights up to 100 feet. The massive height of the surges can lead to devastating effects when it crashes over land. It can occur in large lakes but mainly in seas.

1. _____

To better understand a tsunami, it is important to understand the following terms.

Tide: The term “tide” refers to the alternate rising and falling of the sea level at shores.

Seismic waves: Seismic waves of energy that travel through the Earth’s crust layers

or plates, and are a result of an earthquake or a volcano eruption which can lead to tsunamis.

Surge: A surge of water is a strong swelling volume of water.

Earthquake: A sudden and violent movement of a portion of the earth's crust, and the series of vibrations that follow.

Earth's crust: This is the solid thin layer that covers the outside of the earth. It is the solid layer upon which we live. To put it in perspective, think of it as the skin on the outside of an apple.

Plate: A plate is a section of the earth's crust. Plates slide along either beside, over or under each other, causing friction and pressure between the plates.

Teletsunami: A tsunami which causes damage a long distance away from the source has been given the name "teletsunami". These types of tsunamis are not produced by horizontal motions, but by vertical motions in the seabed.

2. _____

Tsunami waves are caused by large underwater earthquakes where there are tectonic plate boundaries. They can also be caused by volcano eruption under the ocean or lake. Even giant landslides have been known to cause large tidal waves or tsunamis in the past. Tectonic plates are sections of the earth's crust that move against each other. When the pressure of the tectonic plate at the ocean floor releases pressure, it causes the water above to create a series of rolling waves which will build up to cause more turbulent and fast moving waves. These waves will turn into one large wave and will eventually result in a tsunami.

3. _____

When tsunamis begin to form, they only appear a foot or so high in the deep ocean. This makes them impossible to distinguish. As they get closer to the shoreline and enter shallower water, their energy and height grow to drastic measures. The speed and momentum increase due to the top of the waves moving faster than the bottom does.

The lowest point under the wave usually reaches the shore first. When it reaches the shore, it produces what is described as the "vacuum effect", which sucks the coastal water into the sea and gives the opposite effect of a tsunami. When this occurs, the sea floor is left completely waterless and totally exposed. This is the first sign that a tsunami is about to hit.

The next stage causes the most serious and devastating effects. About five to ten minutes after the water retreats, the tsunami will hit. This gives people little time to escape the wrath of the tsunami; however the warning can save lives. When a tsunami hits it is important for people to remember that the danger may not have passed with the first wave or two. The aftershock of earthquakes can cause more waves to occur, sometimes even hours after the initial wave hits. The best defense against any tsunami is early warning that allows people to seek higher ground.