

# 全新版大学英语 第二版

## New College English

# 综合教程 2

## Integrated Course

# 综合训练 新题型

主 编 孙倚娜  
本册主编 臧 庆  
尤 蕾

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Integrated Course

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编 者 朱 彦 王竞雄 王玉括

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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，广大的大学英语学习者都非常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掌握英语交流能力。

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育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》，注重促进学习者的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学习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2》与《综合教程2》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)，含短文和听写填空各一篇。

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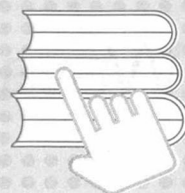
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# Comprehensive Practice



# Unit 1

## Ways of Learning

### Part I Listening Comprehension

#### Task 1

**Directions:** In this section, you will hear a passage. At the end of the passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked [A], [B], [C] and [D].

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

1. [A] She hit the bad report card.  
[B] She was scared.  
[C] She was punished.  
[D] She hid the bad report card.
2. [A] The class size.  
[B] The student's ability.  
[C] The time of day the class is held.  
[D] The environment.
3. [A] Parental pressure.  
[B] Parental encouragement.  
[C] The student's effort.  
[D] The student's ability.
4. [A] The parents' interests.  
[B] The parents' concerns.  
[C] The child's present challenges.  
[D] The child's potential abilities.
5. [A] Effort is not necessarily the problem.  
[B] Punishment only makes it worse.  
[C] Communication with your child might be advantageous.  
[D] Encouragement might make less sense.

## **Task 2**

**Directions:** In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.

Where teaching was closely \_\_\_\_\_ 1 \_\_\_\_\_ the needs of the employer, methods of teaching and learning were also a real strength. Students took high levels of \_\_\_\_\_ 2 \_\_\_\_\_ for their own learning and understood commercial factors of delivering work to a high standard and to agreed deadlines.

In Nanjing some students were involved in a commercial business making and selling circuit boards to industry. This business operated 24 hours a day, seven days a week and the \_\_\_\_\_ 3 \_\_\_\_\_ were split between those students working in the business and the college.

This is a model developing here, \_\_\_\_\_ 4 \_\_\_\_\_ through the learning companies pioneered by members of the Gazelle Colleges Group. As more students become involved in commercial operations, from running salons and spas to gyms and public car parks, we need to look at the implications of being truly commercial. If we want to \_\_\_\_\_ 5 \_\_\_\_\_ our students are work-ready, then they need to understand the drivers of supply and demand and work to a very different timetable than those \_\_\_\_\_ 6 \_\_\_\_\_ by most schools and colleges.

What I observed in China were instances of vocational teaching truly being \_\_\_\_\_ 7 \_\_\_\_\_ vocational skills. The focus was on becoming an expert in your craft, \_\_\_\_\_ 8 \_\_\_\_\_ an expert in academic writings about your craft.

In the UK, as well as in much of China, we maintain a bias towards academia (学术界) which \_\_\_\_\_ 9 \_\_\_\_\_ the days of Socrates and which was only ever designed to support higher-level thinking skills. China is now aware that it needs to focus on building its technical workforce and is \_\_\_\_\_ 10 \_\_\_\_\_ the profile of skill training by making links with really first-rate employers.

## **Part II Language Form Focused Practice**

### **Task 1**

**Directions:** In this section, you will read five short paragraphs with some words or expressions missing. You are required to complete each paragraph by using the words or phrases in the brackets to fill in the blanks. Make additions or changes where necessary.

We cannot price the middle class out of a college education. That's why I proposed major new reforms to make college more affordable and make it \_\_\_\_\_ 1 \_\_\_\_\_ for folks \_\_\_\_\_ 2 \_\_\_\_\_. (easy; pay for their education)

First, we're going to start rating colleges \_\_\_\_\_ 3 \_\_\_\_\_ opportunity — are they helping students from all kinds of backgrounds succeed, and on outcomes — their value to students and parents. In time, we'll use those ratings \_\_\_\_\_ 4 \_\_\_\_\_ that the colleges that keep their tuition down are \_\_\_\_\_ 5 \_\_\_\_\_ that will see their taxpayer funding go up. (base; make sure; one)

Second, we're going to jumpstart competition between colleges over innovations that help more students graduate in less time, at less cost, while \_\_\_\_\_ 6 \_\_\_\_\_. A number of schools are already testing new approaches, like putting more courses online or \_\_\_\_\_ 7 \_\_\_\_\_ competence, not just hours \_\_\_\_\_ 8 \_\_\_\_\_ in the classroom. (maintain quality; base course credit on; spend)

And third, we're going to help more students \_\_\_\_\_ 9 \_\_\_\_\_ manage their debt, by making more of them eligible for a loan repayment program called Pay-As-You-Earn, which caps your loan payments at 10 percent of what you make. And we'll reach out directly to students to make sure they know that this program exists. (responsible)

These reforms won't \_\_\_\_\_ 10 \_\_\_\_\_ everybody. But the path we're on now is unsustainable for our students and our economy. (popular)

## **Task 2**

**Directions:** In this section, you will read 10 incomplete sentences. You are required to complete each sentence with a word or expression given in the word bank. Change the form where necessary.

account | annual | attach | bold | devise | end up  
estimate | evolve | exaggerate | find one's way | initial  
in the way | keep track of | make up for | mess up | priority  
standpoint | somewhat | throw light on | undoubtedly

1. It's difficult to \_\_\_\_\_ the importance of sleep.
2. Forbes \_\_\_\_\_ in prison for not paying his taxes 2 years ago.
3. In a surprisingly \_\_\_\_\_ move, he is threatening court action against the company.
4. List your tasks in order of \_\_\_\_\_.
5. \_\_\_\_\_, public interest in folk music has declined.
6. His books have sold in the millions, but from a literary \_\_\_\_\_ they aren't really very good.
7. Investigators hope to \_\_\_\_\_ what started the fire.