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当代大学英语 ACTIVE ENGLISH

同步训练

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第2级

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当代大学英语

同步训练 第 2 级

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前 言

《当代大学英语》是按照 1999 年新颁布的《大学英语教学大纲(修订本)》精心编写的一套“以学生为中心的交互式”教材。它重在提高学生的英语语言运用能力,培养学生听、说、读、写、译等方面的综合能力,充分体现了新教学大纲的要求,具有很强的时代性和前瞻性。《当代大学英语同步训练》共分 4 册,分别与外研社出版的《当代大学英语》1—4 册配套,所有练习均按《大学英语四级考试大纲》的要求和题型设计的,其中的词汇、语法练习均按《当代大学英语:综合英语》中的语言要点编写的,旨在帮助学生更好地巩固并掌握《当代大学英语:综合英语》中的语言要点,熟悉并掌握大学英语四级考试的题型和解题技能。

《当代大学英语同步训练》的内容和特色如下:

- (1) 每册由 12 个单元组成,分别按《当代大学英语:综合英语》的单元顺序和课文主题编写,每个单元由 4 篇短文、单词注解、练习(Reading Comprehension, Short Answer Questions, Translation, Vocabulary and Structure, Cloze)和答题解析组成。1—2 册中每个单元附有 80 道练习题,3—4 册中每个单元附有 100 道练习题和一篇写作练习。
- (2) Reading Comprehension 部分旨在帮助学生提高阅读速度 and 理解的准确性。
- (3) Short Answer Questions 部分可帮助学生提高在理解短文的基础上用英语表达的能力。
- (4) Translation 部分是为了训练学生根据上下文准确理解英语句子并将其翻译成通顺汉语的能力。
- (5) Vocabulary and Structure 是根据《当代大学英语:综合英语》课文中重点词汇和句型编写的练习,是课文知识的补充和延伸,旨在帮助学生进一步巩固课文中所学的语言知识。
- (6) Cloze 部分是帮助学生提高英语综合应用能力的训练。所选的短文仍然是所在单元中的同一主题,具有很强的知识性、趣味性和可读性。
- (7) Writing 部分旨在帮助学生提高英语写作能力。

所有练习都附有答案和解析;写作练习还附有范文,帮助学生知其然和所以然,以便触类旁通,举一反三。

本书的不足之处,请读者批评指正。

编者

2001 年 8 月

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Unit 1 Study Skills

Directions: Read the following passages as quickly as possible and then finish doing the exercises followed before checking the answers. The “Vocabulary & Structure” is specially designed for you to review the same unit of Comprehensive English you have just learned. You are required to finish it within 90 minutes.

Passage 1

Today, many standardized tests require more than multiple choice; students are asked to provide written answers to open-ended questions. Integrate these 10 test-taking strategies into your regular curriculum, and get students prepared to take on the tests and come out on top!

Read all directions carefully to make sure you know what you are supposed to do. Take a quick look at the questions before you read a story or article so you know what to look for in the text. If, for example, all the questions about a story are concerned with the characters and the sequence of events, then you must pay closer attention to those two elements as you read.

Look for key words (such as who, what, when, where, why) to help you decide how to answer the question. For example: Why did Randall go back to the railroad station? The key word here is why. It tells you to look for a cause or a reason. How are zebras different from horses? The key word in this question is different. You will need to concentrate on explaining how the creatures differ.

Use the parts of the question to help plan your answer. For example: Choose the person from the story whom you admire most. Write a paragraph telling why you admire that person. Use details from the story to support your answer. To answer this problem, think about its three parts. First, choose the person you admire. Next, jot down reasons why you admire the person. Then, go back to the story to find details to support your ideas.

Look back at the text to find the information you need. For some reason, many students seem to think that once they have read a selection they cannot go back to it. This is not true. Feel free to go back to the text to find the answer to each question.

Think first, then write. Especially with essay questions, planning your response is helpful. Jot down notes before you write your response. Use prewriting strategies (such as brainstorming, note taking, and outlining) to organize the information you need and help decide how to present it. This approach will save valuable time by improving your focus—clarifying your thoughts before you record them on paper.

Write clearly and legibly. You will not receive any credit for an answer if the person scoring the test cannot read it. Also, be direct and concise. Using more words than necessary will not earn more points.

Pay attention to how the test will be scored. Many short-answer items, for example, are scored 1

(correct) or 0 (incorrect) for content only. For these, write the correct answer and move on. For questions that are scored on a scale (such as 0-2, 0-4, or 0-5), you can earn more points for answers that are more complete and are written with correct grammar, punctuation, capitalization, and spelling.

Manage your time. Many tests must be completed within strict time limits. To score as well as you can, you need to answer as many questions as possible. Before you begin working, think about how much time you have for each question. Keep track of the time as you work, and stick to the schedule. If you come to a question that seems too difficult, skip that question and come back to it later.

Check your work. When you have finished answering all the questions, go back and check to make sure each answer is written clearly and correctly. Don't hesitate to make changes if you have time to do so, but make sure your corrections are clear and easy to read.

(544 words, from *Instructor*)

NOTES:

integrate *v.* to (cause to) join something else so as to form a whole (使)结合;(使)成为一体

be supposed to 应该

curriculum *n.* a course of study offered in a school, college, etc. (中小学校、大学等)全部课程

sequence *n.* the order in which things follow one another 顺序

zebra *n.* a horse-like African wild animal with broad dark brown and white lines all over the body (非洲)斑马

jot down to write quickly, esp. without preparation 草草记下

legibly *adv.* (of handwriting or print) that can be read, esp. easily (指笔迹或印刷)易读地;字迹清楚地

approach *n.* a manner or method of doing something 方式;步骤

credit *n.* (esp. in the US) a measure of work completed by a student, esp. at a university (尤指美)学分(大学里)

concise *adj.* short and clear; expressing much in few words 简洁的

brainstorm *n.* a sudden clever idea (非正式)突如其来的好主意

punctuation *n.* (the marks used in) punctuating a piece of writing 标点

capitalization *n.* writing or printing in capital letter (书写或印刷时)大写字母的使用

skip *v.* to move in no fixed order 无次序地转换

EXERCISES:

I. Now read the passage again and see how many questions you can answer without looking back at it. Just give short answers.

1. What is the passage mainly about?
2. How many test-taking strategies does the author give in the passage?
3. Who does the person scoring the test refer to?
4. What is the key word in the question: Why did Randall go back to the railroad station?
5. Should you keep track of the time and stick to the schedule when you take a test?

II . Vocabulary and Structure

This part is designed for you to get familiar with the key words, expressions and patterns you have learnt .

6. Well, let's put our heads together and find a _____ to the problem.
A) result B) response C) settlement D) solution
7. I hope the boys _____ their quarrel and become friends.
A) answer B) solve C) settle D) resolve
8. From his demeanour on entering the room I _____ that the interview had not gone well for him.
A) inferred B) preferred C) deferred D) referred
9. _____ we have finished the course, we shall start doing more revision.
A) For now B) Now that C) Ever since D) By now
10. They lived up to the spirit of this resolution _____ the war.
A) across B) throughout C) over D) within
11. A good manager is both competent and _____.
A) inefficient B) efficient C) effective D) sufficient
12. Taking a walk in the early morning is always _____.
A) invigorate B) restoring C) quicken D) refreshing
13. The market _____ shows that the new products have enormous potential if they are well developed.
A) symbol B) support C) survey D) inspection
14. Wait a minute. I'll _____ the exact quotation for you.
A) look up B) look into C) look forward to D) look at
15. Just as the builder is skilled in the handling of his bricks, _____ the experienced writer is skilled in the handling of his word.
A) as B) thus C) so D) like
16. No one knew the man's age until he _____ it by accident.
A) revealed B) revise C) rewrote D) reversed
17. I saw him yesterday for the first time and _____ him at once.
A) took to B) took after C) took in D) took off
18. This organization is completely _____ any political parties.
A) relative to B) innocent of C) characteristic of D) independent of
19. The lecture was just getting to the heart of the matter _____ the class period ended.
A) before B) until C) when D) after
20. Today they are often used in affirmative sentences _____ the rules.
A) with the exception of B) in the light of
C) by virtue of D) regardless of

III . keys and Notes

1. Test-taking strategies.
2. Ten.
3. A teacher or an instructor

4. Why.
5. Yes.
6. (D) 本题涉及词义辨析。solution (to) 意为“(问题的)解决办法”,符合题意。result (of) 为“结果”;response (to) 为“反应”;settlement (of) 为“(指问题,纠纷的)解决;和解”。
7. (C) 本题涉及词义辨析。solve, settle, resolve 在中文里都有“解决”的意思,但 solve 和 answer 一样,侧重的是给出一个答案,而 settle 要解决的是某种争端,resolve 和 solve 同出一源,但 resolve 更注重分析和研究的过程,因此更接近于中文的“化解”。
8. (A) 本题涉及形似词的辨义。infer 意为“推论;臆测”,符合题意。prefer 为“喜爱,偏爱”;defer“延缓,拖延”;refer 用在 refer to 动词短语中表示“提到;参考;有关”。
9. (B) 本题涉及词语辨析。now that 意为“既然”,符合题意。for now 为“目前,眼下”和 by now“至今”都只能作状语,不能作为连接词。ever since 为“从……以来,”不符题意。
10. (B) 本题涉及介词的用法。across “穿,穿越”,指从一边到另一边;throughout“贯穿,遍及”,指“时间”时,表示“在……期间”;within 表示“在……以内,不超出”,如:within one's rights; within one hour.
11. (B) 本题涉及词义辨析。efficient 意为“效率高的,能干的”,符合题意。in-是否定性前缀,inefficient 意为“不能干的,不能胜任的”;effective 表示“有效的,生效的”;sufficient 表示“充足的,足够的”。
12. (D) 本题涉及词义辨析。invigorate 意为“使强壮”,意思很接近,但应该用-ing 形式;re-store 为“重建”;quicken“使加快”;refresh 有“使恢复疲劳”的意思。
13. (C) 本题涉及词汇辨析。survey“调查,勘察,检验”,market survey 表示“市场调查”;inspection“视察”。而其它两词与本句句意不符。
14. (A) 本题涉及由 look 构成的词组的含义的理解。look up 意为“查找”,符合题意。look into 表示“调查,观察”;look forward to 表示“盼望,期待”;look at 为“看”。
15. (C) 本题涉及比较状语从句,just as...so...是词组,表示“正像……一样也……”。
16. (A) 本题涉及动词词义辨析。reveal 意为“泄露,透露”;revise 为“修订,修改”;rewrite 为“重写”;reverse 为“颠倒,使倒退”。
17. (A) 本题涉及由 take 构成的词组的含义的理解。take to 意为“喜欢”,符合句意;take after sb.“长得像……”;take in sth“吸收”;take off“脱掉,带走”。
18. (D) 本题涉及词语辨义。be independent of 意为“独立于……,不依赖”。而 relative to 表示“与……有关”;innocent of 表示“对……一无所知”;characteristic of 表示“为……的特征”。
19. (C) 本题涉及 when 引导的状语从句。若句中既有进行时,又有一般时,when 通常位于进行时之前。但 when 若用于一般时之前,则强调动作的突然,when 意为“这时”。
20. (D) 本题涉及词语辨义。regardless of 为“不管,不顾”。而 with the exception of 为“除……之外”;in the light of “借助,按照”;by virtue of “由于”。

Passage 2

The process of reading, of getting meaning from a printed page, is a complex one. It is based in language and shaped by our understanding of the world. Psycholinguists, those who study the relationship between language and cognition, have helped us understand that the act of reading depends on two types of information, visual and non-visual. The visual information we need in order to read comes

from the text itself—the little black marks on the page. However, it is our non-visual information, all our past experiences with language, with books, and with the world around us, that helps us derive meaning from those little black marks.

Think about a time when you have been asked to read some particularly difficult material, perhaps a text on electronic engineering or a manual on programming your VCR. Despite the fact that you could probably “sound out” the words, you still had difficulty making sense of what you were reading. Perhaps you found yourself going back and rereading, trying to understand individual words, but getting more and more frustrated at your lack of understanding. This is the type of behavior that we often see in stragglers young readers. Yet your problems were not due to the fact that you were a poor reader but that you lacked experience with the topic. It is most likely that you had little non-visual information about the topic stored in your long-term memory.

Another factor that enters into our ability to make sense of print is our intuitive understanding of how our language works. As we read, we use our knowledge of meanings (semantics), language structure (syntax), and letter-sound relationships (phonics) to help us get meaning from print. Consider what would happen if you were to encounter the following sentence at the bottom of a page:

Deep within the coal mine, the miner hacked away at the anthra-

If you have had experience with coal mining, you probably knew immediately that the hyphenated word was anthracite. If you lacked that experience, your understanding of English syntax could help you narrow your guess to a noun or adjective, the type of word that follows an article. Now, you might be able to make a guess about the word using the context of the story. If that didn't help, you might have had to turn the page and use your knowledge of letter-sound relationships to sound out each letter, hoping that by sounding out the word you might recognize it. In a young reader, the use of these strategies may be laborious and time consuming. As a fluent reader, you automatically orchestrate these linguistic strategies in order to get meaning from print in the fastest and most efficient way.

The reports of the National Assessment for Educational Progress given every four years have long shown that most senior high school students are adequate at reading literal information—they can answer questions about material if it is stated explicitly on the page. But they do less well when it comes to critical reading—making inferences, analyzing or synthesizing information.

(510 words, from *School Library*)

NOTES:

linguist *n.* a person who studies the science of language (linguistics) 语言学家

cognition *n.* knowing; awareness (including sensation but excluding emotion) 认识; 认知 (包括感觉但不包括感情)

visual *adj.* gained by or connected with seeing 看见的; 视觉的; 凭视力的

manual *n.* a (small) book of information about how to do something, or use esp. a machine 手册; 指南

straggle *v.* drop behind while on the march; stray from the main body 落后; 落伍; 和主队脱离

intuitive *adj.* concerning the power of understanding something without reasoning 直觉的

semantics *n.* the study of the meanings of words 语义学

syntax *n.* the rules of grammar which are used for ordering and connecting words in a sentence 句法

phonics *n.* the use of elementary phonetics in the teaching of reading 基本语音学的应用

hyphenate *v.* to join with a hyphen 用连字号连结

anthracite *n.* very hard form of coal that burns with little smoke or flame 无烟煤

context *n.* the words around a word, phrases, etc., often used for helping to explain the meaning of the word, phrases, etc. 上下文; 文章的前后关系

strategy *n.* (a piece of) skillful planning 妙计; 策略

orchestrate *v.* compose, arrange, score, for orchestral performance 把……编成管弦乐

adequate *adj.* enough; having the qualities needed 足够的; 适当的

literal *adj.* following the usual meaning of the words, without any additional meanings 忠实的; 原义的

inference *n.* the result of reaching an opinion after thinking about (something) 推论; 推断; 臆测

synthesize *v.* to make up or produce by combining parts; (esp.) to make something similar to a natural product by combining chemicals 合成

EXERCISES:

I. Read the passage carefully and do the multiple choice questions.

- Which of the following can be the best title of the passage?
A) Process of reading
B) How to read quickly
C) Pleasures of reading
D) Problems of reading
- According to the passage, what does non-visual information refer to?
A) The little black marks on the page.
B) The useful information to the eyes.
C) The past relevant experiences.
D) The context of an article.
- According to the passage, the problem for a reader to understand a text on electronic engineering or a manual on programming a VCR is that _____.
A) there are so many difficult words in it
B) the reader lacks experience with the topic
C) the text is not well written
D) the topic is too advanced
- What is the main idea of the third and fourth paragraphs of the passage?
A) Semantics is the only way to understand an article.
B) Non-visual information is very important.
C) The syntax is necessary and useful to reading, but not important.
D) The intuitive knowledge of how a language works affects reading.
- What does the author mean by critical reading?
A) Criticize an article by reading.
B) Make some comments on reading.
C) Make inferences, analyze or synthesize.
D) The information is very critical.

II. Vocabulary and Structure

This part is designed for you to get familiar with the key words, expressions and patterns you have learnt.

- He never complained _____ working overtime.
A) on
B) against
C) to
D) of
- A telescope enables us to see stars which are invisible to the human eye _____ giving us a

brighter, clearer image of those which are visible.

- A) as well B) as well as C) as good as D) as much as
8. It's estimated that much of a teenager's time is spent _____ with friends.
A) to talk B) being talked C) talking D) having talked
9. Topics for conversation should be _____ the experiences and interests of the students.
A) relevant about B) relevant to C) in relation about D) relate to
10. She always wants to be the _____ of attention.
A) fixation B) middle C) forecast D) focus
11. It is recommended that the project _____ until all the preparations have been made.
A) is not started B) not be started
C) will not be started D) is not to be started
12. It's usually quiet here _____ Sunday mornings.
A) on B) at C) in D) the
13. Some plants are sensitive _____ pollution that they can only survive in a perfectly clean environment.
A) from B) against C) to D) with
14. We should understand the importance of the industrial revolution and by _____, the coming computer revolution.
A) inference B) reference C) inherence D) preference
15. He failed to make any _____ to the appeal.
A) result B) response C) settlement D) solution
16. _____ seeing the damage he had done, the child felt ashamed.
A) On B) By C) At D) For
17. I think one of our goals as teachers of English is to have students _____ poetry.
A) love B) loving C) loved D) to love
18. Do you remember _____ to Professor Smith during your last visit?
A) to be introduced B) being introduced
C) having been introduced D) to have introduced
19. My parents never approve of _____ staying out during the night.
A) me and Jane B) Jane and My C) Jane's and me D) Jane's and my
20. It is _____ impossible to find a good educational computer program in this part of the country.
A) barely B) hardly C) merely D) nearly

III. Keys and Notes

1. (A) 主旨题。本文首段点明了文章的主题及要讨论的问题: The process of reading, of getting meaning from a printed page, is a complex one.
2. (C) 细节题。作者在文章的第一段给出了 non-visual information 所涉及的内容及在阅读中的作用。
3. (B) 细节题。作者举例说明 non-visual information 在阅读一些技术类文章中的作用。
4. (D) 细节题。第三和第四段在讨论影响阅读的另一方面, 也就是 one's intuitive knowledge of how a language works.

5. (C) (段落)主旨题。指出有些学生在阅读中不会做推断、分析和综合。
6. (D) 本题涉及动词与介词的搭配。complain of 或者 complain about 表示“抱怨,诉苦”,所以只能选择 D,其余均为不正确搭配。
7. (B) 本题涉及 as well as 用法。as well as 意为“除……之外”,后可跟名词成分。而 as well 在表示此意时,前面总是要有 and, 即 and...as well, 且其后无其它成分。
8. (C) 本题涉及动词 spend 的用法。spend time doing sth. “花时间做某事”,为固定用法,动名词短语只使用主动语态及一般时。
9. (B) 本题涉及 relevant 与 to 搭配,表示“有关的,切题的”,该题意为“谈话的题目应该与学生的经历和兴趣相符”。in relation about 应该改为 in relation to, 表示“涉及,关于”。
10. (D) 本题涉及词义辨析。focus 意为“中心”,多指兴趣、趋势等的中心;fixation“使安装,使固定”;middle“中心,中部”,但多指事物两端之间的位置,常用于 in the middle of; forecast “预报,预测”。
11. (B) 本题涉及虚拟语气的用法。在 ask, demand, desire, insist, order, propose, recommend, require, request, suggest 等表示“建议,愿望,命令”等动词所引导的宾语从句中谓语动词要用虚拟语气,即 should + 动词原形,should 可省略。
12. (A) 本题涉及介词的习惯用法。在 morning, afternoon, evening, night 前或后加上定语后一般就得用 on。
13. (C) 本题涉及 be sensitive to 的用法。be sensitive to 是固定搭配,意为“对……灵敏,敏感;易感受”。注意和 (be) sensible of 的区别,后者意为“察觉到”。
14. (A) 本题涉及形似词的辨义。by inference 意为“依照推理”,符合题意。reference“参照,参考”;inherence“内在(性),固有(性)”;preference“偏爱,优先”。
15. (B) 本题涉及词义辨析。solution to 意为“(问题的)解决办法”;result of “结束”;response to 表示“反应”,符合题意;settlement of 指问题等的解决;和解:the settlement of a dispute 纷争的解决。
16. (A) 本题涉及介词 on 的用法。on 可表示时间概念,意为“一……就……”,相当于 as soon as。
17. (A) 本题涉及一些动词带宾补的用法。let, have, make, notice, watch, see, observe, feel, hear 后用不定式作宾语补足语,要省去 to。
18. (C) 本题涉及动词 remember 的用法。remember + 动名词表示“记起过去作过的一件事”。remember + 不定式表示“记住要去做某一件事”。根据题意,应该用被动语态。
19. (D) 本题涉及动名词的用法。Jane's and my 是动名词短语 staying out 的逻辑主语。
20. (D) 本题涉及副词含义的理解。nearly 意为“几乎”,合乎题意。barely“几乎没有”,hardly “几乎不”,merely“仅仅”。

Passage 3

The myth of individual genius and achievement—as opposed to cooperative efforts—is deeply ingrained in American culture. Americans seem deeply committed to the idea of the individual hero. Sports, for example, are more often defined by individual superstars than by the quality of teamwork. Academic excellence is more often personified by the valedictorian than by academic teamwork.

College educators usually ignore the power of academic teams. They should think about the example of David Kroetsch and Pawel Lukaszynski of Resurrection Catholic Secondary School in Kitchener,

Ontario. These high schoolers decided to combine their talents to build a robot for the 1997 International Aerial Robotics Competition. The robot had to take off from a small area, fly over a field, recognize objects lying in it, pick some of them up, and return to and land at the original site. The two students were looking for a challenge; the problem reflected their combined interests (flying, hardware, software) and dealt with cutting-edge issues. Their nine months of work together paid off: their robot received 182 out of 200 points for innovativeness; as the only high school entrants, they won!

The college winner was a Carnegie Mellon student team. It created a robot with a video-processing unit so fast and reliable that the robot could steer visually, identify objects on the ground, bank and fly over a specific object, hover, descend straight down the line of sight, and follow the object around if it moved. Achievements such as these are beyond the capacities of an individual student.

James Watson, who won a Nobel Prize as co-discoverer of the double-helix DNA molecule, recognized this when he stated, "Nothing new that is really interesting comes without collaboration." Despite the remarkable achievements of academic teams, the myth of the genius individual still exists; it underlies educational practice that assumes each student should work separately and apart from classmates.

The truth of this assertion can be seen in the rich theory, research, and practice surrounding cooperative learning. There can now be little doubt that cooperative learning is appropriate to higher education; it works. While it is never easy to implement, when all the critical elements are in place, it is very powerful.

There are still colleges today in which faculty are required to grade on the curve. This norm-referenced approach to student evaluation requires students to compete with each other for grades, which has many unfortunate consequences for academic life. Many professors seek to avoid the pitfalls of such competition by using an individualistic approach to instruction. Each student's efforts are evaluated on a criterion-referenced basis. Yet students are expected to work individually to accomplish learning goals unrelated to those of the other students.

In contrast to competitive and individualistic learning, students can work together cooperatively to accomplish shared learning goals. Each student achieves his or her learning goal if and only if the other group members achieve theirs. Students work together in small groups to ensure that all group members achieve up to a preset criterion. When all group members reach criteria, each member may receive bonus points.

(515 words, from *Change*)

NOTES:

myth *n.* a false story or idea, which may be widely believed 荒诞的见解

ingrained *adj.* fixed deep (inside) so that it is difficult to get out 深植的

valedictorian *n.* a student who delivers the valedictory address 演说者

aerial *adj.* of, from, or concerning the air; happening in the air 空气的

entrant *n.* a person who enters into a profession or competition 竞争者

hover *v.* to stay in the air in one place(指鸟,飞机等)翱翔

assertion *n.* a forceful statement or claim 断言;强硬声明

pitfall *n.* mistakes that may easily be made 易犯的错

criterion *n.* (pl. -ria) an established standard on which a judgment is based 标准

EXERCISES:

I . Put the following sentences into Chinese.

1. The myth of individual genius and achievement—as opposed to cooperative efforts—is deeply ingrained in American culture.

2. Nothing new that is really interesting comes without collaboration.

3. Their nine months of working together paid off: their robot receives 182 out of 200 points for innovativeness.

4. Achievements such as these are beyond the capacities of an individual student.

5. In contrast to competitive and individual learning, students can work together cooperatively to accomplish shared learning goals.

II . Vocabulary and Structure

This part is designed for you to get familiar with the key words, phrases and patterns you have learned.

6. The boy _____ me in checking the machine.
A) helped B) assisted C) helped out D) aided
7. He had been completely exhausted but felt _____ after a meal and a rest.
A) renewed B) recreated C) reshaped D) refreshed
8. He makes notes in the back of his diary _____ the things to be mended.
A) of B) with C) in D) by
9. We have no idea of what illness she suffered from, but I do remember she mentioned _____ in hospital last week.
A) being B) to be C) having been D) to have been
10. He decided to make further improvements on the computer's design _____ the light of the requirements of customers.
A) in B) for C) on D) with
11. I want you to check this _____ because it may have been based on insufficient information.
A) violence B) conference C) deference D) inference
12. The butterfly fluttered _____ the cabbage.
A) under B) below C) in D) over
13. In the experiments we kept a watchful eye _____ the developments and recorded every detail.
A) in B) at C) for D) on
14. The best way to deal with an impolite person is to _____ him.

- A) ignore B) neglect C) omit D) overlook
15. Some of the members demanded to know why they had been kept _____ the true facts until they reached the present critical stage.
A) in ignorance of B) in the light of C) in honour of D) in view of
16. They _____ in spite of the extremely difficult conditions.
A) carried out B) carried on C) carried off D) carried forward
17. The detective and his assistants have begun to _____ the mysterious murder.
A) see to B) come through C) look into D) make over
18. You should have been more patient _____ that customer; I'm sure that selling him the watch was a possibility.
A) of B) with C) for D) at
19. You have nothing to _____ by refusing to listen to our advice.
A) gain B) grasp C) seize D) earn
20. What he said just now had little to do with the question _____ discussion.
A) on B) in C) under D) at

III. Keys and Notes

1. 相对于集体的努力,对个人才华和成就的迷信,深深地根植于美国文化中。
2. 任何真正让人感兴趣且具有新意的事物没有一样不是出自合作的结果。
3. 九个月的合作得到了补偿:他们的机器人在创新分 200 分中,得到了 182 分。
4. 像这样一些成就是单个学生的能力所不能及的。
5. 与出于竞争和独自的学习方式相比,学生们能够一起合作来完成共同的学习目标。
6. (B) 本题涉及词义辨析。help 为最普通用词,指受助者需要;aid“援助”,受助者一般处于危险或困难之中;assist 指协助别人做某事,常与 in 连用。
7. (D) 本题涉及带有相同前缀词词义辨析。refresh 意为“给予新力量,使精神愉快”,符合题意。renew“更新,再做”;recreate“消遣”;reshape“重塑,给以新的形状”。
8. (A) 本题涉及介词的用法。make/take notes of 是固定用法,意为“把……记录下来”。
9. (C) 本题涉及 mention 后跟动名词。根据题意应选(C)。
10. (A) 本题涉及固定搭配。in the light of 是固定搭配,意为“按照;根据;当作”。
11. (D) 本题涉及词义辨析。inference 强调在有前提的基础上下结论的过程,如:What inference do you draw from smelling smoke? 而 violence 为“暴力”;conference“讨论会,会议”;deference“听从,依从”。
12. (D) 本题涉及介词的用法。under 指在某物的正下方或直接低于;below 低于,在……之下,不一定在正下方,反义词为 above; beneath 较正式,常用于文学语言中,可代替 under, below。
13. (D) 本题涉及名词 eye 和介词的固定搭配。keep an eye on 意为“密切注意”,keep an eye open 和 keep an eye out 也有此意。keep an eye 不能与选项中的 in, at 和 for 搭配。
14. (A) 本题涉及近义词的辨析。ignore 多指有意忽略,或故意不理睬。neglect 指对自己职务、义务没有给予应有的重视。如 neglect one's duty 玩忽职守。omit 指由于疏忽没注意而遗漏;overlook“看漏,(监督检查时)遗漏,忽略”。
15. (A) 本题涉及介词短语的意义的理解。in ignorance of 意为“对……不知道(或不了解)”。in the light of 为“根据,按照”;in honour of“对……表示敬意”;in view of 为“鉴于”。根据

题意, 应选 A)。

16. (B) 本题涉及由 carry 构成的词组的含义的理解。carry on 意为“坚持, 继续”, 符合题意。carry out 为“贯彻, 执行”, 如: I expect her to carry out the experiment. carry off 为“拿走, 夺走”; carry toward 为“转入”。
17. (C) 本题涉及动词词组含义的理解。look into 意为“调查”, 相当于 investigate, see to 意为“处置, 处理”。make over 意为“过户, 重新来”。come through 意为“公布, 颁布”。
18. (B) 本题涉及固定搭配。be patient with sb. 意为“有耐心的; 忍耐的; 容忍的”。如: be patient with a tired child. be patient of sth. 是一种古典用法, 意为“能忍受”。
19. (A) 本题涉及词语的辨析。gain 意为“获得, 赢得; 增加, 增进; 获利”, 符合题意。seize “抓住; 捉住; 夺取; 占领”。grasp “掌握; 理解; 抓住”。earn “赚得; 挣得; 博得”。
20. (C) 本题涉及介词的用法。under discussion 是一个习惯搭配。

Passage 4

I arrive a few minutes late for class. The students have not waited for me. I used to wonder if I would feel like a fifth wheel when this happens. Now I'm thrilled to see the students functioning independently. In Group A, Priscilla is drawing a flow chart of adrenal hormones on the blackboard. Group D is huddled over a drawing in a book, trying to understand the anatomy of the adrenal gland. In group C, William is presenting his hypothesis on the diagnosis of a case study patient; Barbara and Ann are questioning some of his arguments. In Group B, the students have not yet begun their scientific discussion; Vijay is showing photographs he took on a trip last summer to see his family in India. I look over his shoulder to see the photographs; they are beautiful, mounted works of art. The students take a few minutes to look at the pictures, and then Jack goes to the blackboard to write their agenda for the day.

These undergraduate students are in a physiology class at the University of Delaware that uses problem-based learning—or PBL—a method in which students work cooperatively in groups to seek solutions to complex real-world problems. The problems are formulated to be interesting to the learners and to drive their learning. Since the students do not have all the information in advance needed to solve the problems, they must pose questions, identify what they need to know and where to find answers, and learn how to make sense of what they find.

After performing the needed research, they bring the results back to the group. Students learn to apply the course content; they develop critical-thinking abilities; and they acquire skills of lifelong learning, communication, and team-building. A trained facilitator guides and supports the students' efforts and skill development.

The class is finishing a problem on reproductive physiology. The students in Group C decide that they want to understand all the hormonal changes during the female reproductive cycle, not just memorize the graphs that appear in the textbooks. The students are drawing their own multicolored graphs on the board, with arrows linking the graphs. They are going into more detail than my level of knowledge. Every so often, Paul, the faculty endocrinologist who co-facilitates this unit, joins them and asks a pointed question. The concentration is intense. First William and then Janet have a look of comprehension on their faces. Then scratching of heads and puzzled expressions as Tom raises a question the group hadn't considered. This continues for a solid hour while I facilitate other groups. All of