

新编大学英语

课外精练

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阅读·语法篇

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阅读·语法篇

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编写说明

根据《大学英语教学大纲(修订本)》对大学英语教学的要求,大学英语教学的目的在于“培养学生具有较强的阅读能力和一定的听、说、写、译能力,使他们能用英语交流信息”。同时,随着改革开放的深入和中国加入 WTO,人们在日常生活和工作中会接触到越来越多的书面英语,这就对提高英语阅读能力提出了更紧迫的要求。鉴于此,我们编写了《新编大学英语课外精练》共两册,旨在配合课堂教学,为学生提供课外英语阅读的指导和练习,培养学生的阅读能力,同时将阅读和技能、阅读和语法结合起来,使阅读能力和其他方面互相促进,更有效地提高学生阅读能力。

本册书的编写宗旨在于扩大学生阅读量,提高阅读理解能力,同时通过练习和讲座巩固英语语法知识,并帮助学生掌握和运用词汇,是一本集多种形式的阅读练习、词汇练习、语法练习和语法讲座于一体的课外阅读书籍。本书的一个显著特点是紧密结合大学英语四、六级考试设计练习,让学生既提高了英语水平,又熟悉了考试的题型,有助于学生通过四、六级。

本书共分为 16 个单元,每个单元均包含四个部分:第一部分,阅读理解;第二部分,词汇与结构等;第三部分,语法讲座;第四部分,答案与注释。每个单元学生可用一周的时间完成,星期一到星期五完成第一部分,星期六完成第二、三部分。根据这样的安排,学生可以在一个学期内完成整本书。这样有助于课外通过日积月累的方式来提高英语阅读能力。学生也可以根据需要自己安排每单元的完成时间。

第一部分:阅读理解(Reading Comprehension) 本部分精选

五篇短文,每篇短文后设计理解练习,练习形式多样化,包括多项选择、简答、翻译、判断正误等。每篇文章字数约为 300 字。

第二部分:词汇与结构(Vocabulary and Structure)等 本部分主要针对词汇与语法设计题目,涵盖的题型除词汇与结构外,还有完形填空(Cloze)、语法纠错(Error Correction)等。

第三部分:语法讲座(Lecture on Grammar) 本部分以丰富的例句对主要语法规则进行讲解,对学生的语法知识加以复习和巩固。

第四部分:答案与注释(Key and Notes) 本部分放在全书的最后,除了给出练习的答案外,还有针对性地对一些难题给予了解释。

本书精心组织与选择阅读文章,精心设计各种练习,讲座浅显易懂,语言生动有趣,答案注释对学生有实实在在的帮助。它可供准备四、六级考试的学生在平时的课外学习中使用,也可供希望提高英语水平的英语爱好者自学使用。

由于编者水平有限,编写难免存在不足之处,恳请使用本书的读者不吝指正。

编者

2002 年 1 月

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Unit 1

==== Reading Comprehension =====

Passage 1

Let children learn to judge their own work. A child learning to talk does not learn by being corrected all the time; if corrected too much, he will stop talking. He notices a thousand times a day the difference between the language he uses and the languages those around him use. Bit by bit, he makes the necessary changes to make his language like other people's. In the same way, children learn to do all the other things they learn to do without being taught — to walk, run, climb, whistle and ride a bicycle. They compare their own performances with those of more skilled people, and slowly make the needed changes. But in school we never give a child a chance to find out his mistakes for himself, let alone correct them. We do it all for him. We act as if we thought that he would never notice a mistake unless it was pointed out to him, or correct it unless he was made to. Soon he becomes dependent on the teacher. Let him do it himself. Let him work out, with the help of other children if he wants it, what this word says, what the answer is to that problem, whether this is a good way of saying or doing this or not.

If it is a matter of right answers, as it may be in mathematics or science, give him the answer book. Let him correct his own papers. Why should we teachers waste time on such routine work? Our job should be to help the child when he tells us that he can't find the way to get the right answer. Let's end all this nonsense of grades, exams,

and marks. Let us throw them all out, and let children learn what all educated persons must some day learn, how to measure their own understanding, how to know what they know or do not know.

Let them get on with this job in the way that seems most sensible to them, with our help as school teachers if they ask for it. The idea that there is a body of knowledge to be learnt at school and used for the rest of one's life is nonsense in a world as complicated and rapidly changing as ours. Anxious parents and teachers say, "But suppose they fail to learn something essential, something they will need to get on in the world?" Don't worry! If it is essential, they will go out into the world and learn it.

I. Multiple Choice

1. What does the author think is the best way for children to learn things?
 - A. By copying what other people do.
 - B. By making mistakes and having them corrected.
 - C. By listening to explanations from skilled people.
 - D. By asking a great many questions.
2. What does the author think of the fact that teachers do what they should not do?
 - A. They give children correct answers.
 - B. They point out children's mistakes to them.
 - C. They allow children to mark their own work.
 - D. They encourage children to copy from one another.
3. The passage suggests that learning to speak and learning to ride a bicycle are _____.
 - A. not really important skills
 - B. more important than other skills
 - C. basically different from learning adult skills

- D. basically the same as learning other skills
4. Exams, grades and marks should be abolished because children's progress should be only estimated by ____.
- A. educated persons
- B. the children themselves
- C. teachers
- D. parents
5. The author fears that children will grow up into adults who are ____.
- A. too independent of others
- B. too critical of themselves
- C. unable to think for themselves
- D. unable to use basic skills

II. True-False Statements

1. Children always make mistakes and adults should correct them.
2. In school, teachers shouldn't help students find the answer.
3. By finding out the answer by themselves, children can learn better.
4. Parents and teachers are always worried that children miss something essential.

Passage 2

Bret Harte, a member of an educated but poor New York family, went to California as a young man in 1854. He settled in San Francisco in 1860 and a year later became editor of the Overland Monthly, in which he published many of his famous stories on the Far East. Harte seems to have succeeded in spite of himself, for he never adjusted to the wild, rough mining country and, for a time, considered the life of the mining camps unsuitable subject matter for literature.

In the 1860's, Eastern magazines featured mostly English authors, but their readers were eager for American fiction. Therefore, when Harte's story *The Luck of Roaring Camp* was reprinted in the Atlantic Monthly, it created a literary sensation in the East. After Harte's initial success, Eastern editors printed other mining camp tales of his, and with the publication of a collection in book form in 1870, he became popular throughout the nation.

Soon after the collection was published, Harte made a triumphant return to the East. He continued to write in New York for seven years, but his stories were uneven in quality and his popularity declined. In 1876 he went to Europe. After serving as a United States consul in Germany and Scotland, Harte settled in England, where he remained until his death in 1902. Although English editors continued to publish his stories, he never regained his popularity, for his tales were for the most part imitations of his earlier successes.

I. Multiple Choice

1. It may be concluded from the passage that Harte did not especially like California because _____.
 - A. he found the life there dull and uneventful
 - B. his friends and family were in the east
 - C. there were few opportunities for writers there
 - D. the Far East seemed uncivilized to him
2. Harte first came to the attention of eastern editors when _____.
 - A. an Eastern magazine printed one of his stories
 - B. the public became interested in English authors
 - C. he returned to the East in 1870
 - D. he became editor of the Overland Monthly
3. Harte achieved national popularity when _____.
 - A. the Atlantic Monthly reprinted *The Luck of Roaring Camp*

- B. a book of his stories was published
C. he returned in triumph to the East
D. he became editor of the Overland Monthly
4. Approximately how many years did Harte spend in the Far West?
A. Eight years. B. Ten years.
C. Sixteen years. D. Twenty years.
5. When the author says that Harte seems to have succeeded in spite of himself, he means that Harte _____.
A. did not think his stories could be called literature
B. was not born into a wealthy family
C. had never been a talented writer
D. did not really want to become rich and famous

II. Short Answer Questions

1. Where did Bret Harte write his popular stories?
2. Why couldn't Harte regain his popularity although his stories were continued to be published?

III. English-Chinese Translation

1. He settled in San Francisco in 1860 and a year later became editor of the Overland Monthly, in which he published many of his famous stories on the Far East.
2. Although English editors continued to publish his stories, he never regained his popularity, for his tales were for the most part imitations of his earlier successes.

Passage 3

Mr. F. Ramses, President of Philippines, celebrated his 65th birthday in a special way of donating (捐献) blood of 280 milliliters. After this done, he immediately flew to inspect state affairs in a

remote border province. That was the 46th time the president had donated blood since 35 years ago. When he was young, he often donated blood twice a year, 500 milliliters each time. "I have been feeling very well. And it's good for one's health to donate blood," said the President happily.

Miss Rosal Caurel, President of the Red Cross Association of Philippines, said, "This time we only draw 280 milliliters of his blood because he is to fly right away for two hours to inspect in other provinces." "The amount of blood plasma (血浆) needed in Philippines per year," she went on, "is about five hundred thousand milliliters, but the amount of blood plasma from the voluntary donators at home every year is only one fifth of that needed. This year we estimate that the number of the donators will surely increase because of the President's playing a leading role." After the President finished donating blood, someone presented him a bottle of beer and two pieces of bread. While chatting with some reporters, doctors and officials present, he drank the beer only. And then he drove directly to the airport to fly to the utmost northern part of Philippines.

I. Multiple Choice

1. How did Ramses, President of Philippines, celebrate his 65th birthday?
 - A. He accepted others' celebration and had a party.
 - B. He inspected state affairs in a far away border province.
 - C. He donated his precious blood to patients.
 - D. He had a bottle of beer and two pieces of bread.
2. How many milliliters of blood plasma can be gotten from the voluntary donators per year in Philippines?
 - A. 500 000 milliliters.
 - B. 100 000 milliliters.
 - C. 50 000 milliliters.
 - D. 280 000 milliliters.

- ## II. True-False Statements

- ### Passage 4

Relations between the United States and Colombia suffered for many years because of an incident involving the Republic of Panama. By the end of the Spanish-American War in 1898, many Americans

felt that an easier and faster way was needed to get ships from the Atlantic Ocean to the Pacific Ocean. Some people in the United States first believed that a canal across Nicaragua was the answer. However, President Theodore Roosevelt decided that a canal through Panama would be a better choice.

In order to build the canal, the United States had to negotiate a treaty with Colombia, which at that time controlled Panama. Roosevelt offered Colombia \$ 10 million plus 4 250 000 a year for 99 years for a six-mile-wide strip of land across Panama. Colombia rejected the United States' offer. This angered President Roosevelt, and negotiations with Colombia ended.

In 1903, a revolution broke out in Panama. United States ships were sent by President Roosevelt to protect the Panamanian revolutionaries from Colombian forces. The revolution succeeded, and Panama declared its independence from Colombia. The United States then negotiated with the newly formed government. A treaty was signed, and the United States began building the canal.

As a result of the incident, Colombia and the United States remained on bad terms for many years. Not until 1921, when the United States agreed to pay Colombia some compensation (赔偿, 补偿) for its lost territory, did relations between the two countries improve.

I. Multiple Choice

1. According to the passage, the United States and Colombia were on bad terms because the United States had _____.
 - A. at first wished to build a canal through Nicaragua
 - B. promised to pay Colombia \$ 10 million for Panama
 - C. wished to build a canal through Panama
 - D. supported Panamanian revolutionaries in their fight for

independence from Colombia

2. From the information in the passage, it can be concluded that the United States _____.
 - A. wanted to build a canal because it was considering starting a war
 - B. felt that building a canal through Panama was worth the risk of ruining relations with Colombia
 - C. believed that a canal through Nicaragua would be profitable
 - D. had lost the Spanish-American War
3. It can be inferred from the passage that an important reason for the decision of the United States to build a canal was to _____.
 - A. develop trade relations with Europe
 - B. improve relations with South American countries
 - C. prevent European ships from reaching the Pacific Ocean
 - D. reduce travel time for its ships in case of war
4. As it is used in the fourth paragraph of the passage, the phrase “on bad terms” means _____.
 - A. to learn to accept something
 - B. on conditions that one / somebody else decides
 - C. to have a bad relationship
 - D. to get along with somebody
5. The tone of the passage can best be described as _____.
 - A. argumentative
 - B. informative
 - C. humorous
 - D. sarcastic

II. Short Answer Questions

1. Why did America have to negotiate with Colombia in order to build the canal through Panama?
2. How did the relations between America and Colombia improve?