

English XP

x p e r i e n c i n g

New

新大学英语

同步练习·卓越篇

Experiencing English

Workbook Learning to excel

总主编 余渭深 王海啸  
主 编 伍忠杰

 高等教育出版社  
HIGHER EDUCATION PRESS

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### 图书在版编目(CIP)数据

新大学英语同步练习. 卓越篇 / 余渭深, 王海啸主编; 伍忠杰分册主编. --北京: 高等教育出版社, 2013. 12

ISBN 978-7-04-039041-4

I. ①新… II. ①余… ②王… ③伍… III. ①英语-高等学校-习题集 IV. ①H319.6

中国版本图书馆 CIP 数据核字(2014)第 007153 号

---

出版发行	高等教育出版社	咨询电话	400-810-0598
社 址	北京市西城区德外大街 4 号	网 址	<a href="http://www.hep.edu.cn">http://www.hep.edu.cn</a>
邮政编码	100120		<a href="http://www.hep.com.cn">http://www.hep.com.cn</a>
印 刷	涿州市京南印刷厂	网上订购	<a href="http://www.landaco.com">http://www.landaco.com</a>
开 本	889mm × 1194mm 1/16		<a href="http://www.landaco.com.cn">http://www.landaco.com.cn</a>
印 张	6.75	版 次	2013 年 12 月第 1 版
字 数	172 千字	印 次	2013 年 12 月第 1 次印刷
购书热线	010-58581118	定 价	20.00 元

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责任编辑: 姚建婷

封面设计: 王凌波

版式设计: 王东岗

责任校对: 姚建婷

责任印制: 韩 刚

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# 前 言

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体验式教学思想自古就有，但一直到20世纪才形成较为系统的体验式教育理念。在第二语言教学领域，人们已经普遍认识到语言、认知和社会知识是三个既有区别，又相互紧密联系的系统。语言学习的过程就是对新的语言系统不断体验、认知、再体验、再认知的过程。语言不但是外部世界在人脑中的反映，也是人们认识、体验外部世界的结果。

近年来，外语教学界所提倡的交际式外语学习强调语言的使用在外语教学中的重要作用。这一点也为体验式外语教学所提倡。但也有越来越多的研究表明，在外语教学中过分强调教学活动的交际性，忽略学习者对学习活动的反思、对新的语言现象的注意和有意识的练习，也不利于有效的外语学习。因此，体验式外语教学在强调语言使用的同时，也注重学习者对自身学习过程的认识。不同的学习者会有不同的学习风格和学习目的。因此，他们也可能选择不同的学习内容，使用不同的学习方法。外语学习的过程应该是一个不断体验和不断反思的过程。

我国大学英语教学现阶段所实施的《大学英语课程教学要求》指出，大学英语是“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”；大学英语教学应“促进学生个性化学习方法的形成和学生自主学习能力的提高”；应允许并使使学生能够“选择适合自己需要的材料和方法进行学习”。这些理念和要求与体验式外语教学思想有高度的一致性。本教材正是遵循这样的理念与要求编写的。

不同的教材编写理念主要体现在对语言材料的选择、编排和处理上。传统的外语教学往往根据语言难度选择和编排在内容上互不相关的语言材料，然后再将一份份完整的语言材料拆开来教授给学生。比如在阅读教学中，教师会在教学中将完整的阅读篇章分割成词汇、句子、段落、篇章结构等不同的形式呈现给学生。外语学习的过程基本上就是处理语言碎片的过程。本教材主张语言学习的过程是学习者对自己的语言体系不断创建和不断完善的过程。学习者不但需要从外界吸收语言形式，还要创造性地使用已有的语言材料，完成实际的交际任务，最终实现构建自己新的语言体系的目的。这也正符合《大学英语课程教学要求》所提出的“培养学生的英语综合应用能力”，“同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”这一总体教学目标。



为此，本教材的每一个单元都是围绕一个具有实际意义的项目来设计的。项目的完成涉及一系列的语言活动。单元学习的结果即意味着项目的完成。而每一个项目的结果都会落实在一个完整的语言形式上，或者是一个演讲，或者是一份研究报告，或者是一次辩论。单元学习过程就是运用不同的语言材料和语言技能完成项目的过程。

在教材构成上，《新大学英语综合教程》和《新大学英语同步练习》形成有机的整体。前者所涉及的教学活动主要是围绕项目的完成而设计的。后者则更加强调对语言形式的学习，以及对相关学习内容和技能训练的拓展。

本书为《新大学英语同步练习》系列“卓越篇”，共8个单元，每个单元由三部分组成，每个部分都与《新大学英语综合教程·卓越篇》的单元主题相关。第一部分是基于一·段视频的视听练习活动，要求学习者在理解视频材料重点信息的基础上写出概要，培养学习者的语言产出能力；第二部分是扩展阅读，除了传统的阅读理解练习，还包括2013年大学英语四级考试阅读改革题型的识别题型；第三部分是语言训练，加强对扩展阅读中词汇、词组、习语等的理解、巩固和扩展学习，并包括一篇短文的汉译英练习，使学习者在翻译中能够应用所学到的词汇、习语、句型等。教材的最后还提供了练习的参考答案。本教材中的相关视频资料请到中国外语网（[www.cflo.com.cn](http://www.cflo.com.cn)）下载。

本教材是我们对体验式外语教学理念在我国大学英语教学中的应用的一次新的尝试。由于编者水平有限，教材中如有疏漏和其他不尽完善之处，还请广大师生提出宝贵意见和建议。

编者

2013年12月

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# Rediscovering Yourself

## Part One

### Word Bank

rut

Morgan Spurlock

Mt. Kilimanjaro

nerd

from scratch

sleep-deprived

John Hodgman

sustainable

刻板的生活

摩根·斯普尔洛克 (美国纪录片导演)

乞力马扎罗山 [非洲]

书呆子

从头做起

剥夺了睡眠的

约翰·霍吉曼 (美国作家)

可保持的, 可持续的

1. Watch the video clip for the first time and report the main idea.

The speaker tries to persuade people to think about \_\_\_\_\_

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2. Watch the video clip for the second time and report the facts or specific information.

List what the speaker did in his 30-day program:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



3. Watch the video clip for the third time and write a brief summary.

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## Part Two

4. Read the following passage, and answer the questions in Exercise A and identify the sections according to the statements in Exercise B.

### Finding Your Inner Genius: The 10 Steps to Creativity

Georgene Lockwood

[A] I happen to know you're a genius. It's true. It's always been true. You just forgot. We all have some kind of genius, but for many of us, life experiences, whether at home, in school, or in the workplace may have done little to confirm that.

So, how do you find your hidden creative genius? One way is through crafts. I believe there are steps you can take to make crafting a process of creative discovery. Take these 10 steps to greater creativity. Once you get started, I guarantee you'll find more!

[B] 1. **Become a kid again.** Watch what little kids do, especially in uninstructed situations. Remember the things you enjoyed doing as a kid? Who supported you in them? Who discouraged you? What did it feel like when you were playing and feeling free to use your imagination? Pretend to be five again.

[C] 2. **Play.** What is play? In my dictionary, one part of the definition is, "freedom of movement within a space; freedom for action or scope for activity." Note the emphasis on FREEDOM. You can feel free to unleash your creative instincts, no matter what your age is. Go to the store and get some play things — stickers, crayons, Play-Doh, bubbles, chalk, pipe cleaners — whatever appeals to your "inner child." Set aside an afternoon or evening to play with them, all by yourself. Sit on the floor with a big piece of paper. Don't worry about making a mess. Try drawing with the opposite hand than you normally do

and feel what it's like to be a little kid learning to write again. Play like this often.

- [D] 3. **Change your inner voices.** As you play, notice the inner voices you hear. Perhaps they sound like this: "I'm too old to be doing this." "I can't draw ... I'm not artistic." "This is silly." Don't let your inner voices stop you.

You can change your "self-talk" any time you want. Start using affirmations (positive statements you repeat often to reinforce changes you'd like to make in your thinking). Develop affirmations that feel good to you, like, "I am a talented, creative person." "I am an ARTIST." This may seem a little strange at first, but as you work at it, it becomes easier.

4. **Take pride in your creations.** Have a place to display what you create. If you're not audacious (大胆的) enough to hang your works up for all to see, keep them in a folder, portfolio (文件档案集), or scrapbook (剪贴簿). Better yet, hang or otherwise display them in a prominent place. Admire them and say, "I made this!"

- [E] 5. **Make a study of creativity.** You can do this in lots of ways. Look at the people in your life you consider really creative. Study them closely. Ask them questions. Interview them. Ask if you could follow them around for a day. Once you observe the behaviors associated with creativity you can begin to model them yourself.

Or, read about creativity. Find out what we've learned about it (or, as I prefer to say, find it). Spend some time with really young children and watch the way they create. Constantly look for new creativity tools — mindmapping (心智图), storyboarding, NLP (neuro-linguistic (神经语言学的) programming), visualization, new software, books, tapes, Web sites — whatever techniques intrigue (激起兴趣) you.

- [F] Some tools for developing creativity you might like to experiment with are:

- **Mindmapping:** a technique originally devised for taking more meaningful notes, which uses icons, images, and keywords to map ideas and relationships between them. You can learn more about this technique in the book *The Brain Book* by Peter Russell.
- **Storyboarding:** an adaptation of the method used by movie makers to visualize the action in a particular scene from the screenplay before shooting. This technique can also be used for problem-solving or improving recall. A good book that explains storyboarding is *Show Me: The Complete Guide to Storyboarding and Problem Solving* by Harry I. Forsha.
- **Neuro-linguistic programming:** NLP for short, this is a way of "re-programming the brain" using various techniques such as modeling and self-hypnosis (催眠). One of its leading proponents, who has added many of his own ideas to basic NLP theory is Anthony Robbins.

- [G] 6. **Exercise your “creativity muscle.”** Creativity is a lot like a muscle. It’s stronger when it gets plenty of exercise. Learn more about problem-solving techniques and try them. Challenge yourself with creative problems and puzzles. Seek out people who are different from you (people from different places and people who hold different beliefs). Try to see things from their point of view. Seek out new experiences that force you to stretch your mind and emotions. Every week, try something new — a class, a lecture, an event — that’s not something you’d usually do.
7. **Feed your creativity.** Along with exercise, creativity also requires good food to grow strong. Feed it with experiences, books, music, and art. Expose yourself to other people’s creativity. Give yourself experiences that stimulate your imagination. Take lots of field trips. Try to take some alone, just for you. Notice what happens. Follow your nose and pursue ideas and events that intrigue you. Make sure there’s space in your life to feed your curiosity.
- [H] 8. **Give yourself quiet time.** If you’re like me, you have a lot of demands on your time. After all, you’re a responsible adult. But, no matter what, give yourself some quiet time EVERY SINGLE DAY. Call it your “time out.” Put your head down on the desk and close your eyes, just like you did when you were in elementary school. Take a long soak in the tub, with bubbles. Take a solitary walk. Guard your quiet time and take good care of it. Put it on your schedule and stick to it.
9. **Capture your creativity.** Find ways to preserve your creative thoughts and ideas. Keep a daily journal or a sketchbook. Or, if you tend to be technology-oriented, keep a tape recorder handy to record your thoughts. Try to do this every day for one month (it helps to do it at the same time each day). Don’t read your journal until the month is up and don’t show it to anyone. Write about anything that comes into your head; don’t judge yourself. See what happens.
- [I] 10. **Reward creativity.** Celebrate often. Develop your own rituals for celebrating, whether you are observing a traditional occasion or a special accomplishment. Give yourself creative gifts, whether they are material or experiential. Reward yourself well and often. Encourage others to reward you, too, and include them in your celebrations.

(1089 words)

**Exercise A.** Answer the questions according to the information given in the passage.

- 1) What does the author mainly point out in the passage?
  - A. Our life experiences haven't confirmed our genius.
  - B. We have forgotten that we used to be geniuses.
  - C. There are 10 steps to greater creativity.
  - D. Everyone has some kind of genius.
  
- 2) In order to become a kid again, it is most important for you to \_\_\_\_\_.
  - A. pretend to be five
  - B. feel free like a kid
  - C. find someone to support you
  - D. know the definition of freedom
  
- 3) If you have created something, the author prefers you to put it \_\_\_\_\_.
  - A. in a folder
  - B. in a portfolio
  - C. in a scrapbook
  - D. in a prominent place
  
- 4) The tool to form a mental image of an action is called \_\_\_\_\_.
  - A. mindmapping
  - B. storyboarding
  - C. modeling
  - D. Neuro-linguistic programming
  
- 5) The author uses experiences, books, music, and art to refer to \_\_\_\_\_.
  - A. the ways to exercise creativity muscle
  - B. the activities to stretch our mind
  - C. the food to feed our creativity
  - D. the challenges to solve problems



**Exercise B.** Each of the following statements contains information given in one of the sections of the passage. Each section is marked with a letter. Identify the section from which the information is derived, and then choose your answer from the choices marked [A] to [I]. You may choose a section more than once.

6) There are many ways for us to develop our creativity, including learning from creative people around us, observing young children and applying some interesting techniques.

[A] [B] [C] [D] [E] [F] [G] [H] [I]

7) It is a good practice to keep a daily journal or use a tape recorder to preserve your creative ideas and read them a month later.

[A] [B] [C] [D] [E] [F] [G] [H] [I]

8) Your creativity will become stronger if you frequently challenge yourself with various creative activities that you haven't done before.

[A] [B] [C] [D] [E] [F] [G] [H] [I]

9) Once you have made some progress in your creativity discovery, you should mark your progress by rewarding yourself in one way or another.

[A] [B] [C] [D] [E] [F] [G] [H] [I]

10) Negative self-talks may prevent you from discovering your creative genius, so what you should do is to use positive statements to encourage yourself.

[A] [B] [C] [D] [E] [F] [G] [H] [I]

## Part Three

5. Choose the word or expression that is closest in meaning to the underlined part in each sentence below.

1) Go to the store and get some play things — stickers, crayons, Play-Doh, bubbles, chalk, pipe cleaners — whatever appeals to your “inner child.” [C]

A. is important for

B. is appropriate for

C. is beneficial to

D. is attractive to

2) Set aside an afternoon or evening to play with them, all by yourself. [C]

A. Save

B. Reserve

C. Make use of

D. Get free on

3) Don't worry about making a mess. [C]

A. ruining something

B. doing badly or poorly

C. behaving foolishly

D. creating an disorder

4) Start using affirmations (positive statements you repeat often to reinforce changes you'd like to make in your thinking). [D]

A. strengthen

B. demonstrate

C. bring about

D. set forth

5) Better yet, hang or otherwise display them in a prominent place. [D]

A. definitely

B. differently

C. in another way

D. apart from that

6) Admire them and say, "I made this!" [D]

A. Look with great pleasure at

B. Have a very high opinion of

- C. Greatly respect
  - D. Wonder about
- 7) Once you observe the behaviors associated with creativity you can begin to model them yourself. [E]
- A. guided with
  - B. united with
  - C. emitting
  - D. representing
- 8) Seek out new experiences that force you to stretch your mind and emotions. [G]
- A. extend
  - B. combine
  - C. unleash
  - D. relax
- 9) Follow your nose and pursue ideas and events that intrigue you. [G]
- A. Challenge yourself
  - B. Find your own way
  - C. Trust your own feelings
  - D. Go in the right direction
- 10) Write about anything that comes into your head; don't judge yourself. [H]
- A. determine the ability of
  - B. form a critical opinion of
  - C. decide the value of
  - D. evaluate the result of

6. Provide three more collocates (words that are frequently used together) with each of the following words from the passage and then make a sentence with each collocation.

- 1) **opposite** → **hand** Try drawing with the *opposite hand* than you normally do and feel what it's like to be a little kid learning to write again. [C]  
e.g. **direction** When you are driving in the *opposite direction* of a school bus, you should drive cautiously.  
→ \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_
- 2) **unleash** → **instincts** You can feel free to *unleash* your creative *instincts*, no matter what your age is. [C]  
→ \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_
- 3) **positive** → **statements** Start using affirmations (*positive statements* you repeat often to reinforce changes you'd like to make in your thinking). [D]  
→ \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_
- 4) **devise** → **a technique** ... *a technique* originally *devised* for taking more meaningful notes, which uses icons, images, and keywords to map ideas and relationships between them. [F]  
→ \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_
- 5) **solitary** → **walk** Take a *solitary walk*. [H]  
→ \_\_\_\_\_  
→ \_\_\_\_\_  
→ \_\_\_\_\_



