

总主编 于兴亭

大学英语 综合训练教程

主编 余阿莉 祁伟

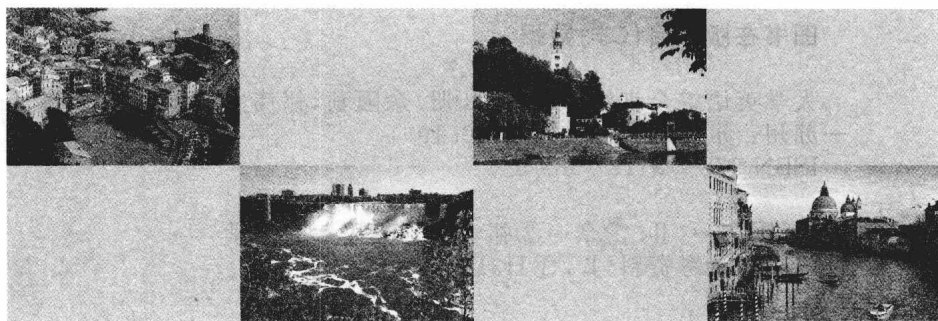


第 3 册



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前 言

普通高等教育“十一五”国家级规划教材《新视野大学英语》是教育部重点推荐使用的全新大学英语教学精品教材,它语言规范、选材广泛、体裁多样,以反映现实生活为主。其第三版读写教程更是由国内外资深、著名专家教授根据“大学英语课程教学要求”编写修订而成。为了配合教材的使用,并能最大限度地惠及大学英语学习者,我们组织多名资深一线大学英语教师编写了“大学英语综合训练教程”系列,旨在帮助学生很好地进行大学英语的自学、预习、复习,帮助他们打好语言基础,提高语言的实际运用能力。

本套教材共分四册,每一册内容和《新视野大学英语》读写教程相对应,每单元第一部分的同步辅导和教材各相应单元内容相配合,提供文章的背景知识、文章结构导读与分析、重点难点讲解等;第二部分综合训练试题与大学英语四级统考的最新题型相一致,为学生和教师提供丰富的单元测试、英语竞赛和四级强化辅导试题。

本套教材由于兴亭老师担任总主编,编者均为多年从事大学英语教学工作的一线教师,在编写过程中能结合教学情况,力求抓住学生学习过程中的主要问题进行循序渐进的辅导与练习。

在编写过程中,编者参考了大量的文献资料,在此谨向参考资料的出版者与编著者表示由衷的感谢。

成书之际,我们要感谢宿迁学院院长领导和教务处的大力支持与鼓励,感谢徐州师范大学外国语学院为本书的出版提供的帮助,感谢为本书提出过宝贵意见和建议的有关人士。

对于本书中出现的不当与疏漏之处,恳请同行和读者不吝指正。

编 者

2010年8月

于宿迁学院

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Unit 1

Love without Limitations

Part One

I. Cultural Background

1. Sept. 11

It was a coordinated terrorist strike on the US on Sept. 11, 2001 when 19 terrorists hijacked (劫持) four jetliners and smashed three planes into the World Trade Center and the Pentagon (美国国防部五角大楼). Suspicion immediately centered on Osama bin Laden, the leader of al-Qaeda, as the person responsible.

2. New York (City)

It's the largest city in the US, the home of the UN, and the center of global finance, communications, and business. It consists of five boroughs: Bronx, Manhattan, Queens, Brooklyn and Staten Island.

II. Text Learning Guide

1. Questions

- (1) How did Jimmy get his brain damaged?
- (2) How was the relationship between Jimmy and his father?

(3) Why did the author invite her friends to Jimmy's birthday party?

2. Structure Analysis

Part I (Paras. 1-3) My brother Jimmy suffered brain damage when he was born.

Part II (Paras. 4-7) After my parents' death, I was left to look after Jimmy.

Part III (Paras. 8-11) I held a party for Jimmy's birthday but none of our family could join us because of the difficulty traveling in a time of national disaster.

Part IV (Para. 12) There had never been any limitation to what Jimmy's love could accomplish.

3. Summary

The passage is a narration which centers on the main theme: love without limitations. It tells how my parents and I took care of Jimmy, my brother, who was brain-damaged in a difficult delivery. We would like him to know that no matter how difficult, we would try to pull him through. However, instead of making him happy, we were encouraged and pleased by Jimmy at his 57th birthday party.

III. Key Sentences Comprehension

1. My brother, Jimmy, did not get enough oxygen during a difficult delivery, leaving him with a brain damage. (LL. 1-2)

Paraphrase: When my brother Jimmy was born, he didn't get enough oxygen, which caused some damage to his brain.

译文: 我哥哥吉米出生时遇上难产, 因为缺氧导致大脑受损。

leaving him with a brain damage 在句中作结果状语。-ing 短语在句中除了可担当结果状语外, 还可充当原因、伴随、条件、目的等状语。例如:

(1) Being a Party member, he refused the offer. (表原因) 因为是党员, 他拒绝帮助。

(2) He ran up to her, breathing heavily. (表伴随)他气喘吁吁地跑向她。

(3) Working hard, you will succeed. (表条件)努力学习,你会成功的。

(4) He worked late into night, searching for a better solution. (表目的)为了找到更好的方法,他工作到深夜。

2. Usually very agreeable, he now quit speaking altogether and no amount of words could penetrate the vacant expression he wore on his face. (LL. 18 - 20)

Paraphrase: Usually my brother was very friendly, but now he stopped speaking completely and nothing we said could change the empty look on his face.

译文: 通常他是个令人愉快的人,现在却一言不发,无论说多少话都不能透过他木然的脸部表情了解他的心事。

usually very agreeable 在句中作状语,表示让步。形容词有时可作状语。例如:

(1) He spent 7 days in the wind and snow, cold and hungry. (表方式)他在风雪中度过七天,又冷又饿。

(2) Tired and sleepy, he had to return home. (表原因)又累又困,他不得不回家。

3. I hired someone to live with him and drive him to work, but no matter how much I tried to make things stay the same, even Jimmy grasped that the world he'd known was gone. (LL. 20 - 23)

Paraphrase: I paid someone to take care of my brother, and sent him to work by car. Yet, however hard I tried to keep things as they were, even Jimmy understood that the world he'd known had already changed.

译文: 我雇了一个人和他住在一起,开车送他去上班。然而,不管我怎么努力地维持原状,吉米还是认为他熟悉的世界已经消失了。

no matter how 在此相当于 however。相似结构如下:

no matter what = whatever

no matter who = whoever
no matter when = whenever
no matter where = wherever

4. Just as my father's death had changed Jimmy's world overnight, September 11th changed our lives; the world we'd known was gone. (LL. 65 - 66)

Paraphrase: My father's death had changed Jimmy's world suddenly. In the same way, September 11th changed our lives; the world we'd been quite familiar with disappeared.

译文: 有如父亲的去世一夜之间改变了吉米的世界, 9·11 也改变了我们的生活; 我们熟悉的世界不复存在了。

“Just as” can be used as a conjunction to mean “in the way that someone says, or in the same condition something is in”. For example,

(1) Just as you hate John, so I dislike his wife. 你讨厌约翰, 我也不喜欢他的妻子。

(2) I did just as you told me. 我按你说的做了。

Part Two

I. Writing (15%)

Directions: For this part, you are allowed 30 minutes to write a composition on the following topic. The outline is given in Chinese. Your composition should be no less than 120 words.

My View on Fate

1. 有的人认为命运是注定的, 另一些人则认为命运是自己掌握的。
2. 写出你的观点, 说明你的理由并适当举例。
3. 你的结论。

Writing technique:

写作模式(观点类)

Different people have different views on _____.

Some people think that _____, while others argue that _____. (提出两种人的观点)

As far as I'm concerned, I agree with the _____.
opinion. For one thing, I firmly believe _____. For
another, _____. (明确表明自己同意某个观点,并
阐述理由)

Taking all these factors into consideration, we may safely come
to the conclusion that _____. Only if _____
can we _____. (结论)

II. Reading Comprehension (Skimming and Scanning) (10%)

Play with Your Children

Play with mother is key to children's success (mother who did badly at school can still boost their young children's academic performance with stimulating activities at home). Mother's (rather than father's) own educational achievements have long been thought to be the key to children's progress at school. But government-funded research suggests that mothers can compensate for their lack of exam success if they offer their under-fives activities linked to literacy and numeracy.

A research

Researchers from Oxford, Cardiff and London universities, who measured the attainments of more than 2,000 children at the ages of three and five, found that their mothers' education is important in accounting for differences between children. But what the mother did with the child was even more important. Those who talked frequently to their children, played games with numbers and letters, read to them, took them to the library and taught them songs and nursery rhymes had a significant effect on their attainment both at the ages of three and five. Professor Pam Sammons of London University's Institute of Education said, "Children's progress is not completely determined by social

disadvantages. What parents do with children is critically important. Parents who have no educational qualifications can still do many things to help their children. We need to encourage parents, particularly younger ones, to play with children and to talk to them.”

Sammons said the findings emphasized the importance of policies for supporting families of under-threes, for example, the government's Sure Start program. MPs on the Select Committee for Education are investigating early year's education. Ministers have provided a nursery, playgroup or school place for every four-year-old, but critics say that too many children are now in school reception classes, which are not equipped for them. There are more staff workers for each child in nurseries than in reception classes. The researchers, comparing children's achievements in math and literacy, found that playgroups and private day nurseries tended to do much less well than nursery schools, which combined education, day care and reception classes.

Music helps

This research is consistent with previous studies that show the benefit of mother play in other areas such as in a child's creativity and social development using other devices such as music and toys. Music helps children connect the outer world of movement and sound with the inner world of feelings and observations. Children learn music the same way they learn language—by listening and imitating. Finger play promotes language development, motor skills and coordination, as well as self-esteem. Young children are proud when they sing a song and can do the accompanying finger movements. Listening to music also teaches important pre-reading skills. As youngsters use small drums or other percussion instruments (homemade or store-bought), they can play the rhythmic pattern of words.

Toys are important

Babies become social beings through watching their parents, and through interacting with them and the rest of the family and later with

others. It is a crucial time to begin teaching by example how people should behave toward one another. Toys that help babies with social development are stuffed animals, animal mobiles and dolls. Even very small babies can socialize with them. The infant will often converse with animal prancing on the crib bumpers or revolving on a mobile. Later, books and opportunities for make-believe and dress-up play also help children to develop social skills.

In the beginning, babies' hand movements are totally random. But within a few months those tiny hands will move with more purpose and control. A mother has a particularly important role in the development of purposeful movement by giving her baby's hands plenty freedom; rather than keeping them swaddled or tucked under a blanket (except outdoor in cold weather). Researchers suggest providing a variety of objects that are easy for small hands to pick up and manipulate, and that don't require fine dexterity (灵巧, 敏捷). And since young babies usually won't grasp objects that are directly in front of them, a mother should offer these objects from the side.

Researchers' suggestions

Researchers suggest that mother give babies opportunities for "hands-on" experience with the following:

Rattles that fit small hands comfortably. Those with two handles or grasping surfaces allow a baby to pass them from hand to hand, an important skill, and those that baby can put his mouth on will help bring relief when teething begins.

They also suggest mothers use cradle gyms (they fit across a carriage, play-pen or crib) that have a variety of parts for babies to grab hold of, spin, pull and poke. Beware of those, however, with strings more than six inches long, and take any gym down once your baby is able to sit up.

Another useful play device is an activity board that requires a wide range of hand movements to operate, many of which your baby won't

be able to intentionally maneuver for a while, but some of which even a young infant can set in motion accidentally with a swipe of a hand or foot. Besides the spinning, dialing, pushing, and pressing skills these toys encourage, they also teach the concept of cause and effect.

1. _____ mothers can help their young children succeed academically.
A) Well-educated
B) Badly-educated
C) Either well-educated or badly-educated
D) Beautiful
2. According to researchers from Oxford, Cardiff and London universities, which of the following is NOT important at all in accounting for differences between children at the ages of three to five?
A) Children's mothers' education.
B) What the mother did with the child.
C) What parents do with children.
D) Children's mothers' age.
3. According to the critics, four-year-old children should be _____.
A) in reception classes B) in nursery schools
C) on the playground D) at home
4. According to this passage, mother can use music and toys EXCEPT _____.
A) In a child's language learning
B) In a child's creativity development
C) In a child's social development
D) In a child's physical fitness
5. Children learn music the same way they learn language—by _____.
A) listening B) sounding
C) listening and imitating D) performing

6. Which of the following can NOT help children develop social skills?
- A) Watching and interacting with their parents.
 - B) Books and opportunities for make-believe and dress-up play.
 - C) Stuffed animals, animal mobiles and dolls.
 - D) Singing a song for their children.
7. In order to develop young babies' purposeful movement, a mother should do the following EXCEPT _____.
- A) offering some objects for her baby to grasp
 - B) offering some objects directly in front of her baby
 - C) providing a variety of objects that are easy for small hands to pick up and manipulate
 - D) giving her baby's hands plenty of freedom
8. Those with two handles or grasping surfaces allow a baby to pass them from hand to hand, an important skill, and those that a baby can put his mouth on will help bring relief when _____.
9. They also suggest mothers use cradle gyms (they fit across a carriage, play-pen or crib) that have _____ for a baby to grab hold of, spin, pull and poke.
10. Besides the spinning, dialing, pushing, and pressing skills these toys encourage, they also teach the concept of _____.

III. Banked Cloze (5%)

What is it about Americans and food? We love to eat, but we feel 11 about it afterward. We say we want only the best, but we strangely enjoy junk food. We're 12 with health and weight loss but face an unprecedented epidemic of obesity (肥胖). Perhaps the 13 to this ambivalence (矛盾情结) lies in our history. The first Europeans came to this continent searching for new spices but went in vain. The first cash crop wasn't eaten but smoked. Then there was Prohibition, intended to prohibit drinking but actually encouraging more 14

ways of doing it.

The immigrant experience, too, has been one of inharmonious things. Do as Romans do means eating what “real Americans” eat; but our nation’s food has come to be 15 by imports—pizza, say, or hot dogs. And some of the country’s most treasured cooking comes from people who arrived here in shackles.

Perhaps it should come as no surprise then that food has been a medium for the nation’s defining struggles, whether at the Boston Tea Party or the sit-ins at southern lunch counters. It is integral to our concepts of health and even morality whether one refrains from alcohol for religious reasons or evades meat for political 16.

But strong opinions have not brought 17. Americans are ambivalent about what they put in their mouths. We have become 18 of our foods, especially as we learn more about what they contain.

The 19 in food is still prosperous in the American consciousness. It’s no coincidence, then, that the first Thanksgiving holds the American imagination in such bondage (束缚). It’s what we eat—and how we 20 it with friends, family, and strangers—that help define America as a community today.

- | | | |
|-------------|-------------|---------------|
| A. answer | F. defined | K. suspicious |
| B. result | G. vanish | L. certainty |
| C. share | H. adapted | M. obsessed |
| D. guilty | I. creative | N. identify |
| E. constant | J. belief | O. ideals |

IV. Reading In Depth (20%)

Passage One

The traditional American Thanksgiving Day celebration goes back to 1621. In that year a special party was prepared in Plymouth,

Massachusetts. The colonists (殖民者) who settled there had left England because they felt they were not given religious freedom. They came to the new land and faced difficulties in coming across the ocean. The ship which carried them was called the Mayflower. The North Atlantic was difficult to travel. There were bad storms. They were helped in learning to live in the new land by the Indians who inhabited the region. The Puritans (清教徒), as they were called, had much to be thankful for. Their religious practices were no longer a source of criticism by the government. They learned to adapt their farming habits to the climate and soil. When they selected the fourth Thursday of November for the Thanksgiving celebration, they invited their neighbors, the Indians, to join them in dinner and a prayer (祈祷) of gratitude for the new life.

They recalled the group of 102 men, women, and children who left England. They remembered their dead who did not live to see the shores of Massachusetts. They reflected their 65 days' journey which tested their strength.

21. Why had the Puritan left England?
- A) Because of religious problems.
 - B) To establish a new religion.
 - C) To learn farming.
 - D) Because of the Indians.
22. The Mayflower was _____.
- A) the city they left from
 - B) the city they arrived in
 - C) the ship they traveled in
 - D) the name of the Indian chief
23. The climate and soil of Massachusetts were _____.
- A) different from those of England
 - B) familiar to the settlers
 - C) similar to those of Plymouth