

21

世纪高职高专教育系列规划教材 · 大学英语

NEW INTEGRATED *English*

综合
训练
与
自测

读和写

修订版

Reading & Writing

1

新综合英语

总主编 / 魏水利 李建利

主 编 / 赵雪爱



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《新综合英语》系列教材

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前言

为了适应高职高专教育英语教学的改革和发展,全面推进素质教育,培养创新人才,陕西省教育厅在“陕西高等教育面向 21 世纪教学内容和课程体系改革研究项目”和“陕西 21 世纪初高等教育教学改革工程”中对教材建设进行了立项研究。本系列教材是这两项研究项目的重要成果,也是陕西省教育厅规划的面向 21 世纪高职高专系列教材之一。

本系列教材主要依据教育部颁发的《高职高专教育英语课程教学基本要求》,同时兼顾《大学英语教学大纲》的要求编写,包括《新综合英语——读和写》(预备级、1~4 册)、《新综合英语——听和说》(预备级、1~4 册)、《新综合英语——综合训练与自测》(预备级、1~4 册)以及与之配套的《教师参考书》。主要供高职高专学生、成人教育学生以及大学本科生使用。各校可根据学生的入学英语水平选择从预备级或一册开始组织教学。

《读和写》每册十个单元,每个单元由六部分组成,即:In-class Reading; After-class Reading; Grammar; Reading Skills; General Writing and Applied Writing. In-class Reading 和 After-class Reading 分别相当于精读和泛读,由同一题材的三篇文章组成,课后配有阅读理解、词汇结构、翻译等各种练习。其中 In-class Reading 中 Preparation 旨在激发学生对本单元有关内容的兴趣,开阔思路,使学生进入积极的语言状态;Grammar 部分为基本的英语语法规则的精讲精练,目的是帮助英语语法知识较为薄弱的学生比较系统地学习英语语法,在听、说、读、写、译中能正确运用所学语法知识;Reading Skills 和 General Writing 部分旨在通过基本读写技能的学习和操练,使学生具有较强的英语读、写能力;Applied Writing 部分旨在通过对各种日常应用文和商业函件的写作方法和技巧的学习和实践,使学生熟悉日常应用文和商业函件的写作要求和方法,读懂通用的简短实用文字材料,借助参考资料能写出简短的英语应用文和商业函件。

《听和说》每册十二个单元,每单元分为 Listening In, Speaking Out, Listening For Pleasure 及 Exercises For Homework 四个部分。各单元前两个部分均围绕学生熟悉或与学生生活相关的话题,以听为基础进行听和说训练;第三部分是听英语歌曲、实景会话等,一是寓教于乐,为课堂教学提供更多的乐趣,二是激发学生的学习兴趣;第四部分通过大量附加的听力材料,旨在进一步加强和提高学生的听力理解能力,同时也可提高学生参加各种英语测试的应试能力。

《教师参考书》为教师提供与《读和写》、《听和说》有关的背景知识、课堂活动材料、难句解释、语言点例释、课文参考译文和练习答案等。

《综合训练与自测》为《读和写》的补充材料,通过更多的相关练习,旨在进一步加强和巩固学生的读、写能力。

《读和写》、《听和说》、《综合训练与自测》各册分工不同,且各有侧重点,但相互间又紧密配合,形成一个有机的整体,以实现高职高专教育英语课程教学要求应达到的目的。

《新综合英语》选材新颖、语言规范、题材多样、内容丰富,具有时代性、趣味性、可思性和前瞻性。在编排上不但注重加强学生英语语言基础知识和基本技能的训练,同时重视学生实际使用英语进行交际的能力,特别是使用英语处理日常和涉外业务活动的能力的培养。

在设计和编写《新综合英语》的过程中,我们既注意吸收现代外语教学理论中适合我国英语教学实际的某些内容,又采纳传统教学理论中某些合理成分,结合我国外语教学中行之有效的理论和方法,联系现状,力求处理好语言基础和语言应用的关系,突出和加强英语实践能力的培养和实际应用。

参加本教材编写的单位有:西北大学、西北工业大学、陕西师范大学、西安电子科技大学、宝鸡文理学院、渭南师范学院、长安大学、西安工业学院、延安大学、陕西财经职业技术学院、陕西交通职业技术学院、陕西职业技术学院、陕西铁路职业技术学院、西安航空职业技术学院、陕西能源职业技术学院、杨凌职业技术学院、陕西工业职业技术学院、西安航空高等专科学校等共18所院校。这些院校的专家、学者和骨干教师在一年多的时间里,倾注了大量的心血,协同攻关,完成了本教材的编写。在此,向支持本教材编写的陕西省教育厅、有关院校以及西北大学出版社的领导、项目组的全体成员表示衷心的感谢,向审校各册的中外专家、同行表示衷心的感谢。

西安外国语学院院长杜瑞清教授、本教材的特邀顾问翟象俊教授以及其他顾问对本教材的编写提出了宝贵的指导意见和建议。外籍教师 Mark Hedley 和 Amanda 审阅了书稿英文稿件,王惠玲、王艾芬、田鹏森三位教授分别审校了第二、第三和第四册,他们都付出了大量的劳动,在此,编者一并表示衷心的感谢。

本教材总主编负责系列教材总体设计、编写组织、选材、审稿、校稿、统稿和定稿以及贯通部分的编写。各分册主编负责本册材料搜集、编写、校稿和统稿。






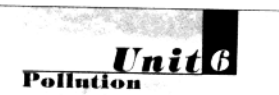




本教材在编写中参考了多种同类的书籍和资料,吸收了众多教学科研工作者有益的科研成果,在此谨向他们表示衷心的感谢。由于编者的水平和经验及编写时间有限,错误和缺点在所难免,我们恳切希望专家、同行和广大师生在使用过程中提出宝贵意见,以便我们修订,使其日臻完善。

编 者

2003 年 7 月



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Vocabulary and Structure

I. Use the appropriate form of the words given to complete the sentences following it.

1. impress
 - 1) His words are strongly _____ on my memory.
 - 2) I had the _____ that she chose her words with care.
 - 3) The wonderful wedding was very _____.
2. adventure
 - 1) I am a careful man by nature, and only theoretically _____.
 - 2) The explorer told the boys about his _____ in the forest.
3. express
 - 1) She always has such a happy _____ on her face.
 - 2) He can _____ himself in good clear English now after four years' hard learning.
 - 3) She had large _____ eyes.
4. sympathy
 - 1) The manager was _____, but he could do nothing.
 - 2) I find it difficult to _____ with him when he complains so much.
 - 3) She never expressed any _____ in words but offered me a lot of help.
5. consider
 - 1) I _____ going to visit Paul this summer.
 - 2) This is a question that needs very careful _____.
 - 3) It was very _____ of you to send me a card.
6. contribute
 - 1) The invention of the typewriter was a great _____ to communication.
 - 2) A great amount of money was _____ to the people suffered in the earthquake.
 - 3) All the _____ to the fund will meet today.
7. commit
 - 1) I have _____ myself to helping him.
 - 2) He doesn't want to get married because he is afraid of any _____.
8. frustrate

- 1) Without public support our efforts will end in _____.
- 2) The heavy rain _____ all our hopes of going out.

9. complain

- 1) He _____ loudly of having been kept waiting.
- 2) The store has a special department to handle customer _____.

10. content

- 1) The baby finished his milk with a smile of _____.
- 2) I am not _____ with beautiful dreams, and I want beautiful realities.
- 3) She always seemed well pleased, happy, and _____.

II. There are 15 items in this part. For each item there are choices A, B, C and D. Choose the one that best completes the sentence.

1. The teacher, as well as a number of students, _____ to attend the party.
 - A. ask
 - B. asks
 - C. was asked
 - D. were asked
2. Many things _____ impossible in the past are quite common today.
 - A. having been considered
 - B. to be considered
 - C. considering
 - D. considered
3. Fresh vegetables in this area are _____ the whole year round.
 - A. probable
 - B. possible
 - C. visible
 - D. available
4. It won't make much _____ whether you leave today or tomorrow.
 - A. different
 - B. difference
 - C. differences
 - D. differently
5. Although I expected something different, I was still surprised by _____.
 - A. which he said
 - B. what he said
 - C. how he said
 - D. that he said
6. I asked two people to help me start my car, but _____ of them knew what to do.
 - A. either
 - B. none
 - C. both
 - D. neither
7. You don't have to pay for your flights; they're _____ in the price of your holiday.
 - A. concluded
 - B. held
 - C. settled
 - D. included
8. I _____ an answer to my letter within a few days.
 - A. hope
 - B. wait
 - C. expect
 - D. look forward
9. What is the _____ difference between these two methods?
 - A. necessary
 - B. essential

- C. needed D. required
10. I never saw John again, _____ did I hear from him.
- A. nor B. so
C. either D. or
11. We are both looking forward to _____ next week.
- A. go on vacation B. going on vacation
C. be going on vacation D. have gone on vacation.
12. We have always _____ a friendly policy towards the people all over the world.
- A. believed B. seek
C. liked D. pursued
13. No matter what happens I'll _____ you, so don't be afraid.
- A. stand with B. stand by
C. stand aside D. stand for
14. They _____ at six for the town and hoped to arrive before dark.
- A. set out B. set up
C. set foot D. set on
15. It was _____ he got a map that he started on his way.
- A. until B. till
C. not until D. not till

Reading Comprehension

Directions: There are three reading passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. Choose the best answer to each of the statements.

Questions 1 to 5 are based on the following passage:

In ancient times the most important examinations were spoken, not written. In the school of ancient Greece and Rome, testing usually consisted of saying poems aloud or giving speeches.

In the European universities of the Middle Ages, students who were working for advanced (高级的) degrees had to discuss questions in their field of study with people who had made a special study of the subject. This custom exists today as part of the process of testing candidates (投考者) for the doctor's degree.

Generally, however, modern examinations are written. The written examination, where all the students are tested on the same questions, was probably not known until the nineteenth century. Perhaps it came into existence with the great increase in population and the development of modern industry. A room full of candidates for a state examination, timed exactly by electric clocks and carefully watched over by managers, is similar to a group of workers at an automobile factory. Certainly, during examinations, teachers and students are expected to act like machines.

One type of test is sometimes called an “objective” test(客观试题). It is intended to deal with facts, not personal opinions. To make up an objective test, the teacher writes a series of questions, each of which has only one correct answer. Along with each question the teacher writes the correct answer and also three statements that are like answers to students who have not learned the material properly.

1. In the Middle Ages, students _____.
 - A. took objective tests
 - B. specialized in one subject
 - C. sat in a room full of candidates
 - D. never wrote in exams
2. Paragraph 3 mainly tells us that _____.
 - A. workers now take examinations
 - B. the population has grown
 - C. there are only written examinations today
 - D. examinations are usually written and timed now
3. The kind of examinations in which students must select answers is _____.
 - A. subjective
 - B. objective
 - C. spoken
 - D. informal
4. According to the passage, modern industry must have developed _____.
 - A. before the Middle Ages
 - B. around the nineteenth century
 - C. in Greece or Rome
 - D. machines to take testes
5. It may be concluded that testing _____.
 - A. should deal with only opinions
 - B. should always be written
 - C. has changed since the Middle Ages
 - D. is given only in factories

Questions 6 to 10 are based on the following passage:

In order to learn a foreign language well, it is necessary to overcome (克服) the fear of making mistakes. If the main goal of language use is communication, then mistakes are secondary (次要的) considerations that may be dealt with gradually as awareness (明白,知道) of those mistakes increases. On the other hand, students should not ignore their mistakes. The language learner may observe how native speakers express themselves, and how native expressions differ from the way the learner might say them. For example, a Spanish (西班牙) speaker who has been saying “I do it” to express willingness to do something in the immediate future, could, by interacting (交际) with native speakers of English, observe that native speakers actually say “I’ll do it”. The differences resulted can serve as a basis for the student to change and correct his way of using

the present tense in English. But a student who is unwilling to interact in the first place would lose this opportunity to learn by trial and error (错误).

6. According to the passage, the present tense in English is _____.
A. not suited to express a desire to do something in the immediate future
B. used with some verbs but not with others to express future intention(意图)
C. basically the same in English as it is in Spanish
D. not the most difficult problem for foreign students
7. According to the passage, language learners can reduce the number of their mistakes by _____.
A. asking native speakers for explanations
B. reading good books in the foreign language
C. comparing their speech with that of native speakers
D. speaking without regard to native speakers
8. According to the passage, foreign language students who do not interact with native speakers will NOT _____.
A. learn very much about the foreign culture
B. learn about the history of the foreign language
C. have to worry about making mistakes
D. take advantage of available(可用到的) language models
9. According to the passage, foreign language students should not worry too much about making mistakes because _____.
A. native speakers like foreign students who try to learn their language
B. communication is the primary goal of language learning
C. native speakers will ignore their mistakes
D. everyone makes mistakes when trying to communicate in a strange language
10. The author's main conclusion about the function (作用) of mistakes in foreign language learning is that _____.
A. mistakes are not important in the process of learning a language
B. learners are often very afraid of making mistakes
C. making mistakes can help the learner discover the rules of the language
D. native speakers often do not tell foreign language learners about their mistakes

Questions 11 to 15 are based on the following passage:

Education has a very honored place in American society and with some exceptions among the wealthy, parents of every kind of background (背景) and of all income groups send their children to the local high schools. It is an article of faith in the American Dream that a good education will enable a child to achieve a higher standard of living than his or her parents. High schools are public schools in the proper sense of the word (not the same with English 'public schools', which are private and expensive).

People have a high opinion of American high school. This is because the high schools take their responsibilities very seriously—and not only in the classroom. They have guidance advisers to whom children can go privately if they have any special problems, especially about their professions. Parents are encouraged to share in the school life of their children. In some lower grade classes they actually go into the class during a lesson and help the teachers with plays and class reading, and most schools have highly successful Parent—Teacher Associations (协会). Teachers and parents get together and discuss their children's problems. John has made no progress at all during the last term, because, the teacher suspects, he is in love with a girl in the same class who has rejected (拒绝) him, while Gail seems to be just lazy. The parents claim that she has no self-confidence (自信) and this makes her appear bored! Between them, parents and the teacher then work out a plan of action.

11. Which of the following statements is true according to the first paragraph?
 - A. The Americans dream of receiving good education.
 - B. The Americans dream of giving good education to their children.
 - C. The Americans believe that good education is only a dream in their country.
 - D. The Americans believe that good education is essential for getting a good job.
12. According to the passage, American high schools are most probably set up by _____.
 - A. the government
 - B. individual supporters
 - C. ordinary people
 - D. parents of future students
13. What is the characteristic of American high schools?
 - A. They take more responsibilities than those in other countries.
 - B. They have many problems to be solved.
 - C. They have parents share some of the responsibilities.
 - D. They accuse (谴责) parents of their children's problems.
14. John and Gail are examples used to show _____.
 - A. how bad American high schools are
 - B. how bad American students are
 - C. what problems are usually dealt with by the teachers and parents together
 - D. how careful the American government should be
15. When students have personal problems, they turn to _____ for help.
 - A. an adviser
 - B. their parents
 - C. the school headmaster
 - D. their teachers

Cloze

Fill in each of the numbered blanks with the best of the four choices given.

Alfred Nobel was a Swedish inventor and industrialist. Nobel _____ 1 to school or university before he studied on his own and _____ 2 the time he was twenty he was a skillful chemist (药剂师). He _____ 3 a fortune from his _____ 4 of dynamite (炸药) and other explosives (爆炸

物)。_____ 5 he was a millionaire he _____ 6 a simple life.

After Nobel died on December 10, 1896, he left more than 9 million dollars of his _____ 7 to provide the Nobel prizes. Under his _____ 8, a year before his death, the income from this _____ 9 was to be _____ 10 into five equal parts _____ 11 prizes to the person or persons who shall have made _____ 12 contributions _____ 13 physics, chemistry, physiology (生理学), medicine, literature (文学) and peace.

Often a prize is divided _____ 14 two or more winners. Each prize _____ 15 a Nobel Gold, a Nobel diploma (文凭) and a _____ 16 for the prize money, _____ 17 varies _____ 18 the income of the fund. The prizes are awarded, on December 10, the anniversary (周年纪念) of Nobel's _____ 19. The peace prize is presented (颁发) at Oslo University, the rest _____ 20 presented at a ceremony (典礼) in Stockholm (斯德哥尔摩).

- | | | | |
|---------------------------|-------------------|--------------------|-----------------|
| 1. A. did not go | B. had never been | C. was not | D. never came |
| 2. A. for | B. at | C. to | D. by |
| 3. A. made | B. worked | C. invented | D. started |
| 4. A. property | B. inventions | C. business | D. family |
| 5. A. While | B. Even | C. Although | D. Since |
| 6. A. passed | B. lead | C. suffered | D. lived |
| 7. A. fortune | B. discoveries | C. works | D. houses |
| 8. A. guide | B. help | C. will | D. order |
| 9. A. finance | B. fund | C. base | D. bank |
| 10. A. parted | B. cut down | C. divided | D. handled |
| 11. A. for | B. to | C. as | D. of |
| 12. A. outstanding | B. ordinary | C. unimaginable | D. satisfactory |
| 13. A. for | B. with | C. about | D. to |
| 14. A. in | B. between | C. among | D. around |
| 15. A. consists in | B. consists of | C. is consisted of | D. is consisted |
| 16. A. check | B. book | C. bill | D. list |
| 17. A. it | B. they | C. that | D. which |
| 18. A. in accordance with | B. according to | C. on account of | D. accord with |
| 19. A. achievement | B. birth | C. will | D. death |
| 20. A. is | B. will be | C. are | D. has been |

Translation

Translate the following short paragraph into English.

上大学是令人激动的事。当四年过去要毕业时,回头看你会不相信它过得如此快。大学的经历十分重要。在很大程度上你要靠自己。你要学会训练自己把学习变成乐趣,不要只满足于及格;你还要学会和舍友好相处。大学是一个令人渴望知识的地方,所以不要局限你的大学经历。那对你将是一种浪费。

General Writing

I. Read the following and say what type of sentence each is.

1. The belief that the earth is flat is still held in some countries. ()
2. Most of the energy on this planet comes from the sun, but people do not receive that energy directly. ()
3. To give my wife a rest, I offered to drive the next five hundred miles. ()
4. If you are a successful language learner, you probably have been learning independently, actively and purposefully. ()
5. I hate playing golf, but I enjoy playing tennis even though I am not very good at it. ()

II. Rewrite the following by putting the short sentences into compound or complex or compound-complex sentences.

1. The plan won't work. There are too many things wrong in it.

2. You said that people keep asking you out. I cannot accept your excuse.

3. Tom will have to watch the match from the stand. His leg is still in bandages.

4. She was driving without a license. She was arrested by the police.

Applied Writing

Put the following into English.

交接班留言

威廉姆斯先生:

布莱克公司的怀特先生今早 11 点来电话催问合同续延之事。下午他还会打电话来。

李强 11 点半

留言询问

哈里森教授:

我们系准备组织在国庆期间去长城游玩,您愿意参加吗? 请告知。

系秘书 林

9 月 23 日

留言预约

史密斯教授:

下周您能安排见我一次吗?我想与您讨论我的论文初稿,请您安排个时间,让系办公室的方秘书转告我。

谢谢!

小林3月4日

Unit 2

Perseverance

Vocabulary and Structure

I. Fill in the blanks with the phrases given below. Change the form where necessary.

result in deal with be concerned about due to come up with
begin with suffer from face with apart from on the other hand

1. She _____ how she would look to history only in her later years.
2. I shall _____ this book today.
3. The air crash _____ the death of 251 passengers last month.
4. It is beyond the situation which I can _____.
5. The work is difficult for me, but _____, it offers me a good chance to challenge life.
6. They _____ an exceptionally difficult situation.
7. She often _____ headache.
8. His lateness was _____ the very heavy traffic on the motorway.
9. _____ the injuries to his face and hands, he broke both legs.
10. He _____ a good idea to solve the problem.

II. Choose the best answer to each of the following.

1. Important people don't often have much free time as their work _____ all their time.
A. takes away B. takes over
C. takes up D. takes in
2. When I was very young, I was terribly frightened of school, but I soon _____ it.
A. got off B. got across
C. got away D. got over
3. Many people complain of the rapid _____ of modern life.
A. rate B. speed
C. pace D. growth
4. San Francisco is usually cool in the summer, but Los Angeles _____.
A. is rarely B. rarely is
C. hardly is D. is scarcely
5. _____ the advances of science, the discomforts of old age will no doubt always be with us.

- A. As for
C. Except
- B. Besides
D. Despite
6. It is reported that _____ adopted children want to know who their natural parents are.
A. the most
C. most
B. most of
D. the most of
7. Last year the advertising rate _____ by 20 percent.
A. raised
C. arose
B. aroused
D. rose
8. _____ one time, Manchester was the home of the most productive cotton mills in the world.
A. On
C. At
B. By
D. Of
9. The manager needs an assistant that he can _____ to take care of problems in his absence.
A. count on
C. count up
B. count in
D. count out
10. The organization had broken no rules, but _____ had it acted responsibly.
A. neither
C. either
B. so
D. both
11. They took _____ measures to prevent poisonous gases from escaping.
A. fruitful
C. valid
B. beneficial
D. effective
12. The medicine is on sale everywhere. You can get it at _____ chemist's.
A. each
C. certain
B. some
D. any
13. The girl walked quietly into the room _____ awake her roommates.
A. so as to
C. so as to not
B. in order not to
D. for to not
14. If we didn't have air, there _____ no sound.
A. were
C. is
B. will be
D. would be
15. Each boy and each girl _____ ordered to leave the classroom.
A. was
C. has
B. were
D. have

Reading Comprehension

Directions: There are three passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. Choose the best answer to each of the statements.

Questions 1 to 5 are based on the following passage:

There is a popular belief among parents that schools are no longer interested in spelling. No school I have taught in has ever ignored spelling or considered it unimportant as a basic skill. There are, however, vastly different ideas about how to teach it, or how much priority it must be given over general language development and writing without holding him back with the complexities of spelling.

If spelling becomes the only focal point of his teacher's interest, clearly a bright child will be likely to "play safe". He will tend to write only words within his spelling range, choosing to avoid adventurous language. That's why teachers often encourage the early use of dictionaries and pay attention to content rather than technical ability.

I was once shocked to read on the bottom of a sensitive piece of writing about a personal experience: "This work is terrible! There are far too many spelling errors and your writing is illegible." It may have been a sharp criticism of the pupil's technical abilities in writing, but it was also a sad reflection on the teacher who had omitted to read the essay, which contained some beautiful expressions of the child's deep feelings. The teacher was not wrong to draw attention to the errors, but if his priorities had centered on the child's ideas, an expression of his disappointment with the presentation would have given the pupil more motivation to seek improvement.

1. Teachers differ in their opinions about _____.
 - A. the difficulties in teaching spelling
 - B. the role of spelling in general language development
 - C. the complexities of the basic writing skills
 - D. the necessity of teaching spelling
2. The expression "play safe" probably means "_____".
 - A. to write carefully
 - B. to do as teachers say
 - C. to use dictionaries frequently
 - D. to avoid using words one is not sure of
3. Teachers encourage the use of dictionaries so that _____.
 - A. students will be able to express their ideas more freely
 - B. teachers will have less trouble in correcting mistakes
 - C. students will have more confidence in writing
 - D. students will learn to be independent of teachers
4. The writer seems to think that the teacher's judgment on that sensitive piece of writing is _____.
 - A. reasonable
 - B. unfair
 - C. foolish
 - D. careless
5. The major point discussed in the passage is _____.
 - A. the importance of developing writing skills
 - B. the complexities of spelling