

● 李 丰 周大计 编



CLOZE EXERCISES
in English phrases

available for collegiate students

走出迷宫

— 大学英语短语填空指导与练习

● 中国国际广播出版社

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前 言

在学习英语时,我们所感觉困难的莫过于英语短语的应用。在参加各种考试时,我们所感觉困难的莫过于完形填空。本书正是为了解决这两个困难而编写的。它包括了文理科本科及理工科本科两个《大学英语教学大纲》规定的英语常用短语及其他一些常用短语,共六百多个,用短文完形填空形式加以编写,为读者掌握英语常用短语及提高做完形填空试题的能力进行指导,有很强的针对性和实践性。作者据此在英语教学中实践,效果很好。

本书从国内流行报刊读物,特别从英美报刊读物选典范短文九十篇,分成两个部分。第一部分七十二篇,采用从四个答案中选择最佳答案的方式,分七个单元编写。每单元的第一篇有详细剖析及做完形填空的对策,另一些篇有中文答案及难点注释,由读者个人实践。第二部分十八篇,采用填缺掉词的方式编写,以便读者检验自己灵活应用英语常用短语的能力,进一步熟练做完形填空的技巧。通过这两部分选文,六百多个英语短语都被涉及,涵盖无遗。它们在四选一练习中反复出现,便于读者掌握和记忆。

书后附有全书答案。英语水平较高的读者可不看每篇后的中文注释,独立思考,然后根据此答案检查自己是否理解正确。

书后还附有六百多个英语常用短语的索引,便于读者查找它们的出处。

国内已出版许多英语书,但把掌握英语短语与学会完形填空结合为一体的书尚属罕见。

本书适合大学生及一切具有中等英语水平的读者使用,也适合参加英语专科高教自学考试者的需要。

本书编写过程中得到美国语言专家 Mrs Paula Fulmer 等外国专家的指导,并得到李佳俊等同志的大力帮助。全书由中国人民大学胡晓吉教授、罗舜泉教授审阅。在此向他们表示衷心的感谢。

望读者对本书多加指正。

编 者 1993 年 9 月

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Part I

For each blank in the following passages, choose the best answer from the choices given at the back of each passage.

A Major Problem in China's Foreign Language Teaching

An American professor who has achieved outstanding results in teaching English at Beijing University stated in a lecture last summer:

"The greatest harm done to students of English in China is Intensive Reading. I. R. is not really reading (1); it is deciphering, analyzing. It teaches students not to read but to use dictionaries and grammar books. It teaches very bad study habits, which are very hard to break. It does more harm than good.

Chinese students read far too slowly. The students of my class at Beida (who are actually teachers of English) could read only about 150 words a minute at the beginning of my course. But the minimum requirement for an undergraduate college student—not a teacher—is to be able to read 300 words a minute. At the end of my course all my students reached this minimum reading speed; one of them could read 800 words a minute.

You may know every single word in a passage of English, but not grasp the general meaning of the passage (2). If you read fast, you understand better. If you read too slowly, by the time you have reached the end of a page you have forgotten what the beginning is about. Fast reading forces you to concentrate on ideas. Intensive Reading makes you see the trees but not the wood.

Through I. R. you may learn a little vocabulary well. Through extensive reading you can learn (3) vocabulary well and gain a lot of information.

What if you come across new words? Don't (4) in the dictionary. Guess their meaning from the context. You may not guess quite correctly the first time, but as new words (5) again and again in different

contexts, their meaning will become clearer and clearer. If they don't come up often, you need be in no hurry to learn them. They're probably not important. You must cultivate the habit of guessing boldly, getting help from your knowledge of grammar, but (6) from the context. This is the way to increase your vocabulary, not poring over dictionaries or making lists of words and mechanically memorising them out of context. If you look up every new word, you'll never finish a book. You must learn to (7) your brains, not your dictionaries." (end of quotation)

I have held essentially (8) those quoted above for many years. I have made written and spoken statements to this effect to the leadership at various levels, saying that I. R., in and out of class, (9) far too much of our students' and teachers' time. For years it has dominated our English language curriculum, thrown it off balance and left little or no time for a number of essential courses. The result is that though our teachers and students work hard, their results are in many, if not most cases, not commensurate with their efforts. I believe that this matter now needs careful attention and that changes in curriculum and method should be made without delay.

【选择填空】

- | | |
|-----------------------|----------------------|
| 1. a. in all | b. at all |
| c. above all | d. after all |
| 2. a. on the whole | b. as a whole |
| c. as a result | d. as well |
| 3. a. a few | b. a little |
| c. a lot | d. a lot of |
| 4. a. look up them | b. look them up |
| c. look for them | d. look them over |
| 5. a. come up | b. come up to |
| c. come to | d. come up with |
| 6. a. above all | b. all right |
| c. all over | d. all out |
| 7. a. get at | b. get by |
| c. get through | d. depend on |
| 8. a. such an idea as | b. such ideas as |
| c. same ideas as | d. the same ideas as |

9. a. takes away
c. takes up

- b. takes out
d. takes over

【提示】

第一单元是有关英语学习方法的短文,希望读者从中得到启发,改进自己的学习方法。

做完形填空的步骤:第一,快速阅读整个短文一遍,了解所述内容;第二,根据上下文选择最佳答案;第三,重读一遍短文,检查所选答案是否正确,改正第一次选择时的错误。

【答案剖析】

第一篇短文是一篇指导英语学习的佳作,共九个选择填空。

1. b 为正确答案。文中说,精读根本不是阅读,at all 与 not 连用,表示:在任何程度上也不。这正符合上下文的需要。

a 表示:总共。c 表示:首要,最重要的。d 表示:终究;毕竟。

2. b 为正确答案。文中说,人们可能认识一篇英语短文的每个单词,但抓不住该文的总体概念。as a whole 表示:就总体而言。它正符合上下文的需要。

a 表示:一般地;大体上。c 表示:因此。d 表示:也;同样。

3. d 为正确答案。文中说,通过阅读可以学到许多词汇。a lot of 表示:许多的。它可与可数名词或不可数名词连用,vocabulary 是不可数名词,d 正符合搭配需要。

a 只与可数名词连用,表示:几个。b 只与不可数名词连用,表示:一点点。它不符合上下文的需要。c 是作为名词或副词使用。表示:许多。

4. b 为正确答案。文中说,不要遇到生词就查词典,应猜词义。b 表示:查单词。它正符合文章需要。

a 词序错误,在副词构成的短语动词中人称代词作宾语一定要放在副词之前。c 表示:寻找。d 表示:检查。

5. a 为正确答案。表示:出现。

b 表示:达到;符合。c 中 to 为介词时,表示:总计,达到;谈到。to 为动词不定式符号时,表示:开始;终于。d 表示:提出,提供(计划,答案等)。

6. a 为正确答案。文中说,最重要的是根据上下文猜词义。a 表示:最重要的,正符合文章需要。

b 表示:正常;没有什么;好,行。c 表示:遍及,到处。d 表示:竭尽全力。

7. d 为正确答案。文中说,阅读时应依靠自己的头脑,而不要依赖自己的词典。d 表示:依靠,依赖。它正符合文章需要。

a 表示:达到;够得着;意思是。b 表示:通过;经过;勉强及格。c 表示:通过;办完;及格。

8. d 为正确答案。作者说,他持有与美国教授相同的意见。d 正表示:与……相同的意见。
a 表示:象……一类的意见。b 表示:象……同类的意见。c 是错的,same 前一定要加 the。
9. c 为正确答案。作者说,他已向各级领导口、笔头陈述了这一意见,精读在课内外占了师生们过多的时间。c 表示:占去(时间),正符合上下文的需要。
a 表示:拿走;消除;消耗。b 表示:去掉;拔掉。d 表示:接管。

2

What Is Language for?

What is language for? Language is for the exchange of ideas, for communication. To have an all-round command of a language one must be able to speak and to understand the spoken language (1) to read and write.

In China, before liberation, foreign language teaching stressed reading and writing, not speaking. Since liberation much (2) in teaching and studying the spoken language. Much, but not enough. These days we've got to open our mouths and speak—inside the classroom and out of it. (3) years ago we used to launch "English-speaking movements". Nowadays movements of many sorts are not so fashionable; and English speaking movements seem almost to have disappeared. In class, students hold discussions in English on history, on American society, on English literature. Then the bell rings, English stops and Chinese starts. That's no good. (4). How many class hours does a student have a week in which he has a chance to speak English? And how many students are there in a class? And then there's the teacher, and some of us teachers talk too much. If you divide up the time between all those people, each student gets only a few minutes a week. Native speakers take years to learn to speak their own language. How can we learn to speak a foreign language by speaking it only a few minutes a week? We must use English in the classroom and out of the classroom. (It wouldn't be (5) bad

if we even talked English in our sleep.) I don't mean using it to practice grammar and vocabulary, but to communicate. We should live our lives (6) possible in English. There's no need to be afraid of making mistakes. As our English inside the classroom improves, so will our English outside the classroom, in daily life.

Speaking, (7), can't be separated from listening. If you want to pronounce a word correctly, first you must hear it correctly. The sounds of the Chinese and English languages are not exactly the same. Some English sounds do exist in Chinese; some are similar to Chinese sounds; some simply don't exist in Chinese at all. And (8). So listening is not so easy. One has to concentrate and listen attentively, noting the similarities and the differences. (Some people, (9), talk about "Listening ability". That's not English, it's Chinglish — Chinese-English. (10), one can listen without understanding. I can listen to Japanese but I can't understand it — though I do find it very charming and musical.) If you don't listen carefully you won't pronounce accurately. And if you don't pronounce correctly, native speakers will find it difficult or even impossible to understand you. I know, because sometimes when I speak Chinese, people think I'm speaking English and they say: "Sorry, I don't understand English."

【选择填空】

- | | |
|-------------------------|------------------------------|
| 1. a. as good as | b. as well as |
| c. as well | d. as soon as |
| 2. a. progress has made | b. progress has been made |
| c. progresses have made | d. progresses have been made |
| 3. a. A little | b. A few |
| c. A series of | d. A variety of |
| 4. a. Work at it | b. Work out it |
| c. Work it out | d. Turn it out |
| 5. a. at all | b. after all |
| c. ever so | d. or so |
| 6. a. as far as | b. by far |
| c. a lot | d. as soon as |
| 7. a. no longer | b. no doubt |
| c. no more | d. of course |
| 8. a. on the contrary | b. the other way round |

- | | | |
|-----|------------------|--------------|
| | c. so on | d. so forth |
| 9. | a. by the way | b. by way of |
| | c. in the way of | d. in a way |
| 10. | a. In all | b. Above all |
| | c. After all | d. All out |

【答案注释】

在第二篇短文中:

- b 为正确答案。表示:与……一样好。
a 为形容词原级比较,句中需用副词。c 表示:也;同样。d 表示:象……一样快;即刻。
- b 为正确答案。表示:已经取得进步。句中需用被动语态。
a 为主动语态。c 中名词的数及语态不对,progress 是不可数名词。d 中名词的数不对。
- b 为正确答案。表示:几个。它与可数名词连用。
a 表示:一点。它与不可数名词连用。c 表示:一系列;一连串。d 表示:种种,各种。
- c 为正确答案。表示:把它计算出来。
a 表示:从事于;研究。b 词序错误。在副词构成的短语动词中人称代词作宾语一定要放在副词之前。d 表示:生产出。
- a 为正确答案。它与 wouldn't 连用,表示:一点也不。
b 表示:终究,毕竟。c 表示:非常。d 表示:大约。
- a 为正确答案。表示:尽(程度)。
b 表示:……得多,最。c 表示:许多。d 表示:象……一样快;即刻。
- d 为正确答案。表示:当然。
a 表示:不再(指时间)。b 表示:必定;无疑地。c 表示:不再(指时间或程度);没有了。
- b 为正确答案。表示:反过来也是这样。
a 表示:与所言事实相反。c 与 d 和 and 连用表示:等等。
- a 为正确答案。表示:附带说一下。
b 表示:经由;通过。c 表示:妨碍。d 表示:在某点上。
- c 为正确答案。表示:毕竟。
a 表示:总共。b 表示:首要,最重要的。d 表示:竭尽全力。

3

What about Writing?

What about writing? It's for communication. It is not simply for practising constructions, for using idioms, or showing off long words. The general trend of modern English writing is to bring it closer and closer to the spoken language. That means using shorter words and shorter sentences. Of course one can go too far in this direction. It sounds ugly to have a long string of simple sentences following (1) , without any variety. And complex thoughts may demand complex sentences. But the main thing is to make your idea clear in your own head and then to write it in clear, lively language. It's the content that counts.

What about composition courses — especially (2) the third year? They are useful and necessary. But they should not (3) too much of the time of students or teachers. Sometimes students will spend a dozen hours on one composition. This (4) too much time from other courses and upsets the whole timetable. And it upsets the teacher, too. His or her head is buried under a pile of composition papers. What's the solution? To have compositions written in class within a limited time — say two class periods — with the teacher keeping the topic a secret until the class begins and refusing to correct papers not (5) when the bell rings. A hundred minutes is long enough for students up to the third year to make an outline, write on it and (6) what he has written to correct his mistakes. My experience is that about half the mistakes can be corrected by the student himself, provided he leaves enough time to go over his writing carefully. Some students won't do that. They think, the more they write the better. That's not true. It's quality that counts, not quantity. Even a short composition will (7) plenty of problems of language and logic for the teacher to correct and (8) . (9) , teachers, whatever some people may think, (10) students are human. They too need (11) of fresh air and exercise and sleep. And they need time to

study, read books, see films and plays, broaden their minds. True, reading students' compositions can broaden teachers' minds, can teach them (12) — provided the topics that the teachers set are interesting and the students' writing on them is concrete, has content.

【选择填空】

- | | |
|-------------------|-----------------|
| 1. a. each other | b. every other |
| c. other than | d. at a time |
| 2. a. up to date | b. up to |
| c. in line with | d. along with |
| 3. a. take away | b. take out |
| c. take up | b. take off |
| 4. a. takes over | b. takes off |
| c. takes out | d. takes away |
| 5. a. handed down | b. handed out |
| c. handed over | d. handed in |
| 6. a. go over | b. go back on |
| c. go for | d. go with |
| 7. a. bring out | b. bring down |
| c. bring back | d. put up |
| 8. a. improve on | b. sum up |
| c. put in order | d. deal with |
| 9. a. All right | b. In all |
| c. After all | d. All out |
| 10. a. as well | b. as well as |
| c. as good as | d. as for |
| 11. a. a few | b. quite a few |
| c. more or less | d. a bit |
| 12. a. a little | b. a great many |
| c. a good many | d. a lot |

【答案注释】

在第三篇短文中:

1. a 为正确答案。表示:相互。

b 表示:每隔一个的;所有其他的。c 表示:不同于;除……之外。d 表示:每次;一次。

2. b 为正确答案。表示:直到。

a 表示:当代的;最新式的。c 表示:和……成直线;与……一致。d 表示:与……一起。