



“十二五”普通高等教育本科
国家级规划教材

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Workbook
Second Edition

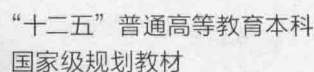
新通用大学英语

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同步练习 (第二版)

《新通用大学英语》项目组 编

高等教育出版社



Workbook

Second Edition

新编《毛泽东选集》

新加坡坡底街 10 号 10 楼 1001 室

同步练习 (第二版)

心王編 題 文

主 编 王勃然
编 者 郝丽霞 姜 雪

新通用大学英语

同步练习 (第二版)

总主编 赵 雯

主 编 王勃然

编者 郝丽霞 姜雪

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责任印制 尤 静

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第二版前言

欢迎数字土著们使用国家级规划教材《新通用大学英语》!

《新通用大学英语》系列教材共分为4级,供大学英语课程的基础、提高和发展三个阶段的教学使用。每级由《综合教程》《教学参考书》《同步练习》《视听说教程》《阅读教程》《进阶阅读》以及配套的电子教案、精品资源共享课程、慕课、微信随行课堂等组成。

作为国内最早融合光盘和网络资源的立体化系列教材,《新通用大学英语》自2006年出版以来,见证了计算机辅助语言教学在中国大学英语课程改革中应用和融合的过程。资源载体从课程光盘和网站发展到建在云端的教学语料库;媒体形式发展为现在包括慕课、微信在内的全媒体或融媒体;教学理念从辅助教学发展为智慧学习。我们依据《大学英语教学指南》的精神,吸纳广大师生在第一版教材使用中所反馈的意见和建议,总结近年来大学英语课程改革成果和经验,在《新通用大学英语》(第二版)中力图体现以下几个方面:

* 国际化与本土化的融合

教材在设计及编写上充分吸纳了国内外教材先进的编写理念与特色,引进了获得美国教育出版大奖的TopNotch学习资源,为教材的编写提供了真实、自然、鲜活的语料,同时也在教材的编写中引进了基于《欧洲共同语言参考框架》的最新词汇研发成果等。在教材的引进、改编与自主研发等方面,编写组进行了积极有益的探索,以适应既有本土化情怀又有国际化视野的人才培养目标。

* 教育技术与课程的融合

教材面向“互联网+”和智能时代的智慧学习需求,将现代教育技术与大学英语课程教学进行深度融合,建立了一套由纸质教材、网络课程、慕课和微信随行课堂等构成的全媒体教学解决方案,通过教师指导、学习社区活动、智能系统辅助,形成了以学生主动合作和探究学习为主的教学模式。教材中所有的音频和视频内容都可以使用手机直接扫码进行学习,增强了数字土著们的学习体验。

* 教学内容与目标的融合

教材采用了多技能交际大纲的编写原则,融语言知识与语言技能于一体,将英语交际能力目标分解到以交际主题为线的教学单元中,形成内容—能力对应矩阵。单元主题及其情境的设置与学生的生活领域密切相关,内容的编排便于开展任务型和探究型的学习活动。

* 知识性与文化性的融合

教材选取了有关中外优秀文化的语言素材,注重语言的知识性与文化性的有机融合。题材广泛、体裁多样、语料真实、语言地道。在教学内容和教学活动的设计方面,将语言知识学习、文化体验与交际任务达成、沟通表达能力提升等融入虚实结合的语言文化社区之中。

《同步练习》是《综合教程》的系列配套用书,围绕《综合教程》的单元主题,进行听、说、读、写、译等技能操练,全面提升学习者的语言运用能力和人文素养。修订后的《同步练习》包括10个单元,每个单元由第一课(L1)、第二课(L2)和单元测试(Test for Unit)三部分组成,每个单元的结构如下:

◎ Lesson 1: 由听力理解(Listening Comprehension)、阅读理解(Reading Comprehension)、改错

(Error Correction)、翻译(Translation)和口语实践(Oral Practice)五个部分构成。

◎ Lesson 2: 由听力理解(Listening Comprehension)、阅读理解(Reading Comprehension)、词汇运用(Vocabulary Use)、翻译(Translation)和写作(Writing)五个部分构成。其中词汇运用部分除了对所学词汇和短语进行巩固练习外,还增加了数据驱动的核心词汇练习。

◎ Test for Unit: 由听力理解(Listening Comprehension)、阅读理解(Reading Comprehension)、词汇运用(Vocabulary Use)和写作(Writing)四个部分构成,是对整个单元学习内容的综合考查。

《同步练习》既可以为教师提供课堂教学的素材,也可以帮助学生在教师的指导下在课外自主学习。由于经验和水平有限,教材中难免会有一些不尽如人意之处,我们热诚欢迎广大师生对本教材提出宝贵的意见和建议。

《新通用大学英语》项目组

2017年12月

第一版前言

《通用大学英语》始出版于1998年8月，是国内开发较早的一套面向学习者需求的系列电子教材。《新通用大学英语》是在“九五”国家重点科技攻关项目——《通用大学英语》的研究、开发与应用的基础上，依据教育部2004年颁布的《大学英语课程教学要求（试行）》重新研发的供大学基础阶段英语教学使用的立体化系列教材。本系列教材共分为6级，供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》《阅读教程》《综合技能训练》《教学参考书》以及配套的电子教案、网络课程等组成。

《综合教程》每一册书共有10个单元，每单元2课。这10个单元的主题均贴近学生的生活现实，其情景的设置与学生在学校、社会以及未来的生活密切相关。每个课程单元又分为单元导入、听、说、读、写等几大模块，每个模块的内容均与主题相关，并重点操练2~3种语言功能。

* 知识性、趣味性与文化性并重

在语料的选择方面，注重语言素材与中西方文化的结合，融知识性、趣味性与文化性于一体，题材广泛、体裁多样、语料真实、语言地道、版式活泼、图文并茂。在内容的设计上，力求语言知识学习、文化意识与批判性思维能力的培养并重。

* 一体化的教学解决方案

由《综合教程》《阅读教程》《综合技能训练》《教学参考书》、电子教案、网络课程和基于教学内容的语料库等构成了完备的一体化的教学解决方案。

《新通用大学英语综合技能训练1》是普通高等教育“十一五”国家级规划教材的系列配套用书。全书共10个单元，每个单元的主题与《新通用大学英语综合教程1》一致，内容的编排是为复习和巩固《综合教程》各部分内容服务的。每单元包括7个部分：Part I Listening Activities 听力练习，是模仿新四级听力题型编写的，有短对话、长对话和复合式听写；Part II Vocabulary 词汇练习，是对《综合教程》相关单元重点词汇、词组和惯用法的练习；Part III Structure 语法练习，是对相关单元的语法进行复习和巩固；Part IV Translation 翻译练习，其中的英译汉是用相关单元的语法和词汇进行翻译；汉译英是对课文重点句型和词汇的翻译；Part V Reading Comprehension 阅读理解，是模仿新四级阅读题型编写的；Part VI Cloze 完形填空；Part VII Learning to Write Step by Step 写作练习，每单元的练习与单元主题一致，把写作任务分解，为学生提供写作思路和例文。书后所附课堂教学DVD包含《综合教程》中Lead-in部分的情景喜剧和访谈以及本书中的听力内容。本书部分图片源自E库素材IEcool.com。

本教材本着集科学性、知识性和趣味性于一体的编写原则，教材内容取材广泛，生动有趣，寓教于乐，既可以为教师提供课堂教学的素材，也可以帮助学生在教师的指导下在课外自主学习。

项目组
2007年5月

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UNIT

1

Meeting People

Lesson 1

Part 1 Listening Comprehension

Section A

Directions: In this section, you will hear a piece of news three times. You are required to fill in the blanks numbered from 1 to 10 with the exact words or phrases you have just heard.



(audio)

Clare Barron, an emerging American playwright whose work Off Broadway has garnered acclaim, was named the 1 _____ Monday of the Susan Smith Blackburn Prize for 2 _____ playwrights.

The 3 _____ — \$25,000 and a signed print by Willem de Kooning — is given annually 4 _____ a work written by a woman for the English-language 5 _____. Ms. Barron, 31, from Wenatchee, Wash., is being 6 _____ for *Dance Nation*, a new play about a preteen dance 7 _____, which is to be given its first production at Playwrights Horizons, an Off Broadway nonprofit, in the following year.

Ms. Barron's best known 8 _____ play was *You Got Older*, a 2014 work presented by Page 73

Productions, which won an Obie for playwriting. Last year her play *I'll Never Love Again*, at the Bushwick Starr, 9 _____ by *The New York Times* 10 _____ Ben Brantley, who called Ms. Barron an "exciting young playwright".

Section B

Directions: In this section, you will hear two long conversations. At the end of each conversation, some questions will be asked about what was said. Both the conversation and the questions will be read only once. You must read the four choices marked A, B, C and D, and decide which is the best answer.



(audio)

Conversation 1

Questions 11 to 14 are based on the following conversation.

11. A. They are roommates.
B. They are friends.
C. They are landlord and lodger.
D. They are teacher and student.
12. A. They both like to listen to music.
B. They both like to watch TV.
C. They both like to get up early in the morning.
D. They both like to sleep late at night.
13. A. The bathroom.
C. The refrigerator.
B. The TV.
D. The snacks.
14. A. In the morning.
C. At night.
B. In the afternoon.
D. At noon.

Conversation 2

Questions 15 to 18 are based on the following conversation.

15. A. Mysteries.
C. Musicals.
B. Comedies.
D. Romantic movies.
16. A. They are boring.
C. They are OK.
B. They are exciting.
D. They are bloody.
17. A. A musical.
C. A romance.
B. A mystery.
D. An action movie.
18. A. They have different taste for movies.
B. They reached an agreement as to what movie to see.
C. Elizabeth would never go to see an action movie.
D. Both the musical and mystery movies are new.

Part 2 Reading Comprehension

Directions: Go over the passage quickly and decide if the following five statements agree with the information given in the passage. Mark Y (for YES) if it agrees; N (for NO) if it contradicts the information or NG (for NOT GIVEN) if the information is not given in the passage.

After graduation, I took a job in a hospital emergency room. I was the newest member of the group. No one wanted to work on Christmas Eve, so the shift went to me.

At 9 pm, the ambulance brought in a man in his 60s who was having a heart attack. His face was pale, and he was scared. I did my best and eventually we were able to move him out of the ER and into the ICU. Before I left in the morning, I stopped by to see how he was doing. He had survived the night and was sleeping.

Emergency physicians don't have continuing relationships with patients. We get the suddenly sick, the wounded. They pass through our hands and we rarely see them again. I thought no more about my heart patient.

The following year, I got Christmas Eve duty again. At 9 pm sharp, a nurse told me there was a couple in the lobby who wanted to speak with me.

The man introduced himself as Mr. Lee and said, "You probably don't remember me, but last Christmas Eve you saved my life. Thank you for the year you gave me." He and his wife hugged me, gave me a small gift and left. I was more than a little surprised — and touched.

The following year a new doctor joined the group, and my family was glad that I could stay home on Christmas Eve. But I volunteered for the shift. I wanted to see if Mr. and Mrs. Lee would return.

I kept an eye on the door. Once again, at exactly 9 pm, the Lees appeared, carrying their new grandchild. We all embraced, and Mr. Lee said he'd come to see me every Christmas Eve, and that if he didn't come, well, I would know that it just wasn't his year.

I worked in the emergency department for the next ten Christmas Eves, and each year at exactly 9 pm he would appear, twice with new grandchildren. One year he came with a great-grandchild.

Mr. Lee, his family and I spent 13 Christmas Eves together. In the later years the staff all knew about the ritual and would work to give me time with him.

The last year I saw him, he brought me a gift. I carefully unwrapped the package and found a crystal bell inside. It was engraved with a single word: Friendship.

Mr. Lee died the next year. Now my family, friends and I ring that bell every Christmas Eve at exactly 9 pm and offer a toast to the man who didn't forget.

1. The author worked on Christmas Eve every year because he loved the night shift.
2. Usually patients and doctors in the emergency department maintained everlasting friendship.
3. The author did not expect to see Mr. Lee again the next year.

4. Mr. Lee died of heart attack thirteen years later.
5. Mr. Lee promised to see the author on Christmas Eves in the hospital as long as he was alive.

Part 3 Error Correction

Directions: This part consists of one passage. In it there are altogether 8 mistakes, one in each numbered line. You may have to change a word, add a word or delete a word. If you change a word, cross it out and write the correct word in the corresponding blank. If you add a word, put an insertion mark (^) in the right place and write the missing word in the blank. If you delete a word, cross it out and put a slash (/) in the blank.

If you are scared because you are beginning college in a new town away from family and friends, don't be. College is a great location to meet new people and build some of the greatest relationships. The first step to meeting new people and be adjusted to college is getting involved in campus. Don't be frightened to talk to new people, especially if you live in a dorm. These people will be the one helping you in classes and in the social atmosphere of college. By participating programs across campus, you'll naturally meet new faces. Normally at the beginning of each school year, there are many kick-off activities and parties around campus. As you cannot find anything to do, search bulletin boards around campus or your campus' Website and in a department of student activities. Most likely you will find a new club or organization that sound interesting enough to try. In other words, don't just sit in your dorm room and expect to meet new people and not feel bored.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Part 4 Translation

Directions: Translate the following English poem into Chinese.

Little Things

Little drops of water,

Part 2 Reading Comprehension

Little grains of sand,
Make the mighty ocean,
And the pleasant land.

Little deeds of kindness,
Little words of love,
Make our earth an Eden,
Like the heaven above.

— Julia A. F. Carney

Part 5 Oral Practice

Work in a group of two or three. Talk about friends and friendship in the following aspects:

1. What do you think of friendship and how do you get it?
2. Why do you think people need friends?
3. Do you think it is difficult to make a good friend these days? If so, why?
4. Do you prefer making friends on the Internet or face to face? Tell the reasons.

Lesson 2

Part 1 Listening Comprehension

Directions: In this section, you will hear three short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be read only once. After you hear a question, you must choose the best answer from the four choices marked A, B, C and D.



(audio)

Passage 1

Questions 1 to 4 are based on the passage you have just heard.

1. A. Her husband's friends. B. Her neighbor.
C. Her family doctor. D. Her friends.

2. A. It was eaten by the cat.
- B. It was eaten by her guests.
- C. It was eaten by her neighbor.
- D. It was eaten by her family doctor.

3. A. She asked her friends to see the doctor.
- B. She telephoned her neighbor.
- C. She knew the fish dish was bad.
- D. She asked her family doctor for advice.

4. A. She would feel sorry for the dead cat.
- B. She would feel good because of her fish dish.
- C. She would feel sad because of the trouble she had.
- D. She would feel tired but happy.

Passage 2

Questions 5 to 7 are based on the passage you have just heard.

5. A. They were taking a walk in the silent street.
- B. They were going home after having been to a musical.
- C. They were going home after having been to a movie.
- D. They were going home after having visited someone.
6. A. A singer.
- B. An actor.
- C. Jack Robinson.
- D. A song writer.
7. A. Because he thought they were making too much noise.
- B. Because he wanted to take them to the police station.
- C. Because he wanted the speaker to teach his daughter singing.
- D. Because he wanted to know the speaker's name and address.

Passage 3

Questions 8 to 10 are based on the passage you have just heard.

8. A. Because they don't get in touch with Americans.
- B. Because they don't like to talk with Americans.
- C. Because they are too shy to speak to Americans.
- D. Because they often gather together with their families.
9. A. Going out more on campus.
- B. Contacting people in clubs and organizations.
- C. Showing your interest in various activities.
- D. Developing a hobby that you can share with others.
10. A. Meeting more people.
- B. Improving language skills.
- C. Learning more about the US.
- D. Making friends.



(audio)

Part 2 Reading Comprehension

Directions: There is a passage with five questions. Answer the questions in the fewest possible words.

Many students are going to universities in a completely unfamiliar environment. Whether it is because of entrance to a college or a transition to a different place, these students are walking into new situations and meeting new faces.

There are some useful skills that can help them to adjust to the new situation and help them to be more successful. One skill is the simple skill of greeting each others. Start by practicing how to greet others appropriately by working on the following tips.

1. Stand up straight. If you meet a stranger, you can greet him with a "Hi" or "Hello".
2. Make eye contact with the stranger.
3. Offer your hand to the stranger and shake hands with him or her firmly.
4. Say his or her name, while shaking hands, loudly and clearly enough to be easily heard.
5. Make a friendly statement, such as, "Nice to meet you."

Other tips for talking with strangers include:

1. Be pleasant. If your voice is harsh, people won't get a good impression of you.
2. Let your introduction start a conversation. If you start out on the right foot, it is more likely that you will have a pleasant conversation. Make sure your first impression is a good one.
3. Ask, "And your name is...?" if the other person does not give his or her name.
4. Be willing to reintroduce yourself when someone forgets your name or when you have not seen someone for a long time. If you recently met the person, you may choose just to say, "Hi, in case you forgot, I'm..."
5. Remember names. People will be impressed if you take the time to remember them.

Practice and apply the skills mentioned above with strangers. The more you practice, the more natural your behavior will be.

1. What will students encounter when they enter universities or colleges?

2. What might the underlined word "harsh" in line 13 mean?

3. What should you do if someone you have met before forget your name?

4. Why should you remember people's names?

5. What is the author's purpose of writing this article?

Part 3 Vocabulary Use

Section A

Directions: Use the following words and phrases learned in Text C to complete the sentences given below. Note that each can be used only once. Change the form where necessary.

- | | |
|---|-----------------|
| 1. To the old lady's surprise, her small dog had somehow _____ survive the fire safe and sound. | decay |
| 2. Coffee and the newspaper are part of my morning _____ before I start a day's work. | resign |
| 3. The new president said she would _____ herself protecting the rights of the sick and the homeless. | poverty |
| 4. According to the author, each unit of the coursebook _____ a different grammar point. | focus on |
| 5. How many people here have been told that they have had a profound effect and _____ on their friends' lives? | manage to |
| 6. The manager of the human resource department wrote to the job applicant _____ her letter of May 18. | ritual |
| 7. Looking at this village now, it is hard to imagine the _____ that existed here 100 years ago. | influence |
| 8. It is a pity that pollution has _____ the surface of the stonework on the front of the church. | primarily |
| 9. Jack _____ from the company he had worked in for years in order to take a more challenging job. | in regard to |
| 10. Many teenagers are not ready for classical literature because many such books do not deal with teenage concerns, and they were written _____ for educated adults. | dedicate ... to |

Section B

Step 1

Directions: Match the phrasal verbs in Column A with the explanations in Column B.

Column A	Column B
1. come across	a. arrive, appear
2. come along	b. occur, arise
3. come round	c. be understood or communicated
4. come up	d. be able to be removed
5. come off	e. come by a longer route than usual

Step 2

Directions: Fill in the blanks with the phrasal verbs given above. Note that each can be used only once.

Change the form where necessary.

- The road was blocked because of the bad weather so we had to _____ by the fields.
- At the meeting, Mr. Lee spoke for a long time but his meaning didn't really _____.
- I'm afraid something urgent has _____ so we won't be able to see you tonight.
- There is no need to worry. This knob has been fixed there permanently so it won't _____.
- When the right opportunity _____, we must try our best to take it.

Section C

Directions: Read and explore the word collocations. Write down the missing word.

- ()
to work in the cities has had a dramatic
of the villages. This decision will have a disastrous
policy. The anti-smoking campaign had made quite an
people. The new proposals were intended to soften the
tax system. Our regional measures have had a significant
impact on unemployment. All these influences have had an
***** on the demography of the villages. This decision will
***** on foreign policy. The anti-smoking campaign had made
***** on young people. The new proposals were intended to
***** of the reformed tax system. Our regional measures have
***** on unemployment. All these influences have had an
***** on me becoming who and what I am today.
- ()
He has
difficult to work with. I was wearing a newly/recently
jacket. I didn't like red wine before but I
I was living in France. When she married Giles, she
sons and a daughter. Confucius became well known and
traveled with him around the state. I seem to have
***** a reputation for being difficult to work with. I
***** jacket. I didn't like red wine before but I
***** a taste for it while I was living in France.
***** a ready-made family—two teenage sons and a
***** a number of loyal followers who traveled with him a
***** two copies of this book.
- ()
She finally
working all day, but I feel as if I've
give thoughtfully structured assignments, help ensure goals were
implement meaningful assessments of learning. He has already
strategy is useful only if the intended goal is successfully
evidence educators can use to determine how effectively students
***** her ambition to visit South America. I've been working
***** nothing. Cooper, MacGregor, Smith and Robinson emphasized
***** using active learning strategies, and implement meaningful
***** as his main ambition in life — to become wealthy. This strategy
***** The posters are examples of evidence educators can use to
***** the expected learning outcomes.