

基础篇拓展训练

2

NEW APPLIED
COLLEGE ENGLISH

新应用大学英语

◎ 总主编：张克建 ◎ 主 编：范纯海 黄 萍

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

为进一步深化大学英语教学改革,提高教学质量,《大学英语教学指南》(征求意见稿)(以下简称《指南》)指出:大学英语课程对大学生的未来发展具有现实意义和长远影响;一方面要满足国家战略需求,服务于改革开放和经济社会发展,另一方面,也要满足学生专业学习、国际交流、工作就业等方面的需要。因此,“应充分挖掘大学英语课程丰富的人文内涵,实现工具性和人文性的有机统一”,培养具有中国情怀和世界眼光的国际化高素质人才。

为此,开发体现新时期高等教育调结构、分层次发展要求,服务国家发展战略,满足经济社会发展需要,符合应用技术型本科院校转型发展,培养高素质应用技术型人才的优质教材成为时代所需、当务之急。

编写宗旨

《新应用大学英语》系列教材旨在贯彻落实国务院“引导一批普通本科高校向应用技术型高校转型”的精神,服务经济发展调结构、转方式的国策,服务中国制造向中国创造转变,服务区域经济社会特色发展,适应国家现代高等教育发展的趋势和要求,致力于秉承高校大学英语课程的人文性,强化大学英语课程的应用性和实用性,融入现代职业教育理念和终身学习理念,发掘大学英语课程的潜能与活力,满足培养应用技术型高素质人才的需要。

编写理念

《指南》指出:大学英语课程是高等学校人文教育的一部分,兼有工具性和人文性。大学英语课程的工具性既体现在提升和拓展基础教育阶段的英语教学,进一步提高学生听、说、读、写、译的能力上,也体现在专门用途英语上,学生通过学习与专业或未来工作相关的学术英语或职业英语,提高在学术或职业领域的交流能力。就人文性而言,大学英语课程的重要任务之一是进行跨文化教育,以人为本,弘扬人的价值,注重人的综合素质培养和全面发展。

本科院校学生在校期间仍处于“学校人”的阶段,必须历经“两化”过程,即社会化和职

业化，方可成为对社会有用之人。经过社会化的培养，学生将成为“社会人”；经过职业化的培养，学生将成为“职业人”。

为此，本系列教材根据以帕森斯（T. Parsons）为代表的结构功能主义社会学和英克尔斯（A. Inkeles）关于人的社会化理论，借助美国麻省理工学院斯隆管理学院教授、著名职业生涯管理学家施恩（E. H. Schein）的职业生涯论，确定了“人文性与工具性有机结合”的编写理念，并融入了现代应用技术型人才培养的思想，围绕培养现代技术型人才、社会实用型人才和终身学习型人才而展开。

编写特色

《新应用大学英语》系列教材根据国家及地方经济社会发展的要求和学生个性化发展的需要，本着培养“实践、实战、实用、实干”的“四实”应用技术型人才的原则，以语言知识和语言技能模块为基础，体现语言知识与社会知识的结合、语言技能与职场技能的结合、人文素质与职场素质的结合、社会实践与职业发展的结合，重在提高学生的英语应用能力、交际能力、职场竞争力、职业发展能力以及人文素质和职场素质，培养出集“社会人”和“职业人”于一体的综合应用型人才。

◎教材结构

《新应用大学英语》系列教材分为三个子系列：即学生用书（包括基础篇、职场篇和拓展篇）以及配套的教师用书和拓展训练。这三个系列构成了《新应用大学英语》完整的教材和教学体系。

其中，基础篇（第1、2册）针对《指南》中的基础目标而编，侧重人文素质的培养，其人文性占70%，工具性占30%。职场篇（第3、4册）针对大学英语的提高阶段而编，充分体现职场特色，其工具性占70%，人文性占30%。拓展篇根据大学英语的发展阶段而设计，为学术英语或职业英语教学服务；拓展篇教材为开放性教材，根据本科院校的学科专业分类分册编写。

◎学生用书

《新应用大学英语》学生用书的基础篇和职场篇每册包括8个单元。每单元包含3篇课文，学习时以第一篇课文为主，第二篇课文为辅，第三篇课文为延伸性阅读。教材注重学习者听、说、读、写、译能力的全面提升，每单元均设计有预热练习、课文理解、强化练习、实用听说、写作提升、核心知识和技能、团队项目、职场掠影等板块。这些板块相辅相成，以求输入与输出均衡，多方位打造和提升学生应用语言、适应社会和发展职业的能力。

《新应用大学英语》学生用书的基础篇侧重培养大学生的人文素养，所以单元主题主要涉及生活、社会、经济、文化、科普、环境、道德、人物等方面，旨在培养社会化的人。每个人必须经过社会化才能使外在的社会行为规范和准则内化为自己的行为标准。这是社会交往的基础，也是人类特有的行为。通过社会化的教育，人才能在适应社会环境、参与社会活动、学习社会规范、履行社会角色的过程中，逐渐认识自我，并获得社会的认可。总之，基础篇重在使

学生认识社会，走近职场。

《新应用大学英语》学生用书的职场篇侧重培养大学生的职场意识，所以单元主题以施恩的职业生涯论为依据，立足于人生不同年龄阶段面临的主要问题和职业任务，在语言输入的同时，让学生充分了解有关职场的知识，目的在于培养职业化的人。总之，职场篇重在使学生步入社会，走进职场。

此外，各单元在编写过程中还遵循了以下选篇原则：

主题：各单元主题以国家和区域经济社会发展对人才的要求和需求为前提，均与学生个人的全面发展或未来职业发展息息相关。基础篇以人文话题为主，但不失应用特色；职场篇以职场话题为主，凸显应用特色，兼具人文性。

体裁：为体现应用技术型本科大学英语课程的应用性和实用性，课文体裁以说明文、议论文为主，兼顾多样性。选材时注意文章的普适性、导向性和时代感，同时兼顾应用技术型本科院校学生的英语水平、学习需求和教材编写宗旨。

题材：基础篇和职场篇的人文性和工具性比重不同，题材也不同。基础篇的题材紧扣人文话题，适度延伸至职场和职业领域，旨在帮助学生形成正确的人生观、价值观和世界观，引导学生走近职场。职场篇的题材紧扣学生未来的就业需求和职场交际需求，旨在帮助学生走进职场，提高语言应用能力、交际能力和职场竞争力。

来源：为使教学符合时代的需求、塑造引领时势的人才，选材力求与时俱进，重点选择英语学习、英文报刊或商务类网站上面的文章。此外，为了避免全盘美国化的倾向，选材兼顾了多样性。

选篇长度：各册课文长度逐级递增。基础篇每单元的3篇文章长度分别约为600词、500词和300词；职场篇每单元的3篇文章长度分别约为700词、600词和400词。

◎ 教师用书

作为学生用书不可或缺的配套用书，《新应用大学英语》教师用书是辅助教学实践的有效工具，旨在帮助教师摆脱繁重的文字摘录工作，明确教学重点和难点，设计教学流程，实现“用教材教”而不是“教教材”或“教教参”的目的；同时，也为教师的教学实践活动留有足够的空间发挥其主观能动性和创造性；再者，为做到“实用、够用、好用”，实现“导学”与“导教”的完美统一，教师用书采用了教学讲解与课文内容对照排版以及将练习题答案直接置入的方式，使用起来非常直观和便捷。

◎ 拓展训练

《新应用大学英语》的拓展训练用书是主教材的必要补充和有效延伸，也是学生自主学习和自我评估的重要工具：一方面，帮助学生拓展在主教材中所学的内容；另一方面，给学生的自主学习提供更多素材和训练机会；同时，引导学生自我评估学习效果、反思学习过程、调整学习策略、总结经验教训、提高学习兴趣、体验进步与成功，逐渐养成系统的良好学习习惯。此外，学生自我评估的结果对教学也有很好的促进作用，教师可以据此随时掌握学生的

学习情况,找准课堂教学的重点和难点,调整教学进程,进行有针对性、有目的性的教学,提高教学质量。

《新应用大学英语》的拓展训练用书兼顾对主教材人文性和工具性的拓展,素材均与主教材的单元主题密切相关,词汇练习也与主教材的词汇对应。考虑到大

学生参加全国大学英语四、六级考试的需要,练习题型与最新的全国大学英语四、六级考试题型基本一致,涉及听、读、写、译等方面。

拓展训练围绕词汇、句子、篇章纵深展开,有针对性地训练主教材涉及的重点知识和技能,每册8个单元,每单元编有拓展训练材料一套;此外,还配有中期末测试题,“以练促学、以练促教、以练促考”,以求达到通过拓展训练助力学生语言应用能力提升和未来职业能力发展的目的。

教材特点

► 定位明确

教材建设是教学改革的重要环节。《新应用大学英语》系列教材定位于体现新时期高等教育分层次、调结构的教育思想和教育理念,主动适应国家从制造业大国转变为制造业强国的发展战略,融工具性和人文性于一体,致力于提高教学质量、深化教学改革、培养经济社会建设急需的高素质应用技术型人才。编写这种将语言技能与职场技能相结合、人文素质与职场素质相结合、社会实践与职业发展相结合的大学英语教材在我国尚属先例。

► 理念新颖

本系列教材诞生于国家大力发展现代职业教育之际,《指南》充分阐释了大学英语“工具性和人文性有机统一”的理念,以学生未来的个人发展为着力点,以培养学生的语言能力和职业发展能力为重点,以发掘课程内涵、深化教学改革为目标,力图培养新时期我国经济社会发展需要的应用技术型人才。

► 体系完备

本系列教材分基础篇、职场篇、拓展篇(即基础英语、职场英语、学术英语或职业英语)三个学习阶段。第一阶段进行基础英语学习,着重培养学生的英语应用能力。第二阶段进行职场英语学习,引领学生认识社会、走进职场,开始学习职业规划与发展。第三阶段进行学术英语或职业英语学习,由“职场”过渡到“专业”,使学生接受完整的社会人和职业人教育。这三个阶段正好和《指南》中提出的三个目标(即基础目标、提高目标和发展目标)不谋而合。

► 目标鲜明

本系列教材的教学目标在于提高学生的英语应用能力、交际能力、职场竞争力和职业发展能力,融人文素质和职场素质为一体,使课堂与社会、课堂与职场、课堂与职业紧密结合在一起,从课堂步入社会、走近职场、走进职业,这样循序渐进,从而使教学目的更明确、教学过程更合理、教学步骤更科学、教学效果更佳。

► 资源多样

本系列教材配有录音光盘和电子教学课件,还将利用互联网技术和Unipus平台推出丰富多彩的精品共享资源,比如微课和翻转课等,供广大师生使用,从而改善语言学习环境,创新

语言教学模式。

教材选用

《新应用大学英语》基础篇与职场篇相互衔接，形成一体，可以整套选用，也可以根据具体需要选用。由于大多数本科院校英语教学分四个学期实施，基础篇适合大学英语学习的基础阶段，可供第一、二学期选用；职场篇适合大学英语学习的提高阶段，可供第三、四学期选用。若有些院校的英语教学只安排两个学期，可根据学生的英语水平和学校的教学要求，在基础篇和职场篇中选择其一进行教学。对于实施三学期教学的院校，可根据本院校的教学目标和要求选择基础篇（第1、2册）+职场篇（第3册），或者基础篇（第2册）+职场篇（第3、4册）的模式组织教学。对于学生英语水平较高的院校，可直接选用《新应用大学英语》的拓展篇，为学生提供高于基础目标和提高目标并且体现学术或职业特色的英语教学。

诚然，对于如何选用教材，各院校可根据自身实际情况确定，以上只是我们不成熟的建议。

本系列教材在编写过程中得到了外语教学与研究出版社的大力支持，在此，对出版社工作人员严谨的工作态度和崇高的职业精神深表敬意！

在编写过程中，本系列教材参考了国内外诸多文献和资料。在此，特向相关作者和出版者表示由衷的感谢！编写这样的大学英语教材是个尝试，难免有不足之处，敬请专家、学者和同仁不吝赐教。

编者

2015年6月

内容简介

《新应用大学英语》系列教材以《大学英语教学指南》为先导，以培养“实践、实战、实用、实干”的应用技术型人才为目标，秉承高校大学英语课程的人文性，强化应用性和实用性，融入现代职业教育理念和终身学习理念，旨在提高大学生的英语应用能力和职场竞争力，致力于推动应用技术型本科高校培养高素质的应用技术型人才。

《新应用大学英语（基础篇）·拓展训练2》是《新应用大学英语（基础篇）2》的配套用书。该书针对主教材中的8个单元内容设计了8个拓展训练项目，此外，还配有中期末测试题。所有拓展训练项目均兼顾人文性和应用性，并注重三个结合，即拓展训练的语料话题与主教材单元话题相结合、练习词汇与主教材单元词汇相结合、练习题型设计与最新全国大学英语四、六级考试要求及题目类型相结合。拓展训练涉及听、说、读、写、译等技能技巧，从词汇、句子，向篇章纵深拓展，有针对性地巩固各单元的重点知识，训练技能，旨在以练促学、以练促考，通过强化训练，拓展学生的语言应用能力和未来职业发展竞争力。

本书是学生用书的必要补充和有效延伸，也是学生自主学习、自我评估的重要渠道，可供一般本科院校，尤其是应用技术型大学和独立学院所有学习大学英语基础课程的学生使用。

目标鲜明

本系列教材的教学目标在于提高学生的英语应用能力、交际能力、职场竞争力和职业发展能力，融入人文素质和职场素质，实现课堂与社会、课堂与职场、课堂与职业紧密结合在一起，从而引导学生认识社会、走进职场、开始学习职业规划与发展。第三阶段进行学术英语或职业英语学习，由“职场”过渡到“专业”，使学生接受完整的社会人和职业人教育。这三个阶段正好和《指南》中提出的三个目标（即基础目标、提高目标和发展目标）不谋而合。

资源多样

本系列教材配有录音光盘和电子教学课件，还将利用互联网技术和Unipus平台推出丰富多彩的精品共享资源，比如微课和翻转课等，供广大师生使用，从而改善语言学习环境，创新

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UNIT 1 Entertainment

Part I Listening Comprehension (20 minutes)



Section A

Directions: In this section, you will hear four short conversations and one long conversation. At the end of each conversation, one or more questions will be asked about what was said. Both the conversations and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A, B, C and D, and decide which is the best answer.

- | | |
|---|---|
| 1. A. Jump the queue. | B. Wait in a queue. |
| C. Go to another place. | D. Go to a happening place. |
| 2. A. None of these films are successful. | B. They are popular among the audience. |
| C. They are usually difficult to understand. | D. The producers are interesting people. |
| 3. A. This comedy is actually not satisfying. | B. This comedy is a Hollywood product. |
| C. The plot of this comedy is attractive. | D. The man likes this comedy. |
| 4. A. They are boring people in real life. | B. They want to die in real life. |
| C. Their acting of love scene was unsatisfying. | D. Their love in real life was also terrible. |

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

- | | |
|-------------------|-----------------|
| 5. A. 40 million. | B. 100 million. |
| C. 15 million. | D. 25 million. |

- 6. A. New York City.
C. A radio program.
- 7. A. A waitress.
C. A dancer.
- B. A song.
D. A friend of hers.
- B. A bartender.
D. A band player.

Section B

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

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

- 8. A. People can have fun from learning English.
B. Hollywood in America makes English movies.
C. English is more popular than other languages.
D. Movies in English are more interesting than those in other languages.
- 9. A. The actor's voice is real in the original vision.
B. You can get lots of correct English sentences by watching original movies.
C. Learning English by watching original movies is learning by input.
D. People can get much fun from watching original movies.
- 10. A. Being able to understand English.
B. Being able to appreciate English books.
C. Being able to make your own sentences.
D. Being able to write in English.

Section C

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally when the passage is read for the third time, you should check what you have written.

In Hollywood, *Cinderella* made \$70 million in (11) _____ when it opened last weekend. It is a (12) _____ in the theaters but it is also a hit in retail. And Disney (13) _____ its usual market for “Cinderella” products.

There are products connected to the Disney film (14) _____ not only at little girls, but women, too. For example, the famous shoe designer Jimmy Choo (15) _____ Disney to create a version of Cinderella’s “glass shoes”. You can buy them for about \$5,000. At that price, you would not want to lose one at the ball, even if that is the way you get your (16) _____. Several other shoemakers also accepted Disney deals to design versions of the famous (17) _____.

HSN is a popular television and (18) _____ of jewelry, clothing and objects for the home. The marketer is now an (19) _____ of “Cinderella” products.

So, is there anything left for the children, those people we think of as the (20) _____ audience for the age-old fairytale? Yes, you can find toys and other children’s products at the American retailer JC Penney. Of course, you can also visit a Disney store.

Part

II Vocabulary (10 minutes)



Directions: For this part, there are 15 incomplete sentences. You are required to complete each one by deciding on the most appropriate word or words from the four choices marked A, B, C and D.

21. A computer system without anti-virus software will be _____ to a hacker attack.

- A. adapted
- B. used
- C. vulnerable
- D. dedicated

22. Colds are _____ in the winter.

- A. popular
- B. prevalent
- C. special
- D. fashionable

23. The United Kingdom _____ of Great Britain and Northern Ireland.

- A. consists
- B. composes
- C. comprises
- D. contains

24. The community is _____ to everyone to save water.

- A. appealing
- B. begging
- C. turning
- D. applying

25. In order to do this you have to _____ confidence.
- A. add up B. hold on
C. build on D. build up
26. It was an extraordinary experience to _____ the first sunrise of the new millennium with my own eyes.
- A. view B. witness
C. visit D. look
27. I can't _____ where he lives.
- A. renew B. restore
C. refresh D. recall
28. How can we bridge the _____ between rich and poor?
- A. gap B. space
C. place D. length
29. You should be easy on these students. _____, they are kids.
- A. In fact B. What's more
C. Even though D. After all
30. I must be the last person he wants to see, because he keeps _____ avoiding me.
- A. desirably B. deliberately
C. delicately D. directly
31. Your body would die because of hunger and _____, and your mind will die if you lose your curiosity.
- A. pain B. sorrow
C. thirst D. passion
32. I learned to calm down, look for proper guidance in life and wait _____.
- A. patiently B. slowly
C. anxiously D. eagerly
33. I can't _____ to buy them an expensive present.
- A. devote B. present
C. apply D. afford
34. The famous singing star felt _____ and uncomfortable at the press conference when some reporters asked about his privacy.
- A. awkward B. awesome
C. coward D. backward
35. _____ admitting his mistakes, he shifted the blame onto others.
- A. Because of B. Instead of
C. Due to D. Thanks to



Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from the list of choices given in the word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please choose the corresponding letter. You may not use any of the words in the bank more than once.

Questions 36 to 45 are based on the following passage.

“Breaking Bad” star Bryan Cranston was named best actor in a drama 36 for a fourth time as the teacher-turned-drug (老师变毒贩) main character Walter White. He beat a 37 of Hollywood celebrities including Oscar winner Matthew Mc Conaughey and Woody Harrelson for their 38 in the popular crime drama “True Detective”. “I am 39 for everything that has happened,” Cranston said. His co-stars Aaron Paul and Anna Gunn were also 40 for best supporting actor and supporting actress in a drama series. Collecting the 41 for best drama series, “Breaking Bad” creator Vince Gilligan said: “Holy cow! This is indeed a wonderful time to be working in television. Thank you for this wonderful 42 to our show.”

In other 43, “The Good Wife” star Julianna Margulies won the Emmy for best lead actress in a drama series for her part as lawyer Alicia Florrick. “I feel like this is the 44 age of television, but it’s also the time for women in television,” she said, “I feel very honorable to be here.”

There were also best actress and best 45 actress in a mini-series awards for Oscar winners Jessica Lange and Kathy Bates for their roles in American horror story “Coven”.

- | | | | | |
|------------|---------------|-------------|-----------|---------------|
| A. award | B. categories | C. farewell | D. golden | E. grateful |
| F. honored | G. host | H. roles | I. series | J. supporting |

Section B

Directions: In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. Each paragraph is marked with a letter. Please choose the corresponding letter. You may choose a paragraph more than once.

- A. Comics use drawings and words to tell stories that can be funny or serious, or both. Comic books grew out of comic strips (连载漫画) in newspapers. One of the most successful early comic characters in America was Mickey Dugan, better known as “the Yellow Kid”. He wore a yellow coat that was too big for him. He was a character in a comic strip in New York called “Hogan’s Alley” by Richard Felton Outcault. It provided social commentary on the problems of cities. The Yellow Kid first appeared in 1895. The character became so popular that it was also used to sell products and to create stage shows. Over the years, many movies and TV shows have been based on stories and characters that first appeared in comic form.
- B. Adventure stories in comic books were extremely popular during the 1930s, the period known as the Golden Age of Comics. Famous characters created during that time include the science fiction hero Flash Gordon and the detective Dick Tracy. Others from the golden age are the medieval adventurer Prince Valiant and the mysterious, masked Phantom.
- C. The 1930s also gave us a superhero who came to Earth from another planet. Superman is the secret identity of Clark Kent, a newspaper reporter for the *Daily Planet* in a big city. Superman became a hero of comic fans as he used his strength, X-ray eyes and ability to fly to fight for “truth, justice and the American way”.
- D. That was not bad for two teenage boys in Cleveland, Ohio. Jerry Siegel and Joe Shuster were 17 when they created Superman in 1933. They sold the rights to the character to the DC Comics company for 130 dollars. That might have seemed like a lot to them at the time. But it was nothing compared to all the money made since then from Superman comics, radio and TV shows, movies and toys. Finally, in 1975, they threatened a legal fight to get more of a reward for their creation. DC Comics agreed to pay each of them twenty thousand dollars a year for life. And it agreed to identify Jerry Siegel and Joe Shuster as the creators of Superman in all future printed materials and films.
- E. Americans first watched Superman on television. But the special effects needed to realistically show him flying through the air were not developed until the 1970s. The first movie in the “Superman” series was released in 1978. It was a huge success, with 289 million dollars in ticket sales at theaters worldwide. And it led to other movies based on comic book superheroes.