



新世纪应用型高等教育公共英语类课程规划教材
普通高等教育“十二五”规划教材

新世纪



大学英语进阶教程 能力拓展训练 2

DAXUE YINGYU JINCHENG NENGLI TUOZHAN XUNLIAN 2

新世纪应用型高等教育教材编审委员会 组编

主 编 颜 泓

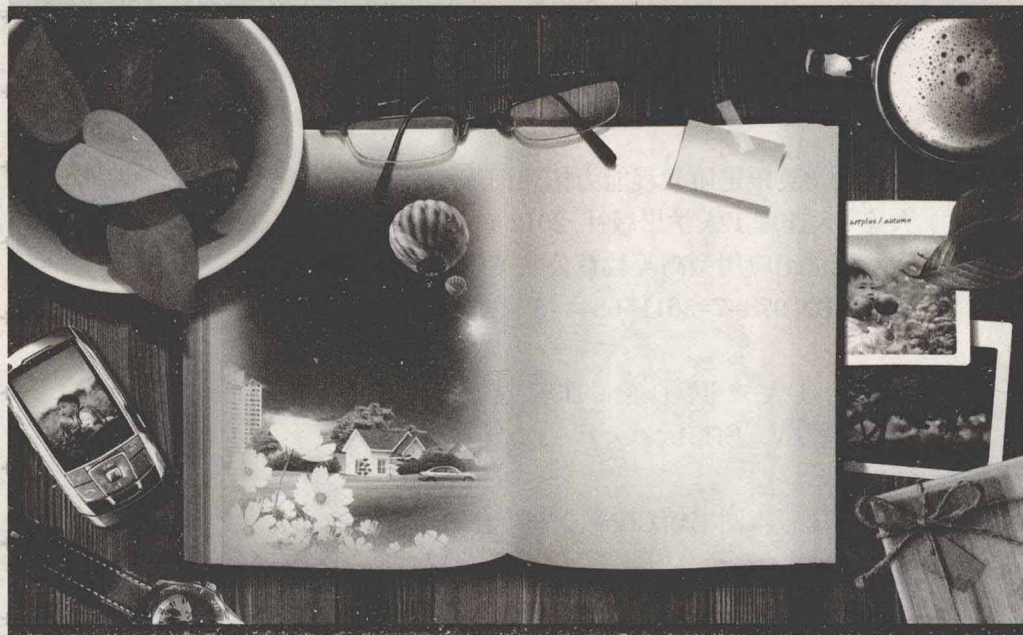


大连理工大学出版社



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副主编 毕海荣 聂勇伟

参 编 王 正 周 丽 潘盛莉



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前言

《大学英语进阶教程能力拓展训练》是与《大学英语进阶教程》同步编写的系列配套用书,目的在于帮助学生拓宽视野,增强自主学习意识,在掌握课本中每单元应该掌握的词汇、语法、听说、阅读、翻译、写作等各项英语语言基本知识的基础上,进一步夯实基础,拓展技能,提升他们的英语语言实际应用能力。

本书为《大学英语进阶教程能力拓展训练2》,与《大学英语进阶教程2》配套,供第二学期使用。全书共有10个单元,其中第5和第10单元为自测单元。《训练》中每个单元主题仍沿用学生用书中的单元主题,以保持整套教材的统一性、科学性和完整性。每单元由以下四部分组成:

1. 词汇结构(Vocabulary and Structure):通过系统的实用练习,帮助学生熟练掌握英语词汇与结构的基本用法,有效提高语言应用能力。

2. 阅读理解(Reading Comprehension):通过对与主题相关的文章的阅读和理解,进一步加大源语信息输入量,帮助和指导学生科学获取有效信息,不断提高阅读速度和质量。

3. 翻译训练(Translation):通过对常用翻译技巧的运用,逐渐掌握规范的英语表达方式,有效进行跨文化交际活动。

4. 写作实践(Writing):通过段落写作练习,提高语篇意识,为短文写作打好基础。

各校也可根据实际教学时数,在课堂上选择使用每单元中的相关内容,亦可将各部分内容按需要作为学生课前预习、课后复习或自测提高之用。

本教材由颜泓担任主编,由毕海荣、聂勇伟担任副主编,王正、周丽、潘盛莉参与了编写工作。

教材中如存在纰漏之处,敬请各相关院校和读者在使用本教材的过程中给予指正,并将改进意见及时反馈给我们,以便下次修订时完善。

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UNIT 1 Leisure

Part 1 Vocabulary and Structure

1. Multiple Choice

Directions: There are 20 incomplete sentences in this part. For each sentence there are 4 choices marked A, B, C and D. Choose the best one to complete each sentence.

- (1) Every child wants to _____ their parents' expectations.
A. live by to
B. live down to
C. live on to
D. live up to
- (2) _____ her disappointment, she failed to get the job.
A. By
B. To
C. In
D. From
- (3) Professor Martin's new paper is about _____ in the field over the last ten years.
A. trifles
B. advances
C. placebos
D. prescriptions
- (4) Sometimes all a sick person needs is to get some reassurance _____ all will be well.
A. that
B. which
C. where
D. who
- (5) In order to practice his spoken English, Henry likes to _____ conversation with others.
A. participate of
B. take the chance for
C. enter into
D. enter upon
- (6) From the article, we gained a (an) _____ of the problem.
A. awareness
B. awarement
C. being aware
D. unawareness
- (7) This fear _____ his being treated unfairly by his stepmother in his childhood.
A. date to
B. dates to
C. dates back to
D. date back to
- (8) His failure is _____ up with his poor study habits.
A. closed
B. related
C. tied
D. come

- (9) Don't be fooled _____ believing his lies.
 A. to B. in
 C. by D. into
- (10) What you can gain in the final exam _____ how hard you work in this semester.
 A. rests with B. contributes to
 C. stands by D. rests on
- (11) She _____ all her energies _____ taking care of her children.
 A. called...to B. devoted...into
 C. channeled...into D. scattered...for
- (12) Smoking _____ countless deaths a year in China.
 A. attributes to B. distributes to
 C. contributes to D. results from
- (13) The driver _____ the map and turned into a wrong direction.
 A. missed B. misinterpreted
 C. misunderstood D. mislaid
- (14) _____ at such a time, the professor's work attracted much attention.
 A. Publishing B. Being published
 C. Published D. When publishing
- (15) Some cruel experiments on animals are carried out _____ science.
 A. in the name of B. for the sake
 C. in advance D. instead of
- (16) _____ deny that I also make some mistakes.
 A. Nor will I B. I will nor
 C. Or will I D. I will or
- (17) I was so tired that I fell _____ during the lecture.
 A. sleepy B. asleep
 C. sleeping D. sleeper
- (18) The repair man spent the whole day repairing the car. The work was _____ easy.
 A. nothing but B. anything but
 C. all but D. something but
- (19) John said that he would like to stay at home this evening _____ go out.
 A. other than B. more than
 C. nothing more than D. rather than
- (20) _____ the manager had calmed down, his brain was also beginning to work much better.
 A. For B. Now that
 C. Since that D. Because

2. Sentence Completion

Directions: There are 10 incomplete sentences with 10 blanks in this part. Fill in each of the blanks with an appropriate word in the box given below. Change the form if necessary.

schedule	extend	column	identify	flexible
relaxation	coherent	invest	intensive	crucial

- (21) I cannot _____ this signature.
- (22) He always reads the sports _____ in the *Times*.
- (23) At the _____ moment, he showed great foresight and turned back the powers of darkness.
- (24) _____ care in hospitals is given to the seriously.
- (25) He _____ all his money in real estate.
- (26) I would like to _____ a warm welcome to our visitors.
- (27) A piece of rubber hose is _____.
- (28) Hard work is essential. But there's also a time for rest and _____.
- (29) They have planned a tight _____ of travel.
- (30) They seem to have no _____ plan for saving the company.

3. Cloze

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A, B, C, and D. You should choose the ONE that best fits into the passage.

When a person walks, the movement of his head, trunk, hipbones and limbs are all reflected in changes in his body. A computer _____ (31) these changes into a database. Later, the computers can accurately _____ (32) him according to these changes. This is a new biological identification method and it can quickly identify an examinee _____ (33) disturbing him. It's especially suitable for use in airports and supermarkets.

Everybody's voice is _____ (34). When a person's voice is recorded by an _____ (35), its voice frequency spectrum is called his sound print. Like a fingerprint, everybody's sound print is different. How can computers _____ (36) his sound? First, his voice is recorded, which allows the computers to become familiar _____ (37) his voice. It will then turn his sound characteristics into a _____ (38) of digits. These digits _____ (39) the frequency, pitch and rhythm of the person's voice. These are the _____ (40) on which the computers can distinguish his voice from _____ (41).

When that person needs to be identified, after he says only one word or two, the computers can identify him. The computers can even identify sounds coming ____ (42) the wires. This will provide a safer _____ (43) to electric banks and electric purchases.

We often bring ID cards, work cards, or driver licenses with us to _____ (44) our identity. If all these cards are forgotten or lost, how can we prove _____ (45) we are? In fact, it's not difficult to prove whom you are, because your body _____ (46) has identifying markers. Some are physiological features, such as fingerprints, sounds, facial types and eye color. The computer can help to identify you. _____ (47) your features have already been stored in the database. To identify you, we have to take your picture with a camera and send it to a computer for _____ (48). First, the computer needs to reposition this picture according to the position of your eyes, and then starts to read the message of your physiological features such as the _____ (49) of your pupil to the whites of your eyes and the shape of your nose. Next, it seeks matching records from the database. Finally, it makes a _____ (50).

- | | | | |
|------------------------|-----------------|-----------------|------------------|
| (31) A. checks | B. stores | C. revises | D. modifies |
| (32) A. identify | B. distinguish | C. convey | D. strike |
| (33) A. without | B. with | C. for | D. in |
| (34) A. identical | B. similar | C. unique | D. sole |
| (35) A. implement | B. appliance | C. instrument | D. equipment |
| (36) A. hear | B. understand | C. record | D. distinguish |
| (37) A. to | B. in | C. on | D. with |
| (38) A. series | B. package | C. line | D. pair |
| (39) A. reverse | B. represent | C. reveal | D. recession |
| (40) A. origin | B. cause | C. reason | D. basis |
| (41) A. other's | B. another's | C. each other's | D. one another's |
| (42) A. at | B. on | C. in | D. through |
| (43) A. assure | B. guarantee | C. ensure | D. confirm |
| (44) A. cause | B. make | C. prove | D. leave |
| (45) A. whom | B. how | C. what | D. where |
| (46) A. oneself | B. themselves | C. itself | D. himself |
| (47) A. Provide | B. Suppose | C. Imagine | D. Give |
| (48) A. processing | B. copying | C. coloring | D. revising |
| (49) A. size | B. type | C. ratio | D. shape |
| (50) A. recommendation | B. contribution | C. proposal | D. decision |

 1. Skimming and Scanning

Directions: Go over the passage quickly and answer the questions. For questions 51–57, choose the best answer from the four choices marked A, B, C and D. For questions 58–60, complete the sentences with the information given in the passage.

The Modern Olympic Games

The Modern Olympic Games might have remained just a part of history without the dream of one Frenchman, Pierre de Coubertin. Coubertin believed that sport and exercise were very important for the health and happiness of every man and also for the nation. He therefore tried, in 1892, to interest other Frenchmen in his dream of starting a modern form of the early Greek Games. His ideas were strongly criticized by many people, who did not really understand what he was trying to do. It is perhaps sad that the great work Pierre de Coubertin did to bring back the Games was never properly recognized during his lifetime. Gradually, however, people all over the world became interested in his ideas and at a meeting in Paris in 1894, with representatives from twelve different countries; plans were made to hold the first modern Games in Athens in 1899.

Organizing the first modern Games, however, was not without problems. The Greek government was unhappy with the decision to hold the Games in Athens, as they had serious economic problems at the time and did not feel they were in a position to spend the necessary money. It seemed therefore that the Games would be finished before they had even begun. Prince Constantine of Greece, however, gave his support to Coubertin and the newly - formed Olympic Committee and other rich Greeks soon followed his example. Enough money was collected in Greece and abroad to build a new stadium and pay all the other costs.

On 5th April, 1896, a crowd of over 60,000 people watched the King of Greece open the first modern Games

There were, however, very few competitors—only two hundred and eighty-five. Australia, Austria, Britain, Bulgaria, Chile, Denmark, France, Germany, Hungary, Sweden, Switzerland and the USA, were the only countries to send athletes to the Games and most of the athletes who did come had to pay for their own travel and other costs. There were ten sports in the first program—cycling, gymnastics, tennis, swimming, athletics, fencing, weight-lifting, rowing, wrestling and shooting; there were also other non-sporting events, such as concerts and ballet, just as there had been at the early Games.

At the first modern Olympics almost all the gold medals were won by American sportsmen, but the most famous of all the first medal winners was a young Greek named Spyros Louis, who came from a small village in the mountains near Athens. It was he who won the long and difficult race, the Marathon, and gave the Greeks the national win they had hoped for.

The Greeks would have been happy to keep the Games in Greece but Coubertin believed strongly that the Olympics should be truly international and would not allow this to happen. It was therefore decided to hold the next Games in Paris in 1900. Sadly, however, the Paris Games and the following Games, held in St. Louis, America, in 1904, were poor examples of Coubertin's dream and Coubertin himself did not even travel to the St. Louis Games. For these two Games were more like circus shows than serious international sports meetings. Only fifteen non-Americans went to the 1904 Games, mainly because the high travel costs prevented others from competing. Olympic events were mixed with other sports and events, and the Games were organized to continue over many months, so that as much money as possible could be made by the organizers from the selling of tickets.

It was not until 1908, when the Games were held in London, that international rules and distances were introduced; until then the events had been the decision of the organizing nation alone. The London Games were far better organized than any of the other modern Games but it took many more years before Coubertin's dream of a truly international meeting of sportsmen became a reality. It was necessary to make many changes before the Olympic Games became as well-organized and as popular as they are today.

Since 1896 the Games have been held every four years, except for a break during the years of the two World Wars. Gradually the number of competitors who take part in each Games has grown and so has the number of countries. In 1896, only thirteen countries were represented and only two hundred and eighty-five competitors took part. Today, however, as many as one hundred and twenty-two countries send athletes to the Games and more than seven thousand men and women come to the Games to take part. In recent years, the number of events has grown to twenty-one, eleven of which are also open to women.

It is interesting that Coubertin, whose ideas were born in the late nineteenth century, probably never imagined that women would ever play a part in the new Olympics. Women had never competed in the early Greek Games; indeed, for many years they were not even allowed to watch. In modern times, the London Games in 1908 were the first in which women took a serious part—36 women came to the Games to compete. The first woman to win an Olympic event was the British Tennis Player, Charlotte Cooper, who won a tennis event in 1900. From 1908, however, the number of

events began to grow with the introduction of ladies' gymnastics. Athletics events for women were introduced in 1928 at the Games held in Amsterdam. Today, women are as highly-trained and as fit as men. Although in almost every sport women and men compete separately, in horse-riding events they compete against each other and women have shown over the years that they are just as good.

The International Olympic Committee, whose home is in Lausanne in Switzerland, is responsible for all the important decisions of the Olympic Movement. The members of this committee are chosen not by their governments but by members already on the committee and they are therefore above politics or group interests. Most of the members are simply rich men who wish to keep Coubertin's ideas alive. Not every country is represented; therefore, because this would mean more than 120 members and no decisions would ever be made.

However, each country must form a National Olympic Committee before it is allowed to send competitors to the Games and this committee must be recognized by the International Olympic Committee. At present, more than 136 countries have formed such a committee. The National Committees are responsible for organizing the national teams and for deciding which competitors to send. Competitors cannot choose to go to the Games—they must be chosen and this means competing against their own countrymen. It is not even enough to be the best in the country, for each competitor must be able to reach the standard expected for entry to the Games. These standards change each year as sportsmen and sportswomen improve. Some countries are not able to send all the competitors they would like to, even if they have reached the expected standard, because of the cost. The National Committee must then decide whether to send the competitors who have the most chance of winning or whether, instead, to send competitors to represent each sport even though some of them have little hope of doing well.

Not only the competitors but also the team manager must be paid for. The manager is an extremely important member of the team; he is responsible for the competitors while they are at the Games and his job includes, for example, getting the competitors to each event on time and helping with medical or personal problems. Most countries ask the people for money to help pay for the costs of travel and training. A lot of money is given by businesses and companies who also give, for example, clothes, shoes and uniforms.

The city where the Games are to be held is chosen by the International Olympic Committee; this is usually decided five years before the Games are to take place. Several cities may wish to hold the Games in any one year and the Committee decides only after it has listened to and seen the arguments and plans of each city. Once chosen, the city then has five years to prepare.

- (51) Coubertin planned to hold the first modern Olympic Games in _____ in Athens.
 A. 1894 B. 1896 C. 1899 D. 1900
- (52) The competitors of the first Olympic Games came from all of the following countries EXCEPT _____.
 A. UK B. Hungary C. Switzerland D. Norway
- (53) Which of the following was NOT part of the first Olympic Games?
 A. Concert. B. Circus. C. Fencing. D. Boxing.
- (54) According to the passage, the most successful modern Olympic Games was the one held in _____.
 A. Athens, Greece B. St. Louis, America
 C. Paris, France D. London, UK
- (55) Which of the following statements is NOT true?
 A. Women were not allowed to participate in the ancient Olympics.
 B. Women were not allowed to watch the Olympic Games in the past.
 C. Women appeared in the Amsterdam Olympic Games.
 D. Before 1908 there were no women in the Olympic Games.
- (56) Women and men always compete separately except in _____.
 A. tennis B. racing C. swimming D. horse-riding
- (57) What do we learn about the International Olympic Committee (IOC)?
 A. Every country has its representatives in IOC.
 B. The representatives in IOC speak for their own countries.
 C. Most representatives in IOC are wealthy.
 D. The representatives in IOC are elected by their own country.
- (58) It was _____ that is responsible for organizing the national teams and for deciding which competitors to send.
- (59) Both the competitors and _____ must be paid for.
- (60) Every city chosen to hold the Olympic Games usually have _____ to prepare.



2. Reading in Depth

Section A

Directions: *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a 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 fill the corresponding letter in each blank. You may not use any of the words in the bank more than once.*

The song “Happy birthday to you” is sung all over the world just before the birthday boy or girl blows out the candles on the cake.

It is so simple that children as young as three can sing it without _____ (61). The song, with its _____ (62) title “Good Morning to You”, was written in 1893 by the two sisters, Mildred and Patty Smith Hill. They were the daughters of a _____ (63) Kentucky couple, who believed in female education at a time—the mid - nineteenth century—when it was still a _____ (64) idea and who trained their two daughters to be schoolteachers. They were long involved in elementary education.

A birthday cake with _____ (65) candles is also indispensable at one’s birthday party. It may derive, _____ (66), from the ancient Greek practice of offering to Artemis, goddess of the moon, a round honey cake into which a candle was stuck. After German bakers _____ (67) the modern birthday cake in the Middle Ages, a similar _____ (68) was adopted for happiness at birthdays.

The candle - blowing - out custom may be associated with double meaning at birthdays. Some people believe that each birthday is another step toward the end, and what we _____ (69) at birthday gatherings is not only our growth, but our transience. Thus, candles at birthdays are _____ (70) of life and death, hopes and fears, increase and loss, and so on.

- | | | | |
|---------------|----------------|---------------|--------------|
| A. invented | B. accelerate | C. old | D. symbols |
| E. hesitation | F. progressive | G. celebrate | H. distantly |
| I. original | J. novel | K. apparently | L. burning |
| M. prevented | N. custom | O. substitute | |

Section B

Directions: *There are 2 passages in this section. Each passage is followed by five questions or unfinished statements. For each of them there are four choices marked A, B, C, and D. You should choose the best one from the four choices.*

Passage 1

Electric cars are dirty. In fact, not only are they dirty, they might even be more dirty than their gasoline-powered cousins.

People in California love to talk about “zero - emissions vehicles,” but people in California seem to be clueless about where electricity comes from. Power plants mostly use fire to make it. Aside from the few folks who have their roofs covered with solar cells, we get our electricity from generators. Generators are fueled by something—usually coal, oil, but also by heat generated in nuclear power plants. There are a few wind farms and geothermal plants as well, but by far we get electricity mainly by burning something.

In other words, those “zero-emissions” cars are likely coal-burning cars. It’s just the coal is burned somewhere else so it looks clean. It is not. It’s as if the California Greens are covering their eyes — “If I can’t see it, it’s not happening.” Gasoline is an incredibly efficient way to power a vehicle; a gallon of gas has a lot of energy in it. But when you take that gas (or another fuel) and first use it to make electricity, you waste a nice part of that energy, mostly in the form of wasted heat — at the generator, through the transmission lines, etc.

A gallon of gas may propel your car 25 miles. But the electricity you get from that gallon of gas won’t get you nearly as far — so electric cars burn more fuel than gas-powered ones. If our electricity came mostly from nukes, or geothermal, or hydro, or solar, or wind, then an electric car truly would be clean. But for political, technical, and economic reasons, we don’t use much of those energy sources.

In addition, electric cars’ batteries which are poisonous for a long time will eventually end up in a landfill. And finally, when cars are the polluters, the pollution is spread across all the roads. When it’s a power plant, though, all the junk is in one place. Nature is very good at cleaning up when things are not too concentrated, but it takes a lot longer when all the garbage is in one spot.

- (71) What does “clueless” mean in paragraph 2?
- A. The California Greens are covering their eyes.
 - B. People in California love to talk about zero-emissions vehicles.
 - C. People in California love to have their roofs covered with solar cells.
 - D. People there have no idea that so far electricity mainly comes from burning coal, oil, etc.
- (72) According to the passage, why the California Greens hold the idea “If I can’t see it, it’s not happening.”?
- A. They do not know those clean cars are likely coal-burning cars.
 - B. They do believe that the coal is burned somewhere else so it looks clean.
 - C. They tend to hold that electricity is a nice part of energy.
 - D. They tend to maintain that gasoline is a good way to run a vehicle.
- (73) The electricity we get from a gallon of gas may make our car run _____.
- A. not less than 25 miles
 - B. more than 25 miles
 - C. no less than 25 miles
 - D. not more than 25 miles
- (74) Compared with cars using gas, electric cars _____.
- A. do not burn fuel and are more environmental
 - B. are toxic and it is difficult for nature to clean it up when their batteries are buried in one spot
 - C. are very good at cleaning up when things are not too concentrated
 - D. are poisonous for a long time and will eventually end up in a landfill

(75) It can be inferred from the passage that _____.

- A. being green is good and should be encouraged in communications
- B. electric cars are not clean in that we get electricity mainly by burning something
- C. zero-emissions vehicles should be chosen to protect our environment
- D. electric cars are now the dominant vehicle compared with gasoline - powered cousins

Passage 2

Rising global carbon dioxide levels tied to global warming may not be as crucial in determining the composition of plant communities as other, localized climate changes.

“Nobody really knows what the increases in carbon dioxide are going to entail in terms of future changes in vegetation types,” said Mark Brenner, a University of Florida assistant professor of pale limnology, the study of ancient lakes. “It looks like climate changes in different areas may be more important than carbon dioxide, at least carbon dioxide by itself,” he said.

Brenner’s research team based their conclusions on an analysis of sediment from two lake bottoms, one in northern Mexico and one in northern Guatemala. The researchers used new techniques that allowed them to analyze only the remains of land plants, specifically their leaf waxes. By measuring the composition of the leaf waxes, the researchers were able to distinguish two broad categories of plants living in these areas—so-called C3 and C4 plants, which have different photosynthetic (光合作用) processes. Many C4 plants are tropical grasses, while most tropical trees are C3 plants. The researchers analyzed sediments (沉积物) deposited over the last 27,000 years, from the last ice age to the current geological period. Over this period, there was a worldwide, relatively uniform increase in atmospheric carbon dioxide concentrations.

Brenner said that if carbon dioxide played the major role in determining plant composition, one would assume that analysis of the sediments would reveal very similar changes in relative abundance of C3 and C4 plants in the two places over the study period. But, in fact, the researchers found that trends in the two types of plants were different at the two locations. The changes were related not with carbon dioxide levels, but with shifts in rainfall. “The result appears to be that climate factors, especially moisture availability, determine whether C4 or C3 plants dominate in an area, not carbon dioxide,” Brenner said.

Many scientists believe global warming will cause major variation in local climates worldwide, with some wet areas becoming dry and dry areas becoming wet. If that happens, it could have more impact on relative C3 versus C4 plant distribution than the rising carbon dioxide levels.

(76) What can be inferred in the first paragraph?

- A. Climate changes are more important to the composition of plant communities than rising global carbon dioxide.

- B. Localized climate shifts may not be as crucial as carbon dioxide.
 C. Nobody knows which one is important.
 D. Carbon dioxide levels is crucial to the global warming.
- (77) What is Mark Brenner?
 A. He studies co-author's opinion.
 B. He is assisting the University of Florida.
 C. He is an expert in the field of ancient lakes.
 D. His research team composed of six geologists and geographers.
- (78) According to the third paragraph, which one is NOT true?
 A. Tropical grasses are usually C4 plants.
 B. C3 and C4 plants used to live in northern Mexico and Guatemala.
 C. C3 and C4 plants don't have the same processes.
 D. Tropical trees are all C3 plants.
- (79) Why, in the 4th paragraph, the researchers found that trends in C3 and C4 plants were different at the two locations?
 A. The assumption that carbon dioxide played the major role is wrong.
 B. The carbon dioxide played an important role.
 C. The moisture availability was different.
 D. The carbon dioxide level was different.
- (80) What's the main idea of the passage?
 A. Climates factors determine the plant distribution and composition of plant communities.
 B. Global warming will cause major variation.
 C. How has Brenner's research team proved a truth.
 D. C3 and C4 plants are important plants in determining the composition of plant communities.

Part III / Translation

Directions: Complete the sentences by translating into English the Chinese given in brackets.

- (81) _____ (大学校园是否该对游客开放) is a hot topic.
 (82) We all know that he _____ (他对学英语付出了很多努力).
 (83) The research shows this medicine _____ (危害的作用大于救命作用).
 (84) We all hold strong belief that the issue can be settled _____ (只有通过增加投资的预算).
 (85) _____ (你不会在英语方面赶上别人) without diligent work.