

大学英语（下）

赵 卫 主编

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1

Unit One

Text A

My First Job



While I was waiting to enter university, I saw advertised in a local newspaper a teaching post at a school in a suburb of London about ten miles from where I lived. Being very short of money and wanting to do something useful, I applied, fearing as I did so, that without a degree and with no experience in teaching my chances of getting the job were slim.

However, three days later a letter arrived, asking me to go to Croydon for an interview. It proved an awkward journey; a train to Croydon station; a ten-minute bus ride and then a walk of at least a quarter of a mile. As a result I arrived on a hot June morning too depressed to feel nervous.

The school was a red brick house with big windows. The front garden was a gravel square; four evergreen shrubs stood at each corner, where they struggled to survive the dust and fumes from a busy main road.

It was clearly the headmaster himself that opened the door. He was short and fat. He had a sandy-colored moustache, a wrinkled forehead and hardly any hair.

He looked at me with an air of surprised disapproval, as a colonel might look at a private whose bootlaces were undone. “Ah yes,” he grunted. “You’d better come inside.” The narrow, sunless hall smelled unpleasantly of stale cabbage; the walls were dirty with ink marks; it was all silent. His study, judging by the crumbs on the carpet, was also his dining-room. “You’d better sit down,” he said, and proceeded to ask me a number of questions; what subjects I had taken in my General School Certificate; how old I was; what games I played; then fixing me suddenly with his bloodshot eyes, he asked me whether I thought games were a vital part of a boy’s education. I mumbled something about not attaching too much importance to them. He grunted. I had said the wrong thing. The headmaster and I obvious had very little in common.

The school, he said, consisted of one class of twenty-four boys, ranging in age from seven to thirteen. I should have to teach all subjects except art, which he taught himself. Football and cricket were played in the Park, a mile away on Wednesday and Saturday afternoons.

The teaching set-up filled me with fear. I should have to divide the class into three

groups and teach them in turn at three different levels; and I was dismayed at the thought of teaching algebra and geometry—two subjects at which I had been completely incompetent at school. Worse perhaps was the idea of Saturday afternoon cricket; most of my friends would be enjoying leisure at that time.

I said shyly, “What would my salary be?” “Twelve pounds a week plus lunch.” Before I could protest, he got to his feet. “Now”, he said, “you’d better meet my wife. She’s the one who really runs this school.”

This was the last straw. I was very young; the prospect of working under a woman constituted the ultimate indignity.

Text B

Improving Your Reading Rate

Fortunately, reading rate is quite easy for most people to improve. Most people who take courses in reading improvement find that they can greatly improve their rate if reading without any negative effect on comprehension. In fact, comprehension very often improves.

The amount of improvement your experience will depend on a number of factors. Your current level of skill, your school history, your reading vocabulary, and your general background will all play a part. However, the most important factor is your motivation. You have to be eager to improve and be willing to try new ways to read faster. And you need to practice what you learn in this book on other reading material.

Like most skills, reading about improving reading is not enough. You have to actually do the improving, practicing new, higher reading rates until they become easy to you. If you do practice enough at higher rates, you will soon find that you read faster without even having to think about it.

It is difficult to predict what any one person will do. However, we do have a great deal of evidence that, on an average, people more than double their rate of reading in working through a course like this. If they try especially hard they will do better. Some will improve much more than others. Typical results show rate increase of from 40 percent to over 300 percent.

Before actually starting improving your reading rate, you may read the following questions:

(1) How shall I improve my reading rate?

One way of increasing your improvement is to set specific goals for each practice session. It has been shown that goal setting really helps by giving you something to aim for. Changing reading habits will be easier if you have small-step goals to reach, one at a time.

(2) Can I make constant improvement?

The typical results of a course like this are somewhat irregular. A few people do show a regular pattern of constant rate increase. However, the more frequent problem is one in which the rate goes up unevenly. Sometimes no improvement will take place for a while, and then a big jump will occur. It seems that some people need to practice at a rate for a while before they can go on to the next step. Don't be discouraged if you don't always achieve the goals you set on each unit. Keep moving up your goals, and you will get there eventually.

(3) What are the lasting effects of reading rate improvement?

The long-term effects of efforts to improve reading rate vary a lot from person to person. They depend on whether or not you continue to practice the skills learned as you improve. Studies of long-term results show a great deal of variation, but the average person will maintain between 60 and 100 percent of the gains made. Some people who keep working at it will never stop improving.

(4) Could I be too old to improve?

Often the best results are obtained by people who are older. They have more experience, more opportunity to develop an adequate vocabulary, and then they are mature enough to make the commitment that it takes to put a serious effort into improving.

(5) Can I learn to read 20,000 words per minute?

Not if you mean "read" as most readers use the term. It is possible using techniques that most people call skimming or scanning, to cover material at almost any speed. However, comprehension will be limited to what can be obtained by seeing only part of the material.

Even though astronomical rates aren't possible with complete comprehension, there is still a great deal of room for valuable rate improvement. The typical reader, perhaps reading 200 or 250 words per minute on easy material, can probably at least double reading speed. That would mean a saving of half the time spend reading. Over a period of years, hundreds of hours of reading and study time would be saved.

New Words

apply/ə'laɪ/

vi. write to ask for (a job etc.) (申请)

interview/'intəvju:/

n. 面试, 接见, 会见

advertise/'ædvətaɪz/

vt. make known to people by printing a notice in a newspaper, etc. or by broadcasting on television, etc.
为……做广告

local/'ləʊkəl/

adj. of, special to, a place or district 当地的, 地方性的

post

n. job or position 职位

suburb/'sʌbə:b/

n. outer area of a town or city, where people live 郊区

slim/slɪm/	<i>adj.</i> small, slight; slender 微小的; 苗条的
depress/dɪ'pres/	<i>vt.</i> make sad 使沮丧
brick/brɪk/	<i>n.</i> 砖
gravel/'grævəl/	<i>n.</i> 砾石
evergreen/'evəgrɪn/	<i>adj.</i> with green leaves throughout the year 常绿的
shrub/ʃrʌb/	<i>n.</i> low bush with several woody stems 灌木
fume/fju:m/	<i>n.</i> strong-smelling smoke, gas or vapor 浓烈难闻的烟, 气或汽
headmaster	<i>n.</i> (中、小学的)校长
sandy-colored/'sændɪ'kʌləd/	<i>adj.</i> yellowish-red 沙色的, 黄中带红的
moustache/məs'teɪʃ/	<i>n.</i> hair growing on the upper lip 小胡子
disapproval/dɪsə'pru:vəl/	<i>n.</i> unfavorable opinion or feeling; dislike 不赞成, 不满
colonel/kə:nl/	<i>n.</i> 上校
private/'praɪvɪt/	<i>n.</i> soldier of the lowest rank 列兵, 士兵
bootlace/'bu:tleɪs/	<i>n.</i> shoelace for a high shoe or boot 靴带
undo	<i>vt.</i> untie, unfasten 解开, 松开
ah/ɑ:/	<i>interj.</i> (a cry of surprise, pity, pain, joy, dislike, etc.) 啊
grunt/grʌnt/	<i>vt.</i> 咕哝着说出
unpleasantly	<i>adv.</i> 令人不愉快地
stale/steɪl/	<i>adj.</i> not fresh 不新鲜的
cabbage/'kæbɪdʒ/	<i>n.</i> 卷心菜
crumb/krʌm/	<i>n.</i> very small, broken piece of bread or cake 面包屑, 糕饼屑
carpet/'kɑ:pɪt/	<i>n.</i> heavy woven material for covering floors or stairs 地毯
certificate/sə'tɪfɪkət/	<i>n.</i> 证(明)书
bloodshot/'blʌdʃɒt/	<i>adj.</i> (眼睛)充血的
vital/'vaɪtl/	<i>adj.</i> very necessary; of the greatest importance 必不可少的, 极其重要的
mumble/'mʌmbəl/	<i>vt.</i> speak (words) unclearly 含糊地说
attach/ə'tætʃ/	<i>vt.</i> give (to); fasten (to) 把……给予, 系, 贴
importance	<i>n.</i> the quality of being important
obviously/'ɒbvɪəslɪ/	<i>adv.</i> it can be easily seen; plainly 明显的, 显然
consist (of) /ken'sɪst/	<i>vi.</i> be made up (of) 构成
range/reɪndʒ/	<i>vi.</i> vary between certain limits (在一定范围内) 变动
cricket/'krɪkɪt/	<i>n.</i> 板球
set-up	<i>n.</i> arrangement 安排
dismay/dɪs'meɪ/	<i>vt.</i> make discouraged or afraid 使灰心, 使害怕
algebra/'ældʒɪbrə/	<i>n.</i> 代数学
geometry/dʒɪ'ɒmɪtri/	<i>n.</i> 几何学

incompetent/ɪn'kɒmpɪtənt/	<i>adj.</i> completely unskillful; not good enough at doing a job, etc. 无能力的, 不胜任的
leisure/'leɪʒə/	<i>n.</i> free time; time which one can spend as one likes 闲暇, 空闲
salary/'sæləri/	<i>n.</i> fixed (usually monthly) pay for regular work 薪水
plus/plʌs/	<i>prep.</i> with the addition of 加 (上)
protest/prə'test/	<i>vt.</i> express a strong objection 抗议, 反对
straw/strɔ:/	<i>n.</i> 稻草, 麦秆
prospect/'prɒspekt/	<i>n.</i> sth. expected or considered probable; possibility 期望中的事, 展望, 前景
constitute/'kɒnstɪtju:t/	<i>vt.</i> form; make up 组成, 构成
ultimate/'ʌltɪmɪt/	<i>adj.</i> greatest; utmost; last or final 最大的, 终极的, 最终的
indignity/ɪn'dɪɡnɪti/	<i>n.</i> injury to one's dignity; insult 侮辱
rate/reɪt/	<i>n.</i> 速度
negative/'negətɪv/	<i>adj.</i> 消极的, 反面的, 负的
comprehension/ˌkɒmprɪ'henʃən/	<i>n.</i> 理解 (力)
factor/'fæktə/	<i>n.</i> 因素
current/'kʌrənt/	<i>adj.</i> 当前的
vocabulary/və'kæbjʊləri/	<i>n.</i> 词汇, 词汇量
predict/prɪ'dɪkt/	<i>v.</i> 预测
evidence/'eɪdəns/	<i>n.</i> 证据, 根据
typical/'tɪpɪkəl/	<i>adj.</i> 典型的, 有代表性的
specific/spɪ'sɪfɪk/	<i>adj.</i> 明确的, 具体的
session/'seʃən/	<i>n.</i> (从事某项活动的) 一段时间
constant/'kɒnstənt/	<i>adj.</i> 不断的
somewhat/'sʌmwɒt/	<i>adv.</i> 稍微, 有点儿
irregular/ɪ'reɡjʊlə/	<i>adj.</i> 无规律的
unevenly/'ʌn'i:vənli/	<i>adv.</i> 不稳定地, 不规则地
discourage/dɪs'kʌrɪdʒ/	<i>vt.</i> 使泄气, 使灰心
eventually/ɪ'ventʃʊəli/	<i>adv.</i> 终了, 最后
long-term/'lɒŋ'tɜ:m/	<i>adj.</i> 长期的
lasting/'lɑ:stɪŋ/	<i>adj.</i> 持久的
vary/'veəri/	<i>vi.</i> 变化, 有不同
variation/ˌveəri'eɪʃən/	<i>n.</i> 变化
maintain/meɪn'teɪn/	<i>vt.</i> 保持, 维持
adequate/'ædɪkwɪt/	<i>adj.</i> 充分的, 足够的
mature/mə'tʃʊə/	<i>adj.</i> 成熟的
commitment/kə'mɪtmənt/	<i>n.</i> 承诺, 保证

skimming/'skɪmɪŋ/	<i>n.</i> 浏览，略读
scanning/'skæniŋ/	<i>n.</i> 浏览
limited/'lɪmɪtɪd/	<i>adj.</i> 有限的
astronomical/ˌæstrə'nɒmɪkəl/	<i>adj.</i> 极巨大的

Phrases and Expressions

be short of	not having enough of	缺少
smell of	have, give out the smell of	有……的气味
judging by	forming an opinion based on	通过……判断
attach importance to	consider important	重视
in common	shared with someone else	共同的，共有的
consist of	be made up of	由……组成
in turn	one after another	轮流

Proper Names

London/'lʌndən/	伦敦（英国首都）
Croydon/'krɔɪdn/	克洛伊登（英国地名）

Notes

1. Being very short of money and wanting to do something useful, I applied...

(1) Being...and wanting...两个并列的现在分词短语，在本句中做原因状语。

(2) being short of: not having enough of, 缺乏，不足。

eg: a. We are short of money, so we have to economize.
我们缺钱，所以必须节约。

b. Being short of tools, they made their own.
没有工具，他们自己造。

(3) apply *vi.* make formal request, 申请。

常用结构: apply (to sb.) for sth.

eg: a. He wrote a letter to the university, applying for a scholarship.
他写信给那所学校，申请奖学金。

b. If you have any difficulty, you can apply to them for help.
如果有什么困难，你可以请求他们帮助。

2. It proved an awkward journey...

prove *vi.* turn out to be, 结果是，证明是。

在本句中，prove 是连系动词，an awkward journey 是名词短语做表语。可做 prove 之后表语的还有形容词、动词不定式（短语）。

eg: This method proved (to be) quite efficient.

3. The narrow, sunless hall smelled unpleasantly of stale cabbage.

smell of : have a smell of 发出……的气味 (一般指令人不舒服的气味)。(比较: smell 用做连系动词时, 后接形容词做表语)

eg: a. This dish smells of garlic. 这菜有大蒜味。

b. The room smells of stale air. 房间里有一股霉味。

4. His study, judging by the crumbs on the carpet, was also his dining-room.

judging by (from): forming an opinion based on, 从……判断。

eg: a. Judging by his accent, he must be from the South.

从他的口音判断, 他一定是南方人。

b. Diane must be a 10-14-year old girl, judging by her actions and thoughts.

从行为和思想上判断, Diane 的年龄应该在 10—14 岁之间。

5. I mumbled something about not attaching too much importance to them.

attach importance to: consider important, 重视。

eg: a. We should attach primary importance to the quality of the goods.

我们应该把商品的质量放在第一位。

b. The government attaches a lot of importance to the problem of population.

政府非常重视人口问题。

6. The school... consisted of one class of twenty-four boys, ranging in age from seven to thirteen.

(1) consist of: be made up of, be composed of, 由……组成。

eg: a. Water consists of hydrogen and oxygen. 水由氢和氧组成。

b. The United Kingdom consists of Great Britain and Northern Ireland.

consist in: 存在于……

eg: Success consists in diligence and hard work.

(2) range *vi.* vary (between limits); stretch or reach (from one limit to another), (在一定范围内) 变动, 变化。

eg: a. The increase ranged from a few times to several dozen times.

增长几倍至几十倍不等。

b. The children's ages range from 5 to 15.

孩子们的年龄从 5 岁到 15 岁不等。

7. I should have to divide the class into three groups and teach them in turn at three different levels.

in turn: one after another, 轮流, 依次。

eg: a. All the students spoke in turn at the meeting.

全体学生轮流在会议上发言。

b. Theory is based on practice and in turn serves practice.

理论的基础是实践, 又反过来为实践服务。

语 法

现 在 分 词

一、构成

现在分词的形式是“动词原形+ing”，其构成方法如下：

(1) 在一般情况下，直接+ing

eg: ask—asking answer—answering study—studying see—seeing

(2) 某些以不发音的 e 结尾的动词，去掉 e，再+ing

eg: come—coming write—writing give—giving take—taking

(3) 某些以“重读元音字母+辅音字母”结尾的动词，须重复辅音字母，再+ing

eg: stop—stopping begin—beginning admit—admitting forget—forgetting

(4) 少数几个以 ie 结尾的动词，须将 ie 变 y，再+ing

eg: die—dying lie—lying

二、时态和语态

现在分词虽是一种非限定形式，但它有一般式和完成式，以及主动式和被动式的区别。下面以 write 为例，说明其时态和语态：

	主动式	被动式
一般式	writing	being written
完成式	having written	having been written

现在分词的否定式是 not writing, not having written 等。

三、功能

现在分词能在句子中做定语、表语、宾语补足语、状语等句子成分。

1. 做定语

单个现在分词做定语一般放在被修饰词之前，现在分词短语做定语一般放在被修饰词之后，往往可用定语从句代替。例如：

A barking dog seldom bites.

A man getting up as soon as the cock crows is a hard-working man.

2. 做表语

现在分词做表语时，往往表示主语所具有的特征。例如：

The music is much pleasing to the ear.

3. 做宾语补足语

现在分词一般只在两类动词后做补语，即感觉、感官动词和使役、致使动词，表示正在进行的主动意义。

(1) 感觉、感官动词后的现在分词宾补

这类动词有 see, observe, notice, watch, hear, smell, listen to, look at, feel, find 等。例如：

She smelt something burning.

(2) 使役、致使等动词后的分词宾补

这类动词有 catch, set, have, make, get, start, leave, keep 等。例如:

The joke sets them all laughing.

4. 做状语

现在分词做状语时表示的动作是主语动作的一部分, 与谓语表示的动作(或状态)是同时或几乎同时发生的, 有的先于谓语动词的动作发生。现在分词做状语一般均要用逗号同其他成分隔开。现在分词可以做时间、原因、方式或伴随情况、条件、结果、目的、让步等状语。

(1) 做时间状语时相当于 when 引导的从句

这类状语通常放在句子的前半部分, 若两个动作同时发生, 可在分词前用 when 或 while 表示强调。例如:

Hearing the news, they immediately set off for Shanghai.

(When they heard the news, they...)

(2) 做原因状语相当于 as soon as, because 引导的从句

这类状语多放在句子的前半部分。例如:

Being Sunday, the shops are overcrowded. (As it was Sunday, the shops...)

(3) 做方式或伴随情况状语时不能用状语从句替换, 但可以改写成并列句。例如:

He walked down the hill, singing softly to himself.

(He walked down the hill and sang softly to himself)

(4) 做条件状语相当于 if, unless 等引导的从句。例如:

Turning to the right, you will find a path leading to his cottage.

(If you turn to the right, you...)

(5) 做结果状语相当于 so that 引导的从句。例如:

The old scientist died all of a sudden, leaving the project unfinished.

(6) 做让步状语相当于 though, even if 等引导的从句。例如:

Admitting what she has said, I still think that she hasn't tried her best.

(Although I admit what she has said...)

自 测 题

I. Reading Comprehension

Directions: There are three passages in this part. Each passage is followed by five questions. For each question there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the center.

Passage 1

It was Tom's first visit to England, and he was looking forward to his first journey on London's Underground Railway. Against the advice of his friends he was determined

to travel alone.

He entered the station shortly after five o'clock in the afternoon. This is a bad time to travel in London, because crowds of people go home from work at this hour. He had to join a long queue of people who were waiting for tickets. When at last his turn came, he had some difficulty in making himself understood by the man selling tickets. However, he got the right ticket in the end and, by asking people the way, he also found the eighth platform. This was packed tight with people, he did not manage to get on the first train, but he was able to move nearer the edge of the platform so as to be in a better position to get on the next one. When this train came in, Tom was swept forward on to the train by the rush of people from behind. The doors closed and the train moved off. He was unable to see the names of the stations where the train stopped, but he knew that the station he wanted was the sixth stop along the line. When the train reached the sixth station, Tom got off, feeling glad that his journey had been so easy. But he suddenly realized that he had come to a station he had never heard of! He explained his difficulty to a man who was standing on the platform. With a smile on his face, the man told Tom that he had caught a train going in the opposite direction.

1. "Against the advice of his friends" most probably means _____.
 - A. to accept their advice
 - B. to act on their advice
 - C. to like their advice
 - D. to act contrary to their advice
2. Five o'clock in the afternoon in London is a bad time to travel because _____.
 - A. there are too many people walking on the streets
 - B. traffic jam happens here and there
 - C. you have to wait long to get your tube ticket since crowds of people are off work
 - D. the traffic is always in disorder
3. From the passage we may infer that _____.
 - A. Tom speaks exactly the same language as the people do in London
 - B. Tom's language is a little different from the one spoken in London
 - C. there is occasion when people do understand Tom
 - D. both B and C
4. Tom did not get on the first train because _____.
 - A. it is too crowded
 - B. the door of the train didn't open
 - C. it would take Tom to the wrong place
 - D. it did not pick up passengers

5. From the passage we know that _____.
A. London's traffic is perfect
B. London's traffic leaves much to be desired
C. people can always travel comfortably in London
D. London's traffic is terrible

Passage 2

The Great Lakes are very important to both Canada and the United States because they are in the center of many large industries, which bring a great deal of money into their two countries.

To allow ships to sail up the St. Lawrence River all the way, from the Atlantic Ocean to the Great Lakes—a distance of nearly 2,400 miles—engineers had to build a great Seaway, the five Great Lakes were connected to one another by small rivers and canals deep enough for large sea-going ships to navigate. One difficulty to be overcome was the differences in sea level and the dangers of the waterfalls. Ships had to climb up the river from Montreal in much the same way as people must either climb stairs, or else travel in a lift, to reach the upper floors of a building. Engineers dealt with this problem by cutting canals round the waterfalls and building locks to connect up the different levels of the river. A lock is a kind of lift for pulling boats to a higher or lower level in a waterway. A boat sailing up a river enters the lock through the doors at lower end. These doors are then opened, and water is let into the lock from the upper level to raise the boat up to that height. When the lock is full, the upper doors are opened and the boat leaves and sails on to the next lock. There, it is lifted many more feet to the next river level. The boat may pass through several locks, and in this way it climbs to the top of the river. And, of course, when a boat sails down the river, the opposite happens; the water is let out of each lock, and the boat is lowered.

Canals with locks are very like the stairs of a house. The engineers built their first canal along the St. Lawrence River in about 1,700 a few miles west of Montreal. During the next 200 years, they cut canals round all the dangerous waterfalls; and at regular distances along these canals they built locks to raise and lower the boats.

6. The Great Lakes are most probably situated _____.
A. in central North America
B. between Canada and the USA
C. near the Pacific
D. both A and B
7. Between the Great Lakes and the Atlantic Ocean _____.
A. there is a man-made canal
B. there is a river
C. there is no waterway at all
D. a waterway is under construction

8. Ships can't sail up to the Great Lakes from the Atlantic Ocean because _____.
A. the waterway is narrow
B. the waterway is not deep enough
C. the differences in sea level and waterfalls
D. there is no waterway at all
9. Ships are pulled to higher levels _____.
A. all the way from the Atlantic Ocean to the Great Lakes
B. from west of Montreal to the Great Lakes
C. all the way from the Great Lakes to the Atlantic Ocean
D. from the Great Lakes to Montreal
10. A sea-going ship is _____.
A. a ship that goes from inland waterways to the sea
B. a ship that goes from sea up to inland waterways
C. a ship that crosses the sea
D. a ship for coastal voyages only

Passage 3

As a result of the recent oil crisis, 9.9 million of California's 15 million motorists were subjected to an odd-even plan of gas rationing. The governor signed a bill forcing motorists with license plates ending in odd numbers to buy gas only on odd-numbered days, and those ending in even numbers on even-numbered days. Those whose plates were all letters or specially printed had to follow the odd-numbered plan. Exceptions were made only for emergencies and out-of-skate drivers. Those who could not get gas were forced to walk, bike, or skate to work.

This plan was expected to eliminate the long lines at many service stations. Those who tried to purchase more than twenty gallons of gas or tried to fill a more than half filled tank would be fined and possibly imprisoned.

11. All of the following are true EXCEPT _____.
A. officials hoped that this plan would get rid of long gas lines
B. a gas limit was enforced
C. california has 9.9 million drivers
D. the governor signed the bill concerning gads rationing
12. The gas rationing plan was not binding on _____.
A. even-numbered license plates
B. odd-numbered license plates

- C. all-lettered license plates
D. out-of-state license plates
13. Which of the following is NOT mentioned about the gas rationing plan?
A. Drivers from other states might buy gas any day.
B. Every driver in the state was allowed to buy gas only once every two days.
C. It was unlawful for a driver to fill his car tank more than half full.
D. A car with its license plate ending in 9 might fill its tank on July 9.
14. Those who violated the rationing program _____.
A. were forced to walk, bike, or skate to work
B. would be fined and possibly arrested
C. had to wait in long lines
D. were forced to buy gas on odd-numbered days
15. California was forced to adopt this plan because _____.
A. a recent oil crisis necessitated it
B. too many drivers were filling their tanks with more than twenty gallons
C. people were not getting enough exercise and needed to walk, bike, or skate
D. too many motorists had odd-numbered plates

II. Vocabulary and Structure

Directions: In this section, there are 20 incomplete sentences. For each sentence, there are four choices marked A, B, C and D. Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

1. _____ the uniform, he must be a postman.
A. Judging by B. Judged by C. Judging at D. Judge from
2. The men of this tribe hold everything _____ common.
A. to B. at C. in D. for
3. This was the last straw. This sentence means _____.
A. I couldn't bear any more B. I had nothing but a straw
C. I had to catch at this last straw D. I didn't care a straw about it
4. I was so pleased to have the _____ to visit your country.
A. necessity B. possibility C. chance D. prospect
5. His story _____ false.
A. proved B. protected C. provided D. prevented
6. She divided the apples _____ the children.

- A. into B. among C. to D. from
7. Can you teach me how to run the business? “Run” means _____.
A. move B. take C. flow D. manage
8. At first the world _____ little importance to the actions of Hitler.
A. considered B. made C. attached D. attacked
9. The cake _____ flour, butter, eggs and sugar.
A. composes B. consists of
C. constitutes D. is consisted of
10. He is seriously ill. _____ he is absent from school today.
A. As a result B. In a result
C. With a result D. For a result
11. They are no longer short of doctors. “Short of” means _____.
A. in want of B. in the way of
C. with the help of D. in control of
12. The temperature in their city on a summer’s day _____ from 28 °C to 36 °C.
A. differs B. numbers C. ranges D. keeps
13. The beggar _____ whisky.
A. smelt out B. smelt of C. smelt away D. smelt off
14. Only a few soldiers _____ the battle.
A. survived B. endured
C. remained alive D. lived
15. Her chances for getting well were very _____.
A. slim B. slime C. slimming D. slimy
16. Their ages _____ from six to twelve.
A. different B. become C. range D. exchange
17. Each of you must speak _____ at the meeting.
A. in return B. in turn C. on return D. at turn
18. He has an _____ of mystery.
A. air B. atmosphere
C. look D. mood
19. He resigned his _____ because of illness.
A. post B. office
C. responsibility D. possession
20. They _____ against being treated in that way.
A. agreed B. disagreed
C. protested D. stood

III. Writing

Directions: For this part, you are allowed 30 minutes to write a composition in three