

English 

# Experiencing English

(Third Edition)  
Practice File

3

“十二五”普通高等教育本科国家级规划教材配套用书

## 大学体验<sup>®</sup>英语

(第三版)

## 综合训练与自测

 高等教育出版社  
HIGHER EDUCATION PRESS

总主编 安晓灿  
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# 前言

教学考试既是教师获取教学反馈信息以改进教学、保证教学质量的重要依据，又是帮助学生调整学习策略、改进学习方法、提高学习效率的有效手段。

“十二五”普通高等教育本科国家级规划教材《大学体验英语（第三版）》自出版发行以来受到广大师生的热烈欢迎。根据用户的反馈，我们重新修订编写了《大学体验英语（第三版）综合训练与自测》，以保证《大学体验英语（第三版）》立体化系列教材能够涵盖教学与检测的全过程。修订本系列丛书的目的就是为使用《大学体验英语（第三版）》教材的学校进行期末考试和最终参加大学英语四、六级考试提供教学检测和自测评估所需要的备考资源和考前训练。编者相信，使用本系列备考丛书来推进《大学体验英语》教学实践与研究，定会更好地贯彻实施教育部颁布的《大学英语课程教学要求》（以下简称《教学要求》）。

《大学体验英语（第三版）综合训练与自测》1-4册的设计与编写以《教学要求》为依据，重点考核《综合教程》1-4册涵盖的《教学要求》一般要求中词汇与相关词组的主要用法，以及教材涉及的交际主题、应用文、语言知识和应用技能。试题资料多选自最新的英语国家的报纸杂志和网络资讯，题材广泛，语言规范。

《大学体验英语（第三版）综合训练与自测》1-4册保持了上一版的单元结构设计，每册以十套测试题为基本结构框架。其中八套单元测试（Achievement Test）是《综合教程》各单元的配套练习，两套试题为期中期末练习题。同时，本系列丛书兼顾国家大学英语四级考试的新题型变化，从第三册起更换全部快速阅读文章和练习题，并增加了反映中国文化、历史、经济等方面的汉译英练习题。此外，第四册的期中期末练习题严格按照大学英语四级考试最新题型设计和编写。每套试题还包括卷头、答题纸、答案、录音文字稿和评分标准。

《大学体验英语（第三版）综合训练与自测》1-4册由广东韶关学院外语学院安晓灿教授任总主编，大连理工大学孔庆炎教授任主审，美国普渡大学文学院ESL项目负责人、博士生导师Margie Berns教授作语言顾问。《大学体验英语（第三版）综合训练与自测3》由广东韶关学院外语学院肖岭副教授主编。

由于编者水平有限，本书难免有不足之处，希望广大使用者不吝指正。

编者

2013年11月



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# Achievement Test

# 1

## Part I Listening Comprehension



(30 minutes)

### Section A

**Directions:** In this section, you will hear five short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and question will be spoken only once. After each question there will be a pause. During the pause, read the four choices marked A), B), C), and D), and decide which is the best answer. Then mark the corresponding letter on the **answer sheet** with a single line through the center. (5 points)

- |   |   |
|---|---|
| 1. A) The man has a big appetite.                 | B) The man eats too much.                     |
| C) The man needs exercise.                        | D) The man is daydreaming.                    |
| 2. A) Teacher and student.                        | B) Classmates.                                |
| C) Customer and waitress.                         | D) Colleagues.                                |
| 3. A) She didn't want to start a family.          | B) She was too busy with her job.             |
| C) Her boyfriend didn't see her for a long time.  | D) Her boyfriend was too busy to get married. |
| 4. A) He doesn't like to suffer from the heat.    |   |
| B) He likes to work with the air-conditioning on. |   |
| C) He'll swelter without air-conditioning.        |   |
| D) He is trying the new air-conditioner.          |   |
| 5. A) To start her career.                        | B) To go to college.                          |
| C) To have a family.                              | D) To focus on her family.                    |

### 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 questions will be spoken only once. After each question there will be a pause. During the pause, read the four choices marked A), B), C), and D), and decide which is the best answer. Then mark the corresponding letter on the **answer sheet** with a single line through the center. (5 points)

#### Conversation 1

- |  |                                     |
|--|-------------------------------------|
| 6. A) He has got some trouble with his neck. | B) He is going to be fired.         |
| C) He is given too much work to do.          | D) He often quarrels with his boss. |

- |                               |                             |
|-------------------------------|-----------------------------|
| 7. A) To start a new project. | B) To work overtime.        |
| C) To quit the company.       | D) To show visitors around. |
| 8. A) Rewarding.              | B) Useless.                 |
| C) Too challenging.           | D) Too humiliating.         |

**Conversation 2**

- |                   |                   |
|-------------------|-------------------|
| 9. A) Her mother. | B) Her landlady.  |
| C) Her sister.    | D) Her aunt.      |
| 10. A) Helpful.   | B) Disappointing. |
| C) Noisy.         | D) Annoying.      |

**Section C**

**Directions:** In this section you will hear a short passage. At the end of the passage, some questions will be asked about what was said. And both the passage and questions will be spoken only once. After you hear a question, choose the best answer from the four choices marked A), B), C), and D). Then mark the corresponding letter on the **answer sheet** with a single line through the center. (5 points)

- |  |  |
|--|--|
| 11. A) Restricted diets for children.        | B) Children feeding habit.                   |
| C) The age when heart disease strikes.       | D) The prevention of heart disease.          |
| 12. A) Middle-aged people.                   | B) Infants under two years old.              |
| C) Children over two years old.              | D) Young children.                           |
| 13. A) Low blood pressure.                   | B) Too less salt in the diet.                |
| C) Fatty plaque in the arteries.             | D) An prudent diet.                          |
| 14. A) At the age of forty.                  | B) At the age of fifty.                      |
| C) At the age of two.                        | D) At an older age.                          |
| 15. A) The change of early childhood habits. | B) The carrying out of a prudent diet.       |
| C) The accumulation of fatty plaque.         | D) Higher blood pressure levels than normal. |

**Section D**

**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. (10 points)

In the last thirty years, the ways that many parents in the United States discipline their children have changed. In the past, when a child behave (16) \_\_\_\_\_, many parents spanked the child on the (17) \_\_\_\_\_. Now, however, they usually use less (18) \_\_\_\_\_ forms of punishment. They also focus more on discipline and less on punishment, and they try to (19) \_\_\_\_\_ good behavior.

Experts say that parents should (20) \_\_\_\_\_ good behavior. For example, if you don't want your child to use a loud voice, use a (21) \_\_\_\_\_ voice yourself. Also, you should focus on the

good behavior, (22) \_\_\_\_\_. Children want praise, so parents should tell children when they are (23) \_\_\_\_\_. Children will continue to do things that parents (24) \_\_\_\_\_. Praise is more effective than (25) \_\_\_\_\_ bad behavior.

## Part II Reading Comprehension



(30 minutes)

### Section A

**Directions:** There are two passages in this section. Each passage is followed by some questions or unfinished statements. For each of them 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. (20 points)

#### PASSAGE A

I have just read the report by Ann Walker, published in her book "Little One," regarding Global Warming and the disastrous effects. Ann doesn't shy from the truth — in fact, as we are told, the truth hurts. I was saddened yet more propelled to act to save the rainforests after reading it.

The report tells of what is happening to Mother Earth. With the destruction of the rainforests, less oxygen is released into the atmosphere and due to airborne chemicals, larger holes in the ozone layer are appearing. It is not the threat of ultra-violet radiation that is the main cause of concern. It is the disruption to the winds around the tropics that are causing adverse weather patterns. This brings floods and drought (and famine) to the Earth. Added to this, Mother Earth cannot sufficiently cool down as the rains are not absorbed in the forests, which serve as its cooling system. The cooling system is not working properly, and the engineers who can fix it choose to ignore her cries.

As the surface temperature gradually rises, polar ice caps melt causing higher sea levels. The molten center of the Earth cannot release its heat. A consequence of this is more volcanoes will erupt. With the Earth rebalancing itself, we will suffer disastrous earthquakes, floods and famine and massive extinction of Nature and its animals. As temperatures rise in the next 20 years, Mother Earth will become inhabitable and when a comet passes in 2042, the inside of the Earth will be pulled out!

Sounds gloomy, doesn't it? Then consider that the UN has agreed that 50% of Ann's report is correct and the rest—they are still investigating. If you want to help Mother Earth back to health, then join us, sign the petition and act now.

26. The phrase *shy from the truth* (Line 2, Para.1) most probably means "\_\_\_\_\_."
- |                         |                                   |
|-------------------------|-----------------------------------|
| A) tell the truth       | B) be reluctant to tell the truth |
| C) tell lies frequently | D) feel afraid to tell the truth  |



27. What is the major concern we should have about our Mother Earth?
- A) The disruption to the winds around the tropics.
  - B) Appearance of larger holes in the ozone layer.
  - C) Destruction of the rainforests.
  - D) Ultra-violet radiation.
28. The most disastrous effect of global warming the report predicts is that \_\_\_\_\_.
- A) more volcanoes will erupt
  - B) the whole earth will explode
  - C) the earth will become too hot to live on
  - D) sea levels will become too high
29. The author's purpose in writing the report is to \_\_\_\_\_.
- A) awaken engineers to listen to the earth's cries
  - B) uncover the truth about global warming
  - C) call for action to save the earth
  - D) introduce a science fiction report
30. What does the author think of the book *Little One*?
- A) It's partially correct.
  - B) It's absurd.
  - C) It's exaggerated.
  - D) It's convincing.

### PASSAGE B

Scientists have identified the elephants that live on the island of Borneo in Malaysia as separate from other Asian elephants. The group Worldwide Fund for Nature, or W-W-F, announced the finding. This follows genetic tests on waste from Borneo's Pygmy Elephants (婆罗洲矮大象), as they are called.

The Sabah Wildlife Department in Malaysia Permitted researchers to collect droppings from forests on Borneo. They sent the material to Columbia University in New York City. There, the Department of Evolution and Environmental Biology carried out the tests.

Scientists compared the DNA to the genes of elephants that live in mainland Malaysia and in Sri Lanka, and other Asian countries. The research shows that Borneo elephants were separated from other Asian elephants about three hundred thousand years ago. Some differences are easy to see. The Borneo elephants are smaller than other elephants. Their ears and tails make up a larger part of their bodies. And their tusks (象牙) are straighter. Also, the chairman of the W-W-F program in Malaysia says the Borneo elephants are gentler compared to other Asian elephants.

The group says the test results mean that the pygmy elephants of Borneo should be treated as their own kind. It says the elephants should not be permitted to reproduce with other Asian elephants. It says there should also be research into the reproductive rates of the Borneo elephants and survival of their young. The nature group notes a long-standing dispute about where the Borneo elephants came from. One theory is that their ancestors were gifts from the British East India Company to the Sultan of Sulu in the seventeenth century. The scientists, however, say new findings reject the argument that humans brought the elephants to the island.

The other theory is that the elephants could remain from a native population that traveled between Borneo and Sumatra. During the ice ages, more than ten-thousand years ago, sea

levels were much lower. Land sometimes linked the two islands. The elephants could have been trapped on Borneo after the water rose again.

31. What helped scientists identify Borneo's Pygmy Elephants as separate from other Asian elephants?
  - A) Their strange appearance.
  - B) Their gentle manner
  - C) The genetic tests on their waste
  - D) The tests on their leftovers.
32. How did scientists get to know that Borneo elephants were separated from other Asian elephants about three hundred thousand years ago?
  - A) By studying their straight tusks.
  - B) By following their footsteps.
  - C) By comparing their DNA to the genes of other Asian elephants?
  - D) By collecting their droppings from forests on Borneo.
33. Compared with other Asian elephants, Borneo's Pygmy Elephants are \_\_\_\_\_.
  - A) more coward
  - B) much stronger
  - C) taller
  - D) gentler
34. According to the scientists, the pygmy elephants of Borneo should \_\_\_\_\_.
  - A) be prohibited from being hunted
  - B) be reproduced with other Asian elephants
  - C) be taken good care of for their survival
  - D) be treated as a unique kind of elephants
35. Which of the following statements is true according to the passage?
  - A) Some baby pygmy elephants of Borneo are a mixture of pygmy elephants with other Asian elephants
  - B) Borneo elephants have been living on the island of Borneo for more than ten thousand years.
  - C) Borneo elephants swam across the sea from Sumatra to Borneo during the ice ages.
  - D) The ancestors of Borneo elephants were gifts from the British East India Company to the Sultan of Sulu in the seventeenth century.

## Section B

**Directions:** In this section, there is a passage with five questions or incomplete statements. Read the passage carefully and answer the questions or complete the statements in the fewest words (not exceeding 10 words). Put your answers in the corresponding space on the **answer sheet**. (5 points)

You've purchased your organic vegetables, skinless chicken breast, and oatmeal soup. The grocery cashier asks, "Will that be paper or plastic?" You reply, "Plastic please."

There are plenty of reasons we choose plastic: easier to carry, less expensive to the grocer, lighter than paper bags so possibly less damaging to the environment, reusable as garbage bags, because it's the "in" thing, because we have a choice.

There are many differing opinions on plastic versus paper. So let's take a look at what happens when the consumer chooses "plastic". We will follow the travel of the plastic bag. It begins at the grocery store with the consumer's choice. It is taken home and usually deposited right into the trashcan. Later that week, it is placed outside in the larger trashcan waiting for the trash haulers.

The waste engineers come by and pick up the trash. The bag gets dumped out of the truck into the landfill area. Before they have a chance to cover up the thousands of pounds of daily waste, a strong wind comes up and blows thousands of plastic bags out of the landfill and down the valley.

Once the winds die down, workers are sent out to collect the thousands of bags strewn around. But they can't possibly get them all. So our little bag continues its adventure getting caught in trees (suffocating plants), eaten by birds or worse used to line their nests, and making its way into our lakes and rivers.

The best suggestion is not to use a bag at all (for smaller purchases) or bring your own cloth bag. But if you must, please use paper. The majority of paper bags now made from recycled paper do biodegrade, which are not suggested but can be eaten by animals, and there are more opportunities to recycle paper than plastic. It does take a little extra effort and thought, so please have a thought about the little seal or dolphin the next time you say, "Plastic please."

36. In what aspects are plastic bags superior to paper bags according to the passage?  
\_\_\_\_\_.
37. When shopping, you should think before saying "plastic please", as plastic bags may \_\_\_\_\_.
38. The common way to dispose of waste plastic bags is dumping them into the landfill and \_\_\_\_\_.
39. What makes plastic bags end up in trees, lakes and rivers?  
\_\_\_\_\_.
40. What's the author's suggestion to reduce "plastic pollution"?  
\_\_\_\_\_.

## Section C

**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. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter on the **answer sheet**. (10 points)

- A) Land pollution is one of the gravest kinds of pollution. I say so because we do not realize when and how we pollute land, due to the different things that we do and the decisions we take. We know when our actions cause water pollution, for we can see for ourselves the quality of water worsening. Similarly, noise, light, and visual pollution can all be monitored, because we can all see or sense these kinds of pollution. However, land pollution is a hard one to get, since we do not understand and cannot comprehend what actions cause the destruction of land.
- B) When the anthropogenic (人为的) effects of development adversely affect land (especially in terms of quality of land), it can be called land pollution. This brings us to an important question — what counts as an adverse effect? The answer is simple — anything that reduces the productivity and potential use of a piece of land. Here, "productivity and potential" refers to prospective uses of a land that can be used for any purpose, for which land is used; including infrastructure, housing, services, agriculture, forestry, etc. If any of the effects of human development reduce the potentiality of a piece of land to be used for any good purpose, it amounts to land pollution.
- C) Degenerative Actions encompass a lot of human actions, including — deforestation, overuse of pesticides and chemical fertilizers, desertification, mining, inefficient and/or inadequate waste

treatment, landfill, litter, etc. Many of these are unavoidable; nevertheless the severity of these actions in terms of the effects they have on the land can be reduced by taking appropriate and corrective measures. For example, the amount of litter produced can be remarkably reduced if we avoid the use of plastic. The key here is to conduct a thorough EIA — Environmental Impact Assessment.

- D) Misuse of Land mainly refers to felling of trees to clear land for agriculture, as well as processes like desertification and land conversion. Desertification is when anthropogenic effects of human development and/or other actions convert a piece of (essentially) fertile land into desert-land or dry land. Isn't that a scary thought? Land once converted to a desert-land can never be reclaimed by any number of corrective measures. This is also a serious issue because it does not only affect land, but also the overall biodiversity (生物多样性) of a place, especially when land is cleared for agriculture. A lot of indigenous (本地的) flora (植物群) and fauna (动物群) is lost in the process.
- E) Inefficient Use of Land — Surprised? Does inefficient use of land count as a cause of land pollution? Yes. Why? Due to the consequences of inefficient use of land. Inefficient use of land as such is not going to cause land pollution. However, inefficient use of land amounts to wastage, and hence shortage of land area; and it is precisely during such conditions that man has to resort to measures such as deforestation and the like, to meet his needs. It is an important, albeit an indirect, cause of land pollution that is often largely neglected.
- F) Soil Pollution is when the topmost “soil” layer of land is destroyed or polluted. Soil pollution is again another cause of land pollution that affects not only the land, but also a lot of other things such as forests of a region, productivity of land in terms of agriculture, grazing etc. Soil pollution is also caused by wrong agricultural practices, such as overuse of chemical fertilizers and pesticides. This causes non-biodegradable (不能生物降解的) chemicals to enter and accumulate in the food chain — a process often referred to as biomagnifications (生物富集) of a pollutant.
- G) Land Conversion is the process whereby a piece of land is converted from its indigenous form to one that is used for either agriculture or infrastructure. Land conversion is especially a growing problem that we possibly do not have a good — or a good enough — solution for. The best way to avoid land conversion is to make efficient use of available land. Using a piece of land to its maximum potential is the key to eliminating many of the causes of land pollution.
- H) Land pollution can affect the general environment of the Earth. Land pollution leads to a depletion (消耗) in forest covers. This in turn going to affect the amount of rain. Less rain mean lesser vegetation. The effect of all different kinds of pollution will eventually lead to problems like acid rain, the greenhouse effect, and global warming. All of these problems have already begun, and need to be restricted before the situation runs out of control.
- I) One of the major causes of concern is the extinction (灭绝) of species. Species are pushed towards endangerment and extinction primarily by two processes. Habitat (栖息地) fragmentation (瓦解) is the separating of the natural habitat of an organism, caused primarily by urban sprawl (蔓延). In the last 500 years, the planet has lost about 869 species of plants and animals, because of human negligence that forced them into extinction. Habitat destruction, on the other hand, is when land clearing adversely affects animals, such that their natural habitat is lost. Both these actions can cause some species to go extinct and others to become invasive. Biomagnifications is the process in which certain non-biodegradable substances continue to accumulate in the food chain (in one or more species). The most common example is of methyl mercury (甲基汞) in fish and mercury in eagles. Not only does biomagnifications put these

particular species at risk, but all the species above and below it at risk, ultimately affecting the food pyramid. The extinction of certain species and biomagnifications are going to overthrow the balance of nature significantly. The main reason for this is disturbance created in the food chain. To give you a very simple example — on account of biomagnifications of mercury in eagles, they might go extinct in the subsequent years. However, we know eagles prey on snakes, thereby increasing the number of this reptile (爬行动物) if eagles were to go extinct.

- [ ] 41. Appropriate and corrective measures should be taken to reduce the adverse effects caused by human factors.
- [ ] 42. Making efficient use of the available land can root out many of the causes of land pollution.
- [ ] 43. Unlike the other pollutions, land pollution is the most difficult one to monitor.
- [ ] 44. The extinction of certain species and biomagnifications are two important reasons for destroying the balance of nature.
- [ ] 45. Inefficient use of land is not a direct but indirect cause of land pollution.
- [ ] 46. Land pollution will eventually cause the problems like acid rain, the greenhouse effect, and global warming.
- [ ] 47. Anything that reduces the productivity and potentiality of a piece of land counts as a bad effect on the land.
- [ ] 48. Once the land converted to a desert-land, it can never be irreversible.
- [ ] 49. One of the most serious effects caused by land pollution is the extinction of species.
- [ ] 50. Overuse of chemical fertilizers and pesticides can cause non-biodegradable chemicals to enter and accumulate in the food chain.

### Part III Cloze

(10 minutes)



**Directions:** There are ten blanks in the following passage. You should choose the most appropriate word for each blank from the fifteen words listed below. Change the form if necessary. Then put the words you choose in the corresponding space on the **answer sheet**. (10 points)

|          |            |              |         |            |
|----------|------------|--------------|---------|------------|
| maintain | cause      | exploitation | greed   | worthy     |
| interest | origin     | abuse        | healthy | possession |
| ignore   | comparison | suffer       | divide  | planet     |

We are not separated from the problem of the environmental crisis. We are the problem. We live 51 lives. On one hand, we ask industries to support our 52 for more and more conveniences, comfort and 53. We have become addicted consumers, which 54 industrial waste. At the same time, we 55 our connection between our demands and the 56 of Mother Earth. When we are greedy for more than what we need for our well-being, we always 57 the resources of our body and the earth. We are nurtured by the 58 condition of Mother Earth. In humans, if the mother is ailing, the child 59. We are the cause of the ailing 60 and we are the victims.



**Part IV Translation****(30 minutes)**

**Directions:** For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on the **answer sheet**. (15 points)

对龙图腾 (totem) 的崇拜在中国大约已绵延了八千多年。 中国人把龙视为鱼、蛇、马、牛等动物与云、雾、雷、电等自然天象集合而成的一种神物 (fetish)。 中国龙的形成与中华民族的多元融合 (multicultural fusion) 过程同步 (in accordance with)。 中国的皇帝认为自己是龙和天子。他们睡的床被称为龙床, 他们坐的宝座被称为龙椅; 皇帝的礼服被称为龙袍。龙曾是皇权的象征。

**Part V Writing****(40 minutes)****Section A General Writing**

**Directions:** Write a short passage with the title **Global Warming** based on the following outline. You should write at least 120 words in 25 minutes on the **answer sheet**. (10 points)

1. 导致全球变暖的原因;
2. 全球变暖的后果;
3. 我们应该怎么做。

**Section B Practical Writing**

**Directions:** You are allowed 15 minutes to write **a letter of invitation to an international symposium on global warming** on the **answer sheet**. (5 points)

# Test 1

## Answer Sheet

### Part I Listening Comprehension

(25 points)

#### ● Section A (5 points)

1. A B C D  
3. A B C D  
5. A B C D

2. A B C D  
4. A B C D

#### ● Section B (5 points)

6. A B C D  
8. A B C D  
10. A B C D

7. A B C D  
9. A B C D

#### ● Section C (5 points)

11. A B C D  
13. A B C D  
15. A B C D

12. A B C D  
14. A B C D

#### ● Section D (10 points)

16. \_\_\_\_\_  
18. \_\_\_\_\_  
20. \_\_\_\_\_  
22. \_\_\_\_\_  
24. \_\_\_\_\_

17. \_\_\_\_\_  
19. \_\_\_\_\_  
21. \_\_\_\_\_  
23. \_\_\_\_\_  
25. \_\_\_\_\_

### Part II Reading Comprehension

(35 points)

#### ● Section A (20 points)

26. A B C D  
28. A B C D  
30. A B C D  
32. A B C D  
34. A B C D

27. A B C D  
29. A B C D  
31. A B C D  
33. A B C D  
35. A B C D

#### ● Section B (5 points)

36. \_\_\_\_\_  
37. \_\_\_\_\_  
38. \_\_\_\_\_  
39. \_\_\_\_\_  
40. \_\_\_\_\_

● **Section C (10 points)**

- |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|
| 41. _____ | 42. _____ | 43. _____ | 44. _____ | 45. _____ |
| 46. _____ | 47. _____ | 48. _____ | 49. _____ | 50. _____ |

● **Part III Cloze****(10 points)**

- |           |           |
|-----------|-----------|
| 51. _____ | 52. _____ |
| 53. _____ | 54. _____ |
| 55. _____ | 56. _____ |
| 57. _____ | 58. _____ |
| 59. _____ | 60. _____ |

● **Part IV Translation****(15 points)**

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● **Part V Writing****(15 points)**● **Section A (10 points)**● **Section B (5 points)**

# Achievement Test

# 2

## Part I Listening Comprehension



(30 minutes)

### Section A

**Directions:** In this section, you will hear five short conversations. At the end of each conversation, a question will be asked about what was said. Both the conversation and question will be spoken only once. After each question there will be a pause. During the pause, read the four choices marked A), B), C), and D), and decide which is the best answer. Then mark the corresponding letter on the **answer sheet** with a single line through the center. (5 points)

- |  |                                      |
|--|--------------------------------------|
| 1. A) Global warming.                          | B) The Earth's changes.              |
| C) Changes in life.                            | D) Personal matters.                 |
| 2. A) She doesn't like the smell of cigarette. | B) She doesn't know the smoker well. |
| C) She's afraid of getting cancer.             | D) She can't fall asleep.            |
| 3. A) Food at KFC.                             | B) Instant noodle.                   |
| C) Spaghetti.                                  | D) Barbecue.                         |
| 4. A) He goes out for a beer.                  | B) He watches TV.                    |
| C) He rests at home.                           | D) He goes jogging.                  |
| 5. A) They are father and son.                 | B) They are twins.                   |
| C) They are classmates.                        | D) They are cousins.                 |

### 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 questions will be spoken only once. After each question there will be a pause. During the pause, read the four choices marked A), B), C), and D), and decide which is the best answer. Then mark the corresponding letter on the **answer sheet** with a single line through the center. (5 points)

#### Conversation 1

- |                    |                                  |
|--------------------|----------------------------------|
| 6. A) Skiing.      | B) Skateboarding.                |
| C) Swimming.       | D) Skating.                      |
| 7. A) To watch TV. | B) To join in a talk show on TV. |
| C) To do a TV ad.  | D) To work for the TV station.   |