

普通高等教育“十一五”国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

综合教程

第2版

综合训练 Comprehensive Practice

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编写说明

学好外语的一大秘诀就是大量实践和操练，对提高听、说、读、写、译各种语言能力来说一概如此，所以任何一种外语教材都必然配有各种形式的练习。对学习外语的学生来说，练习的数量应该是多多益善，越练越熟，越练越精。但由于种种原因，教科书里的练习在数量上总是有限的，师生常常为此感到不足。为学生提供更多的语言技能练习，使他们在基础阶段把语言功底打得更牢固——这就是我们编写这套练习册的目的。

本套练习册名为《综合训练》，共四册，和《综合教程》1-4册一一对应。每个单元词汇、语法、翻译、写作的操练重点都和教科书里每个单元的练习重点相对应，教科书中每个单元的主题也在练习册的各式练习中得到反映，所以这套练习册是对教材的一种补充和拓展。但换个角度，它也可以被用作一套独立的英语习题册，适合具有相当英语程度的学习者使用。

我们不赞同、不鼓励应试教育，也不相信临考前的题海战术能真正提高水平，我们相信：练好语言基本功，考遍天下都不怕。但如何在四级考试中考出好成绩是基础阶段每一个学生所关心的，我们希望这套练习册有助于学生提高语言水平，把四级考试考好。所以在练习形式上，一到四册都在不同程度上采用了和四级考试题型相同或相近的形式，目的是使学生熟悉、适应四级考试题型。从某种意义上讲，每个单元的练习都是一份四级考试模拟卷。

本套练习册基本由《综合教程》各册主编领衔编写，编写队伍中还加入了在教学第一线使用该教材的骨干教师。这样的人员配备无疑为编写质量提供了重要保障。

希望这套《综合训练》能使学生受益，也为教师带来方便。

编者

2011年7月



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Unit 1

Part I Dictation

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be done at normal speed, listen and try to understand the meaning. For the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be done at normal speed again and during this time you should check your work. You will then be given 2 minutes to check through your work once more.

Part II Listening Comprehension

In Sections A, B and C you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow.

Section A Conversations

In this section you will hear two conversations. Listen to the conversations carefully and then answer the questions that follow.

Questions 1 to 5 are based on the following conversation.

1. What's the topic of the conversation?
 - A. Swimming, a very important life skill.
 - B. The American Red Cross.
 - C. How to stay safe around water.
 - D. The number of people who get drowned every year.
2. Which of the following is NOT a sign that can tell you if somebody's in danger in the water?
 - A. They're just flailing their arms without moving forward.
 - B. They just slip below the surface without making any sound.
 - C. They're floating on the surface face down without moving.
 - D. They are swimming in deep water without showing up immediately.
3. What's the first thing to do when you find someone in danger in the water?
 - A. To reach something out to him.
 - B. To jump in after him.
 - C. To call loudly for help.
 - D. To send out an SOS.
4. Which of the following is NOT a correct thing to do when you are trying to save someone from drowning?
 - A. Handing him a pole and pulling him to the side.
 - B. Telling him to grasp the pole if he's conscious.
 - C. Draining the pool.
 - D. Throwing him a ring buoy.
5. What's the last thing to do when you are trying to save someone from drowning?
 - A. Jumping into the water.
 - B. Seeking help from lifeguards.
 - C. Throwing a ring buoy to the victim.
 - D. Extending a pole to the victim.

Questions 6 to 10 are based on the following conversation.

6. Why does Adam mention Bill Gates?
 - A. Because Bill Gates is smart.
 - B. Because Bill Gates didn't finish college.
 - C. Because Bill Gates was very successful in school.
 - D. Because Bill Gates was not popular in college.
7. Which of the following is NOT Adam's attitude towards university education?
 - A. It's a waste of time.
 - B. Universities kill creativity.
 - C. It costs a lot of money.
 - D. It's great fun.
8. According to Julie, which of the following statements is true?
 - A. University graduates will lead a more interesting life.
 - B. University students will earn a lot of money.
 - C. Smart people are very successful in college.
 - D. University students are sometimes very lonely.
9. Which of the following is NOT Julie's attitude towards university education?
 - A. It helps people get a good job.
 - B. It makes people smart.
 - C. It can broaden people's horizons.
 - D. It offers an opportunity to learn about life.
10. What's the conversation mainly about?
 - A. How to get a fat salary after one graduates from college.
 - B. Whether it is worthwhile for one to go to college.
 - C. When one can afford to buy a car.
 - D. What one should do after graduation from college.

Section B Passage

In this section you will hear a passage. Listen to the passage carefully and decide whether the following statements are true (T) or false (F).

11. The freshman year is bitter-sweet, full of both anxieties and satisfactions. ()
12. The workload of college is as heavy as that of high school, with a lot of reading and writing to do and many short deadlines. ()
13. Sometimes you have to pretend to be someone else in order to be successful in college. ()
14. Wonderful and diverse, college friendships more often than not last throughout one's life. ()
15. As a freshman, you are your own boss and can enjoy your newfound freedom regardless of any responsibility. ()

Section C News broadcast

In this section, you will hear two news items. Listen to them carefully and then answer the questions that follow.

Questions 16 and 17 are based on the following news.

16. What's the main idea of the news?
- A. The explosion in the bird population irritates the local people.
 - B. Kumai becomes a new trade centre of edible bird's nests.
 - C. Edible bird's nests are very valuable to the Chinese.
 - D. Many birdhouses have been built to produce bird's nests.
17. What's the population of swiftlets in Kumai, whose nests are used for bird's nest soup?
- A. 2,000.
 - B. 20,000.
 - C. 200,000.
 - D. 2,000,000.

Questions 18 to 20 are based on the following news.

18. What's the immediate cause leading to Mr Mubarak's resignation?
- A. The widespread anti-government demonstrations.
 - B. His involvement in some illegal transactions.
 - C. His extremely long presidency.
 - D. The widespread recession of the national economy.
19. What's America's reaction to his resignation?
- A. Very critical.
 - B. Totally indifferent.
 - C. Highly supportive.
 - D. Somewhat ambivalent.
20. Which of the following is NOT the reason for the anti-government protests?
- A. Unemployment.
 - B. Poverty.
 - C. Corruption.
 - D. Inflation.

Part III Cloze

Decide which of the choices given below would best complete the passage if inserted in the corresponding blanks.

Cinderella's story is the classic formula for happiness. A beautiful young woman grows up 21 neglect and abuse 22 one day experience love and honor in the arms of a prince. This fairy tale and other such stories 23 culture and language. All over the world there are 24 of Cinderella and other popular fairy tales.

I cannot deny the number of times I've dreamt about the fairy-tale 25 of life when 26 in bed. 27, at the same time, I can't help 28 wonder about how we are educating our children. When we tuck our daughter into bed at night, are we equating her 29 Cinderella by telling her fairy tales about the handsome, charming prince who will ride in on a big white

horse and 30 her away to a distant castle, where he will wed her and worship her until eternity 31 they become the King and Queen of the faraway land? Sure, those stories 32 parents' dreams for their babies, but have we given any thought to the unintentional damage those fairy tales may be doing to our daughters by creating potentially unrealistic expectations? Come to think of it 33, the pretty and good young woman only marries the prince after she has proven her ability to 34 pain, humiliation, and other sorts of character building exercise. So please don't forget to mention to your daughter the trolls and dragons along the forest path that 35 the castle. We cannot wait to be rescued. Empowering your daughter to stand on her own two feet is the best gift you can give to her.

- | | | | |
|-----------------------|------------------|----------------|----------------|
| 21. A. amid | B. among | C. between | D. around |
| 22. A. to only | B. only to | C. in order to | D. so that |
| 23. A. transcend | B. transmit | C. transport | D. transform |
| 24. A. changes | B. substitutions | C. variations | D. switches |
| 25. A. sight | B. seeing | C. vision | D. observation |
| 26. A. I lying | B. lying | C. I | D. lie |
| 27. A. And | B. Moreover | C. Even | D. Yet |
| 28. A. to | B. but | C. / | D. than |
| 29. A. for | B. on | C. against | D. to |
| 30. A. fetch | B. bring | C. run | D. sweep |
| 31. A. as | B. if | C. for | D. since |
| 32. A. inflect | B. reflect | C. perceive | D. conceive |
| 33. A. yet | B. nevertheless | C. though | D. still |
| 34. A. withstand | B. understand | C. withdraw | D. withhold |
| 35. A. contributes to | B. leads to | C. amounts to | D. stick to |

Part IV Grammar

There are fifteen sentences in this section. Beneath each sentence there are four choices marked A, B, C, and D. Choose the word or phrase that best completes the sentence.

36. We lost our way in the forest, and _____ made matters worse was that it was getting dark.
A. that B. which C. it D. what
37. _____ you didn't know the rules won't be a sufficient excuse for your delaying submitting the report.
A. It is B. That C. Because D. What
38. _____ people say, I believe he is as innocent as a baby unborn.
A. Whatsoever B. However C. Whatever D. Whenever
39. _____ a spoonful of soil can tell us so much about the structure and early history of the moon.

- A. Remarkable
C. It is remarkable that
- B. Quite remarkable
D. It is remarkable fact that
40. The situation today is obviously different from _____ it was about 30 years ago.
A. what B. when C. which D. such
41. How close parents are to their children _____ a strong influence on the character of the children.
A. have B. to have C. has D. having
42. _____ he is at work in the heart of the big city or at home in the quiet suburb, Dick's life is tied to the Internet.
A. Whether B. Till C. If D. Unless
43. _____ is known to everyone, the moon travels round the earth once every month.
A. It B. As C. That D. What
44. _____ you do will be insignificant, but it is very important _____ you do it.
A. Whatever ... that ... B. What ... as ...
C. Whatever ... which ... D. What ... however ...
45. Congress is debating a bill requiring certain employers to provide workers with unpaid leave _____ care for their sick or newborn children.
A. so as to B. so that C. in order that D. so that they can
46. She was for the moment low in pocket. _____, she managed to buy a new TV set.
A. And B. Nevertheless C. But D. Though
47. _____ we met with some unexpected difficulties at the beginning, we finished our task all the same.
A. Provided B. Suppose C. Unless D. Although
48. _____ the sore can be healed, yet a scar may remain.
A. Despite B. Though C. However D. As
49. _____, she is not able to persuade her father to finance her trip to Europe.
A. Try as may she B. As she may try C. As may she try D. Try as she may
50. _____ United States voters may agree that there is waste in government, it is difficult to find broad support for a movement toward a minimal state.
A. Even B. However C. Moreover D. However much

Part V Vocabulary

Section A

Fill in the blanks with the appropriate forms of the given words. Take note of the tense in the following sentences.

distinct	discreet	clutch	reserve	demeanor
deliberation	gripe	assume	slink	preoccupation

51. _____ with money is something we should caution against.
52. He _____ indifference, although the news affected him deeply.
53. After considerable _____, I decided to change my job.
54. Now that the boss was no longer present, there was a _____ change in her attitude.
55. The bird swooped down and _____ its prey with its claws.
56. His good _____ spoke well for him when he went to apply for the job.
57. For once, she dropped her customary _____ and became quite lively.
58. I should make a few _____ enquiries about the firm before I sign anything.
59. He saw a party of roaring young men in the coffee-room of his hotel, and _____ away from them, hoping to be all alone.
60. The scientist was faced with a tricky question which left him _____ for an answer.

Section B

There are five sentences in this section. Beneath each sentence there are four choices marked A, B, C, and D. Choose the word or phrase that best completes the sentence.

61. — Some young people today seem to believe in _____ more than fashion and pop music.
— I agree. But they should seek after elegant taste.
A. not B. nothing C. no D. none
62. Beer has a very _____ smell, which is quite _____ from the smell of wine.
A. distinct ... distinctive ... B. distinctive ... distinguished ...
C. distinctive ... distinct ... D. distinguished ... distinct ...
63. A teenager's face often _____ in pimples, which makes them feel self-conscious about their looks.
A. breaks out B. breaks down C. breaks off D. breaks up
64. It is our true policy to steer _____ permanent alliances with any foreign country.
A. clear off B. clear away C. clear of D. clear out
65. You can't really tell how it will look until you try it _____.
A. for B. out C. back D. on

Part VI Reading Comprehension

In this section there are four passages followed by questions or unfinished statements, each with four suggested answers marked A, B, C, and D. Choose the one that you think is the best answer. Text A is for fast reading. Texts B, C and D are for close reading.

Text A

JUBILEE SWIMMING CLUB REGULATIONS

All swimmers must shower before they enter the pool.

Diving is only allowed from the diving board.
Running and playing near the pool is not permitted.
Club members may bring guests at weekends only.
Children under 12 are not allowed to use the pool unless accompanied by an adult.
Members must show their membership cards at the registration desk.
Used towels must be placed in the bins provided.
Smoking is not allowed in the changing room.
Guests must sign at the registration desk.
All bathers must leave the pool by 6 pm.
Clothes must be placed in the lockers provided. Keys are available at the registration desk.
Only club members and their families are allowed to use the pool.

(123 words, to be finished in 1 minute)

66. When are guests allowed?
A. Any day. B. Saturday. C. Friday. D. After 6 pm.
67. What must club members bring with them?
A. Towels. B. Locker keys. C. Swimming caps. D. Registration cards.

Text B

My 14-year-old son, John, and I spotted the coat simultaneously. It was hanging on a rack at a secondhand clothing store in Northampton Mass, crammed in with shoddy trench coats and an assortment of sad, woolen overcoats — a rose among thorns.

While the other coats drooped, this one looked as if it were holding itself up. The thick, black wool of the double-breasted chesterfield was soft and unworn, as though it had been preserved in mothballs for years in dead old Uncle Henry's steamer trunk. The coat had a black velvet collar, beautiful tailoring, a Fifth Avenue label and an unbelievable price of \$28. We looked at each other, saying nothing, but John's eyes gleamed. Dark, woolen topcoats were popular just then with teenage boys, but could cost several hundred dollars new. This coat was even better, bearing that touch of classic elegance from a bygone era.

John slid his arms down into the heavy satin lining of the sleeves and buttoned the coat. He turned from side to side, eyeing himself in the mirror with a serious, *studied* expression that soon changed into a smile. The fit was perfect.

John wore the coat to school the next day and came home wearing a big grin. "How did the kids like your coat?" I asked. "They loved it," he said, carefully folding it over the back of a chair and smoothing it flat. I started calling him "Lord Chesterfield" and "The Great Gatsby".

Over the next few weeks, a change came over John. Agreement replaced contrariness; quiet, reasoned discussion replaced argument. He became more judicious, more mannerly, more thoughtful, eager to please. "Good dinner, Mom," he would say every evening.

He would generously loan his younger brother his tapes and lecture him on the niceties of behavior; without a word of objection, he would carry in wood for the stove. One day when I suggested that he might start on homework before dinner, John — a veteran procrastinator — said, "You're right. I guess I will."

When I mentioned this incident to one of his teachers and remarked that I didn't know what caused the changes, she said laughing. "It must be his coat!" Another teacher told him she was giving him a good mark not only because he had earned it but because she liked his coat. At the library, we ran into a friend who had not seen our children in a long time, "Could this be John?" he asked, looking up to John's new height, assessing the cut of his coat and extending his hand, one gentleman to another.

John and I both know we should never mistake a person's clothes for the real person within them. But there is something to be said for wearing a standard of excellence for the world to see, for practicing standards of excellence in thought, speech, and behavior, and for matching what is on the inside to what is on the outside.

Sometimes, watching John leave for school, I've remembered with a keen sting what it felt like to be in the eighth grade — a time when it was as easy to try on different approaches to life as it was to try on a coat. The whole world, the whole future is stretched out ahead, a vast panorama where all the doors are open. And if I were there right now, I would picture myself walking through those doors wearing my wonderful, magical coat.

68. According to the passage, what are the characteristics of the coat?
- A. Well preserved, stylish and elegant. B. Gaudy, cheap and of good quality.
C. Cheap, ragged but fashionable. D. Ragged, old-fashioned but expensive.
69. The word "studied" in Paragraph 3 means "_____".
- A. artificial B. deliberate C. learned D. studious
70. Thanks to the coat, John became a boy of all the following qualities EXCEPT _____.
- A. sensibleness B. amiability C. generosity D. bravery
71. In the eyes of the writer, the coat her son cheerfully wore is _____.
- A. the outer manifestation of his inner world
B. something inherently magical
C. the fundamental reason why her son became a respectable person
D. the real reason why teachers gave him a good mark
72. What's the message the writer conveyed?
- A. The first impression is always deceptive.
B. Don't judge a book by its cover.
C. Appearance can influence and reflect one's inner world.
D. Good looks mean everything to teenagers.

Text C

For some people, flying first class represents the height of luxury. But not Prince Alwaleed bin Talal of Saudi Arabia, who has become the first person to buy an Airbus A380 superjumbo to use as a private jet. Another billionaire spent £ 83 million on a flat in the Richard Rogers Partnership's new Hyde Park development.

Such excessive spending might not be a sign of conspicuous consumption but of addiction. For the super-rich, houses, yachts, cars and planes are like new toys that they play with for five minutes and then lose interest in. The super-rich are increasingly succumbing to what has been

labeled Wealth Fatigue Syndrome (WFS). When money is available in near-limitless quantities, the victim sinks into a kind of inertia.

Feeling any sort of excitement means taking more and more risks, financially and physically. Luxury holidays are replaced by abseiling in Australia and swimming with sharks. The first-class ticket of old becomes a private jet such as Prince Alwaleed's.

"The rich are never happy, no matter what they have," said Frank James, a researcher. "There was this man who owned a 100ft yacht. I said: 'This is a terrific boat.' He said: 'Look down the harbor.' We looked down the marina, and there were boats two and three times as large. He said: 'My 100ft yacht today is like a dinghy compared to these other boats.' When else in history has someone been able to call a 100ft yacht a dinghy?"

Some of our friends have jumped from nice five-bedroom houses in South Kensington to gated mansions in St. John's Wood. But many who join the super-rich find it hard to keep their old circles of support. Happiness studies have repeatedly shown that being marginally better off than your neighbors makes you feel good, but being a hundred times richer makes you feel worse. So either you change your friends or live with the envy of others.

When a relationship becomes unequal, it becomes difficult. If you're out in a three-star restaurant, how do you split the bill when he is a super-millionaire? And if he has a driver and you consider a taxi a luxury, you stop having shared experiences. In the end, the super-rich become isolated — and the only way to find empathy is to surround themselves with people as rich as themselves.

The happiest nations, he says, are those where people feel most equal, even if that means being less wealthy. Pentecost, a tiny island in the South Pacific, has recently been voted the happiest place on earth. They don't have WFS — in fact, they don't have money; they use pigs' horns instead.

According to psychoanalyst Manfred Kets de Vries, the only cure for the boredom and anxiety is to give something back. "These people need to return to small pleasures and to stop worrying about having bigger and better toys," he says. "It's not what you have but what you do that makes you ultimately happy."

73. What is Wealth Fatigue Syndrome (WFS)?
- A. The obsessive need to purchase luxuries.
 - B. A mental disease which causes depression.
 - C. A physical disease which causes distress.
 - D. The desire to use up every penny one owns.
74. Which of the following statements is true according to the passage?
- A. People can be happy as long as they get what they want.
 - B. Financial and physical excitement is what makes people happy.
 - C. Huge fortune cannot ensure happiness.
 - D. The poor are happier than the rich.
75. What's the newly rich's problem in their social life?
- A. They have a large number of friends.
 - B. They cannot retain their old friends.
 - C. Most of their friends are poor.
 - D. They have difficulty getting new friends.

76. What's the cure for WFS suggested by the expert?
- A. Having better houses. B. Getting larger yachts.
C. Making bigger fortune. D. Doing charitable deeds.

Text D

I grew up poor — living in the housing projects with six brothers, three sisters, a varying assortment of foster kids, my father, and a wonderful mother, Hunley. We had little money and few worldly goods, but plenty of love and attention. I was happy and energetic. I understood that no matter how poor a person was, they could still afford a dream.

My dream was athletics. By the time I was sixteen, I could crush a baseball, throw a ninety-mile-per-hour fastball and hit anything that moved on the football field. I was also lucky: My high-school coach was Ollie Jarvis, who not only believed in me, but taught me how to believe in myself. One particular incident with Coach Jarvis changed my life forever.

It was the summer between my junior and senior years, and a friend recommended me for a summer job. This meant a chance for money in my pocket — cash for dates with girls, certainly, money for a new bike and new clothes, and the start of savings for a house for my mother.

Then I realized I would have to give up summer baseball to handle the work schedule. When I told Coach Jarvis, he was as mad as I expected him to be. “You have your whole life to work,” he said. “Your playing days are limited. You can't afford to waste them.”

I stood before him with my head hanging, trying to think of the words that would explain to him why my dream of buying my mom a house was worth facing his disappointment in me.

“How much are you going to make at this job, son?” he demanded. “Three twenty-five an hour,” I replied. “Well,” he asked, “is \$3.25 an hour the price of a dream?”

That question, the plainness of it, laid bare for me the difference between wanting something right now and having a goal. I dedicated myself to sports that summer, and within the year I was drafted by the Pittsburgh Pirates to play rookie league ball, and offered a \$20,000 contract. I already had a football scholarship to the University of Arizona, which led me to an education, two consensus selections as Ali-American linebacker and being chosen seventh overall in the first round of the NFL draft. I signed with the Denver Broncos in 1984 for \$1.7 million, and bought my mother the house of my dreams.

77. What's the rhetorical device used in the sentence “I understood that no matter how poor a person was, they could still afford a dream” (Paragraph 1)?
- A. Simile. B. Exaggeration. C. Metaphor. D. Personification.
78. Which of the following statements is NOT true according to the passage?
- A. Poor as his family was, the writer received plenty of affection from his parents.
B. The writer was a talented baseball player, who received a lot care from the coach.
C. The coach talked the writer out of his plan to take the summer job.
D. Coach Jarvis was mad at the writer for not obeying him.
79. What's the lesson the writer learned from the conversation with Coach Jarvis?
- A. He should earn more money than \$3.25 an hour.
B. To be a great baseball player sometimes means sacrifice.