



普通高等教育“十二五”规划教材

*New College English  
Integrated Course 2 Exercise Book*

# 新编大学英语

## 综合教程

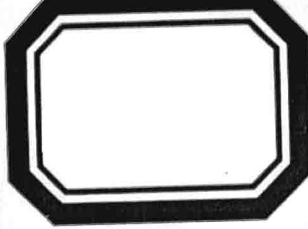
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## 练习册

孙明霞 郑晶 马健波 主编



经济科学出版社



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# 《新编大学英语综合教程》系列教材

## 前 言

根据我国高等教育发展的新形势,为了深化教学改革,提高教学质量,满足新时期国家和社会对人才培养的需要,教育部2007年7月颁布了《大学英语课程教学要求》,作为高等学校组织非英语专业本科生英语教学的主要依据。《课程要求》进一步明确了大学英语的教学性质:“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系”,同时也明确了大学英语的教学目标是“培养学生英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能够用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要。”随着这一政策的颁布,国家对新时期大学英语的教学提出了新的要求和目标,同时,对大学英语四六级的考试题型和模式也在不断探索和创新,这样一来,市场上大多数出版多年的教材已无法适应这种新的要求。我们经济科学出版社本着科学严谨的态度和“与时俱进、勇于创新”的精神,历时近三年,编写了这套新理念、功能型的大学英语立体化教材——《新编大学英语综合教程》。

### 编写依据

本套教材在设计、编写和制作上严格贯彻《大学英语课程教学要求》和《大学英语四/六级考试大纲》中对大学英语教学性质、教学目标、教学模式、教学评估、教学管理及大学英语参考词汇表等各方面所做的界定和描述,并在此基础上,结合外语教学理论与实际教学需要,进行教学理念和教学模式的探索与创新,开拓大学英语教学的新形式。

本套教材共分为4册,每册8个单元,每个单元由Warming up, Text A, Text B, Structured Writing, Culture Focus五大模块构成。这五大模块涵盖了语言学习中的听、说、读、写、译五大要素,每个模块均配有相应的注释或练习,即学即练,形式活泼,图文并茂。

整套教材在编写过程中遵循统筹科学、循序渐进的原则,通过1、2册的学习,学生应该达到《大学英语课程教学要求》中的一般要求和《大学英语四级考试大纲》中要求的水平;通过3、4册的学习,学生应该达到《大学英语课程教学要求》中的较高要求和《大学英语六级考试大纲》中要求的水平。同时,为了方便学生查找和辨认,我们分别对四六级词汇和超纲词汇进行了标注:四级词汇(★)、六级词汇(▲)和超纲词汇(无标识)。

## 全新理念

### 编写思路创新

依据最新颁布的《大学英语课程教学要求》中的“教学模式的改变不仅是教学方法和教学手段的变化,而且是教学理念的转变,是实现以从教师为中心、单纯地传授知识和技能的教學思想和实践,向以学生为中心,既传授语言知识与技能,更注重培养语言实际应用能力和自主学习能力的教學思想和实践的转变,也是向以培养学生终身学习能力为导向的终身教育的转变”。我们的教材在编写过程中,充分考虑了现代大學的教學模式的变化以及现在学生的学习特点和学习工具的改变,进行了教學模式和教學方法的创新,遵循因材施教的原则,倡导教學相长、互动课堂,既提高了学生的英语语言能力,又培养了学生的学习策略。

### 教學理念创新

市场上现有教材最大的缺点是教材内容、容量和大学英语实际教學情况脱节,没有考虑到大学本科非英语专业学生的实际英语水平 and 学校的课时安排,大都存在着内容偏难、课时偏多的遗憾,导致学生学习起来抓不到重点,教师教學无法按计划安排。除此之外,现有教材和大学英语四六级考试的结合度不够,而四六级的通过率则是很多学校、教师和学生共同关注的重点,这就导致了现有教材的实用性不高。而我们经济科学出版社出版的这套教材在编写过程中则充分考虑了现在大學非英语专业课时少、学生英语水平能力普遍不高的情况,在内容设置上注重深入浅出,强调和大学英语四六级考试紧密结合。我们对历年的四六级试题的材料类型进行了总结,选出最常考的体裁和题材,与《大学英语课程教学要求》和《四六级考试大纲》中所要求掌握的话题相结合,从而确定我们每一册的单元话题和练习题题目类型。从而确保学生在学习完我们的四册教材后,除了能够在英语语言能力得到提高外,还能够轻松应对大学英语四六级考试,一举两得,体现了我们这套教材“新理念,功能型”的特点。

### 呈现形式创新

和一般教材大篇幅的文字不同的是,我们编写的这套教材更注意信息的多方位传达。书中配有大量的真实的图片来帮助学生理解和掌握各个话题的内容,既使图书版式精美,又丰富了学生的思维。

### 教學模式创新

依据《大学英语课程教学要求》中的“各高等学校应充分利用现代信息技术,采用基于计算机和课堂的英语教學模式,改进以教师讲授为主的单一教學模式”。我们这套教材在资源配备方面做了全面的准备,除了学生用书、教师用书和练习册,我们还配备了多媒体学习光盘、多媒体教學课件和网络资源来丰富课堂和辅助学生学习。



## 编写原则

### 指导方针

本套教材在编写过程中,充分吸取了我国在外语教学中长期积累下来的行之有效的经验和方法,并仔细分析了中国当代学生在英语学习中经常遇到的问题及教师在教学过程中的困惑。同时,为了和当代国际流行外语教学接轨,我们还认真学习和借鉴了国外的教学理论和方法,根据我国现有的教学条件和教学需要,进行可行性分析,有选择地进行吸收、规划、设计、选材和编写,达到传统和现代、东方和西方的完美结合。一言之:立足当代,博采众长,自主创新,自主编写。

### 提倡新型的教学模式

在现有的大学英语课堂教学的基础上,引进多媒体教学和网络技术,改进英语教学环境和教学手段,应该是现有教材编写时主攻的一个方向。所以我们教材在编写过程中就特别注意多媒体资源的配备,除了传统的学生用书、教师用书和练习册之外,我们还配备了多媒体学习光盘、多媒体教学课件和不断发展的网络平台,让学生成为学习的主体,主动地、创造性地去学习,在多媒体环境下用英语交流,在不断交流中巩固语言知识,提高语言技能,掌握学习策略。

### 注重实用性

考虑到学生在大学阶段参加大学英语四六级考试的实际需要,本套教材在话题设置、题型练习上均和四六级考试紧密结合,节省学生的备考时间,丰富教材的外延,使学生能够顺利地通过四六级。

### 注重一体性

每册教材以学生用书为中心,配备有教师用书、练习册、多媒体学习光盘和多媒体教学课件。其中教师用书是对学生用书的全面解读,练习册是对各个单元话题的强化训练。多媒体学习光盘是学生用书的随书赠品,多媒体教学课件是教师用书的随书赠品。同一个系列之间既相互独立,又相互联系。

### 丰富的主题内容

每册教材的内容以单元话题为主线,涉及科学技术、道德情感、文化知识、科学教育、社会热点等各个方面。选材注重时代性、知识性、趣味性和文化性的有机结合,既培养了学生的文化素养,又开阔了视野,丰富了内涵。

### 注重核心词汇的掌握和运用

考虑到四六级考试特别重视对学生词汇量的考查,教材中对词汇和短语分别做了详细的注解,方便学生记忆。既扩大了学生的词汇量,又提高了学生的英语语言应用能力。通过四册的学习,学生基本上能够掌握四六级要求掌握的所有词汇和短语。

## 教材构成

《新编大学英语综合教程》针对大学英语要求层次教学而设计,包含1~4级,共两个年级使用。每一级以学生用书为核心,配备有教师用书、练习册、多媒体学习光盘和多媒体教学课件,各学校可根据需要选择不同组合方式使用。每一册的系列图书在编写过程中全盘考虑,统一设计,各分册之间主题呼应,既分工明确,各司其职,又相互补充,相辅相成。学生用书提供内容丰富、时代感强的材料和多样的训练模式来进行综合训练;教师用书则是对学生用书的全面解读,提供教学建议、答案和翻译,供学生自学和教师备课使用;练习册则是对各个单元话题的集中强化训练,使学生达到学一个单元,掌握一个单元的话题。而多媒体学习光盘和多媒体教学课件则分别是学生用书和教师用书的赠品,方便多媒体学习和教学使用。

通过提供不同内容和多种载体的教学资源,《新编大学英语综合教程》为新形势下的大学英语教学提供了全方位、多层次、立体化的支持,也为实现《大学英语课程教学要求》提出的深化教学改革、提高教学质量、实现不同层次的教学要求和目标提供了保障。

## 使用建议

《大学英语课程教学要求》提出:“新教学模式应能使学生选择适合自己需要的材料和方法进行学习,获得学习策略的指导,逐步提高其自主学习的能力。”为贯彻这一方针,《新编大学英语综合教程》针对不同学校的实际情况和使用需要,提供了不同的选择和组合的可能。各学校可根据自己的实际情况,建立适合本校使用的集多种教学模式和教学手段为一体的教学体系。这一教学体系应有利于贯彻分类指导、因材施教的原则,有利于推进教学模式、教学手段和教学方法的创新,同时有利于推动学生进行自主式、个性化的学习,选择适合自己需要的材料和方法,逐步提高自主学习能力和英语综合应用能力,进而满足不同专业各自的发展需要。

## 编写队伍

本册练习册由孙明霞、郑晶和马健波担任主编。初稿完成后,我们特组织了一个由国内外权威专家、学者以及教学经验丰富的一线老师组成的特审组对整部书稿进行了系统校阅。此外,在书稿的编写过程中,美籍教师 Adren Paul 和 Bagehot James 为我们提供了宝贵的意见和建议,并对书稿进行了系统的审阅。对他们的辛勤劳动,在此一并表示感谢!

从整套书的策划到最终定稿,我们始终坚持把《大学英语课程教学要求》和大学英语的教学实际结合起来,采用了全新的编写思路,实际编写中难免出现纰漏,望广大读者和同行在使用过程中不吝赐教!

编者

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# Unit 1

## Growing up

### Part I Listening Comprehension

#### Section A

**Directions:** *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversations and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer.*

1. A) 15.                      B) 13.                      C) I don't know.                      D) 30.
2. A) Mr. Wang.                      B) The woman is not sure.  
C) An English teacher.                      D) A new comer.
3. A) Red's father.                      B) Red's brother.  
C) Ann's brother.                      D) Ann's father.
4. A) She will stay at home.  
B) She will go to see her boyfriend in Australia.  
C) She is not sure.  
D) She will go to see her father in Australia.
5. A) About love stories.                      B) About terrible violence.  
C) The conversation doesn't tell us.                      D) About rural life.
6. A) Cabbage.                      B) Vegetable.                      C) I don't know.                      D) Meat.
7. A) They were classmates in the college.  
B) They keep contacting with each other all the time after graduation.  
C) They were co-workers.

D) They were roommates in the high school.

8. A) Busy with her work.

B) Go shopping.

C) See a film.

D) Read books.

**Questions 9 to 12 are based on the conversation you have just heard.**

9. A) To see some relatives.

B) To buy some toys.

C) To sightsee.

D) To go to the seashore.

10. A) The car was not moving fast enough.

B) Their clothing was warm enough.

C) The air outside was also hot.

D) They were not feeling good.

11. A) The weather was so hot.

B) He had done enough study.

C) He did not want to stay in the library any longer.

D) He wanted to have fun.

12. A) Waiting for Sue's parents to arrive.

B) Waiting for the car to be repaired.

C) Sight-seeing in Chicago.

D) Visiting friends in Indiana.

**Questions 13 to 15 are based on the conversation you have just heard.**

13. A) After he moved to a city in the southeast.

B) Before he finished high school.

C) After he graduated from college.

D) Before he had his own company.

14. A) Law.

B) Medicine.

C) Computer.

D) Engineering.

15. A) Because his uncle who teaches computer at a university influenced him a lot.

B) Because he has the credentials and references sent to the interviewer.

C) Because he specializes in computer software technology and even had his own company for a while.

D) Because the cities on the east coast are developing more rapidly and offer a brighter future.



### Passage Three

Questions 22 to 25 are based on the passage you have just heard.

22. A) Those who are themselves spoiled and self-centered.  
B) Those who expected to have several children but could only have one.  
C) Those who like to give expensive jewels to their children.  
D) Those who give birth to their only children when they are below 30.
23. A) Because their parents want them to share the family burden.  
B) Because their parents are too strict with them in their education.  
C) Because they have nobody to play with.  
D) Because their parents want them to grow up as fast as possible.
24. A) Two types of only child.  
B) Parents' responsibilities.  
C) The necessity of family planning.  
D) The relationship between parents and children.
25. A) Because they have no sisters or brothers.  
B) Because they are overprotected by their parents.  
C) Because their parents expect too much of them.  
D) Because their parents often punish them for minor faults.

### Section C

**Directions:** *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill the blanks numbered from 26 to 33 with the exact words you have just heard. For blanks numbered from 34 to 36 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.*

Children model themselves largely on their parents. They do so mainly through identification. Children 26 with a parent when they believe they have the qualities and feelings that are characteristic of that parent. The things parents do and say therefore strongly 27 a child's behavior. However, parents must 28 behave like the type of person they want their child to become.

A parent's actions also affect the self-image that a child forms through identification. Children who see mainly 29 qualities in their parents will likely learn to see themselves in a posi-

tive way. Children who 30 chiefly negative qualities in their parents will have difficulty seeing positive 31 in themselves. Children may 32 their self-image, however, as they become increasingly influenced by peer group standards.

Isolated events, even dramatic ones, do not necessarily have a 33 effect on a child's behavior. 34. Children who know they are loved can, for example, accept the divorce of their parents. 35. In the same way, all children are not influenced alike by toys and games, reading matter, and television programs. 36, the effect of an activity or experience depends on how the child interprets it.

## Part II Reading Comprehension ( Skimming and Scanning )

**Directions:** *In this part, you will have 15 minutes to go over the passage quickly and answer the questions.*

*For questions 37 – 43, mark*

*Y (for YES) if the statement agrees with the information given in the passage;*

*N (for NO) if the statement contradicts the information given in the passage;*

*NG (for NOT GIVEN) if the information is not given in the passage.*

*For questions 44 – 46, complete the sentences with the information given in the passage.*

### Children at Work

Children have been used as workers for thousands of years in countries around the world. The rise of child labor in the United States began in the late seventeen and early eighteen hundreds. Industrialization was a strong force in increasing the number of working children. By 1900, more than two million U. S. children were at work. The 1900 census, which counted workers aged 10 to 15, found that 18.2 percent of the country's children between those ages were employed. Children worked in factories, mines, fields and in the streets. They also picked cotton, shined shoes, sold newspapers, canned fish, made clothes and wove fabric. Children worked to help support their families.

Working conditions were often horrendous. Children would work twelve hours a day, six days a week throughout the year. The hours were long; the pay was low; and the children were exhausted and hungry. Factory children were kept inside all day long. Children who worked in the fields spent long, hot days in the sun or went barefoot in mud and rain. These young workers could not attend school and rarely knew how to read or write.

Children in the United States continued to work under deplorable conditions until well into the mid-twentieth century. In the early nineteen hundreds, reformers began working to raise awareness about the dangers of child labor and tried to establish laws regulating the practice. In 1904, the National Child Labor Committee was formed. In 1908, the Committee hired Lewis Hine as its staff photographer and sent him throughout the country to photograph and report on child labor.



Documenting child labor in both photographs and words, his state-by-state and industry-by-industry surveys became one of the movement's most powerful tools. Often photographing the children looking directly into the camera, Hine brought them face to face with people throughout the country who would rather believe that such poverty and hardship did not exist.

The movement against child labor confronted its biggest obstacle when it lobbied for the creation of a federal child labor law that would prohibit the use of child labor, nationwide. At the time, the federal government did not have clear authority to regulate child labor. Legal scholars believed that the U. S. Constitution left the matter of child labor to each State to regulate as it saw fit. Nevertheless, the movement was able to generate strong public support for the federal regulation of child labor. It also succeeded in establishing a Children's Bureau within the United States government in 1912.

By 1916, the U. S. Congress had passed its first federal child labor law, which effectively prevented factories and mines from using children under the age of 14. However, the U. S. Supreme Court struck down the law and ruled that it was not within the federal government's authority to regulate child labor. In December of 1918, Congress tried again and passed a second child labor law. This time, it based the law on its powers of taxation rather than its powers of interstate commerce. However, the U. S. Supreme Court again struck down the law for the same reasons.

For the next twenty years, the U. S. Congress and U. S. Supreme Court remained at odds over federal regulation of child labor. It wasn't until 1938 that federal protection of working children would be obtained through passage of the *Fair Labor Standards Act*. Like the first child labor bill, it prohibited the interstate commerce of products or services that were made using children under a certain age. It also established minimum standards and working conditions for the employment of children above a certain age. The law was again challenged in the U. S. Supreme Court. However, in 1941, the U. S. Supreme Court reversed its earlier ruling on the 1918 law and upheld the right of the federal government to use its interstate commerce powers to regulate child labor.

With the *Fair Labor Standards Act* and its amendments, the movement to end child labor in the United States accomplished most of what it initially set out to do. The worst abuses of child labor as it existed in the first few decades of the twentieth century are now history. Countless children and their children were saved from deadening exploitation in mines, mills, and factories. But new challenges have arisen both in the United States and abroad. Young people around the world continue to toil as child laborers. Internationally, two hundred and fifty million children work to help support their families. Africa, Asia, Central America and South America have the highest rates of child labor. There are also a significant number of children who are migrant farm workers and sweatshop workers in the United States.

### Questions:

37. It was in the late 1700's and early 1800's that the child labor in the United States sprang up.

38. Factory children spent long days in the sun or went barefoot in mud and rain. F
39. Child laborers were allowed to attend night school where they learned reading and writing. F
40. In the early 1900s, reformers started working to promote awareness about the dangers of child labor. T
41. In 1908, the U. S. Congress hired Lewis Hine as its staff photographer. F
42. The first federal child labor law effectually kept factories and mines from employing children under the age of 14. F
43. Presently in America, nearly 28 percent of the children between 16 and 18 are employed. ✓
44. Obtaining passage of a law to prohibit child labor throughout the nation was the biggest challenge for the \_\_\_\_\_.
45. In December, 1918, the U. S. Congress passed a second child labor law which was based on its powers of taxation.
46. The U. S. Congress had a difficult time establishing a federal child labor law because they were at odds over federal regulation of child labor with \_\_\_\_\_.

### Part III Reading Comprehension (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. You may not use any of the words in the bank more than once.*

**Questions 47 to 56 are based on the passage.**

Like all children, when I was growing up all I ever wanted to do was to be big. I always kept a close eye on my role models (my parents) and always tried to do anything they did. The skills I learnt and the attitude I 47 from a young age would be of immense help to me in my later years.

From the age of five, the memories I have are those of following my father around the yard

watching him wash the car and mow the lawn. My father would sometimes give me a small sponge so that I could help him wash the car and although the job I did was 48 and most likely not done properly, I always got a sense of pride and 49 in my work. The mowing of the lawn was something I was not allowed to help or even be near for my own safety.

In my teenage years my role around the house had changed. My father was no longer around and my mother had the pressure of 50 for my younger sisters and myself. During school holidays I was 51 for looking after my sisters and keeping them amused at the same time, which was not an easy task at all! Gone were the days of the little sponge washing the car. During this time I had also managed to get 52 employment. Although the money I earned was not significant, it was enough for me to pay for my hobbies and ease some 53 off my mother.

Now as an adult I have a 54 job and a tertiary education behind me. I have never seen myself as a victim nor did I accept 55 from anyone because all the good and bad experiences of my younger years have helped me become a successful and 56 person. The support that I received and continue to receive from my family was also a major drive for me to succeed.

- |              |               |                  |               |                 |
|--------------|---------------|------------------|---------------|-----------------|
| A) providing | B) supporting | C) insignificant | D) determined | E) casual       |
| F) received  | G) acquired   | H) responsible   | I) sympathy   | J) satisfaction |
| K) pressure  | L) steady     | M) significant   | N) properly   | O) perfect      |

## Section B

**Directions:** *There are 2 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.*

### Passage One

**Questions 57 to 61 are based on the passage.**

My grandfather grew up in war-torn Europe. When German soldiers occupied his hometown, the thriving city of Tarnow, Poland, he refused to obey them and eventually joined the Soviet army to fight for his country's freedom. "Stand straight, stand tall." he told himself.

After the war, in 1947, he boarded a boat for Manhattan. He was hungry and suffering from seasickness. All alone in a new country, he was frightened about his future. Still, he marched head-on into the hustle and bustle of the streets of New York. Soon he met other European immigrants, each of them trying to find his or her own way. If they could do it, why couldn't he? "Stand straight, stand tall." he would remind himself.

Thanks to the help of a loyal and trusty friend, my grandfather gained a jewelry booth on Canal Street, New York City. He once told me how nervous he was on that first day of work. He was not only trying to learn this tough new business, but also a new language.

To his surprise, the men in neighboring booths—who could have taken advantage of him—offered their help and advice. Within months, my grandfather was commanding his spot behind