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新思维英语
New Perception English

应用型大学英语综合训练
Applied College English

主编◆曹仁松

大连理工大学出版社
Dalian University of Technology Press

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编　者◆曹仁松　梁璐璐

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前　言

大学英语教学在经过20多年的改革发展之后，无论在教学理论还是在教学实践上都取得了很大的成绩。大学英语教材作为大学英语教学改革的平台，也逐渐发展到了“百花齐放、百家争艳”的阶段。随着我国基础教育的进一步发展，高等院校学生的英语入学水平不断提高，同时不同类院校之间学生的英语水平也存在明显的差异，目前本科教育鼓励分类、分层次办学。面对新的教育形式，要适应新的教学局面，实现新的教学目标，就需要建立新的教材体系，“应用型大学英语”系列教材就是在这样的情况下研发出来的。

“应用型大学英语”系列教材是根据教育部颁布的《大学英语课程教学要求》及《大学英语四级考试大纲》(2006修订版)而设计与编写的。本教材编写的指导思想是：(1)科学性。教材力求符合教学规律和学习的认知规律。课文内容要积极、健康、向上，有思想深度、文化内涵及生活哲理。在广泛吸纳国内外各类教材编写理论和编写经验的基础上，注重教材的实用性、交际性和可操作性。(2)务实性。从学生的实际水平出发，符合应用型人才的培养目标。(3)创新性。集广大教学一线教师丰富的教学经验，在编写过程中，力求在内容、形式上有所创新。

“应用型大学英语”系列教材分为《综合教程》和《视听说教程》两个系列，每个系列分为6册。第1册和第2册主要针对英语水平偏低者而编写，以使其顺利地进入大学英语课程的学习；第3册～第6册是针对独立学院本科学生及大学本科阶段学习者而编写，与《大学英语课程教学要求》的“一般要求”接轨。特别是第6册，完全按照《大学英语四级考试大纲》的要求而设计，使学生能顺利通过大学英语等级考试。教材具体分为：

《综合教程》(1～6册)：每册由10个单元组成，包括2个中国元素单元和2个“项目制作”。

《视听说教程》(1～6册)：每册由10个单元组成，包括2个中国元素单元。另外，第3册～第6册加入2套四级“听力测试”。

“应用型大学英语”系列教材具有以下特色：

1. 外版引进，本土化设计

本系列教材以外版教材为依托，结合本土实际教学，由全国十余所高校的专家教授和一线骨干教师改编设计，既保留原文之纯正地道，又体现国内教学与检验之要求。

2. 内容设计循序渐进，目标明确

本系列教材的第1册和第2册主要以培养学生的英语应用能力为重点，既考虑到部分学生要通过国家英语应用能力统考的要求，也照顾到更多学生能够顺利进入大学英语四级考试的基础与前期准备阶段的学习。第3册和第4册

与《大学英语课程教学要求》"一般要求"接轨;第5册和第6册则符合《大学英语课程教学要求》的"较高要求",按照《大学英语四级考试大纲》要求编写,实现与大学英语等级考试的对接。

3. 系统设计语言知识

本系列教材的"语法项目"安排在第1册～第4册中;"写作项目"则按难易度在第1册～第6册中系统地做了安排,如:第1册、第2册为句子写作,第3册、第4册为句子和段落写作,第5册、第6册则重点训练与四六级考试相关的各类短文写作;而"阅读与翻译"等训练项目则相应融在第3册～第6册中。

4. 课文话题整齐一致

本系列教材的《综合教程》与《视听说教程》的课文话题完全对应,即针对同一个话题为学生提供"听、说、读、写、译"各种语言技能的训练,较好地体现了对特定话题"多层面"、"多角度"训练的设计思想。

5. 融入"中国元素"

本系列教材的每册教程均加入两个"中国元素"单元,精选中国传统文化内容,如:中国功夫、中国戏剧、中国饮食与服饰等,旨在培养学生用英语介绍中国文化的能力,体现跨文化性。

6. 增加实践教学内容

本系列教材系统设计了"学业规划"内容,以"项目制作(Project Work)"的形式呈现,旨在加强英语学习的实践环节。任务从"认识大学"、"校园学习"到"就业准备"和"出国准备"等,体现了"学以致知"与"学以致用"并举的实践教育理念。

7. 体现数字化、信息化

本系列教材每个单元都设有关于课文内容的"文化背景"链接(Background Link)和"网络搜索指引"(Online Resources)。课文后提供的所有网站,都是编者亲身实践查询得来的,这些丰富的资料,便于学生自学及深入学习研究。

教材使用建议:

(1)每2周(8～10课时)完成《综合教程》和《视听说教程》的一个对应单元;

(2)两个"中国元素"单元是否适合自己学生的水平,由各学校视情况而定。

作为大学英语教学改革的实践成果,我们在本系列教材的设计、选材、编写过程中虽竭尽全力,但难免存有疏漏谬误之处,恳请专家、同仁及广大读者给予批评指正,以使本教材在修订中日臻完善。

王　志

2011年7月

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编写与使用说明

一、编写宗旨

《应用型大学英语综合训练》(简称《综合训练》)是配合“应用型大学英语”系列教材《应用型大学英语综合教程》(简称《综合教程》)编写的同步练习用书，供学生复习、巩固和拓展《综合教程》中所学到的语言技能和知识，提高学生的英语语言应用能力。

二、框架设计

本书为《综合训练》的第 3 册，共设 10 个单元，每单元包括 Part One 与 Part Two 两部分。Part One 为《综合教程》中 Text A 的配套练习，Part Two 为课外阅读的拓展练习。

(一)Part One 包括以下六类练习：1. 单词填空；2. 构词练习；3. 介词和副词的用法练习；4. 短语填空；5. 完型填空；6. 翻译。

1. 单词填空：共有 8 个练习题，主要巩固练习在 Text A 课文中所学的重点词汇。

2. 构词练习：共有 8 个练习题，通过词性及词形的变化帮助学生扩大词汇量。

3. 介词和副词的用法练习：共有 8 个练习题，帮助学生掌握介词、副词的用法以及动词与介词或副词的固定搭配用法。

4. 短语填空：共有 6 个练习题，帮助学生巩固练习在 Text A 课文及课文单词表中所列的常用短语。

5. 完型填空：一篇完型填空的文章，共设 20 个填空处，与 CET4 题型一致。完型填空有助于巩固学生的基础知识，同时提高他们的语言应用能力。

6. 翻译：共有 8 个练习题，采用 CET4 的翻译题型，练习 Text A 课文中的语言知识的重点和难点。

(二)Part Two 包括以下两类练习：快速阅读 Fast Reading 和阅读理解 Reading Comprehension。

1. 快速阅读：一篇 1000 词左右的文章，共设 10 个问题(选择、填空或判断正误)，与 CET4 题型一致。主要帮助学生提高阅读速度和快速理解的能力。

2. 阅读理解：三篇仔细阅读的文章，每篇文章设 5 个选择题，与 CET4 题型一致，旨在提高学生对于文章深层内涵的理解能力。

三、使用建议

本练习册的编写主要以培养学生的英语应用能力为重点，同时兼顾学生能够顺利通过大学英语四级考试，因此编写中加入了《大学英语四级考试大纲》(2006修订版)所要求的内容，在练习题型设计中涉及到CET4的部分题型，这样安排既符合英语学习的规律，也符合新形势下《大学英语课程教学要求》中的培养和提高学生英语应用能力的精神。

本练习册可供学生进行课外自主学习，也可供教师在课堂教学过程中使用，检查学生的学习情况。

本系列教材的设计、选材、编写过程是一个充满创新的探索过程，是否能真正实现“以《大学英语课程教学要求》为纲，以学生为中心，以教学为根本”的理念，有待今后实际教学实践的检验。我们诚挚地欢迎广大使用本教程的教师和学生给予批评指正。

编者

2011年7月

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Unit 1

Part One

Exercises for Text A

Ⅰ. Fill in the blanks with the proper words from Text A and the capital letter has been given to you. Change the form where necessary.（针对性练习：Text A 单词表中的单词）

1. The curtains required yards of expensive m _____.
2. Several new species of plants have recently been d _____.
3. What is the legal d _____ of a corporation?
4. Prices will be down until the economy r _____.
5. He's a very e _____ person.
6. Several p _____ were waiting to see the doctor.
7. We had a m _____ image of what we thought the house would look like.
8. No p _____ contact with other players is allowed in the game.

Ⅱ. Complete each of the sentences with an appropriate form of the word given.（练习 Text A 课文中出现的四级常用高频词及其词性的变化形式）

1. emotion
   A. He gave an _____ speech.
   B. He wasn't _____ ready to become a father.
   C. She was overcome with _____ at the news of her friend's death.
2. behavior
   A. An acceptable social _____ in one country may be unacceptable in another country.
   B. Those _____ problems are really serious.
3. mental
   A. _____ I'm OK, but physically I'm a wreck!
   B. She was beginning to show signs of _____ illness.
   C. You can only wonder about the _____ of someone who does such things.
4. stress
   A. She uses meditation as a way of relieving _____.
   B. The union _____ the need for stricter safety standards.
   C. He was feeling pretty _____ about the deadline.
   D. I had a _____ day at work today.

5. definition

A. Her book aims to _____ acceptable social behavior.

B. The _____ of happiness varies.

6. recover

A. She _____ consciousness in the hospital.

B. We should see a gradual economic _____ in the next few months.

7. decision

A. He _____ that dinner would be at 7 o'clock, and asked guests to arrive at 6.

B. I stood there wondering what to do, but my sister was more _____ and immediately went to the phone.

C. After weeks of deliberation, he finally came to a _____.

8. agree

A. We all _____ (that) the law needs to be changed.

B. Traffic is one of the less _____ aspects of city life.

C. Any changes to the plan require the _____ of everyone involved.

Ⅲ. Fill in each of the blanks with a suitable preposition or adverb. (练习固定搭配中常用的介词或副词)

1. They were stressed _____.
2. He's at home recovering _____ the flu.
3. We can all agree _____ one thing: the current law needs to be changed.
4. She nodded her head _____ agreement.
5. Despite his problems, his parents still believe _____ him.
6. You will be competing against people _____ more experience than you.
7. —"May I ask your advice _____ something?"
   —"Certainly. I'm always happy to give advice when asked for it."
8. The new computer is superior to the other one _____ every way.

Ⅳ. Complete the following sentences with phrases or expressions from Text A. Change the form where necessary. (练习Text A 中及课文单词表后所列的常用短语)

1. I _____ working hard to achieve success.
2. You can argue _____, for or against.
3. _____, it takes about a month for the shipment to arrive.
4. Can you _____ me _____ to Kaohsiung, please?
5. The audience clapped _____ the play.
6. The stamp's value _____ how rare it is.

Ⅴ. Read the following passage carefully and choose the best word or phrase to fill in each blank.

Are organically grown foods the best food choices? The advantages claimed for such foods over __1__ grown and marketed food products are now being debated. __2__ of organic foods—a term whose meaning varies greatly—frequently proclaim that __3__ products are safer and more nutritious than others.

The growing interest of __4__ in the safety and nutritional quality of the typical North American diet is a welcome development. __5__, much of this interest has been sparked by sweeping claims that the food supply is unsafe or inadequate in meeting nutritional needs. Although most of these __6__ are not supported by scientific evidence, the preponderance (优势) of written material __7__ such claims makes it difficult for the general public to separate fact from __8__. As a result, claims that eating a diet __9__ entirely of organically grown foods prevents or __10__ disease or provides other benefits to health have become widely __11__ and formed the basis for folklore. Almost daily the public is __12__ by claims for "no-aging" diets, new vitamins and other __13__ foods. There are numerous unsubstantiated reports that __14__ vitamins are superior to synthetic ones, that fertilized eggs are nutritionally __15__ than unfertilized eggs and the __16__.

One thing that most organically grown food products seem to have in common is that they __17__ more than conventionally grown foods. But in many cases consumers are __18__ if they believe organic foods can maintain health and provide better nutritional quality than conventionally grown foods. So there is real cause for concern if consumers particularly those with __19__ incomes, distrust the __20__ food supply and buy only expensive organic foods instead.

1. A. conventional	B. traditional	C. formal	D. normal
2. A. Opponents	B. Competitors	C. Advocates	D. Dedicators
3. A. those	B. such	C. this	D. these
4. A. eaters	B. importers	C. users	D. consumers
5. A. Although	B. However	C. Moreover	D. Therefore
6. A. statements	B. addresses	C. claims	D. gossips
7. A. proposing	B. prompting	C. suggesting	D. advancing
8. A. fiction	B. fault	C. wrongness	D. defect
9. A. containing	B. constituting	C. consisting	D. including
10. A. cures	B. treats	C. recovers	D. heals
11. A. published	B. publicized	C. opened	D. uncovered
12. A. attacked	B. embraced	C. wrapped	D. besieged
13. A. unique	B. novel	C. good	D. wonder
14. A. natural	B. green	C. organic	D. wild
15. A. worse	B. higher	C. better	D. greater
16. A. same	B. like	C. such	D. alike
17. A. spend	B. cost	C. take	D. expend
18. A. misled	B. mislaid	C. overcharged	D. mispriced
19. A. constrained	B. restricted	C. limited	D. confined
20. A. normal	B. habitual	C. usual	D. regular

Ⅵ. Complete the following sentences by translating the Chinese into English.

1. We're not sure if we'll have the picnic, _____(因为这要视天气而定).
2. She's the one _____(留着长发,戴着太阳镜).
3. _____(几乎没有关于如何保持健康的书)in this book store.
4. _____(他感到非常有压力)about the deadline.
5. Television has become an important vehicle _____(宣传政治思想).

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6. It's highly important _____(我们应该保护环境).

7. It is imperative _____(我们要尽快做出决定).

8. Will you _____(送我去机场好吗)?

Part Two

Further Practice

Ⅰ. 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 1-7, choose the best answer from the four choices marked A, B, C and D. For questions 8-10, complete the sentences with the information given in the passage.*

Cheating—"But Everybody's Doing It"

The Kansas State University junior was desperate. Because of his health problem, he was about to fail Political Science for missing two exams. Another "F" could mean suspension(停学), which would put at risk the college degree he'd always counted on. Thanks to a part-time job in the university's information-technology department, the young man has access to his professor's online grade book. With a few quick keystrokes, he was able to give himself passing scores for the tests he hadn't taken. He wasn't clever enough, though, to cover his tracks. He was soon caught and suspended.

While this student and his professors say the incident resulted from a momentary lapse(失误) in judgment, the sad fact is that, in a broader sense, it's hardly an isolated act. There's plenty to suggest that academic cheating is epidemic in the country's high schools and colleges.

Cheating Is Rampant

Beyond the anecdotes, experts point to a stream of data—much of it from students themselves—that indicates cheating is rampant(猖獗的). A report last June by Rutgers University Professor Donald McCabe showed 70 percent of students at 60 colleges admitting to some cheating within the previous year; one in four admitted to engaging in serious cheating.

A recent Gallup survey reinforced those findings. Polling one group of 13- to 17-year-olds in 2003 and another in 2004, Gallup reported that 65 percent cite "a great deal" or a "fair amount" of cheating in their schools. About half said they'd cheated on a test themselves at some point.

Cheating isn't new. As long as there have been rules, there have been people intent on breaking them. What's alarming now, says Dr. Michael Josephson, is how widespread the practice has become. "People who cheated were in the minority, and they kept it a secret, even from their friends." he says. "Now they are the majority, and they are bold about it."

Success at Any Cost

Josephson and others struggling with the issue say two forces are behind the erosion in ethics. First, advances in technology—chiefly the Internet and portable digital devices—have made cheating easier. A bigger factor, though, is the way bad behaviour across society signals that nothing is out of

bounds when success is at risk.

Says David Callahan, author of *The Cheating Culture*: "It's the normalization of cheating. Everybody's doing it. And if you don't, you feel like a fool."

The pressure to succeed that drives some to cheat starts early, says Dr. Tomas Rua. "Everything that you do and work for is to maximize your potential," he says. "And many people feel driven to use any resource that they can to get that grade."

Emily Broerman, a senior at North High School in Evansville, Indiana, echoes Rua's comments: "I would say that I see cheating every day. You see a lot of 'succeed at any cost'."

Daniel, a student at Turlock High School in California's Central Valley, certainly takes that attitude: "If I want to get the better grade, I'm going to cheat to get it. No question. Anyway, in the real world you do whatever you have to do to get the better job." Daniel says that, like many of his friends, he's lifted material from the Internet and passed it off as his own, and received test answers via text messages. "I have cheated since the seventh grade," he claims. "I am competitive, so I'm always trying to find a better way of cheating."

Digital Cheating

It would be hard to understate technology's role in the current wave of cheating. Students gather to online term-paper sites that sell reports on virtually any topic—often with bibliographies and appropriate formatting. They use camera phones to send and transmit pictures of tests. Their MP3 players can hold digitized notes. Their graphing calculators can store formulas necessary to solve math problems.

"There is something about the anonymous quality of both the Internet and instant messaging," says Maria Fahey, who chairs the English department at Friends Seminary(神学院). "It's fast and quick and allows you to deny all about what you're doing."

Jason Stevens, an assistant professor of educational psychology at the University of Connecticut, links it to today's "grab-and-go" culture, whether it's downloading music or papers, or cutting and pasting sentences and paragraphs.

For some, the line between right and wrong gets blurred. "I think technology in a way conceals the factor of guilt." Agrees Jonathan Cross, a senior at Robinson Secondary School: "It used to be that if someone were to cheat, there'd be two of us sitting next to each other passing a note, or me looking at someone else's sheet, very clear and well-defined cheating. Now people try to hide that guilt by using different forms of technology."

Where Are the Parents?

Technological advances may explain the "how" behind today's cheating epidemic. As for the "why" who should be responsible for it?

"Education has become a tool to help us gain the material wealth," says Stevens. "So adolescents may think that it's much more important and valuable to be well-off financially than it is to be a moral person."

When that message takes hold, Michael Josephson says, the implications are terrible. "What we're doing is training the next generation of corporate pirate(盗版者,侵犯专利权者)," he says. "If you think that what went on with Enron or worldCom is bad, just wait. What's missing is some of this righteous indignation and moral outrage, plus a little genuine fear."

What's also missing, say educators, are the voices of parents who can go overboard(过分爱好) in providing homework help to their children, but fall short when it comes to clearly articulating the

importance of following the rules.

"One of the really big changes that we've seen in the last 20 years is that in the past if students got caught cheating, they would be ashamed. And their parents would be really blamed at them," says University of Sand Diego professor Larry Hinman. "Now the parents are, if anything, angry at the institution for doing something that might ruin their kids' records."

Says Dana Trevethan: "I have never heard a parent of a student caught cheating say, 'I am totally embarrassed. We don't accept or forgive this kind of behaviour at home.'"

Author David Callahan says parents must be frank in talking with kids about cheating: "A lot of parents don't do it because they are caught up in it themselves or just working too hard. We hear so often that we should talk to kids about sex, smoking, drunk driving, but do we ever hear about talking to kids about honesty?"

An Honest Effort

Some schools have banned cell phones, cameras and other electronic products during school hours. And teachers are using technology to turn the tables on cheaters.

A number of institutions now rely on turnitin.com, a website that lets teachers check students' written work for signs of plagiarism(剽窃). John Barrie, the site's founder, says the company gets more than 50,000 papers per day. About one-third aren't original.

Perhaps most encouraging is the way some kids are taking a stand against cheaters. Megan Schisser, a senior at Robinson Secondary School, is one of them. Last spring, after studying intensely for an advanced history final, she was pleased when she got an "A". Unfortunately, some students in her class had copied down the questions and sent them to friends who were to take the test later. So everyone had to retake the exam. This time, Megan got a "B". She and some friends were so upset that they decided to do something. "Our purpose was to say that there are those of us who are doing the best we can, and we're not cheating," she says. "And it is okay not to cheat."

1. How did the Kansas State University junior access to his professor's online grade book?
   A. By breaking in the professor's house.　　B. By using his computer skills.
   C. By stealing the professor's suitcase.　　D. By giving precious presents to the professor.
2. According to the report made by Professor McCabe, how many students had been engaged in serious cheating?
   A. 70 percent.　　B. 40 percent.　　C. 60 percent.　　D. 25 percent.
3. According to Dr. Michael Josephson, why is cheating alarming now?
   A. High-tech devices are used to cheat.　　B. Students are not afraid of punishment.
   C. More and more students are cheating.　　D. Some good students also cheat in exams.
4. The words that David Callahan wrote in his book *The Cheating Culture* imply _____.
   A. cheating has been accepted by most people
   B. every student is cheating in exams
   C. only fools should cheat others
   D. it is normal to find a pirated paper
5. To succeed at any cost, Daniel does not think it wrong to cheat because _____.
   A. everyone around him is cheating
   B. he has been cheating for years
   C. he thinks what he does is common in real world
   D. he is competitive and never had been caught

6. What does "digital cheating" mean?

A. Cheating in numbers.
B. Cheating online.
C. Virtual cheating.
D. Cheating with electronic devices.

7. Professor Larry Hinman states that if a student got caught cheating today, his/her parents will _____.

A. express their regrets to the institution
B. try to keep a good record for their child
C. blame their child severely
D. be ashamed to have such a child

8. The two forces behind the erosion in ethics which are mentioned by Josephson and others are _____ and the way bad behaviour across society signals that one can do anything to success.

9. Author David Callahan says parents must be frank in talking with kids about cheating just like the other issues they would talk such as _____.

10. Megan Schisser has taken a stand against cheaters in the hope of showing that there are some people who are _____ and do not cheat.

Ⅱ. There are 3 passages in this part. 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 1

When I come across a good essay in the newspaper, I often cut it and keep it. But just as I am about to do so, I find the article on the opposite side of the page just as interesting.

It may be a discussion about a way to keep in good health, or advice about how to behave and conduct oneself in society. If I cut the front essay, the other one on the back of the page will suffer damage, leaving out half of it or the text will be kept but missing the subject. As a result, my scissors would stop before they start, or only halfway done when I find out the regrettable consequence.

Sometimes, two things are to be done at the same time, both deserving your attention. You can only take up one of them, the other has to wait or even be given up. But you know the future is unknown—the changed situation may not allow you to do what is left behind. Thus, you are caught in a fix and you may feel sad. How come that nice opportunities and brilliant ideas should gather around all at once? It may happen that your life changes dramatically on your preference of one alternative over the other.

In fact, that is what life is like: we are often faced with two choices that are equally desirable, just like what happens during newspaper-cutting. It often occurs that our attention is drawn to one thing only after we are engaged in another. The latter may be more important than the former and thus giving rise to a divided mind. I still remember a philosopher's remarks: "When one door shuts, another one opens in life." So a casual or passive choice may not necessarily be a bad one.

Whatever we do in our lifetime, wherever life's storm tosses(抛)us, there must be something we can achieve, some shore we can land on that opens up new vistas(景色)for us. Don't forget there is always an alternative door open for every one. While the first door is closed, there must be another that is open for you.

1. What annoys the writer when it comes to newspaper-cutting?

A. There is a quite limited number of good essays.

B. It takes too much time and effort to do it.

C. Some of the articles will be inevitably damaged.

D. He can't cut out the good articles on the opposite side of the same page.

2. What does the third paragraph mainly tell us?

A. There are often two good things both deserving our attention.

B. Life is just like newspaper-cutting.

C. Good opportunities and ideas often come to us at once.

D. One has to decide on one's preference.

3. Life and newspaper-cutting are alike because _____.

A. in both cases we have choices to make

B. newspaper-cutting is an important part in life

C. there is always a door open

D. a casual choice is always bad

4. "When one door shuts, another one opens in life." (Para. 4) means _____.

A. when we shut one door, we have to open another

B. there is always a way for us whatever happens

C. there are many doors in our lives

D. keep all doors open is important

5. The author believes that _____.

A. one has to be educated to make choices

B. one will feel regretful if one chooses one thing instead of the other

C. a casual choice may turn out to be a good one

D. newspaper-cutting needs patience

Passage 2

Concern with money, and then more money, in order to buy the conveniences and luxuries of modern life, has brought great changes to the lives of most Frenchmen. More people are working than ever before in France. In the cities the traditional leisurely midday meal is disappearing. Offices, shops, and factories are discovering the great efficiency of a short lunch hour in company lunchrooms. In almost all lines of work emphasis now falls on ever-increasing output. Thus the "typical" Frenchman produces more, earns more, and buys more consumer goods than his counterpart of only a generation ago. He gains in creature comforts and ease of life. What he loses to some extent is his sense of personal uniqueness, or individuality.

Some say that France has been Americanized. This is because the United States is a world symbol of the technological society and its consumer products. The so-called Americanization of France has its critics. They fear that "assembly-line life" will lead to the disappearance of the pleasures of the more graceful and leisurely (but less productive) old French style. What will happen, they ask, to taste, elegance, and the cultivation of the good things in life—to joy in the smell of a freshly picked apple, a stroll by the river, or just happy hours of conversation in a local café?

Since the late 1950s life in France has indeed taken on qualities of rush, tension, and the pursuit of material gain. Some of the strongest critics of the new way of life are the young, especially

university students. They are concerned with the futures, and they fear that France is threatened by the triumph of this competitive, goods-oriented culture. Occasionally, they have reacted against the trend with considerable violence.

In spite of the critics, however, countless Frenchmen are committed to keeping France in the forefront of the modern economic world. They find that the present life brings more rewards, conveniences, and pleasures than that of the past. They believe that a modern, industrial France is preferable to the old.

6. Which of the following is a feature of the old French way of life?

A. Leisure, elegance and efficiency.
B. Leisure, elegance and taste.
C. Grace, efficiency and taste.
D. Romance, efficiency and elegance.

7. According to the passage, which of the following is NOT true about Frenchmen?

A. They actually enjoy working at the assembly line.
B. They are more concerned with money than before.
C. Many of them prefer the modern lifestyle.
D. They are more competitive than the old generation.

8. The passage suggests that _____.

A. it's now unlikely to see a Frenchman enjoying a stroll by the river
B. great changes have occurred in the lifestyle of all Frenchmen
C. in pursuing material gains the French are suffering losses elsewhere
D. the French are fed up with the smell of freshly picked apples

9. Which of the following is TRUE about the critics?

A. Student critics have, on occasion, resorted to violent means against the trend.
B. Critics are greater in the number than people enjoying the new way of life.
C. Critics are concerned solely with the present and not the future.
D. Student critics are greater in number than critics in other fields.

10. What does the passage mainly talk about?

A. Criticism of the new lifestyle.
B. Changes in the French way of life.
C. The Americanization of France.
D. Features of the new way of life.

Passage 3

In America, about half of all marriages today end in divorce. The negative impact of divorce on children has become a matter of general concern of the public in America.

The children from single-parent families are more likely to be involved in violence, drug abuse, and youth suicide, and they have more mental and physical illness. Growing up in a single-parent household greatly increases the likelihood of being raised in poverty. About 73 percent of children in single-parent families are poor for some time before they reach ten. In fact, that is the main reason why there are more children in poverty. The number of children in single-parent homes has more than doubled over the last twenty years.

When children of divorced families are compared with children in intact families, children of divorced families are found to be less well adjusted, have lower self-esteem, and are more disturbed than children who live in intact families.

The American society pays too little attention to the impact of divorce on children. If you were to conduct a national survey of children and asked them which issue concerns them most, child care or divorce, surely, the overwhelming majority of answers would be divorce.

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