



COLLEGE ENGLISH

Band Two

宋志俊 邱少波 主编

大学英语

综合能力实践教程

二 级

东华大学出版社

College English Band Two

大学英语综合能力实践教程

二级

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前 言

《大学英语综合能力实践教程(1—4级)》根据教育部高教司主持和领导下的大学英语四、六级考试改革项目组和考试委员会制定的《全国大学英语四、六级考试改革方案》所推行的新的计分体制和成绩报道方式,依据《大学英语课程教学要求》来编写的。该系列与大学英语教学课程和计划同步,对大学生的“听、说、读、写、译”等综合技能进行全面培养和训练,由浅入深、循序渐进,一学期一册,共分四级。本系列属水平能力练习与检测题,可独立用于课堂测试,也可供学生课后自学。参加本套书编写的作者,都是长期从事大学英语教学且有着四、六级考试指导丰富经验的大学老师。编写时,作者还将近期教学与考试中出现的新内容、新题型吸收进来,使该套书具有较强的**时效性**和**实用性**,可与各高校现行使用的《全新版大学英语》、《新视野大学英语》、《大学英语》、《新编大学英语》、《当代大学英语》和《大学核心英语》等教材配套使用并配有 MP3 录音光盘。

为使学生在作文写作时,能学会运用标准地道的英语语言,此次编写,我们请了美籍教师 Tre, Amanda, Chad, Stephanie 等几位专家,对所有试题中的作文范文进行审阅,相信对广大四、六级学生的写作水平的提高有较大的帮助!

二级中的写作、阅读、听力、完形填空和翻译等的难易程度与上述教材的二级水平相当,可与上述教材同步使用。

本书以山东师范大学、南京师范大学、上海师范大学、江西师范大学、安徽师范大学、华南师范大学、浙江师范大学、湖南师范大学、福建师范大学、北师大珠海分校等华东南重点师范大学英语协作组为主,安徽科技学院、聊城大学、徐州师范大学等学校参与共同编写而成。由于时间仓促和编者水平局限,书中难免有不足之处,真诚欢迎同行和使用者提出宝贵意见。

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College English Test 1

Part I

Writing

(30 minutes)

注意:此部分试题写在答题卡1上。

Part II

Reading Comprehension (Skimming and Scanning)

(15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on **Answer Sheet 1**.

For questions 1 -7, 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 8 -10, complete the sentences with the information given in the passage.

Faster Effective Reading

The comprehension passages on this course are designed to help you increase your reading speed. A higher reading speed, with no loss of comprehension, will help you in other subjects as well as English, and the general principles apply to any language. Naturally, you will not read every book at the same speed. You would expect to read a newspaper, for example, much more rapidly than a physics or economics textbook but you can raise your average reading speed over the whole variety of whatever kind of reading you are concerned with.

The reading passages which follow are all of an average level of difficulty for your stage of instruction. They are all approximately 500 words long. They are about topics of general interest which do not require a great deal of specialized knowledge. Thus they fall between the kind of reading you might find in your textbooks and the much less difficult kind you will find in a newspaper or light novel. If you read this kind of English, with understanding at, say, 400 words per minute, you might skim through a newspaper at perhaps 650-700, while with a difficult textbook you might drop to 200 to 250.

Perhaps you would like to know what reading speeds are common among native English-speaking university students and how those speeds can be improved. Tests in Minnesota, U. S. A., for example, have shown that students without special training can read English of average difficulty, for example Tolstoy's *War and Peace* in translation, at speeds of between

240 and 250 words per minute, with about 70% comprehension. Minnesota claims that after 12 half-hour lessons, once a week, the reading speed can be increased with no loss of comprehension to around 500 w. p. m. It is further claimed that with intensive training over seventeen weeks, speeds of over 1000 w. p. m. can be reached, but this would be quite exceptional.

If you get to the point where you can read books of average difficulty at between 400 and 500 w. p. m. with 70% or more comprehension, you will be doing quite well, though of course any further improvement of speed-with-comprehension will be a good thing.

In this and the following passages we shall be looking at some of the difficulties in faster reading and what we can do to overcome them.

Think of the Passage as a Whole

When you practise reading with passages shorter than book length, like the passages in this course, do not try to take in each word separately, one after another. It is much more difficult to grasp the broad theme of the passage this way, and you will also get stuck on individual words which may not be absolutely essential to a general understanding of the passage. It is a good idea to skim through the passage very quickly first (say 500 words in a minute or so) to get the general idea of each paragraph. Titles, paragraph headings and emphasized words (underlined, or in italics 斜体) can be a great help in getting the outline of the passage. It is surprising that many people do not read titles, introductions or paragraph headings. Can you, without looking back, remember the title of this passage and the heading of this paragraph?

Obstacles(障碍) to Faster Effective Reading

Perhaps you have seen very young children or very old people learning to read. They move the index finger (食指) along the line of print, pointing to each word, sometimes even to individual letters, saying the word or letters to themselves in a low voice. Sometimes the learner makes no sound though his lips may move to form the words, and sometimes there is not even any perceptible(可觉察的) movement of the mouth at all, but the learner is still activating his throat muscles slightly to "say" the words to himself. It will be impossible for such a reader to reach a speed of more than 280 w. p. m. The appreciation of written words must be entirely visual(视觉的) and we must read more than one word at a time.

Look at "you", the second word of the previous paragraph. Even if you look straight at the "o" of that word without moving your eyes at all, you can clearly see "perhaps" and "have" on either side. So you can read three words at once. In the same way you can probably take in a complete short sentence on one line at one glance. When you are reading well, your eyes will be one or two word groups ahead of the one your mind is taking in.

Practise on Something Easy and Interesting

Many students trying to increase their effective reading speed become discouraged when they

find that if they try to race through a passage faster, they fail to take in what they have read. In the end, they have been so busy “reading faster” that they cannot remember what the passage was about. The problem here is that the material they are practicing on is either too difficult for them in vocabulary or content, or not sufficiently interesting. We hope that the passages in this course material will be both interesting and fairly easy, but you should also practise as much as you can in your own time. Read things you like reading. Go to the subject catalogue in the library. Biography, sport, science, the cinema... there is surely some area that interests you and in which you can find books of about your level of ability or just below.

If you want a quick check on how easy a book is, read through three or four pages. If there are, on average, more than five or six words on each page that are completely new to you, then the book (though you may try hard with it for interest's sake) is not suitable for reading-speed improvement. You should try to read three or four times as much “light” speed reading material as you do close, slow textbook work. You cannot achieve a forever improvement in your reading speed if most of the time you are practising reading slowly.

注意:此部分试题请在答题卡1上作答;8-10题在答题卡1上。

1. Very young children and very old people learn to read in much the same way.
2. It is more important to read faster than to understand what is read.
3. You should never read a book that has five or six new words per page.
4. To read well your eyes should be one or two word groups ahead of mind.
5. The University of Minnesota claims that in 12 half-hour lessons it can double a student's reading speed.
6. You will be doing quite well if you can read books of average difficulty at about 600 w. p. m. with 60% comprehension.
7. Reading one word at a time is bad because it hurts your eyes.

Part III

Listening Comprehension

(35 minutes)

Section A

Directions: In this section, you will hear 10 statements. Each statement will be read only once. Then there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is closest in meaning to the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

注意:此部分试题请在答题卡2上作答。

11. A) John always tells secrets. B) John never tells secret.
C) John hates to tell secret. D) John can't tell the secret.
12. A) Mary likes singing as well as painting.
B) Mary is good at singing, not painting.

- C) Mary is a singer, not a painter.
 D) Mary likes singing better than painting.
13. A) My English is not good enough to answer the question.
 B) It is too difficult for me to learn English.
 C) I can't understand the difficult question.
 D) I can answer the question, but not now.
14. A) Henry arrived at work on time this morning.
 B) Henry was two hours late this morning.
 C) Henry worked late today.
 D) Henry was an hour late for work this morning.
15. A) They want two bottles all together. B) They want three bottles all together.
 C) They want four bottles all together. D) They want five bottles all together.
16. A) Paul is the best student. B) Charles is the worst student.
 C) Ed is the worst student. D) Ed is the best student.
17. A) Everyone in Shanghai seems to be doing things very quickly.
 B) Everyone in Shanghai seems to be making money very easily.
 C) Everyone in Shanghai seems to be enjoying a lot of leisure.
 D) Everyone in Shanghai seems to be leading a happy life.
18. A) It is hard work alone that makes me want to be successful.
 B) It is hard work alone that prevents me from becoming a success.
 C) It is hard work alone that leads to my success.
 D) It is hard work alone that makes me cheerful.
19. A) They haven't called. B) They aren't coming.
 C) They have called. D) They have come.
20. A) Arnold was sorry because his date wanted to pay for her own meal.
 B) Arnold had less than \$ 15.
 C) Arnold didn't want his date to know how much the food cost.
 D) Arnold didn't want to pay for his date's meal.

Section B

Directions: In this section, you will hear 12 short conversations and 1 long conversation. 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. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the center.

注意:此部分试题请在答题卡2上作答。

21. A) He will help the woman move them. B) He'll keep them for the woman.
C) He can carry them with one hand. D) He has a few more of them for the woman.
22. A) He spends too much money. B) He bought an expensive watch.
C) He really does like television. D) He should watch more television.
23. A) It is hard to know what to believe about it.
B) He doesn't believe it's hard for everybody.
C) It's even harder than people say.
D) It's not as hard as he'd thought.
24. A) Forget them until later.
B) Go over them right away.
C) Move them away from the coffee cup.
D) Discuss them with Professor Johnson.
25. A) She wants to know where the restaurant is.
B) She is recommending a good place to go for dinner.
C) She thinks the man should go to France.
D) She is inviting the man to eat with her.
26. A) He didn't know how to begin to write a play.
B) He hasn't liked the play very much in the past.
C) He didn't want to talk about it right away.
D) He wasn't sure what the first part was about.
27. A) Dan received them. B) Gloria forgot about them.
C) Dan mailed them. D) Gloria has sent for them.
28. A) He'll go if the woman goes too. B) He doubts he will be able to go.
C) He's too tired to go. D) He's eager to go.
29. A) He already knows what Ted will say.
B) He doesn't have time to look at the gift.
C) He can't imagine what his friends got for him.
D) He is anxious to see Ted's reaction to the gift.
30. A) 11:30. B) 12:00.
C) 12:30. D) 13:00.
31. A) Ed will be late. B) She hopes Ed won't come.
C) She thinks Ed will be on time. D) Ed can't come.
32. A) \$ 4.00. B) \$ 5.00.
C) \$ 1.00. D) \$ 9.00.

Questions 33 to 35 are based on the conversation you've just heard.

33. A) Kissing cheeks. B) Shaking hands.

- C) Hugging each other. D) Touching cheeks and kissing air.
34. A) He feels quite comfortable about it.
B) He finds it a bit strange.
C) He thinks it is quite acceptable.
D) He doesn't think it is polite to greet friends that way.
35. A) The man is just back from France.
B) The man is French.
C) The man didn't enjoy his stay in France.
D) The man had great trouble getting used to the French way of life.

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 in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 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.

注意:此部分试题在答题卡2上;请在答题卡2上作答。

Part IV Reading Comprehension (Reading in Depth) (25 minutes)

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. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the centre. You may not use any of the words in the bank more than once.

Questions 47 to 56 are based on the following passage.

In the United States, it is important to be on time, for an (47) _____, a class, a meeting, etc. However, this may not be true in all countries. An American professor (48) _____ this difference while teaching a class in a Brazilian(巴西的) university. The two-hour class was scheduled to begin at 10 A. M. and end at 12. On the first day, when the professor arrived on time, no one was in the classroom. Many students came after 10 A. M. Several arrived (49) _____ 10:30 A. M. Two students came after 11 A. M. Although all the students greeted the professor as they arrived, few (50) _____ for their lateness. Were these students being (51) _____? He decided to study the students' behavior.

The professor talked to American and Brazilian students about lateness in both an informal

and a (52) _____ situation: lunch with a friend and in a university class respectively. He gave them an example and asked them how they would (53) _____. If they had a lunch appointment with a friend, the average American student defined lateness as 19 minutes after the (54) _____ time. On the other hand, the average Brazilian student felt the friend was late after 33 minutes.

In an American university, students are expected to arrive at the appointed hour. In contrast, in Brazil, (55) _____ the teacher nor the students always arrive at the appointed hour. Classes not only begin at the scheduled time in the United States, but also end at the scheduled time. In the Brazilian class, only a few students left the class at 12:00; many remained past 12:30 to discuss the class and ask more (56) _____. While arriving late may not be very important in Brazil, neither is staying late.

注意:此部分试题请在答题卡2上作答。

- | | |
|----------------|---------------|
| A) discovered | I) react |
| B) agreed | J) important |
| C) questions | K) after |
| D) formal | L) unless |
| E) rude | M) lazy |
| F) either | N) apologized |
| G) neither | O) problems |
| H) appointment | |

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 and mark the corresponding letter on **Answer Sheet 2** with a single line through the center.

Passage One

Questions 57 to 61 are based on the following passage.

The advantages and disadvantages of a large population have long been a subject of discussion among economists. It has been argued that the supply of good land is limited. To feed a large population, inferior land must be cultivated and the good land worked intensively. Thus, each person produces less and this means a lower average income than could be obtained with a smaller population. Other economists have argued that large population gives more scope for specialization and the development of facilities such as ports, roads and railways, which are not likely to be built unless there is a big demand to justify them.

One of the difficulties in carrying out a world-wide birth control program lies in the fact that

official attitudes to population growth vary from country to country where a vastly expanded population is pressing hard upon the limits of food, space and natural resources. It will be the first concern of government to place a limit on the birthrate, whatever the consequences may be. In a highly industrialized society the problem may be more complex. A decreasing birthrate may lead to unemployment because it results in a declining market for manufactured goods. When the pressure of population on housing declines, prices also decline and the building industry is weakened. Faced with considerations such as these, the government of a developed country may well prefer to see a slowly increasing population, rather than one which is stable or in decline.

注意:此部分试题请在答题卡2上作答。

57. A small population may mean _____.
 A) higher productivity, but a lower average income
 B) lower productivity, but a higher average income
 C) lower productivity and a lower average income
 D) higher productivity and a higher average income
58. According to the passage, a large population will provide a chance for developing _____.
 A) agriculture
 B) transport system
 C) industry
 D) national economy
59. In a developed country, people will perhaps go out of work if the birthrate _____.
 A) goes up
 B) goes down
 C) remains stable
 D) is out of control
60. According to the passage, slowly rising birthrate perhaps is good for _____.
 A) a developing nation
 B) a developed nation
 C) every nation with a big population
 D) every nation with a small population
61. It is no easy job to carry out a general plan for birth control throughout the world because _____.
 A) there are too many underdeveloped countries in the world
 B) underdeveloped countries have low level of industrial development
 C) different governments have different views of the question
 D) even developed countries may have complex problems

Passage Two

Questions 62 to 66 are based on the following passage.

Grandma Moses is among the most celebrated twentieth-century painters of the United States, yet she has barely started painting before she was in her late seventies. As she once said of herself: "I would never sit back in a rocking chair, waiting for someone to help me." No one could have had a more productive old age.

She was born Anna Mary Robertson on a farm in New York State. At twelve she left home and was in domestic service until, at twenty-seven, she married Thomas Moses, the hired hand of one of her employers. They farmed most of their lives, first in Virginia and then in New York State, at Eagle Bridge. She had ten children, of whom five survived; her husband died in 1927.

Grandma Moses painted a little as a child and made embroidery pictures as a hobby, but only switched to oils in old age because her hands had become too stiff to sew and she wanted to keep busy and pass the time. Her pictures were first sold at the local drugstore and at a fair, and were soon spotted by a dealer who bought everything she painted. Three of the pictures were exhibited in the Museum of Modern Art, and in 1940 she had her first exhibition in New York. Between the 1930s and her death she produced some 2,000 pictures: detailed and lively portrayals (画) of the rural life she had known for so long, with a marvelous sense of color and form. "I think real hard till I think of something real pretty, and then I paint it," she said.

注意:此部分试题请在答题卡2上作答。

62. Which of the following would be the best title for the passage?

- A) Grandma Moses: A Biographical Sketch
- B) The Children of Grandma Moses
- C) Grandma Moses: Her Best Exhibition
- D) Grandma Moses and Other Older Artists

63. According to the passage, Grandma Moses began to paint because she wanted to _____.

- A) decorate her home
- B) keep active
- C) improve her salary
- D) gain in international reputation

64. From Grandma Moses' description of herself in the first paragraph, it can be inferred that she was _____.

- | | |
|----------------|-----------|
| A) independent | B) pretty |
| C) wealthy | D) timid |

65. Grandma Moses spent most of her life _____.

- | | |
|-----------------|-------------|
| A) nursing | B) painting |
| C) embroidering | D) farming |

66. The word "spotted" (in the second sentence of Para. 3) could best be replaced by _____.

- | | |
|-------------|-------------|
| A) speckled | B) featured |
| C) noticed | D) damaged |

Part V

Cloze

(15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D). You should choose the ONE that best fits into the passage. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the center.

注意:此部分试题请在答题卡2上作答。

It has always been a problem to decide whether “popular music” is music meant to be heard by the people 67 is simply music that 68. The same problem of definition exists with jazz. So many different types of music have been called jazz 69 that it is hard to say 70. Jazz has always been considered 71 black music but when I first 72 it twenty years ago, I used to hear white bands playing music that was like Louis Armstrong’s in the 1920s. I found out afterwards that they learnt to do this by playing his records 73 until their style was 74 his for them to imitate him.

Since then white singers 75 Bob Dylan have rediscovered their own folk tradition, instead of 76 black roots. But the main changes since 1960 have been social and technical. One is that young people have more money 77 records at an earlier age than they 78, so Tin Pan Alley, the “pop” music industry, aims 79 teenage audience. 80 that electronic equipment has developed 81 extent that technicians are now 82 sound to produce recordings that are quite different from a live performance. But the real problem with “pop” music is that Tin Pan Alley has always worked against 83 a genuine music of the people. It takes everything original and natural out of it and 84 cheap commercial imitations. 85 the American folk singer, Woody Guthrie, said, “They’ve always preferred the 86 songs. They’ve never wanted to play the good ones.”

- | | | | |
|-------------------------------|---------------------------|---------------------------|----------------------------|
| 67. A) and | B) as | C) or | D) but |
| 68. A) like the people | B) the people like | C) likes the people | D) the people likes |
| 69. A) at one or another time | | B) in one or another time | |
| | C) at one time or another | | D) in one time or another |
| 70. A) exactly what is it | B) exactly what it is | C) what exactly is it | D) what exactly it is |
| 71. A) being | B) as being | C) to be | D) that it is |
| 72. A) gave an interest in | | B) gave an interest to | |
| | C) took an interest in | | D) took an interest to |
| 73. A) once and again | | B) over and over again | |
| | C) more and more times | | D) the most times possible |
| 74. A) close enough at | B) close enough to | C) enough close at | D) enough close to |
| 75. A) as | B) like | C) for example | D) for instance |
| 76. A) borrowing from | B) to borrow from | C) borrowing of | D) to borrow of |
| 77. A) for spending in | B) for spending on | C) to spend in | D) to spend on |

- | | | | |
|------------------------|-------------------|---------------------|-----------------------|
| 78. A) used | B) used to | C) usually had | D) were having |
| 79. A) at | B) to | C) at the | D) to the |
| 80. A) Another is | B) One other is | C) Another it's | D) One other it's |
| 81. A) in so great | B) to so great | C) in such an | D) to such an |
| 82. A) can mix | B) able of mixing | C) capable to mix | D) capable of mixing |
| 83. A) its being | B) that it is | C) it to be | D) that it was |
| 84. A) replaces it for | B) substitutes | C) replaces it with | D) substitutes it for |
| 85. A) As | B) Resemble | C) How | D) Such |
| 86. A) wonderful | B) first-rate | C) second-rate | D) good |

Part VI**Translation****(5 minutes)**

Directions: Complete the sentences on **Answer Sheet 2** by translating into English the Chinese given in brackets.

注意:此部分试题在答题卡 2 上;请在答题卡 2 上作答。

答题卡 1 (Answer Sheet 1)

[illegible]

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write **a letter**. Suppose you are Wang Ling who is going to provide accommodation to Nancy, an exchange student from Australia. Write to her to show your welcome and give her a brief introduction of the lives in your community. You should write at least 120 words following the outline given below in Chinese:

1. 对她到这个城市学习表示欢迎;
2. 简要介绍你为她准备的食宿安排;
3. 提醒她来之前要注意的事项。

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.