



大学英语 技能拓展

1

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主 编 陈 莉 李 清



Aiming High: Advancement in English Learning Skills 1

陕西师范大学出版总社有限公司
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Preface 前言

一、依据

为满足新形势下大学英语教学的需求,深化教学改革,提高教学质量,教育部2007年7月颁发了《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。其中明确界定了大学英语的教学性质、教学目标、教学模式、教学评估、教学管理,并附以大学英语参考词汇表。本书即是以《课程要求》为指导进行设计和编写的。

二、目的

大学英语的教学目标是“培养学生的英语综合应用能力,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”。为此,本书的选材贴近学生生活与社会实际;题材内容上除满足语言技能、语言应用、跨文化交际等语言基础课的要求外,还涉及了英美社会与文化等方面的内容,以期开阔视野,激发学生的学习兴趣;编写形式上符合大学英语四六级考试的新题型,35%的听力理解中选用了对话、讲座、广播电视节目等更具真实性的材料,快速阅读部分和仔细阅读部分可以测试使用者的各种阅读技巧和语篇语境能力,主观试题的广泛选材能够客观的测试使用者的实际语言能力;各种题型内容上基本覆盖了《大学英语课程教学要求》所规定的一般要求层次的全部词汇,充分体现了对积极词汇的关注和重视。

三、特点

本书由多年从事大学英语一线教学的教师认真收集材料,科学编审而成,与大学英语分级教学的理念相符合,循序渐进,由浅入深。本书共分四册,四册书既可作为大学英语教学的辅助评估手段,也可供广大英语爱好者根据自身水平自由使用。

四、结构

每册书共分为如下几个部分:模拟试题、参考答案和听力文字稿。其中模拟试题的结构如下表:

试题构成	测试内容		测试题型
第一部分 写作	写作		短文写作
第二部分 阅读理解	快速阅读理解		多项选择 + 句子填空
第三部分 听力理解	听力对话	短对话	多项选择
		长对话	多项选择
	听力短文	短文理解	多项选择
		短文听写	复合式听写
第四部分 阅读理解	仔细阅读理解	篇章词汇理解	选词填空
		篇章阅读理解	多项选择
第五部分 综合测试	完型填空		多项选择
第六部分 综合测试	句子翻译		中译英

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Unit 1

Part I Writing



(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic of **On Volunteering Activities**. You should write at least 120 words following the outline given below in Chinese:

1. 越来越多的人从事志愿者工作
2. 志愿者工作的社会意义
3. 作为大学生,应该怎么做

On Volunteering Activities

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, 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.

The History of Uncle Sam

September 7 marks the 195th birthday of Uncle Sam. The nickname for the United States was given in 1813 and linked to Samuel Wilson, a meat packer from Troy, New York. The nickname eventually led to a personification of the United States and was used in a great deal of campaigning and recruiting plans.

During the War of 1812, Samuel Wilson supplied barrels of beef to the United States Army and stamped "U. S. " on the outsides. The soldiers soon jokingly referred to the food as "Uncle Sam's" and eventually a local newspaper picked up the story. The coverage led to the people of the United States to adopt "Uncle Sam" as the nickname for the U. S. federal government.

Over time, several cartoonists and artists began developing the image of Uncle Sam we picture today. The first image came from political cartoonist Thomas Nast in the late 1860s and 1870s. Nast took the idea of Uncle Sam and tied it to an elderly man with a white beard and a stars - and - stripes suit.

Nast was responsible for a great deal of our country's most popular imagery. He created the donkey as the symbol for the Democratic Party and the elephant as the symbol for the Republican Party, as well as a modern drawing of "Merry Old Santa Claus," which was featured in Harper's Weekly on January 1, 1881.

Artist James Montgomery Flagg took the image of Uncle Sam a step further and created possibly Uncle Sam's most famous picture. His version of Uncle Sam showed him wearing a tall top hat with a wide blue band and white stars, a red bow tie and a blue jacket. Uncle Sam is staring sternly ahead and pointing at the viewer. It was its placement on World War I recruiting posters (with the phrase "I Want You For the U. S. Army" beneath it) that truly solidified Uncle Sam as the personification of the United States.

Afterwards, the image was used on the cover of Leslie's Weekly in July 1916 with the title "What Are You Doing For Preparedness?" underneath the image. The image has been used in recruiting and is consistently used in modern culture. Besides appearing as a comic book hero for Quality and DC comics, Uncle Sam is also used in imagery for the New York Yankees. The Major League Baseball team uses Uncle Sam's hat in their team logo, where it sits on top of a bat that forms the vertical line of the "K" in "Yankees." Fans often wear Uncle Sam hats to games or events promoting the team.

The rock group Grateful Dead featured a skeletal Uncle Sam as one of their symbols, referring back to their song U. S. Blues, "Red and white, blue suede shoes, I'm Uncle Sam, how do you do?" Most recently, the image of Uncle Sam was featured prominently in the 2007 film Across the Universe. A film based around the songs of the Beatles, a larger than life Uncle Sam reaches out from a Vietnam recruiting poster to grab a young man responding to his draft notice during the song, "I Want You."

Other personifications of the United States previously were Brother Jonathan and Columbia. Brother Jonathan was regarded as the personification of the United States as early as 1776. "Brother Jonathan" was a term used by British Loyalists to describe Revolutionary Patriots. Believed to be based on the Governor of Connecticut, Jonathan Turnbull, the image of Brother Jonathan soon appeared in political cartoons and posters. Very similar to Uncle Sam, he is pictured with a top hat, a coat with tails and striped pants.

Gradually during the Civil War, Brother Jonathan was replaced by Uncle Sam and Columbia. By the end of the war, Uncle Sam had been firmly adopted.

Columbia was a name for America taken from African American poet Phillis Wheatley. The first to describe the new nation as the goddess Columbia in 1775, the image stuck, however it wasn't the first time America had viewed herself as a woman. In the sixteenth century, images of America as a woman showed her to be a half-clothed Native American, sometimes as a "savage cannibal woman" or "a regal Indian queen." She was the rebellious princess next to her staunch mother, Britain. As America began to develop, its inhabitants became tired of the Native American image personifying their country. Wheatley's Columbia, a Caucasian goddess, became the new favorite.

Usually portrayed as a woman from the Roman Republic, she wore a white toga, often with a helmet and was accompanied by the flag, the eagle and documents such as the Declaration of Independence or the Constitution.

However, of all these images the United States has associated itself with, Uncle Sam is the one that has remained constant. Though these other two persons have been abandoned, they remain fascinating images to study. In a sense, they document the journey of America — the changing persons representing a changing country.

- What does Uncle Sam represent today?
 - American government.
 - United States of America.
 - American people.
 - American President.
- Who created the most famous imagery of Uncle Sam?
 - Thomas Nast.
 - James Montgomery Flagg.
 - Samuel Wilson.
 - Phillis Wheatley.
- Thomas Nast was responsible for the following images except _____.
 - Donkey for Democratic Party
 - Elephant for Republican Party
 - Mickey Mouse for Disney
 - Merry Old Santa Claus
- What are the other personifications of the United States before Uncle Sam?
 - Brother Jonathan.
 - Columbia.
 - Santa Claus.
 - Both A and B.
- What is Columbia according to the passage?
 - A country's name.
 - A poet's name.
 - A Caucasian goddess's name.
 - None of the above.
- Uncle Sam is used in the following except _____.
 - army recruitment poster
 - baseball team logo
 - cover of a magazine
 - children's book
- Which of the following is the image of America that remains longest?
 - Uncle Sam.
 - Columbia.
 - America Yankees.
 - Brother Jonathan.
- _____ truly solidified Uncle Sam as the personification of the United States.
- British Loyalists described _____ as "Brother Jonathan" during the Independence War.

10. Among the three personifications of the United States, Uncle Sam is different from the other two in that _____.

Part III Listening Comprehension



(35 minutes)

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 conversation 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 centre.

11. A) She doesn't want to go with him. B) She will go because she likes the concert.
C) She doesn't like the concert. D) Although she wants to go, she can't.
12. A) 4:00. B) 6:20.
C) 7:00. D) 7:40.
13. A) Tom is unable to hear well.
B) Tom didn't say anything at the meeting.
C) Tom went out before the meeting was over.
D) Tom doesn't listen to him.
14. A) At the office. B) At Bill's home.
C) At her own home. D) In the hospital.
15. A) The man is eager to see the woman. B) The man won't be able to meet her at the station.
C) The man tries to avoid seeing her. D) The man is unwilling to wait for her at the station.
16. A) To be asked about the meals served at school.
B) To have to ask someone a question.
C) To pay higher prices for meals next term.
D) To have rice for meals.
17. A) At an airport. B) At a hotel.
C) In a library. D) At a railway station.
18. A) Mother and son. B) Lawyer and client.
C) Teacher and student. D) Dentist and patient.

Questions 19 to 21 are based on the conversation you have just heard.

19. A) Leave the woman. B) Take a taxi.
C) Change for No. 57 bus. D) Find the right bus stop.

20. A) He can't find the right stop. B) He will go to the cinema.
C) He doesn't like the city. D) He hasn't been to the city before.
21. A) The city is too big. B) The people in the city are friendly.
C) He knows nothing about the city. D) The city is noisy.

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

22. A) On the campus. B) In the classroom.
C) In the bookstore. D) On the third floor.
23. A) Introduction to British Literature. B) A required course.
C) Shakespeare course. D) An English course.
24. A) He doesn't know his subject. B) He likes to listen to his subject.
C) He likes to listen to his students. D) He didn't give a course last semester.
25. A) English. B) Literature.
C) Math. D) Biology.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One

Questions 26 to 28 are based on the passage you have just heard.

26. A) For his flu symptoms. B) For his stomachache.
C) For his fever. D) For his cough.
27. A) Driving. B) Drinking. C) Smoking. D) Sleeping.
28. A) Fruit. B) Onion. C) Ginger. D) Sugar.

Passage Two

Questions 29 to 31 are based on the passage you have just heard.

29. A) She was the first female Doctor of Medicine. B) She was the best nineteenth – century physician.
C) She studied at many famous medical schools. D) She practiced medicine in Asia and Africa.
30. A) Because she threatened their status. B) Because she was too aggressive.
C) Because they had sex discrimination. D) Because they disliked foreign students.
31. A) She worked as a peacemaker between the U. S. and UK.
B) She founded the first private infirmary in Britain.
C) She advocated women liberation movements.
D) She introduced the idea of disease prevention to schools.

Passage Three

Questions 32 to 35 are based on the passage you have just heard.

32. A) For protection against other animals. B) For protection against other dogs.
C) Just for fun. D) For the purpose of guarding the house.
33. A) Because they did not eat other animals. B) Because they were useful for protection.
C) Because they were good hunters. D) Because they always obeyed their masters.
34. A) For companionship. B) For amusement.
C) For protection against robbery. D) For hunting.
35. A) The city can be a lonely place. B) Life in the West can be very dangerous.
C) People in the West are fond of animals. D) The dog is a useful and friendly animal.

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.

From the time we were (36) _____ we have been taught our manners. We are taught how to (37) _____ a knife and a fork and not to talk with our (38) _____ full. We are taught how to (39) _____ hands and when to stand and when to sit and the way to (40) _____ people.

Sometimes good manners in one place are very bad manners (41) _____ else.

Almost everywhere eating together (42) _____ that you are friendly to each other. But in parts of Polynesia it is bad (43) _____ to be seen eating at all. (44) _____.

Some East Africans spit four times as a kind of gift of favor. They do it to show that they want a sick person to get well, or to give favor to a newborn baby. (45) _____. It may be something to do to show that you hate someone.

When we go to visit someone we say "hello", and "how are you" and things like that. If you were visiting an East African village, (46) _____. The polite thing there would wait until he had finished what he was doing and then he would begin talking to you.

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.

We feel that there are many disadvantages in arranging pupils into different classes. It is rather unreal to grade people just according to their intellectual ability. This is only one aspect of their total 47 _____. We are concerned to develop the abilities of all our pupils to the full, not just their 48 _____ ability. We also value personal qualities and social skills, and we find that mixed ability teaching contributes to all these aspects of learning.

In our classrooms, we work in 49 _____ ways. The pupils often work in groups, which gives them the 50 _____ to learn to cooperate, to share, and to develop leadership skills. They also learn how to cope with 51 _____ problems as well as learning how to think, to make decisions, to analyze and evaluate, and to 52 _____ effectively. The pupils learn from each other as well as from the teacher.

Sometimes the pupils work in pairs or on 53 _____ tasks and assignments, and they can do this at their own speed. They also have some formal class when this is 54 _____. We encourage our pupils to use the library, and we teach them the skills they need in order to do this efficiently. We expect our pupils to do their best, not their 55 _____, and we give them every encouragement to 56 _____ this goal.

- | | | | | |
|----------------|----------------|-------------|----------------|-------------|
| A) academic | B) appropriate | C) attain | D) communicate | E) hardship |
| F) individual | G) inferior | H) least | I) opportunity | J) personal |
| K) personality | L) relax | M) reliable | N) solve | O) various |

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 centre.

Passage One

Questions 57 to 61 are based on the following passage.

College is a big deal for American students as well as for Chinese students. During the college application, some parents become extremely worried. This only adds to the pressure.

Before I applied to the colleges, I told my parents I would get everything straightened out. If I needed any help, I promised that I would ask them.

As it turned out, I had no problem putting everything together on my own, including my résumé and a basic outline of my activities in high school. The only part where I asked for my parents' advice was the essays. In writing and revising the essays, I needed feedback from an audience. As my parents know me better than anyone, they were perfect for the job.

The essays are extremely important in college admissions. In a competitive pool of applicants, the test scores and activities, as well as the recommendations are all going to be very similar. The essays are the one area in which students can make themselves stand out. Essays don't have to be big and complicated. I wrote three essays, all focusing on small matters and using simple sentences. The admission officers have to read hundreds of essays a day; they are already tired of SAT (Scholastic Assessment Test) vocabularies and long sentences. Therefore, a straightforward writing style is refreshing to their eyes as well as their minds. Essays were the key to my success in the admission game. I just wrote about what I wanted to say, not what I thought the admission officers would like to hear.

In my two minor essays, I explained the major events of my life, why I loved writing and why my dad is the person who has the greatest influence on me — both provided details of my character. The essay about writing, which is titled, “I Shall Not Live in Vain” (inspired by an Emily Dickinson poem), earned a lot of praise.

It is because I really looked into my heart and thought deeply in order to reach my answers.

57. I asked my parents for advice about my essays because _____.
A) they are more experienced
B) they know me perfectly well
C) they are the only people I can rely on
D) they are extremely worried about my application
58. In order to impress the admissions officers, the applicants should write their essays _____.
A) with a big vocabulary worthy
B) with long sentences
C) about small matters
D) in a straightforward style
59. What helped the writer gain admission to his/her university of choice?
A) High scores.
B) Good recommendations.
C) Good essays.
D) Interesting stories.
60. According to the passage _____ has the greatest influence on the writer.
A) Mother Teresa
B) his or her father
C) Emily Dickinson
D) admissions officers
61. The passage is mainly about _____.
A) the writer's experience in college admissions
B) the importance of college education for students
C) how parents' worries add to student's pressure
D) the importance of essays in college admissions

Passage Two

Questions 62 to 66 are based on the following passage.

Nonverbal elements form a major part of any communication interchange. Some people would say it's the most important part. According to one study, words convey only 7 percent of a person's message. Intonation and voice quality communicate 38 percent, and nonverbal cues transmit a whopping 55 percent. That means people pick up more from nonverbal communication than from the words a person says. When studying about a foreign culture, then, it just **makes sense** to pay attention to how people use nonverbal cues.

Gestures comprise a major form of nonverbal communication. In contrast to sign language, used by

deaf people to communicate elaborate messages, gestures function as visual icons which represent a single idea. But often these gestures are embarrassingly culture bound. For example, when the Maoris of New Zealand stick out their tongue at someone, it is a sign of respect. When American schoolchildren make the same gesture, it means just the opposite. Also, Americans often indicate "OK" with their thumb and forefinger touching to form a circle. The same gesture means "money" to the Japanese, "zero" to the French and a vulgarity to Brazilians. For that reason, people in a foreign culture must use gestures with caution.

Another cultural aspect of nonverbal communication is one that you might not think about: space. Every person perceives himself to have a sort of invisible shield surrounding his physical body. When someone comes too close, he feels uncomfortable. When he bumps into someone, he feels obligated to apologize. But the size of a person's "comfort zone" varies, depending on his cultural or ethnic origin. For example, in casual conversation, many Americans stand about four feet apart. In other words, they like to keep each other "at arm's length". People in Latin or Arab cultures, in contrast, stand very close to each other, and touch each other often. If someone from one of those cultures stands too close to an American while in conversation, the American may feel uncomfortable and back away.

62. Nonverbal communication is a form of communication _____.
 A) that does not involve the use of language B) that involves the use of language
 C) that does not involve the use of verbs D) that is understood by deaf people
63. Which of the following statement is NOT true?
 A) Sticking out tongue at someone is a sign of respect in New Zealand.
 B) Sticking out tongue at someone is disrespectful in America.
 C) To form a circle by touching the thumb and forefinger means "zero" to Brazilians.
 D) To form a circle by touching the thumb and forefinger means "OK" to Americans.
64. People in a foreign culture must use gestures _____.
 A) cautiously B) with great care
 C) with warnings D) both A and B
65. In the last sentence of the first paragraph, "make sense" means _____.
 A) understand B) is sensible
 C) is understood D) is reasonable and practical
66. The main idea of the passage is _____.
 A) you should pay more attention to your gesture
 B) nonverbal elements play an important role in communication interchange
 C) the importance of body language
 D) you should not pay attention to your pronunciation and intonation

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) on the right side of the paper. 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 centre.

According to government statistics, men of all social classes in Britain visit pubs quite often, 67 the kind of pub they go to may be different and their reasons for going there 68, too. At present, they often take their wives or girlfriends, which 69 to be the case.

The fact is that the typical English pub is changing, not only 70 the licensing laws not being so strict as they 71, but also because publicans are trying to 72 away with the old Victorian 73 of the pub and 74 provide couples with an atmosphere where they can both feel happy. Pubs used not to open 75 at certain time. The result was that they were usually 76 with men who seemed to be drinking as much as possible in the time 77. But this kind of pub is quickly becoming a thing of the past.

Curiously enough, the old British licensing laws, which foreigners found so objectionable and ridiculous, were 78 introduced as a 79 measure to stop workers drinking in World War I. 80, the strong puritanical 81 in Parliament took 82 of the law and 83 it. Opening hours are 84 limited to eight hours a day, but publicans can now choose which hours 85 them best. And nowadays you can even get a cup of coffee if you prefer it 86 beer.

- | | | | |
|---------------------|---------------|---------------|----------------|
| 67. A) and | B) though | C) when | D) as |
| 68. A) disagree | B) discourage | C) vary | D) deviate |
| 69. A) used not | B) not used | C) used | D) is used |
| 70. A) because | B) because of | C) as | D) in that |
| 71. A) were | B) are | C) used | D) had been |
| 72. A) take | B) go | C) keep | D) do |
| 73. A) sight | B) appearance | C) image | D) perception |
| 74. A) then | B) instead | C) further | D) still |
| 75. A) except | B) except for | C) only | D) only for |
| 76. A) covered | B) plenty | C) full | D) crowded |
| 77. A) available | B) proper | C) probable | D) accessible |
| 78. A) ordinarily | B) generally | C) originally | D) formerly |
| 79. A) permanent | B) temporary | C) uniform | D) moderate |
| 80. A) Nevertheless | B) However | C) Afterward | D) Furthermore |
| 81. A) factor | B) element | C) component | D) atom |
| 82. A) charge | B) profit | C) use | D) advantage |
| 83. A) maintained | B) contained | C) retained | D) protected |
| 84. A) even | B) just | C) but | D) still |
| 85. A) suit | B) match | C) meet | D) agree |
| 86. A) against | B) for | C) with | D) to |

Part VI Translation



(5 minutes)

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

87. _____ (他什么时候来) depends on the weather.
88. He did it on purpose, _____ (你完全有理由) reject him.
89. Jean did not have time to go to the concert last night because she was _____ (忙着准备) her examination.
90. She tore up the photograph, _____ (他对此很生气).
91. _____ (应当注意的是) that pollution has become one of the most troublesome problems in many big cities.

Unit 2

Part I Writing



(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a composition on the topic of **Parental Hopes and Personal Ideals**. You should write at least 120 words following the outline given below in Chinese:

1. 父母对你有什么期望
2. 你自己有什么理想
3. 你觉得二者哪个更重要, 应该如何平衡

Parental Hopes and Personal Ideals

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, 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.