

吴其中 主编

二级

大学英语综合  
能力分级教程

COLLEGE  
ENGLISH  
TESTS  
BAND  
TWO

東華大學出版社

College English Band Two

# 大学英语综合能力分级教程

## 二级

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东华大学 出版社

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## 图书在版编目(CIP)数据

大学英语综合能力分级教程. 二级/吴其中 主编. —上海: 东华大学出版社, 2018. 8  
ISBN 978-7-5669-1421-7

I. ①大… II. ①吴… III. ①英语-高等学校-教材 IV. ①H319.39

中国版本图书馆 CIP 数据核字(2018)第 123621 号

责任编辑 曹晓虹

封面设计 姚大斌

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## 大学英语综合能力分级教程 二级

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出版发行 东华大学出版社(上海市延安西路1882号 邮政编码:200051)

联系电话 编辑部 021-62379902

营销中心 021-62193056 62373056

出版社网址 <http://www.dhupress.net>

天猫旗舰店 <http://dhdx.tmall.com>

印 刷 江苏省南通印刷总厂有限公司

开 本 787mm×1092mm 1/16

印 张 14

字 数 667千

版 次 2018年8月第1版

印 次 2018年8月第1次

I S B N 978-7-5669-1421-7

定 价 33.90元

\* 音频文件(听力录音)下载地址:

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## 修订说明

《大学英语综合能力分级教程(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(试行)》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(试行)》来编写的。与大学英语教学课程和计划同步,由浅入深、循序渐进,一学期一册,共分四级。每册有10套考试题,每套试卷都有从听力到作文比较完整的考试题型。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。在编写时,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。

此次修订,我们特别聘请了具有丰富教学经验的老师,着重修改了第二部分听力Section C、第三部分阅读理解和第四部分翻译(中译英)等部分,使之更贴近近年通行的大学英语四、六级考试题型。为使学生在作文写作时,能学会运用标准地道的英语语言,此次修订,我们还特别聘请了美籍教师 Andy, Amanda, Chad, Daisy, Leona 和 Luke 等几位专家,对所有试题中的作文范文进行审阅,并替换了部分与大学英语四、六级考试难易程度不相匹配的作文范文。相信这对广大学生的写作水平的提高有较大的帮助!

二级中的写作、听力、阅读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。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)

**Directions:** For this part, you are allowed 30 minutes to write a composition on the topic **On Long Holiday**. You should write at least 120 but no more than 150 words following the outline given below in Chinese:

1. 如今长假已经成为了家人团聚的主要机会。
2. 一些人认为长假没有必要。
3. 我的观点。

注意:此部分试题写在答题卡1上。

## Part II

## Listening Comprehension

(25 minutes)

### Section A

**Directions:** In this section, you will hear three news reports. At the end of each news report, you will hear two or three questions. Both the news report 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 1** with a single line through the centre.

注意:此部分试题请在答题卡1上作答。

**Questions 1 and 2 will be based on the following news item.**

1. A) 31 million.  
B) 41 million.  
C) 51 million.  
D) 71 million.
2. A) Fitness bands.  
B) Rice cookers.  
C) Motorcycles.  
D) Drones.

**Questions 3 and 4 will be based on the following news item.**

3. A) Great Victory, Historic Contribution.  
B) Great Victory, Great Contribution.

- C) Greatest Victory, Historic Contribution.
  - D) Against Aggression, Historic Contribution.
4. A) 1,117 pictures and 2,844 artifacts.  
B) 1,117 pictures and 2,834 artifacts.  
C) 1,170 pictures and 2,844 artifacts.  
D) 1,170 pictures and 2,834 artifacts.

**Questions 5 to 7 will be based on the following news item.**

5. A) The construction of the Hinkley Point nuclear plant in the United Kingdom.  
B) The construction of the Hinkley Point nuclear plant in the United States.  
C) The construction of the Hinkley Point nuclear plant in the France.  
D) The construction of the Hinkley Point nuclear plant in the China.
6. A) They disapproved of the Hinkley Point project.  
B) They showed their indifference.  
C) They pledged their support for the Hinkley Point project recently.  
D) They were not concerned about.
7. A) 18 million pounds.  
B) 18 billion dollars.  
C) 26 billion pounds.  
D) 18 billion pounds.

**Section B**

**Directions:** *In this section, you will hear two long conversations. At the end of each conversation, you will hear four questions. Both the conversation 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 1** with a single line through the centre.*

注意:此部分试题请在答题卡1上作答。

**Conversation One**

**Questions 8 to 11 are based on the conversation you have just heard.**

8. A) It demands another class first.  
B) It's too expensive.  
C) It's too difficult to get the credit.  
D) It's already full.
9. A) The course has already full.  
B) Her boss didn't like her to attend this course.  
C) The class meets during her working hours.  
D) She is not interested in the course.

10. A) Her boss is not so good-tempered.  
 B) There is no suitable work schedule for her.  
 C) She prefers to work in the evening.  
 D) She doesn't want to ask her boss to change her working schedule again.
11. A) The credit can be transferred.  
 B) It may provide the class she need during the day.  
 C) It is cheaper.  
 D) It is easier to get the credit.

### Conversation Two

**Questions 12 to 15 are based on the conversation you have just heard.**

12. A) Nutrition classes in the university.  
 B) Food served in the cafeteria.  
 C) The price of meals in students' dining room.  
 D) A research project on Nutrition.
13. A) To work in his cafeteria.  
 B) To give some advice on nutrition.  
 C) To give him some ideas about the cafeteria menu.  
 D) To discover students' likes and complaint concerning food service.
14. A) Somewhat curious.  
 B) Quite annoyed.  
 C) Very doubtful.  
 D) Not at all interested.
15. A) The foods on the menu lack variety.  
 B) The foods on the menu contain too much fat.  
 C) The foods on the menu contain too much salt.  
 D) The foods on the menu are too expensive for the students.

### Section C

**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 1** with a single line through the centre.

注意:此部分试题请在答题卡 1 上作答。

### Passage One

**Questions 16 to 19 are based on the conversation you have just heard.**

16. A) Thunderstorm.



- B) Old age.  
C) Car accident.  
D) Lightning.
17. A) A clock.  
B) His wife.  
C) His doctor.  
D) A tree.
18. A) He woke up some 30 minutes later.  
B) He went into the house and lay down on the ground.  
C) He took refuge under a roof when a thunderstorm approached.  
D) He had been blind for nine years.
19. A) Sightseeing  
B) A terrible accident.  
C) A severe blow.  
D) Cold water.

### Passage Two

Questions 20 to 22 are based on the passage you have just heard.

20. A) The United States, England and Sweden are less advanced.  
B) Different people mean different things by the word advanced.  
C) How advanced the country is.  
D) Some countries use 50 kilograms of paper for each person in a year.
21. A) Before 1400.  
B) In 1400.  
C) After 1400.  
D) In 1240.
22. A) Because they are forest countries.  
B) Because there are many people in those countries.  
C) Because most people in those countries are intellectuals.  
D) Because they are short of paper.

### Passage Three

Questions 23 to 25 are based on the passage you have just heard.

23. A) To the Middle East.  
B) To the suburbs.  
C) To small towns.  
D) To metropolitan areas.
24. A) The towns with a population of 2, 500 or fewer people.

- B) The towns with a population of 25,000 or more people.  
 C) The big cities with population of more than 2,500 people.  
 D) The areas around the Middle East.
25. A) Because people prefer living in cities.  
 B) Because people feel secure in small towns.  
 C) Because a majority of people like moving about.  
 D) Because people are not satisfied with crowded places.

## Part III

## Reading Comprehension

(40 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 26 to 35 are based on the passage you have just heard.**

For a clearer picture of what the student knows, most teachers use another kind of examination in 26 to objective tests. They use essay tests, which 27 students to write long answers to broad, general questions such as the following: mention several ways in which Benjamin Franklin has influenced the thinking of people in his own country and in other parts of the world.

One 28 of the essay test is that it reduces the element of luck. The student cannot 29 a high score just by making a lucky guess. Another advantage is that it shows the examiner more about the student's ability to put facts together into a meaningful whole. It should show how deeply he has thought about the subject. Sometimes, though, essay tests have 30, too. Some students are 31 to write rather good answers without really knowing much about the subject, while other students who actually know the material have trouble 32 their ideas in the essay form.

Besides, in an essay test the student's score may depend 33 the examiner's feelings at the time of 34 the answer. If he is feeling tired or bored, the student may receive a lower score than he should. Another examiner reading the same answer might give it a much 35 mark. Because of this, the objective test gives each student a fairer chance, and of course it is easier and quicker to score.

注意:此部分试题请在答题卡2上作答。

- |               |                  |
|---------------|------------------|
| A) reading    | I) upon          |
| B) require    | J) disadvantages |
| C) in         | K) advantage     |
| D) score      | L) besides       |
| E) expressing | M) able          |
| F) lower      | N) get           |
| G) question   | O) higher        |
| H) addition   |                  |

## Section B

**Directions:** In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter **Answer Sheet 2**.

### Small Schools Rising

- A) This year's list of the top 100 high schools shows that today, those with fewer students are flourishing.
- B) Fifty years ago, they were the latest thing in educational reform: big, modern, suburban high schools with students counted in the thousands. As baby boomers (二战后婴儿潮时期出生的人) came of high-school age, big schools promised economic efficiency, a greater choice of courses, and, of course, better football teams. Only years later did we understand the trade-offs this involved: the creation of excessive bureaucracies (官僚机构), the difficulty of forging personal connections between teachers and students. SAT scores began dropping in 1963; today, on average, 30% of students do not complete high school in four years, a figure that rises to 50% in poor urban neighborhoods. While the emphasis on teaching to higher, test-driven standards as set in No Child Left Behind resulted in significantly better performance in elementary (and some middle) schools, high schools for a variety of reasons seemed to have made little progress.
- C) Size isn't everything, but it does matter, and the past decade has seen a noticeable countertrend toward smaller schools. This has been due, in part, to the Bill and Melinda Gates Foundation, which has invested \$1.8 billion in American high schools, helping to open about 1,000 small schools — most of them with about 400 kids each, with an average enrollment of only 150 per grade. About 500 more are on the drawing board. Districts all over the country are taking notice, along with mayors in cities like New York, Chicago and



San Diego. The movement includes independent public charter schools, such as No. 1 BASIS in Tucson, with only 120 high-schoolers and 18 graduates this year. It embraces district-sanctioned magnet schools, such as the Talented and Gifted School with 198 students, and the Science and Engineering Magnet, with 383, which share a building in Dallas, as well as the City Honors School in Buffalo, N. Y., which grew out of volunteer evening seminars for students. And it includes alternative schools with students selected by lottery (抽签), such as H-B Woodlawn in Arlington, Va. And most noticeable of all, there is the phenomenon of large urban and suburban high schools that have split up into smaller units of a few hundred, generally housed in the same grounds that once boasted thousands of students all marching to the same band.

- D) Hillsdale High School in San Mateo, Calif., is one of those, ranking No. 423 — among the top 2% in the country — on Newsweek’s annual ranking of America’s top high schools. The success of small schools is apparent in the listings. Ten years ago, when the first Newsweek list based on college-level test participation was published, only three of the top 100 schools had graduating classes smaller than 100 students. This year there are 22. Nearly 250 schools on the full Newsweek list of the top 5% of schools nationally had fewer than 200 graduates in 2007.
- E) Although many of Hillsdale’s students came from wealthy households, by the late 1990s average test scores were sliding and it had earned the unaffectionate nickname (绰号) “Hillsjail”. Jeff Gilbert, a Hillsdale teacher who became principal last year, remembers sitting with other teachers watching students file out of a graduation ceremony and asking one another in astonishment, “How did that student graduate?”
- F) So in 2003 Hillsdale remade itself into three “houses”, romantically named Florence, Marrakech and Kyoto. Each of the 300 arriving ninth graders are randomly (随机地) assigned to one of the houses, where they will keep the same four core subject teachers for two years, before moving on to another for 11th and 12th grades. The closeness this system cultivates is reinforced by the institution of “advisory” classes. Teachers meet with students in groups of 25, five mornings a week, for open-ended discussions of everything from homework problems to bad Saturday-night dates. The advisers also meet with students privately and stay in touch with parents, so they are deeply invested in the students’ success. “We’re constantly talking about one another’s advisees,” says English teacher Chris Crockett. “If you hear that yours isn’t doing well in math, or see them sitting outside the dean’s office, it’s like a personal failure.” Along with the new structure came a more demanding academic program; the percentage of freshmen taking biology jumped from 17 to 95. “It was rough for some, but by senior year, two-thirds have moved up to physics,” says Gilbert. “Our kids are coming to school in part because they know there are adults here who



know them and care for them.” But not all schools show advances after downsizing, and it remains to be seen whether smaller schools will be a cure-all solution.

- G) The Newsweek list of top U. S. high schools was made this year, as in years past, according to a single metric, the proportion of students taking college-level exams. Over the years this system has come in for its share of criticism for its simplicity. But that is also its strength; it's easy for readers to understand, and to do the arithmetic for their own schools if they'd like.
- H) Ranking schools is always controversial, and this year a group of 38 superintendents(地区教育主管) from five states wrote to ask that their schools be excluded from the calculation. “It is impossible to know which high schools are the best in the nation,” their letter read, in part. “Determining whether different schools do or don't offer a high quality of education requires a look at many different measures, including students' overall academic accomplishments and their subsequent performance in college, and taking into consideration the unique needs of their communities. ”
- I) In the end, the superintendents agreed to provide the data we sought, which is, after all, public information. There is, in our view, no real dispute here; we are all seeking the same thing, which is schools that better serve our children and our nation by encouraging students to tackle tough subjects under the guidance of gifted teachers. And if we keep working toward that goal, someday, perhaps, a list won't be necessary.

注意:此部分试题请在答题卡2上作答。

36. Fifty years ago, big, modern, suburban high schools were established in the hope of providing good education for baby boomers.
37. Students' performance declined as a result of setting up big schools.
38. Newsweek ranked high schools according to their college-level test participation,
39. The schools funded by the Bill and Melinda Gates Foundation are mostly small in size.
40. The most noticeable about the current trend in high schools in division of larger schools into small ones.
41. The school performance of the students from Hillsdale was getting worse in the late 1990s.
42. The “advisory” classes at Hillsdale were set up so that students could maintain closer relationships with their teachers.
43. Simplicity is still considered a strength of Newsweek's school ranking system in spite of the criticism it receives.
44. According to the 38 superintendents, to use many different measures. to rank schools scientifically, it is necessary to use many different measures.
45. To better serve the children and our nation, schools should hire gifted teachers and encourage students to take tough subjects.

## Section C

**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 46 to 50 are based on the following passage.**

Conflict, like stress, is a natural phenomenon when people interact. Conflict in some form is always present; however, it is not always negative. Conflict can be positive, for example, when you and your colleagues try to select the best possible alternative to a problem. However, much more attention is given to the negative aspects of conflict.

Conflict occurs when we fear the unknown. This can be very simple: Someone says something in a tone of voice different from our expectations, which raises questions in our mind as to what the real meaning might be. Of course conflict can, and does, occur in much more serious circumstances.

Your ability to detect and understand conflict will place you in a better position to control the situation. Conflict is often categorized in three stages. Stage one is the day-to-day irritations (恼人的事) that require minimal coping strategies. Stage one conflict is real but low in intensity. The intensity can increase if irritations increase and no solution is found.

Stage two is reached when the parties become competitive. Each person protects his self-interest and fears loss of face. The win-lose attitude becomes integrated with the problem.

Stage three is reached when the objective changes from wanting to win toward wanting to hurt the other party. This stage can be explosive because other people are drawn into the conflict and sides are chosen. Problem solving is no longer a realistic method of resolution.

By understanding the three stages of conflict, it will be easier for you to handle the day-to-day situations to which you are exposed. You will also be able to detect potential conflict between others in which you do not want to get involved.

注意:此部分试题请在答题卡2上作答。

46. Conflict is \_\_\_\_\_.
- A) paid attention to because it is negative
  - B) only positive when occurring between colleagues
  - C) universally present in human interactions
  - D) similar to stress in every aspect
47. Stage two conflict is different from stage one conflict in that \_\_\_\_\_.
- A) it is caused by daily disputes
  - B) it is low in intensity



- C) it takes a form of competition  
D) it always leads to loss of face
48. The third stage can be explosive because \_\_\_\_\_.
- A) quarreling becomes inevitable  
B) it is no longer a conflict between two individuals  
C) people begin to hate each other  
D) no solution is possible
49. The ability to identify conflict \_\_\_\_\_.
- A) can help you make good use of conflict  
B) enables you to win every competition  
C) can prevent conflict from occurring  
D) can help you deal with the situation better
50. The conflict between a student and his roommate caused by different living habits is an instance of \_\_\_\_\_.
- A) stage one conflict  
B) stage two conflict  
C) stage three conflict  
D) none of the above

## Passage Two

Questions 51 to 55 are based on the following passage.

Of all the problems facing modern astronomers, perhaps the most fascinating is, "Can intelligent life exist elsewhere?" Since the earth is an unimportant planet moving round an unimportant star, it would be a pride on our part to suppose that we are the only intelligent beings in the universe. But to obtain proof is difficult.

The main trouble is that our neighboring worlds, the bodies in the Solar System appear to be unsuitable for advanced life-forms. The Moon may be ruled out at once; it has hardly any atmosphere. Venus is little better; the surface temperature is extremely high and the atmosphere is mostly carbon dioxide. Mars with a very thin atmosphere and a severe shortage of water, may well support simple plant life but there seems no hope of finding animals, while the attractive Martians of the story-tellers have long since been given up.

Of course this has not stopped the flow of bright ideas for communicating with the supposed people on Mars. In the early nineteenth century the great mathematician Gauss suggested planting tree-patterns in Siberia, so that the Martians would see them and reply suitably. Following up the idea, the Austrian scientist Karl Littrow proposed digging very wide ditches in the Sahara, triangular in pattern, and then filling them with petrol or some such substance so that, when lit, the ditches would present Martian observers with a "flaming triangle" which would show the

existence here of intelligent minds. Even better were the plans of Charles Cros, a French writer of the eighteen-seventies, who wanted to build a large mirror to reflect the sun's rays and concentrate them on the surface of Mars, thereby making a vast burning glass. By swinging the mirror around, Cros explained it would be practicable to write words in the Martian deserts simply by burning the sand. For many years he bombarded the French government with literature about this plan and was very disappointed when no official interest was shown.

注意:此部分试题请在答题卡2上作答。

51. The opinion of the writer is that \_\_\_\_\_.
- A) there may be other intelligent beings in the universe  
 B) there are other intelligent beings in the universe  
 C) people living on the earth are almost certainly the only intelligent beings in the universe  
 D) people living on the earth are definitely the only intelligent beings in the universe
52. There is unlikely any life on Venus because \_\_\_\_\_.
- A) the surface temperature is too hot  
 B) the weather is too cold  
 C) it is severely short of water  
 D) it has a very thin atmosphere
53. It seems that Mars \_\_\_\_\_.
- A) may be inhabited by attractive Martians  
 B) may have some vegetable life  
 C) can have no life at all  
 D) may have both vegetable and animal life
54. Gauss wanted to establish contact with the Martians by \_\_\_\_\_.
- A) planting trees in triangular shape  
 B) filling wide ditches with oil  
 C) building a large mirror  
 D) making patterns with trees
55. Charles Cros felt \_\_\_\_\_.
- A) angry when the government paid little attention to his ideas  
 B) pleased when the government did take notice of his plan  
 C) surprised that the officials were interested in his suggestion  
 D) disappointed at the lack of interest shown in his plan

#### Part IV

#### Translation

(30 minutes)

**Directions:** For this part, you are allowed 30 minutes to translate a passage from Chinese into English. You should write your answer on **Answer Sheet 2**.



《红楼梦》是中国文学史上最伟大而又最复杂的作品,它描写了封建贵族(feudal aristocratic)青年贾宝玉、林黛玉、薛宝钗之间的恋爱和婚姻悲剧,并以此为中心,记述了当时具有代表性的贾、王、史、薛四大家族的兴衰,塑造了四百多个充满个性的人物,揭露了封建社会后期的种种黑暗和罪恶及其不可克服的内在矛盾,再现了中国18世纪活生生的社会图画。

注意:此部分试题请在答题卡2上作答。