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读者来信选登

——原文刊登

各位老师:

见信好!

我是一名在职人员,在公司里负责一个部门。迫于工作的压力和生活的挑战,同样投身于风风火火的英语考试热中。现实的条件自然是没有足够的时间坐在教室里享受老师们系统而又有序的讲解和引导。在我摸索的道路中走了很多弯路,很是苦闷!

某日,得一朋友极力推荐“未来教育”、“北大飞腾”系列等考用书。远远望去,清秀简朴的外观设计让人耳目一新;信手翻来,心中暗喜不已,因为我想了解的和我所困惑的在书中均以多种形式体现出来,心中那份想要学好英语并能学好英语的信心顿时大增。

在逐步的学习过程中,事实证明了朋友的推荐和我的选择是正确的——我现在用的是外文版的教材,感觉非常好,用起来很是得心应手。与之相配套的辅导用书也是书中之精品。惟觉不尽兴的是学习了教材之后,没有相关的同步练习,无法检验自己的学习效果,今写信给编委老师,希望将我们的建议列入日程!

不胜感激!同时预祝各位老师在新的一年里百事可乐,出版更多、更好的图书,服务考生。

上海熙可物流有限公司 黄康

黄康先生:

来信已收悉!

您的建议非常好!反应了广大考生的心声,也是我们着手要做的事情。全国英语等级考试教材编写组现已编写出版了《全国英语等级考试教材同步练习》系列同步测试、练习用书。本套丛书的最大特点是与教材的配套性和同步性,兼顾全、新、精、真等以下特点:

1. 全。本套系列丛书严格按照考试大纲要求命题,题型涵盖广,并针对各级别的需求增补特殊题型。

2. 新。全国英语等级考试教材编写组成员多为教学一线上的教师,所用稿件均来自教师的第一手信息,最大限度地体现了考生在学习过程中最薄弱的环节和最易失误丢失的地方,旨在提高命题的实用性和战斗性。

3. 精。精主要体现在题量精简,每一道都具有典型的代表意义;解析精辟,从最佳的解题切入点入手,挖掘题目的蕴涵意义。

4. 真。本套丛书的“真”不仅体现在试题中有历年真题的形踪,选材命题对教材的真切贴近,更是对教材进行了多角度度的诠释。

对本套书做了简明的介绍后,希望考生能选之、用之有度,更好地为学习提供帮助。

全国英语等级考试教材编写组

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PETS教材专家

【简介】全国英语等级考试教材编写组主编。命题研究中心推荐使用，北京大学教授领衔编写。现已被全国512家培训机构推广采用。

【附件】随书送MP3光盘一张，包括教材的对话、课文、生词、课后听力题和补充阅读的录音。另配录音带供选购。

中国书画函授大学肇庆分校建校二十周年纪念册

【简介】是《全国英语等级考试教材》配套的同步辅导用书，针对教材的每一课进行系统、全面地讲解及分析，提供课文与补充阅读题的译文，重点词汇、短语、语法和课后练习讲解，同时增加了与课文配套的同步习题。

《同步练习》 同步练习册一、二、三、四、五、六、七、八、九、十、十一、十二、十三、十四、十五、十六、十七、十八、十九、二十、二十一、二十二、二十三、二十四、二十五、二十六、二十七、二十八、二十九、三十、三十一、三十二、三十三、三十四、三十五、三十六、三十七、三十八、三十九、四十、四十一、四十二、四十三、四十四、四十五、四十六、四十七、四十八、四十九、五十、五十一、五十二、五十三、五十四、五十五、五十六、五十七、五十八、五十九、六十、六十一、六十二、六十三、六十四、六十五、六十六、六十七、六十八、六十九、七十、七十一、七十二、七十三、七十四、七十五、七十六、七十七、七十八、七十九、八十、八十一、八十二、八十三、八十四、八十五、八十六、八十七、八十八、八十九、九十、九十一、九十二、九十三、九十四、九十五、九十六、九十七、九十八、九十九、一百。

PETS教程辅导专家

【简介】是高等教育出版社《全国英语等级考试教程》的配套同步辅导。是问世最早、使用者最多、权威性最高、内容最丰富的“四最”辅导。

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【简介】是高等教育出版社《全国英语等级考试教程》词汇的同步学习用书。根据课程文顺序，把每一课的必备词汇重点分析、讲解、练习。

“未来教育”震撼登场

“北大飞腾”系列用书，铸造了众所周知的英语教育品牌。是联合英语教育界知名学者、考官和外籍专家，经过两年的精心策划、筹备，推出的大型英语基础和学习需求，设计出多种学习方案，使读者通过技巧的运用，达到更好的学习效果！

【简介】是高等教育出版社《全国英语等级考试教程》的同步练习、试卷。根据教材中的重点、难点设题。每一课均配一套试卷，一课一练。测试学习效果，巩固教材学习效果的目的。

【附注】每本试卷配有录音带，随试卷销售。

全国英语等级考试教程录音带
【简介】根据高等教育出版社最新版《全国英语等级考试教程》录制。北京外国语大学 Jane Smith 与 Francis Howell 朗读。内容包括对话、课文、补充阅读和

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全国英语等级考试全真模拟试题卷

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(朝米十年) 柳屋震學無妄冠帶寄排與林園創

【简介】根据多年对历年试卷的跟踪研究，立足于考前专项训练和冲刺，重要试题预测，命中率较高。

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【简介】包括大量全真模拟试题、卷、口试、模拟试卷、历年笔试题口试真题、历年真题、难度、分值点均与真实考题卷题一致。每套题都经命题组精心解析，让考生知其然也知其所以然。

PETS 口译真题

【简介】口试专业化的模拟试卷，根据口试命题规律精心编写而成。在口试过程、题型、题量和考核类型上均与真实口试完全一致。另有历年口试考官根据多年丰富经验编写的口试技巧，常见对话和必备用语等内容。

【附件】每本试卷配有口试全程录音带，供考生另作选购。

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【简介】本书立足于学+练，一方面在深入分析考试大纲和历年试卷的基础上，针对考试重要考点深入讲解、大量举例分析，全面引领考生掌握备考要点，精要解析。另一方面对笔试的4种题型以及口试的考试形式、评分、编排的大同步训练习题能进一步地强化学习。

【附件】配有听力部分和口试部分录音带，供考生选购。

全国英语等级考试听力词汇阅读写作精编六合一

【简介】 PET是过去一本通、内容多、题量大的综合测试。它集听力理解、阅读理解、完形填空、语法知识、词汇运用、写作能力于一体，旨在考查考生的英语综合运用能力。PET考试分为笔试和口试两部分。笔试部分包括听力理解、阅读理解、语法与词汇、写作等；口试部分包括听力和口语交际。PET考试的难度相当于大学英语四级水平。

PETS一级(B)专家

【简介】全书16个单元，均由4个主人公发生的快乐故事组成，独特的设计融合考试大纲要求的600个单词和各项语法、口语技能，同时增加了语音知识，让学生在轻松的氛围下学习教材，掌握考试的各项要求，同时兼顾到一级的平稳过渡。紧扣大纲、科学编排，彩色印刷，版式新颖。

[illegible][illegible]

(B) 一级模拟试卷一卷一(B)

【简介】内含10套全真模拟试题卷、套题解析。试题依据历年考试题型、难度、分值点设计。每题给出了答案与解析，让考生融会贯通。

PETS 单题满分宝

【简介】语法学习的专业辅导书，按照最新大纲规定的各级别考核内容编写，选材贴切、难度适宜、针对重点、详略得当。内容上以语法讲解为主，配合大量例句分析与专项训练，帮助考生学以致用。48开灵舌装帧，随时随地轻松学语法。



PETS词汇专家

【简介】本书为80开袖珍本，把各级大纲要求的所有词汇汇编于手掌大的书中，便于携带，以便考生随时随地学习。

【简介】单词不仅配有音标、释义、例句、例题、解答及常用短语，还增加了丰富的延伸学习和记忆技巧。同义词、反义词扩展学习内容，历年真题助力词汇活用，情感记忆、联想记忆使巧劲，提高记忆效率。

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【简介】单词面有音标、释义、例句、例题、解答及常用短语，书后附不规则动词表，帮助考生熟悉真实考试中各词汇的考查类型，做到举一反三、触类旁通。

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《词汇手册》(书+磁带)
【简介】每本书包括一本《词汇手册》和配套朗读带,均由北美专业人士朗读,将帮助考生精确地掌握每一个单词的发音,达到口语与听力双重进步的目的。

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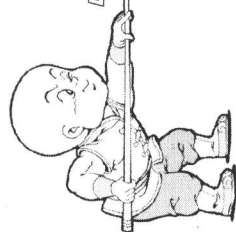
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Personal Identification and People

Unit 1

个人情况与人们

班级 姓名



Section I Listening Comprehension

Part A

You will hear 4 short dialogues. For each dialogue, there is one question and four possible answers. Choose the correct answer—[A], [B], [C], or [D]. You will hear each dialogue ONLY ONCE.

1. What does the woman say about the man?

- [A] He still looks rested.
- [B] He looks tired.
- [C] He works too hard.
- [D] He looks very young.

2. What happened to the man last week?

- [A] He met the woman's friend in the street.
- [B] He heard from their friend.
- [C] He met their friend in the street.
- [D] He telephoned the woman's friend.

3. Why does the man want to work in the woman's department?

- [A] He wants to learn more foreign language.
- [B] He is not satisfied with his old job.
- [C] He wants to be an English teacher.
- [D] He needs more training in English.

4. What can we learn from the conversation?

- [A] Professor Wright will see the man at 2 o'clock.
- [B] Professor Wright asks the man to come another time.
- [C] Professor Wright has to buy a ring before the man comes.
- [D] Professor Wright will meet the man after the meeting.

Part B

You will hear two dialogues or monologues. Before listening, you will have 5 seconds to read each of the questions which accompany them. While listening, answer each question by choosing [A], [B], [C], or [D]. You will hear each dialogue or monologue ONLY ONCE.

Questions 5 to 9 are based on the following conversation.

5. What are Susan and Sally doing?

- [A] Discussing something about their husbands.
- [B] Boasting about their husbands.
- [C] Talking about their families.
- [D] Eating at a restaurant.

6. What does Sally think of her husband?

- [A] Wonderful.
- [B] Intelligent.
- [C] Athletic.
- [D] Enthusiastic.

7. What does Susan mean by saying "Is he English"?

- [A] Susan doesn't believe that Sally's husband can cook and iron.
- [B] Susan wonders why Sally lets her husband do that sort of housework.
- [C] Susan doesn't think that English husbands can cook, sew and iron.
- [D] Sally's husband speaks English with some foreign accent.

8. Where does the conversation most likely take place?

- [A] In the street.
- [B] At Sally's home.
- [C] At Susan's husband's office.
- [D] At Susan's home.

9. What can you infer from the dialogue?

- [A] Both Susan and Sally are good wives at home.
- [B] Neither Susan nor Sally is interested in housework.
- [C] Englishmen have a great variety of interests.
- [D] Both Susan and Sally are proud of their husbands.

Questions 10 to 12 are based on the following passage.

10. Who was Miss Murphy?

- [A] A chemistry teacher.
- [B] A physics teacher.
- [C] An art teacher.
- [D] A science teacher.

11. How did Miss Murphy feel before Dick raised his hand?

- [A] Confused.
- [B] Angry and annoyed.
- [C] Disappointed and unhappy.
- [D] Excited.

12. What can we learn from the passage?

- [A] Dick's answer was not what Miss Murphy had expected.
- [B] Dick was the top student in class.
- [C] Dick's answer was quite scientific.
- [D] Miss Murphy was satisfied with Dick's answer.



Section II Use Of English

Part A

Direction:

Choose the best word or phrase for each numbered blank.

13. There are exits in the supermarket for _____.

- [A] urgency
- [B] emergency
- [C] urgent
- [D] emergent

14. All the signs _____ an early resumption of the battle.

- [A] point at
- [B] point
- [C] point out
- [D] point to

15. For a school play, you can use bits of paper for a (an) _____ snowstorm.

- [A] counterfeit [B] unreal
[C] false [D] fake

16. Your father is very angry _____ you for staying out so late.

- [A] at [B] about
[C] with [D] on

17. I'm a bit _____.

- [A] under the weather [B] on the weather
[C] under the climate [D] on the climate

18. The key stuck _____ the lock.

- [A] to [B] in
[C] around [D] out

19. The ferries sail _____ between Dover and New York.

- [A] back and fro [B] ups and downs
[C] back and forth [D] to and forth

20. _____ such a total wreck seems miraculous.

- [A] The driver could survive [B] That the driver survived
[C] When the driver survived [D] Why the driver survived

21. The article to be read is _____ difficult.

- [A] fairly too [B] rather too
[C] quite too [D] pretty too

22. I arrived as the last train was _____.

- [A] pulling back [B] pulling down
[C] pulling into [D] pulling out

Part B

Direction:

Read the following text. Choose the best word or phrase for each numbered blank.

Text

...

As time 23 by, I was able to work 24 my fears. Now I understand that the closest I have ever felt to God is in the back of an ambulance. When I 25 to help 26 strangers, I am part of something 27 than myself. Sometimes I truly 28 with someone 29 I would never have met 30 — as I did with Nellie.

One midnight, the AIDS hospice 31 help. A colleague and I were 32 to a bedroom. 33 there was a thin black woman with wild hair. When I was given a 34 of her 35 history, I thought, this lady 36 dead over ten times. She had AIDS, hepatitis and TB. She had had brain surgery. Tonight she had a seizure.

“Hello, I’m Clarissa, are you in pain?” I asked. She replied by cursing 37 me. I didn’t take 38.

When I rode alone with her in the back of the ambulance as another EMT drove, I 39 the printout. Nellie was 33 years old. No previous address. No family members. No next of kin. Her whole life as 40 here was just a list of medicines, 41 and illnesses. One line 42 my attention:

hobbies. Nellie’s hobbies were sewing and gospel singing. I could not sew, but I loved gospel music. ...

- | | | | |
|----------------------|-------------------|-----------------|---------------|
| 23. [A] went | [B] go | [C] goes | [D] going |
| 24. [A] through | [B] out | [C] off | [D] up |
| 25. [A] rush through | [B] rush into | [C] rush out | [D] rush away |
| 26. [A] sick | [B] strong | [C] weak | [D] sickly |
| 27. [A] large | [B] largest | [C] the largest | [D] larger |
| 28. [A] stick | [B] fasten | [C] connect | [D] bind |
| 29. [A] whose | [B] who | [C] whom | [D] which |
| 30. [A] nevertheless | [B] however | [C] otherwise | [D] therefore |
| 31. [A] lacked | [B] met | [C] provided | [D] needed |
| 32. [A] lead | [B] leaded | [C] shown | [D] show |
| 33. [A] Laying | [B] Lying | [C] Laid | [D] Lying |
| 34. [A] print | [B] prescription | [C] printing | [D] printout |
| 35. [A] career | [B] educational | [C] medical | [D] living |
| 36. [A] was | [B] is | [C] should be | [D] will be |
| 37. [A] with | [B] at | [C] on | [D] into |
| 38. [A] offense | [B] defense | [C] action | [D] attack |
| 39. [A] rewrote | [B] repeated | [C] pronounced | [D] reread |
| 40. [A] presenting | [B] presented | [C] presents | [D] present |
| 41. [A] remedies | [B] prescriptions | [C] conditions | [D] symptoms |
| 42. [A] caught | [B] got | [C] seized | [D] grasped |



Section III Reading Comprehension

Part A

Directions:

Read the following texts. Answer the questions on each text by choosing [A], [B], [C] or [D].

Text 1

You have been at Fumell University for two weeks now. As usual, you need enough time to sleep and eat. You also want to spend time with your new friends and get some exercise. But, after the first two weeks of classes, you have probably concluded that there isn’t enough time to do all these things, because you also have to attend classes, go to labs, do assignments and write papers.

Soon you will be in a situation like this one: You are going to have a quiz in your ten o’clock class. You studied for it until 2 a. m. You also have an eight o’clock class. Should you sleep late and skip the eight o’clock class?

To some extent the answer depends on the professor of the course. Some instructors announce that they require attendance. In that case you really should go to class. Some don’t say anything. In that case you have to decide. Once in a while it is better to stay in bed and sleep than to get so tired that

you cannot think. However, it is not a good idea to skip class more than a few times.

If you have to skip a class, ask another student for the class notes, announcements and the assignments. Also, come to the next class prepared. If you miss a class because you are sick, tell the instructor afterward. He or she may let you make up the work. If you have an important appointment, tell the instructor about it before you miss the class.

Here is another common problem. You took the quiz. Even after studying very hard, you could not answer all the questions. In high school you always got every answer right. What went wrong? Nothing. High school work is easy, so a good student is supposed to get a perfect score. In college the teacher wants to challenge even the best students. Therefore, almost nobody answers every question correctly.

But maybe there were some very basic ideas in that course you did not understand. Go and see the teacher during his or her office hours. Most teachers will gladly explain things again. Of course, they will not be pleased to repeat what they said in class to someone who skipped the class.

Maybe you really should get up for that eight o'clock class!

43. According to the article, a good student in college must _____.

- [A] go to every class, no matter how he/she feels
- [B] go to class unless there is a good reason not to
- [C] stay in the dormitory and study
- [D] make excuses to the teacher

44. According to the article, a good student in college must also _____.

- [A] know the answer to every quiz question
- [B] answer only interesting questions
- [C] know the answer to every question the teacher asks
- [D] know the answer to a lot of quiz questions but maybe not the hardest ones

45. Daily attendance is required _____.

- [A] at all American universities
- [B] only in elementary and high schools in America
- [C] for bad students only
- [D] by some college professors

46. Furnell students usually have _____.

- [A] announcements to make in class
- [B] a lot of free time
- [C] a lot of work and not much time
- [D] perfect quiz scores

47. If a student doesn't understand an important part of the lesson, he or she _____.

- [A] will never be a good student
- [B] should ask another student for class notes
- [C] should get a perfect score
- [D] should ask the instructor to explain it

Text 2

Faces, like fingerprints, are unique. Did you ever wonder how it is possible for us to recognize people? Even a skilled writer probably could not describe all the features that make one face different

from another. Yet a very young child—or even an animal, such as a pigeon—can learn to recognize faces. We all take this ability for granted.

We also tell people apart by how they behave. When we talk about someone's personality, we mean the ways in which he or she acts, speaks, thinks and feels that make that individual different from others.

Like the human face, human personality is very complex. But describing someone's personality in words is somewhat easier than describing his face. If you were asked to describe what a "nice face" looked like, you probably would have a difficult time doing so. But if you were asked to describe a "nice person", you might begin to think about someone who was kind, considerate, friendly, warm, and so forth.

There are many words to describe how a person thinks, feels and acts. Gordon Allport, an American psychologist, found nearly 18,000 English words characterizing differences in people's behavior. And many of us use this information as a basis for describing, or typing his personality. Bookworms, conservatives, military types—people are described with such terms.

People have always tried to "type" each other. Actors in early Greek drama wore masks to show the audience whether they played the villain's (坏人) or the hero's role. In fact, the words "person" and "personality" come from the Latin *persona*, meaning "mask". Today, most television and movie actors do not wear masks. But we can easily tell the "good guys" from the "bad guys" because the two types differ in appearances as well as in actions.

48. By using the example of fingerprints, the author tells us that _____.

- [A] people can learn to recognize faces
- [B] people have different personalities
- [C] people have difficulty in describing the features of fingerprints
- [D] people differ from each other in facial features

49. According to this passage, some animals have the gift of _____.

- [A] telling people apart by how they behave
- [B] typing each other
- [C] telling good people from bad people
- [D] recognizing human faces

50. Who most probably knows best how to describe people's personality?

- [A] The ancient Greek audience.
- [B] The movie actors.
- [C] Psychologists.
- [D] The modern TV audience.

51. According to the passage, it is possible for us to tell one type of person from another because _____.

- [A] people differ in their behavioral and physical characteristics
- [B] human fingerprints provide unique information
- [C] people's behavior can be easily described in words
- [D] human faces have complex features

52. Which of the following is the major point of the passage?

- [A] Why it is necessary to identify people's personality.
- [B] Why it is possible to describe people.
- [C] How to get to know people.
- [D] How best to recognize people.

Part B

Directions:

Read the texts from a magazine article in which several people expressed their different opinions on the same issue. Please match the name of each person to one of the statements given below.

Nancy Green

Even though my whole family gets up really early, I have always been a night person. I find that's my best time to get work done. I like nighttime because everything is calm and I can just write. I feel calmer and more focused at night. There is no pressure. When I read my papers in the morning, I'm always amazed how good they sound.

Brandi Baldasano

I try to use all the small portions of time that I have available. I find that I can finish a lot in fifteen minutes, because I am able to concentrate for that long knowing I have only a few minutes. Those small units of time really add up over a week. Setting small goals seems to help me avoid feeling overwhelmed. I use my calendar as a guide, by writing down what school work I would like to accomplish each day to stay caught up.

Galo Calos

I'm the king of procrastination. I love to do everything at the last minute, and I really pay the price by being nervous and anxious. I always say I'll stop this pattern, but then once again, I'm up all night writing the paper or studying for the test. I try to deal with it by at least starting the assignment early, doing at least a quarter or even half of it, so I don't have to do it all the night before. Usually I do end up doing it all but I always manage to get an A or B. I guess I work well under pressure.

Michael Alper

As a beginning college athlete, one of my big problems was prioritizing my time and trying to balance my sport, school and friends. My big mistake was putting my sport first. In the excitement, I placed my sport as first priority, my new friends and teammates second, and my studies last. Today I have plans to go on to graduate from school and I am affected by my grades because I did not put a high enough emphasis on my classes.

Babara Sequira

One big challenge I face in managing time is not leaving time in my schedule for the unexpected. My days are quite full and I have others depending on me to do things at certain times. I don't give myself much spare time in my daily schedule and, in the end, that can be quite stressful.

Now match each of the persons with the appropriate statement.

Note: there are two extra statements.

Statements

53. Nancy Green

[A] As for me, it's never too late to learn.
54. Brandi Baldasano

[B] Unanticipated occurrence makes my schedule tighter.
55. Galo Calos

[C] I admit that I am a night owl.
56. Michael Alper

[D] I taste the bitterness from my sports fever.
57. Babara Sequira

[E] I believe that haste makes waste.
- [F] I have the ability to deal with high pressure.
- [G] I can make efficient use of my time.



Section IV Writing

You should write your responses to both Part A and Part B of this section.

Part A

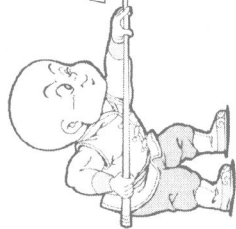
Cecillia has come back from her trip, she wants to write a letter to her friend Carlos for his hospitality and help on her journey. Please write a letter of thanks for Cecillia, about 100 words.

Part B

Here is a table about *People's Daily Expenses in X City*. Please write some sentences about 120 words based on it.

People's Daily Expenses in X City

Item	Year				
	1999	2000	2001	2002	2003
Food	65%	60%	48%	42%	35%
Clothing	8%	9%	12%	15%	17%
Recreation	3%	5%	7%	8%	10%
Others	24%	26%	33%	35%	38%
Total	100%	100%	100%	100%	100%



Home and Family

家与家人

Unit 2

班级 姓名



Section I Listening Comprehension

Part A

You will hear 4 short dialogues. For each dialogue, there is one question and four possible answers. Choose the correct answer—[A], [B], [C], or [D]. You will hear each dialogue ONLY ONCE.

1. What can we conclude from the conversation?

- [A] The woman didn't want to go to Paris.
- [B] The woman was ill.
- [C] The woman tried to persuade her mother, but in vain.
- [D] The woman regretted going to Paris.

2. What does the woman mean?

- [A] She is financially independent now.
- [B] She applied for a job this year.
- [C] She needs a financial advisor.
- [D] She is happy with her financial plan.

3. What does Michael think of the woman's sister?

- [A] She is too old to get married.
- [B] She is not old enough to get married.
- [C] She is older than expected.
- [D] She is married.

4. What does the family raise on their farm?

- [A] Cows and bees.
- [B] Chickens and bees.
- [C] Cows and pigs.
- [D] Chickens and pigs.

Part B

You will hear two dialogues or monologues. Before listening to each one, you will have 5 seconds to read each of the questions which accompany it. While listening, answer each question by choosing [A], [B], [C], or [D]. You will hear each piece ONLY ONCE.

Questions 5 to 9 are based on the following conversation.

5. Why did Shelly call?

- [A] Because she wanted to know if everything was OK with her parents.
- [B] Because she wanted to invite her parents to Billy's birthday party.
- [C] Because she wanted to tell her parents that everything was OK with her children.
- [D] Because she wanted to tell her parents that she would go and visit them in July.

6. Who is Tom?

- [A] Shelly's son.
- [B] The man's son-in-law.
- [C] Shelly's fiancé.
- [D] The man's son.

7. What do you know about Tom?

- [A] He is raising funds for his company.
- [B] He loves working on cars.
- [C] He is Mr. Davis' good friend.
- [D] He has been rewarded for his work.

8. How many children does Shelly have?

- [A] One son and one daughter.
- [B] Two sons and one daughter.
- [C] One son and two daughters.
- [D] Two sons and two daughters.

9. What can we infer from the dialogue?

- [A] Shelly is a housewife.
- [B] Shelly and her family usually visit her parents in summer.
- [C] Shelly doesn't often visit her parents.
- [D] Shelly's mother was out shopping when Shelly called.

Questions 10 to 12 are based on the following passage.

10. Why did the speaker sell her house?

- [A] Her husband had got a higher position.
- [B] Her husband had lost his job.
- [C] She wanted to have a cleaner house.
- [D] She wanted to move to New York.

11. Why did the agent call on the speaker so early in the morning?

- [A] His telephone went out of order.
- [B] The buyers had to leave soon.
- [C] He began to work at 8 a. m.
- [D] He had made an appointment with her for 8 a. m.

12. Why did the couple laugh in the speaker's house?

- [A] They considered her lazy.
- [B] They saw something they had never seen.
- [C] They considered her foolish.
- [D] They saw something familiar to them.



Section II Use Of English

Part A

Direction:

Choose the best word or phrase for each numbered blank.

13. I hadn't a _____. When did the train leave?

- [A] track
- [B] clue
- [C] hint
- [D] implication

14. A _____ number of students went to the English Corner yesterday.
[A] considerate [B] considering [C] considerable [D] considered
15. It wasn't such a good dinner _____ she had promised us.
[A] that [B] which [C] as [D] what
16. By the time the fire engine arrived, the fire had been _____ by the inhabit ants.
[A] put down [B] put through [C] put out [D] put off
17. Tom often attempts to escape _____ whenever he breaks traffic regulations.
[A] having been fined [B] being fined [C] to have been fined [D] to be fined
18. The soldiers who have fought for our country should be given _____.
[A] reputation [B] fame [C] honor [D] favor
19. An actor has to learn to _____ bad reviews.
[A] laugh at [B] laugh away [C] laugh off [D] laugh down
20. Mary _____ be in Pairs because I saw her in town only an hour ago.
[A] mustn't [B] isn't able to [C] can't [D] may not
21. The House of Representative _____ the proposal for three days.
[A] argued [B] debated [C] discussed [D] disputed
22. It is _____ you to decide an Indian or a Chinese meal.
[A] up to [B] up with [C] up against [D] up for

Part B

Direction:

Read the following text. Choose the best word or phrase for each numbered blank.

Text

Dad was 23 80. But he always laughed 24 my concerns. Now the cancer came back. He had a month, two 25, he said, and merely asked me to 26 my strength for the golf course. We played at course near the English village of Freckleton. During World War II my father had 27 in an army 28 the outskirts of the village. A local told us, "There was 29 memorial service because of the bomber." I 30 at Dad. "Do you know the bomber?" His 31 had turned pale. "Yes. Come with me." I followed him to a 32 ground at the rear of a church. "How did these folks die?" I asked. "They weren't folks. They were 33. Four and five-year-olds. Thirty-eight in all. One of our

bombers 34 into the school. "He shut his eyes. "God, What a 35! I remember pulling away 36 of the plane, bricks and all these precious kids inside. . ."

I saw tears 37 in my father's eyes, "There was one girl who was always laughing. I 38 her Lady Sunshine. A week after the crash, I found a note on the base of 39 board from her parents. They wondered 40 anybody had 41 a photograph of her. I took them all the photos I had. We sat in their front parlor and cried. I've never experienced 42 quite so sad."

23. [A] pulling [B] pushing [C] taking [D] making
24. [A] at [B] off [C] with [D] /
25. [A] at least [B] at last [C] at most [D] mostly
26. [A] leave [B] set [C] left [D] save
27. [A] served [B] worked [C] participated [D] took
28. [A] on [B] at [C] in [D] to
29. [A] quite [B] a quite [C] a quite [D] many
30. [A] peeped [B] glared [C] gazed [D] glanced
31. [A] show [B] appearance [C] complexion [D] compliment
32. [A] hiding [B] bearing [C] covering [D] burying
33. [A] teenagers [B] adults [C] children [D] boys
34. [A] clashed [B] crashed [C] flashed [D] crusted
35. [A] sight [B] scenery [C] sightseeing [D] sights
36. [A] glasses [B] lists [C] loafs [D] pieces
37. [A] collecting [B] raising [C] gathering [D] piling
38. [A] told [B] called [C] announced [D] nominated
39. [A] bulletin [B] bullet [C] note [D] reference
40. [A] that [B] which [C] if [D] how
41. [A] made [B] taken [C] created [D] took
42. [A] anything [B] something [C] nothing [D] thing



Section III Reading Comprehension

Part A

Directions:

Read the following texts. Answer the questions on each text by choosing [A], [B], [C] or [D].

Text 1

The whole point to marriage is that it imposes clear obligations, not just the right to pursue your own happiness. And the main obligation is to provide both emotional and practical nurture for children. The glow of burning passion may well have faded, you love for your spouse may not be as exciting or satisfying as it once was, but going off in search of another love will not help your children. The Love Family is either too amorphous (不定型的) for children—your friends have no obligation to pro-

vide for them—or it's too unstable, with adults moving on if the relationship no longer answers their search for perfect happiness.

What divorce does is to damage children. I am aware of the complex research surrounding the effects of divorce on children and I acknowledge that some children are better off without a violent father, an income boozed(嗜酒如命) or gambled away, unhappy parents taking out their spleen(发脾气) on everyone in the family.

But divorce severs(打破) the stability, security and continuity that children need; it results in poverty for many women and children; it damages the voluntary link between father and children and replaces it with one of regulated, arranged parenthood(父子往来); it removes the father from co-residence, the only sensible basis for a working parental relationship; it overloads the mother-child bond and leaves her with a double burden; and it often disrupts the child's schooling, friendships and neighbourhood contacts, those underpinnings(依托) of trust and social capital that every child must have. It even weakens the child's links with grandparents and other kin(usually on the paternal side), and few para-parents(继父母) are willing to take on real responsibility for the child's well-being.

43. What is the point of marriage according to the passage?

- [A] The right to pursue one's happiness.
- [B] The deep love in the marriage.
- [C] It imposes clear obligation.
- [D] Both [B] and [C].

44. What is the main obligation of parents for a child?

- [A] The love for one's spouse.
- [B] To get a "Love Family".
- [C] Giving enough money to the children.
- [D] Emotional education and practical nurture.

45. What does "spouse" probably mean?

- [A] Wife.
- [B] The mother-in-law.
- [C] Child.
- [D] The whole family.

46. Which of the following statements is NOT a result of divorce according to this passage?

- [A] It makes the children suffer poverty sometimes.
- [B] It damages the stability, security and continuity which children need.
- [C] It makes father have more freedom.
- [D] It weakens the child's links with his (or her) relatives.

47. What's the main point of this passage?

- [A] Few para-parents are willing to take on real responsibility for the child's well-being.
- [B] Divorce damages children.
- [C] Divorce damages the voluntary link between the children and father.
- [D] All of the above.

Text 2

Brazil has become one of the developing world's great successes at reducing population growth—but more by accident than by design. While countries such as India have made joint efforts to reduce birth rates, Brazil has had better result without really trying, says George Murphy at Harvard.

Brazil's population growth rate has dropped from 2.99% a year between 1951 and 1960 to

1.93% a year between 1981 and 1990, and Brazilian women now have only 2.7 children on average. Murphy says this figure may have fallen still further since 1990, an achievement that makes it the envy of many other Third World countries.

Murphy puts it down to, among other things, soap operas(通俗电视连续剧) and instalment(分期付款) plans introduced in the 1980s. Both played an important, although indirect, role in lowering the birth rate. Brazil is one of the world's biggest producers of soap operas. Globo, Brazil's most popular television network, shows three hours of soaps six nights a week, while three others show at least one hour a night. Most soaps are based on wealthy characters living the high life in big cities.

"Although they have never really tried to work in a message towards the problems of reproduction, they describe middle and upper class values—not many children, different attitudes towards sex, women working," says Murphy, "They sent this image to all parts of Brazil and made people conscious of other patterns of behaviour and other values, which were put into a very attractive package."

Meanwhile, the instalment plans tried to encourage the poor to become consumers. "This led to an enormous change in consumption patterns and consumption was incompatible(不相容的) with unlimited reproduction," says Murphy.

48. According to the passage, Brazil has cut back its population growth _____.

- [A] by educating its citizens
- [B] by careful family planning
- [C] by developing TV programmes
- [D] by chance

49. According to the passage, many Third World countries _____.

- [A] haven't attached much importance to birth control
- [B] would soon join Brazil in controlling their birth rate
- [C] haven't yet found an effective measure to control their population
- [D] neglected the role of TV plays in family planning

50. The phrase "puts it down to" (Line 1, Para. 3) is closest in meaning to "_____".

- [A] attributes it to
- [B] sums it up as
- [C] finds it reason for
- [D] compares it to

51. Soap operas have helped in lowering Brazil's birth rate because _____.

- [A] they keep people sitting long hours watching TV
- [B] they have gradually changed people's way of life
- [C] people are drawn to their attractive package
- [D] they popularize birth control measures

52. What is Murphy's conclusion about Brazil's population growth?

- [A] The increase in birth rate will promote consumption.
- [B] The desire for consumption helps to reduce birth rate.
- [C] Consumption patterns and reproduction patterns are contradictory.
- [D] A country's production is limited by its population growth.

Part B

Directions:

Read the texts from a magazine article in which several people expressed their different opinions

on the same issue. Please match the name of each person to one of the statements given below.

Glynis Wang

I first piled on the pounds when I was pregnant and I couldn't lose them afterwards. Then I joined a slimming club. My target was 10 stone and I lost 2 stone and 2lbs in six months. I felt great and people kept saying how good I looked. But Christmas came and I started to slip back into my old eating habits. I told myself I'd lose the weight at slimming classes in the new year, but it didn't happen. Instead of losing the pounds, I put them on. I'd lost the willpower and tried to convince myself that the old bag of crisps didn't make any difference—but the scales don't lie.

Roz Juma

To be honest, I never weigh myself any more—I've learned to be happy with myself. It seemed ridiculous to feel guilty about every morsel that passed my lips. My philosophy is simple: You shouldn't be preoccupied with food and dieting. Instead, you should get on with life and stop dreaming about a super-thin body. This is obviously the size I'm meant to be and, most of all, I'm happy with it.

Lesley Gao

I was very happy after winning Young Slimmer of the year. I'd look in the mirror unable to believe this slim creature was me. That might have been my problem—perhaps I didn't relate to my reflection any more. Winning a national competition makes everything worse, though, because you feel the eyes of the world are on you. I feel a failure because I've put on weight again... I find it humiliating and embarrassing.

Ros Langford

Before moving in with my husband Gavin, I'd always been about 8 stone, but domestic bliss went straight to my waist and I put on 2 stone in a year. Every so often I try to go on a diet... I'm really good for a few days, then end up eating the children's leftovers or gorging on chocolate—my weakness. I'd like to be slim, but right now my priorities are the children and home. I may be more motivated when the kids are older.

Mary Green

I'm a compulsive eater. I can't control my urges and I really love cakes. When I'm slim and I feel like a million dollars—and when I'm not I get very depressed. Over the years I'd tried and failed with just about every diet. I was determined I'd never put the weight back on, but at some stage along the line I lost my resolution, and it started to creep on again... Certainly I will face the same problem in the future.

Now match each of the persons with the appropriate statement.

Note: there are two extra statements.

Statements

53. Glynis Wang

[A] I put on weight after I got married.
54. Roz Juma

[B] The heavier, the merrier.
55. Lesley Gao

[C] Facts speak louder than words.
56. Ros Langford

[D] I like myself as I am.
57. Mary Green

[E] I'm constantly at war with my weight.
- [F] Fame doesn't necessarily mean success.
- [G] I think I'll be slim again.

Section IV Writing

You should write your responses to both Part A and Part B of this section.

Part A

Jane is busy with typing, but her working efficiency is very low. She is eager for help from her friend Catherine. Please on behalf of her, finish this letter of seeking help.

Part B

Directions:

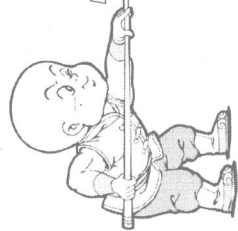
For this part, you are allowed 30 minutes to write a composition no less than 120 words on the title of *The Average Family Income and Expenses in the U. S.* Study the following table carefully and your composition should be based on the information given in the table. Write your composition to:

(1) state the general information

(2) compare the information in 2002 and in 2003

(3) draw a conclusion

		2002	2003
Expenses	Income	\$ 12000	\$ 16000
	Food	18%	22%
	Housing	25%	32%
	Medical	10%	12%
	Entertainment	7%	7%
	Savings	5%	5%
	Others	35%	23%



Environment

Unit 3

班级 姓名



Section I Listening Comprehension

Part A

You will hear 4 short dialogues. For each dialogue, there is one question and four possible answers. Choose the correct answer—[A], [B], [C], or [D]. You will hear each dialogue ONLY ONCE.

- What does the man probably do?
[A] An estate agent.
[C] A plumber.
[B] An electrician.
[D] A salesman.
- What's the woman's opinion?
[A] Many people were killed by noise pollution.
[B] She doesn't agree with the man.
[C] We should raise people's awareness of noise pollution.
[D] Noise pollution is not so serious as the psychological problem.
- What are they talking about?
[A] The requirements of writing a thesis.
[B] The credit hours required for a certain degree.
[C] Taking selected courses.
[D] Which department to study in.
- Why is the man complaining?
[A] The show is very difficult to understand.
[B] The room is full of theatrical persons.
[C] The crowd is very noisy.
[D] The room is too small for the audience.

Part B

You will hear two dialogues or monologues. Before listening to each one, you will have 5 seconds to read each of the questions which accompany it. While listening, answer each question by choosing [A], [B], [C], or [D]. You will hear each piece ONLY ONCE.

Questions 5 to 11 are based on the following passage.

5. From which academy's findings, *China Daily* summarised the report?
[A] The Chinese Academy of Sciences.
[C] The Chinese Academy of Environment.
[B] The Chinese Academy of Forestry.
[D] Both [A] and [B].

6. What do you know about acid rain from the report?
[A] It's a kind of atmosphere.
[C] It's a kind of moisture.
[B] It's a kind of air pollution.
[D] It's a kind of noise pollution.
7. Which country is the world's third largest region to be affected by acid rain?
[A] Europe.
[C] China.
[B] North America.
[D] Japan.
8. How many percent of China's land area is now affected by acid rain?
[A] 15.
[C] 60.
[B] 50.
[D] 70.
9. Why did the speaker go to a cafe?
[A] He wanted to find a place to read his papers.
[B] He wanted to kill time before boarding the plane.
[C] He felt thirsty and wanted some coffee.
[D] He went there to meet his friends.
10. What was in the speaker's case?
[A] Toys for children.
[C] Important documents.
[B] Food and coffee.
[D] Clothes and scientific papers.
11. What did the speaker find out on board the plane?
[A] The woman took his case on purpose.
[C] He had taken the woman's case.
[B] All his papers had been stolen.
[D] The woman played a joke on him.



Section II Use Of English

Part A

Direction:

Choose the best word or phrase for each numbered blank.

12. Scientists say that several factors _____ change in weather.
[A] attribute to
[C] due to
[B] contribute to
[D] distribute to
13. Don't _____ the news to the public until we give you the go-ahead.
[A] release
[C] relieve
[B] discard
[D] retain
14. This novel is _____ historical facts.
[A] based in
[C] based on
[B] based at
[D] grounded on
15. After moving into his new house, he didn't feel quite _____ the surroundings.
[A] in tune with
[C] in accordance with
[B] in line with
[D] in the light of
16. Recent research had cast _____ on the causes of the disease.
[A] lights
[C] shining
[B] shine
[D] light

17. She is very _____ to call me tonight.
[A] probably [B] possibly [C] likely [D] expectedly
18. My new shoes cost me _____ the last pair that I bought.
[A] three times [B] three times as much as [C] as much three times as [D] three times as
19. _____ is related to illness is not a new discovery.
[A] The food [B] That food [C] What food [D] Which food
20. None of the servants was _____ when Mr. James wanted to send a letter.
[A] approachable [B] applicable [C] attainable [D] available
21. He was _____ a heated argument.
[A] involved with [B] involved into [C] involved to [D] involved in

Part B

Direction:

Read the following text. Choose the best word or phrase for each numbered blank.

Text

...

The message of 22 such as this is 23 natural systems are complex, unpredictable; understanding them 24 patient observation and 25 analysis. The lack of these conditions explains why, in the early modern era, grass snakes were killed as venomous, and gardeners 26 worms because they 27 gnaw plant roots.

The assumption that people “ought” to know about such things is based on an urban-rural divide that opened up in the 18th century. For a 28 of centuries, city and country people did 29 separate realms. But the car, the phone, the media and the Internet have contributed to the 30 tendency of what we call modern lifestyle; and the vast population 31 from cities into rural areas blurred the difference 32 urban and rural. Thus, a new word—“rurban”—has been coined to 33 this condition. Most of us now work 34 or in an office, and 35 we are involved in our primary industries, we are 36 more likely to be staring 37 a computer than 38 with the landscape. Human life has turned generally into a 39 by work, sleep, shopping and TV—all 40 identical 41 performed in town or country.

22. [A] study [B] studies [C] studying [D] studied
23. [A] which [B] who [C] that [D] what
24. [A] retains [B] relieves [C] requires [D] enquires
25. [A] permanent [B] careless [C] sensitive [D] careful
26. [A] protected [B] cared [C] destroyed [D] collide
27. [A] were thought to [B] thought to [C] were thought [D] thought
28. [A] pair [B] couple [C] list [D] line
29. [A] inhabited [B] inhabiting [C] inhabits [D] inhabit
30. [A] same [B] identical [C] similar [D] unifying
31. [A] gathering [B] outflow [C] flourish [D] crowd
32. [A] between [B] in [C] to [D] with
33. [A] prescribe [B] describe [C] show [D] detail
34. [A] inland [B] inner [C] input [D] indoors

35. [A] if even [B] even if [C] if [D] though
36. [A] very [B] quiet [C] far [D] fully
37. [A] at [B] to [C] into [D] with
38. [A] communicate [B] communicating [C] to communicate [D] communicating
39. [A] multiculture [B] biculture [C] anti-culture [D] monoculture
40. [A] literally [B] actively [C] theoretically [D] actually
41. [A] whether [B] if [C] weather [D] even



Section III Reading Comprehension

Part A

Directions:

Read the following texts. Answer the questions on each text by choosing [A], [B], [C] or [D].

Text 1

Urban life has always embraced a balancing of opportunities and rewards against dangers and stresses; its motivating force is, in the broadest sense, money. Opportunities to make money mean competition, and competition is stressful; it is often at its most intense in the largest cities, where opportunities are greatest. The presence of a huge number of people inevitably involves more conflict, more travelling, the overloading of public services and exposure to those deviants and criminals who are drawn to the rich pickings of great cities. Crime has always flourished in the relative anonymity of urban life, but today's convenience of movement makes its control more difficult than ever; there is much evidence that its extent has direct relationship to the size of communities. City dwellers may become trapped in their homes by the fear of crime around them.

As a defense against these developments, city dwellers tend to use various strategies to try and reduce the pressures upon themselves; contacts with other people are generally made brief and impersonal; doors are kept locked; telephone numbers may be ex-directory; journeys outside the home are usually hurried, rather than a source of pleasure. There are other strategies, too, which are positively harmful to the individual; for example, reducing awareness through drugs or alcohol. Furthermore, all these defensive forms of behaviour are harmful to society in general; they cause widespread loneliness and destroy the community's concern for its members. Lack of informal social contact and indifference to the misfortunes of others, if they are not personally known to oneself, are amongst the major causes of urban crime.

Inner regions of cities tend to be abandoned by the more successful and left to those who have done badly in the competitive struggle or who belong to minority groups; these people are then geographically trapped because so much economic activity has migrated to the suburbs and beyond.

Present-day architecture and planning have enormously worsened the human problems of urban life. Old-established neighbourhoods have been ruthlessly swept away, by both public and private organizations, usually to be replaced by high, ugly, impersonal structures. People have been forced to

leave their familiar homes, usually to be rehoused in tower blocks which are drab, inconvenient, and fail to provide any setting for human interaction or support. This destruction of established social structure is the worst possible approach to the difficulties of living in a town or city. Instead, every effort should be made to conserve the human scale of the environment, and to preserve familiar landmarks.

42. According to the author, living in a city causes stress because there are so many people who are _____.

- [A] anxious to succeed [B] in need of help
[C] naturally aggressive [D] likely to commit crime

43. The author thinks that crime is increasing in cities because _____.

- [A] people do not communicate with their neighbour
[B] criminals are difficult to trace in large populations
[C] people feel anonymous there
[D] the traps of success are attractive to criminals

44. The majority of people who live in inner cities do so because they _____.

- [A] dislike having to travel far to work
[B] have been forced by circumstances to do so
[C] don't like the idea of living in the suburb
[D] have turned against society

45. Architectural changes have affected city life by _____.

- [A] dispersing long-established communities
[B] giving the individual a say in planning
[C] forcing people to live on top of each other
[D] making people move to the suburbs

46. The author's general argument is that urban life would be improved by _____.

- [A] moving people out of tower blocks [B] restoring old buildings
[C] building community centers [D] preserving existing social system

Text 2

In the late 1960's, many people in North America paid their attention to environmental problems, and new steel-and-glass skyscrapers were widely criticized. Ecologists pointed out that a cluster of tall buildings in a city often overburdens public transportation and parking lot capacities.

Skyscrapers are also lavish consumers, and wasters of electric power. In one recent year, the addition of 17 million square feet of skyscraper office space in New York City raised the peak daily demand for electricity by 120 000 kilowatts—enough to supply the entire city of Albany, New York, for a day.

Glass-walled skyscrapers can be especially wasteful. The heat loss (or gain) through a wall of half-inch plate glass is more than ten times that through a typical masonry wall filled with insulation board. To lessen the strain on heating and air-conditioning equipment, builders of skyscrapers have begun to use double-glazed panels of glass, and reflective glasses coated with silver or gold mirror films that reduce glare as well as heat gain. However, mirror-walled skyscrapers raise the temperature of the surrounding air and affect neighboring buildings.

Skyscrapers put a severe strain on a city's sanitation facilities, too. If fully occupied, the two World Trade Towers in New York City would alone generate 2.25 million gallons of raw sewage each year—as much as a city with the size of Stamford, Connecticut, which has a population of more than 109 000.

Skyscrapers also interfere with television reception, block bird flyways, and obstruct air traffic. In Boston in the late 1960's, some people even feared that shadows from skyscrapers would kill the grass on Boston Common.

Still, people continue to construct skyscrapers for all the reasons that they have always built them—personal ambition, civic pride, and the desire of owners to have the largest possible amount of rentable space.

47. The main purpose of the passage is to _____.

- [A] compare skyscrapers with other modern structures
[B] describe skyscrapers and their effect on the environment
[C] advocate the use of masonry in the construction of skyscrapers
[D] illustrate some architectural designs of skyscrapers

48. According to the passage, what is the disadvantage of skyscrapers that have mirrored walls?

- [A] The exterior surrounding air is heated.
[B] The windows must be cleaned daily.
[C] Construction time is increased.
[D] Extra air-conditioning equipment is needed.

49. According to the passage, in the late 1960's which aspect of skyscrapers were some residents of Boston concerned about?

- [A] The noise from their construction.
[B] The removal of trees from building sites.
[C] The harmful effects on the city's grass.
[D] The high cost of rentable office space.

50. Which of the following groups would be most concerned about the issues that the author raises?

- [A] Electricians. [B] Environmentalists.
[C] Aviators. [D] Teachers.

Part B

Directions:

Read the texts from a magazine article in which several people expressed their different opinions on the same issue. Please match the name of each person to one of the statements given below.

G. F. Aland

Many people regard Standard English as correct English. It is certainly the variety which is taught to foreign learners of English and, in its written form, it represents the form which is found in most types of writing—school textbooks, government documents, newspapers and literature. But Standard English is only one variety among the many varieties of English, though it has acquired a special position among these varieties because it is used as the medium of education in England. Because of the position of Standard English, it is often taken subconsciously as a norm in discussions of language acquisition, change and varieties. The effect of broadcasting has been to allow people to hear many different varieties of English from all over the world. Although this has not necessarily undermined the perceived status of Received Pronunciation, it perhaps has made it appear to speakers of the language that a high degree of variety exists and that many people, even quite distinguished ones, can use forms of spoken

English which differ from those of Received Pronunciation.

D. M. Richard

A standard language is a variety of a language that is socially and culturally predominant and is generally accepted as the most proper form of that language. Written Standard English is, with minor differences, primarily in spelling the same word. However, with reference to the spoken language, the term Standard English must be further qualified. The Standard English of New Zealand is by no means identical to the Standard English of Ireland. Indeed, even within a given country, what is considered standard may vary from area to area. Diversity among the regional dialects of England, particularly in pronunciation, is greater than in any other part of the world where English is spoken as a native language. English is also the only English-speaking nation with an official or quasi-official standard dialect, which we can call Standard British English (SBE). This dialect is a social and educational, rather than regional dialect. It is superimposed upon regional dialects; in effect, many of its users are bidialectal to some extent, able to speak both SBE and a regional dialect. SBE is the English taught in the public (that is, private) schools of England and Wales.

David Alpher

The rapid development in public broadcasting after about 1920 led in England and abroad to the establishment of BBC English as an actual spoken standard. This standard, alternatively known as Received Pronunciation, is that of a social and educational elite.

Robert Claiborne

But when we are communicating with “outsiders”, and especially if we are communicating in writing, we will almost certainly do best with spoken Standard English. The reasons are very clear. To begin with, though most English speakers speak some nonstandard dialect, they almost certainly understand the educated speech of their region and, if they’re literate, written Standard English. (The latter, in fact, is acceptable currency almost anywhere in the English-speaking world.) The overwhelming majority of English—language publications—newspapers, magazines and books—are written, apart from some dialogue passages, in Standard English. The directions and manuals that come with medicines, many foodstuffs, and the innumerable gadgets that enrich or complicate our lives are in Standard English. And the governmental and corporate bureaucrats that most of us have to correspond with from time to time deal in Standard, if often heavily jargonized English. In brief, Standard English is “better” than other dialects because with it we can give information to and get information from, many more sources than with any other dialect.

Gerald Knowles

Standard English was for a long time essentially a written form of the language, but it did influence the use of grammar and vocabulary in speech, and even pronunciation. In all parts of the country the UK, local forms and usages have been subject to displacement; as fashions have changed and new forms have been accepted in the standard language and have gradually spread to local dialects. The vast majority of English speakers today have a standardized variety of English. Agreement on matters of pronunciation seems to have developed in the nineteenth century, especially in the public schools of the south of England. This has led to a widespread acceptance in England of one variety of pronunciation as a standard and this is the type that was adopted in the 1920s for broadcasting by the BBC. It is known as Received Pronunciation, or more commonly as RP. An RP speaker is somebody whose speech belongs to England, but cannot be pinned down to any region of England. RP has had a power-

ful influence on all regional varieties, but relatively few people actually speak it.

Now match each of the persons with the appropriate statement.

Note: there are two extra statements.

Statements

- [A] Although RP has greatly influenced the regional dialects in UK, very few people actually speak it.
- [B] Standard English is more efficient in communicating with other people than other dialects.
- [C] A greater population speaks Standard English in UK.
- [D] The standard language varies from country to country.
- [E] An international standard language should be developed.
- [F] BBC is the standard of the British social elite.
- [G] Standard English has a special position because it acts as the medium of education.



Section IV Writing

You should write your responses to both Part A and Part B of this section.

Part A

Wang Peng’s friend—Jack has moved into his new house. So please write a congratulation letter to Jack on behalf of him. You should write about 100 words.

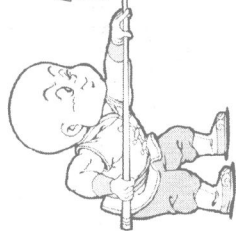
Part B

Direction:

For this part, you are allowed 30 minutes to write a composition of no less than 120 words on the topic of City Library. You should base your composition on the table below and give a clear description of the city library.

City Library

4th floor	Literature & Art	A collection of 300 000 books
3rd floor	Social Science & Humanity	A collection of 400 000 books
2nd floor	Reading Room	200 kinds of magazines, periodicals & 80 kinds of newspapers
1st floor	Science & Engineering	A collection of 2 500 000 books
Ground floor	Reference Books & Dictionaries	Various kinds



Weather and Climate

天气与气候

Unit 4

班级 姓名



Section I Listening Comprehension

Part A

You will hear 4 short dialogues. For each dialogue, there is one question and four possible answers. Choose the correct answer—[A], [B], [C], or [D]. You will hear each dialogue ONLY ONCE.

- What does the woman mean?
[A] She hopes it stays like this.
[B] She hopes it stays fine.
[C] She hopes it's going to turn colder.
[D] She hopes it's going to turn warmer.
- What does the woman mean?
[A] The weather forecast is not reliable.
[B] It'll clear up tomorrow.
[C] The weather forecast is always right.
[D] It cleared up yesterday.
- What are the two speakers talking about?
[A] An essay.
[B] Correcting test papers.
[C] A coming test.
[D] How to score high in tests.
- In what season does this conversation take place?
[A] Spring.
[B] Summer.
[C] Autumn.
[D] Winter.

Part B

You will hear two dialogues or monologues. Before listening to each one, you will have 5 seconds to read each of the questions which accompany it. While listening, answer each question by choosing [A], [B], [C], or [D]. You will hear each piece ONLY ONCE.

- Questions 5 to 7 are based on the following conversation.
5. What led to the conversation?
[A] A recent local storm.
[B] A recent radio program.

Part A Direction:

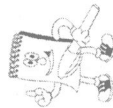
Choose the best word or phrase for each numbered blank.

12. The play succeeded _____ the good performance of actors.
[A] in that [B] as for [C] thanks to [D] thanks for

- [C] A course the speakers are taking.
[D] Research being done by one of the speakers.
6. Where does thunder occur?
[A] Where cool air hits mountains.
[B] Where lightning occurs.
[C] Near electrical wires.
[D] Underneath the clouds.
7. Why is lightning sometimes NOT seen during a thunder storm?
[A] It doesn't always occur.
[B] It is too faint to seen.
[C] It happens in a distant city.
[D] It is concealed by clouds.

Questions 8 to 11 are based on the following passage.

8. According to the passage, your intelligence probably _____.
[A] never changes throughout the year
[B] changes from season to season
[C] varies from day to day
[D] changes from year to year
9. Huntington based his conclusion on _____.
[A] records of temperature changes
[B] records of changes in his own intelligence
[C] work with people in different climates
[D] all mentioned above
10. The two best seasons for thinking are _____.
[A] winter and summer
[B] spring and summer
[C] spring and winter
[D] spring and autumn
11. Intelligent refers to _____.
[A] clever [B] attractive
[C] warm [D] sloth



Section II Use Of English