

2014 全国大学生英语竞赛辅导系列

全国大学生 英语竞赛 B类(英语专业) 历年真题精解与标准模拟考场



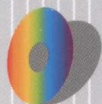
清华大学
北京大学

赵晓敏
张艳霜

主编



权威专家联袂，精解历年真题，把握命题脉搏
全真模拟荟萃，经典解析，提高考试解题能力



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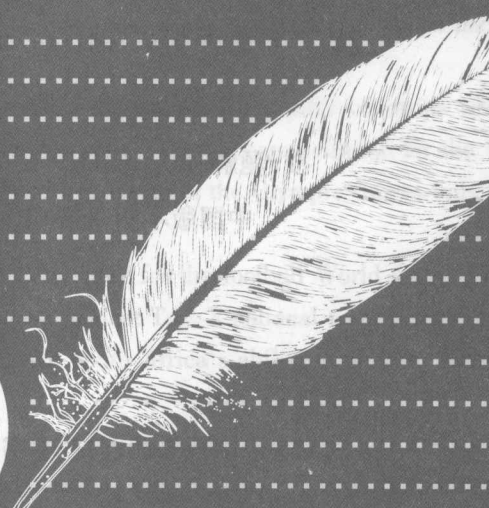
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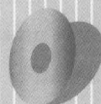
教·育·出·版·中·心



北航

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图书在版编目(CIP)数据

全国大学生英语竞赛 B 类(英语专业) 历年真题精解
与标准模拟考场 / 赵晓敏, 张艳霜主编. —北京: 中国
石化出版社, 2013. 11

ISBN 978-7-5114-2469-3

I. ①全… II. ①赵… ②张… III. ①英语-高等学
校-题解 IV. ①H319.6

中国版本图书馆 CIP 数据核字(2013)第 259266 号

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参 考

中国石化出版社出版发行

地址: 北京市东城区安定门外大街 58 号

邮编: 100011 电话: (010) 84271850

读者服务部电话: (010) 84289974

<http://www.sinopec-press.com>

E-mail: press@sinopec.com

北京富泰印刷有限责任公司印刷

全国各地新华书店经销

*

787 × 1092 毫米 16 开本 20.5 印张 507 千字

2013 年 11 月第 1 版 2013 年 11 月第 1 次印刷

定价: 45.00 元 (赠送 MP3 光盘)

前言

PREFACE

全国大学生英语竞赛是经教育部有关部门批准,由高等学校大学外语教学指导委员会和高等学校大学外语教学研究会联合主办,英语辅导报社承办的全国唯一的大学生英语综合能力竞赛。本竞赛是全国性大学英语学科竞赛,旨在贯彻落实教育部关于大学英语教学改革精神,促进大学生英语水平的全面提高,激发学生学习英语的兴趣,鼓励英语学习成绩优秀的大学生。

本竞赛分 A、B、C、D 四个类别,全国各高校研究生及本、专科所有年级学生均可自愿报名参加。A 类考试适用于研究生参加;B 类考试适用于英语专业本、专科学生参加;C 类考试适用于非英语专业本科生参加;D 类考试适用于体育类和艺术类本科生和非英语专业高职高专类学生参加。本竞赛面向大多数学生,提倡“重在参与”的奥林匹克精神,坚持自愿报名参加的原则,避免仅仅选拔“尖子”参加竞赛,而把大多数学生排除在竞赛之外的做法。

为了更好地帮助考生复习,赢取高分,我们分析了近几年考题中的考点、难点、重点及命题套路,倾力推出这套大学生英语竞赛复习指导丛书。本套丛书包括《全国大学生英语竞赛 A 类(研究生)历年真题精解与标准模拟考场》、《全国大学生英语竞赛 B 类(英语专业)历年真题精解与标准模拟考场》、《全国大学生英语竞赛 C 类(本科生)历年真题精解与标准模拟考场》、《全国大学生英语竞赛 D 类(专科生)历年真题精解与标准模拟考场》、《全国大学生英语竞赛 A 类(研究生)综合指南与高分突破》、《全国大学生英语竞赛 B 类(英语专业)综合指南与高分突破》、《全国大学生英语竞赛 C 类(本科生)综合指南与高分突破》、《全国大学生英语竞赛 D 类(专科生)综合指南与高分突破》。

本套丛书的编写特点如下:

一、作者阵容强大,具有丰富的命题、阅卷和授课经验

本书作者长期从事全国大学生英语竞赛命题、阅卷与辅导,深谙命题规律和出题的动态,从而使本书具有极高的权威性。本书的出版凝结着参与编写的专家学者多年教学、命题、评卷的经验。

二、诠释命题规律，把握命题脉搏

历史是一面镜子，了解昨天才能明白今天，掌握了历史和现在才能把握未来。研习历年的试题是研究生入学考试复习备考中必不可少的关键环节，也是考生掌握考试动态、赢得高分的最佳捷径。对往年真题的研究是最有帮助的，循着命题人的思路，我们就可以把握考试的脉搏，明确考试的重点和难点所在。本套丛书是广大英语教师及原命题组的专家、教授智慧和劳动的结晶，是一份宝贵的资料。其中的每一道试题，既反映了大学生英语竞赛对考生英语知识、能力和水平的要求，又蕴含着命题的指导思想、基本原则和趋势。研究这些试题，考生不仅可以了解大学生英语竞赛试题的全貌，而且可以方便地了解有关试题和信息，从中发现规律，归纳出各部分内容的重点、难点，以及常考的题型，进一步把握考试的特点及命题的思路和规律，从而从容应考，轻取高分。

三、全程预测，系统预测，实用性强

许多考生缺乏实际临场经验，本套丛书将精辟阐明解题思路，全面展现题型变化，将浩渺的习题浓缩于有限的模拟题精华中，迅速提高考生快速、准确、灵活的解题能力。为考生全程领航和理性分析，引领考生高效通过考试难关。每套试卷都有详细的标准答案和解析。考生可以利用本套试卷进行考前模拟实战训练，检验自己的学习成果，及时进行查漏补缺，有针对性的进行复习备考。

总之，本套丛书一定会成为广大立志参加大学生英语竞赛的莘莘学子的良师益友。好的学习方法、好的辅导老师、好的辅导教材以及好的学习热情，是必不可少的成功要素。我们的精益求精和热情付出，恰恰是广大考生迫切需要和殷切期待的。

限于水平和时间，书中疏漏在所难免，敬请广大读者批评指正。

编者

于北大燕园

目 录

CONTENTS

第一部分 历年真题精解

全国大学生英语竞赛 B 类考试 2013 年初赛试题	(1)
参考答案及解析	(14)
录音原文	(25)
全国大学生英语竞赛 B 类考试 2012 年初赛试题	(29)
参考答案及解析(听力略)	(38)
全国大学生英语竞赛 B 类考试 2011 年初赛试题	(49)
参考答案及解析(听力略)	(59)
全国大学生英语竞赛 B 类考试 2011 年决赛试题	(69)
参考答案及解析(听力略)	(79)
全国大学生英语竞赛 B 类考试 2010 年初赛试题	(89)
参考答案及解析	(101)
录音原文	(112)
全国大学生英语竞赛 B 类考试 2010 年决赛试题	(117)
参考答案及解析(听力略)	(127)
全国大学生英语竞赛 B 类考试 2009 年初赛试题	(136)
参考答案及解析	(148)
录音原文	(161)
全国大学生英语竞赛 B 类考试 2008 年初赛试题	(167)

参考答案及解析(听力略)	(177)
全国大学生英语竞赛 B 类考试 2008 年决赛试题	(187)
参考答案及解析(听力略)	(197)
全国大学生英语竞赛 B 类考试 2007 年初赛试题	(207)
参考答案及解析	(221)
录音原文	(234)
全国大学生英语竞赛 B 类考试 2007 年决赛试题	(239)
参考答案及解析(听力略)	(251)

第二部分 标准模拟考场及详解

全国大学生英语竞赛 B 类标准模拟考场一	(262)
(41) 参考答案及解析	(277)
(42) 录音原文	(289)
全国大学生英语竞赛 B 类标准模拟考场二	(293)
(88) 参考答案及解析	(306)
(89) 录音原文	(318)
(90)	(320)
(91)	(321)
(92)	(322)
(93)	(323)
(94)	(324)
(95)	(325)
(96)	(326)
(97)	(327)
(98)	(328)
(99)	(329)
(100)	(330)
(101)	(331)
(102)	(332)
(103)	(333)
(104)	(334)
(105)	(335)
(106)	(336)
(107)	(337)



第一部分 历年真题精解



全国大学生英语竞赛 B 类考试 2013 年初赛试题

(Level B - Preliminary)

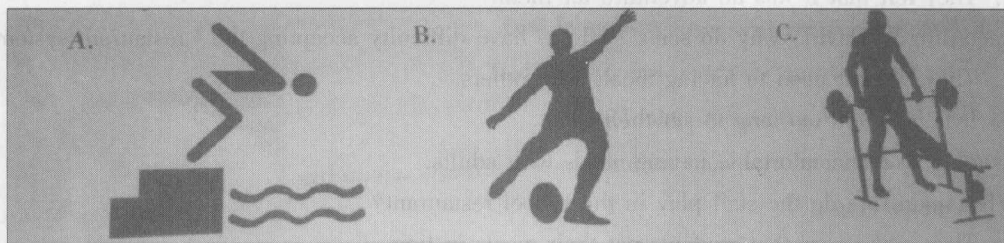
(总分: 150 分 答题时间: 120 分钟)

Part I Listening Comprehension (30 marks)

Section A (5 marks)

In this section, you will hear **five** short conversations. Each conversation will be read **only once**. After each conversation, there will be a twenty-second pause. During the pause, read the question and the **three** choices marked A, B and C, and decide which is the best answer. Then mark the corresponding letter on the **answer sheet** with a single line through the centre.

1. What does the man imply?
 - A. He's heard about Sue's great ideas.
 - B. He finds some of Sue's ideas acceptable.
 - C. He thinks Sue's ideas are impractical.
2. What are the speakers talking about?
 - A. Hanging a picture.
 - B. Framing a painting.
 - C. Buying new glasses.
3. What does the man mean?
 - A. The secretary will make the final revisions for Mary.
 - B. The secretary will bring the paper to him next Friday.
 - C. The secretary will pass him the paper when he gets back.
4. Which sport does the man want to participate in?



5. Why doesn't the man apply for a job at the factory?
- A. He doesn't think there is a chance for him to get a job there.
 - B. The factory is closing down during the summer vacation.
 - C. He doesn't think that is a good place to work in.

Section B (10 marks)

In this section, you will hear **two** long conversations. Each conversation will be read **only once**. At the end of each conversation, there will be a one-minute pause. During the pause, read the questions and the three choices marked A, B and C, and decide which is the best answer. Then mark the corresponding letter on the **answer sheet** with a single line through the centre.

Conversation I

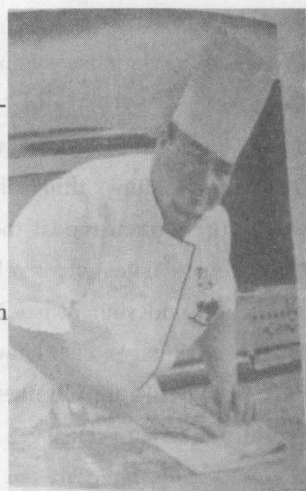
6. What is the man going to do during the summer?
- A. Attend classes.
 - B. Go traveling.
 - C. Take a part-time job.
7. What is the man going to do at Copper Mountain?
- A. Collecting fossil.
 - B. Camping.
 - C. Sightseeing.
8. According to the man, why can't the geology course be offered during the academic year?
- A. Because too many students are interested in taking it.
 - B. Because students' schedule is already full.
 - C. Because the professor is too busy.
9. What was found at the buffalo-kill site?
- A. Broken buffalo skins and used rifles.
 - B. Broken stone tools for killing buffaloes.
 - C. Lots of broken buffalo bones.
10. What does the woman imply about summer classes?
- A. They're more expensive than regular classes.
 - B. They're more boring than regular classes.
 - C. They're more interesting than regular classes.

Conversation II

11. What was the students' initial reaction to the food they were served?
- A. They would rather have eaten traditional food.
 - B. They were not sure whether it was good or bad.
 - C. They felt that it was an adventure for them.
12. According to David, why do some students have difficulty accepting the "restaurant system"?
- A. They are not used to having meals with others.
 - B. It takes them too long to get their food.
 - C. They are uncomfortable having meals with adults.
13. What main role do the staff play in the school restaurant?
- A. They make sure that students eat their meals in time.



- B. They deal with students' complaints about the food.
C. They help students learn about a balanced diet.
14. According to David, where does most of the food served in the restaurant come from?
A. Local suppliers.
B. The school's garden.
C. All over the world.
15. Why does David think his approach could be difficult to introduce in other schools?
A. Not all students see healthy eating as importing.
B. Many students are resistant to radical changes.
C. Parents would be unwilling to accept it.



Section C (5 marks)

In this section, you will hear **five** short news items. After each item, which will be read **only once**, there will be a pause. During the pause, read the question and the **three** choices marked A, B and C, and decide which is the best answer. Then mark the corresponding letter on the **answer sheet** with a single line through the centre.

16. How many people were killed in the suicide bomb attack?
A. At most two. B. At least eleven. C. Up to thirty.
17. What problem is US government now faced with?
A. How to avoid the fiscal cliff.
B. How to raise tax on high incomes.
C. How to cope with campus violence.
18. What did Ban Ki-moon propose to stop the current tension in the Middle East?
A. International intervention.
B. A negotiated two-state.
C. Unconditional ceasefire.
19. Which is not mentioned about Sir Patrick Moore?
A. He is the author of *The Sky at Night*.
B. He devoted himself to the study of the universe.
C. He was a former presenter of the BBC.
20. What do we learn from the news?
A. New York is the first city using smartphones for taxi services in the US.
B. Similar cases have been reported in some other European countries.
C. Passengers can use mobile apps to call taxi and make payment in NY.

Section D (10 marks)

In this section, you will hear an instructor giving a talk to students. The passage will be read **twice**. For question 21-30, complete the note using **three words or fewer** for each blank. Remove to write the answers on the **answer sheet**.

- A lecture is not (21) _____.
 - Use abbreviations, symbols, numbers and so on to take notes in order to (22) _____.
 - (23) _____ should:
- Before the lecture; ask yourself what you already know about (24) _____;
- During the lecture; think about where the talk might be (25) _____.
- Lecturers often repeat them themselves by (26) _____ (27) _____.
 - To review notes effectively you need to (28) _____ them, reorganize them, highlight the main points and add your own (29) _____.
 - The advantages of reviewing; help everything sink in and make a (30) _____.

Part II Multiple Choices (15 marks)

Section A (10 marks)

In this section, there are ten incomplete sentences. For each blank there are **four** choices marked A, B, C and D. Choosing the one that best completes the sentence. Then mark the corresponding letter on the **answer sheet** with a single line through the centre.

31. _____, Marcia walked up to the podium and deliverer an animated acceptance speech.
 - A. Excited about winning the award
 - B. Been excited with winning the award
 - C. To be excited about winning the award
 - D. Exciting with winning the award
32. As a scientific document, the book should stand for several years until further _____ make revision _____.
 - A. development; impossible
 - B. experiments; optional
 - C. advances; necessary
 - D. attempts; undesirable
33. When I was a teenager, I _____ a lot and people couldn't understand what I was saying.
 - A. complained
 - B. mumbled
 - C. uttered
 - D. gossiped
34. Dry farming is a type of agriculture used in areas _____ less than 20 inches of rainfall.
 - A. there are
 - B. where there is
 - C. in which is
 - D. which has
35. Not until 1942 _____ a drying patient's life using penicillin.
 - A. when John Bumstead and Orvan Hess saved
 - B. saved John Bumstead and Orvan Hess
 - C. did John Bumstead and Orvan Hess save
 - D. that John Bumstead and Orvan Hess
36. Birds that breed on high cliffs have pear-shaped eggs that roll in a tight circle, making them _____ less likely to roll off the cliff.
 - A. somewhere
 - B. sometimes
 - C. something
 - D. somewhat
37. _____, the condor in Peru is threatened by the rapid encroachment of humans.
 - A. As isolated as its few remaining habitats may be
 - B. As its few remaining isolated habitats may be
 - C. May its few remaining habitats be as isolated

- D. Its few remaining habitats may be as isolated
38. The shrinking range poses _____ to Africa's elephants.
- A. a graver threat that is long-term. B. long-term the gravest threat.
C. the gravest long-term threat. D. a long-term threat graver.
39. —I think there may be other options that we haven't considered yet.
—So what you mean is _____.
—No, I just think that we shouldn't make too quick a decision.
- A. that I shouldn't get angry with you B. you don't like my idea
C. that you want to break up with me D. that it makes me look stupid
40. —He's upset. You shouldn't have offended him.
—I know I shouldn't have. _____
- A. I didn't mean to. B. I wasn't able to.
C. I was confident of that. D. I was used to it.

Section B (5 marks)

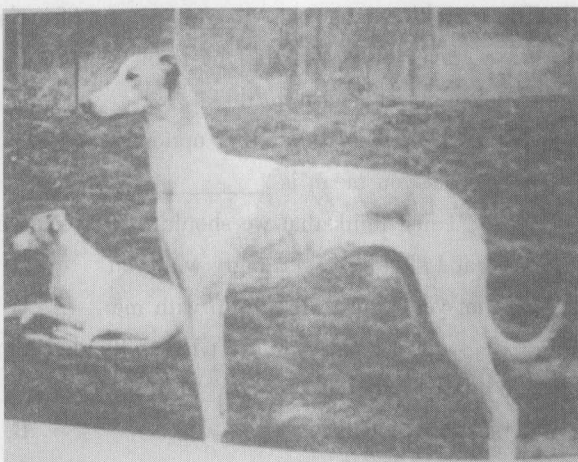
In this section, there are ten incomplete sentences. For each blank there are **four** choices marked A, B, C and D. Choose the most suitable answer from the given choices. Then mark the corresponding letter on the **answer sheet** with a single line through the centre.

41. _____ is an accent that emerged at the beginning of the nineteenth century, associated with the way upper-class and well-educated people spoke, especially in the "golden triangle" of London, Oxford and Cambridge.
- A. Received Pronunciation B. Queen's English
C. Cockney D. Yorkshire Dialect
42. The recent literary representations of the North-East of England have been concerned with life after the death of _____.
- A. farming and spinning. B. ducking and diving
C. wheeling and dealing D. coalmining and shipbuilding
43. Which movie is an American fantasy adventure film released in 2012, nominated for eleven Academy Awards and offered four including Best Director in 2013?
- A. The Twilight Saga: New Moon B. Avatar
C. Life of Pi D. The Hurt Locker
44. The United States is a nation of immigrants. By the year 2000, more than 11% of all Americans were foreign born. Which state has the largest number of immigrants?
- A. New Jersey B. California C. New York D. Arizona
45. American parents living in large cities like to send their children to _____ because they believe that these schools are safer and have higher academic standards than "common schools".
- A. elite school B. private schools
C. community colleges D. religious schools

Part III Cloze (10 marks)

Read the following passage and fill in each blank with **one word** using one of the following three methods: according to the context, using the correct form of the word given, or using the first letter(s) of the word. Remember to write the answers on the **answer sheet**.

Greyhound racing is the sixth most (46) p _____ spectator sport in the United States. Over the _____ last decade, a growing number of racers have been (47) _____ to spend their retirement household pets, once their racing careers are over.



Many people hesitate to adopt a retired racing greyhound because they think only very old dogs are (48) ava _____. Actually, even champion racers only work until they are about three-and-a half years old. Because greyhounds usually live to be 12 to 15 years old, their retirement is much (49) _____ than their racing careers.

People worry that a greyhound will be more (50) _____ (nerve) and active than other breeds and will need a large (51) sp _____ to run. These are false impressions. Greyhounds have naturally sweet, mild dispositions, and while they love to run, they are sprinters rather than distance runners and are (52) _____ (sufficiency) exercised with a few daily laps around a fenced-in backyard.

Greyhounds do not make good watchdogs, (53) _____ they are very good with children, get along well with other dogs (and usually cats as well), and are (54) _____ (affection) and loyal. They are intelligent, well-behaved dogs, usually housebroken in only a few days. A (55) re _____ racing greyhound is a wonderful pet for almost anyone.

Part IV Reading Comprehension (40 marks)

Section A (10 marks)

In this section, there is one passage followed by five questions. For two questions, there are four choices marked A, B, C and D. Choose the most suitable answer from the given choices. Then mark the corresponding letter on the answer sheet with a single line through the centre. For the other three incomplete sentences, you should complete them in **a maximum of three words** using information from the passage. Remember to write the answers on the **answer sheet**.

Questions 56-60 are based on following passage.

My entry into Black women's history was unexpected but agreeable. In the preface to *Black Women in America: An Historical Encyclopedia*, I recount the story of exactly how Shirley Herd (who, in addition to teaching in the local school system, was also president of the Indianapolis chapter of the National Council of Negro Women) successfully provoked me into changing my research and writing focus. Although I dedicate this volume to her and to her best friend, fellow club

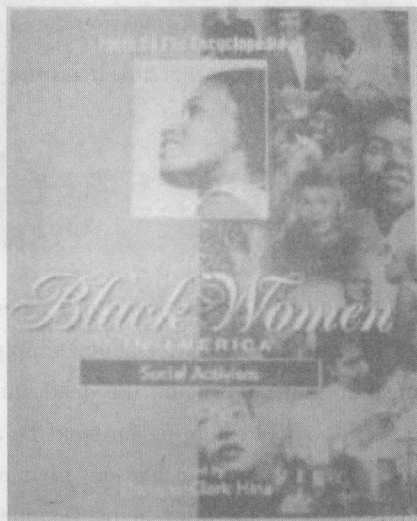


woman and retired primary school teacher Virtea Downey, I still blush at the fact that I went to graduate school to become a historian in order to contribute to the Black Struggle for social justice and yet met her request to write a history of Black women in Indiana with reluctance. I had never even thought about Black women as historical subjects with their own relations to a state's history, and I thought her invitation and phone call extraordinarily intrusive. Only later did I concede how straightforward and reasonable had been her request to redress a historical omission. Black women were conspicuous by their absence. None of the social studies texts or state histories that Herd and Downey had used to teach their students made mention of the contributions of Black women. Since historians had left them out, Herd reasoned,

only a “real” historian could put them in, and since I was the only tenured Black women historian in the state of Indiana at that time, the task was mine.

Herd rejected my reservations and completely ignored my admonitions that she could not call up a historian and order a book the way you drive up to a fast-food restaurant and order a hamburger. In spite of my assertions of ignorance about the history of Black women in Indiana and my confession of having never studied the subject in any history course or examined any manuscript sources pertaining to their lives, Herd persevered. Black women, as historical subjects and agents, were as invisible to me as they had been to school textbook writers.

Undaunted by my response, Herd demanded that I connect (thankfully without perfect symmetry) my biology and autobiography, my race and gender, my being a Black women, to my skill as a historian, and write for her and for the local chapter members of the National Council a history of Black Women in Indiana. I relented and wrote the book, *When the Truth Is Told: Black Women's Culture and Community in Indiana, 1875-1950*, as requested. In the process, I was both humbled and astounded by the array of rich primary source materials Herd, Downey, and the other club women had spent two years collecting. There were diaries, club notes, church souvenir booklets, photographs, club minutes, birth death, and marriage certificates, letters, and handwritten county and local histories. Collectively this material revealed a universe I never knew existed in spite of having lived with Black women all of my life... and being one myself. Or perhaps more accurately, I knew a universe of Black women existed. I simply had not envisioned its historical meaning.



56. The primary purpose of the passage is to show how the author _____.
 A. discovered Black women's history when she was in graduate school
 B. became a historian to help Black people in America achieve social justice
 C. developed her research skills by undertaking a challenging project
 D. came to view Black women as a worthy subject for historical analysis
57. Why did the author initially respond to Herd's request "with reluctance"?
 A. Because she knew that historians should avoid controversial subjects.
 B. Because there were too many other projects requiring her attention.
 C. Because she viewed Herd's request as irrelevant and presumptuous.
 D. Because she knew that Herd had not been to graduate school.
58. The author compared Herd's demanding a history book to _____ to indicate that she did not generally undertake projects on request.
59. The author believed that historians should conduct research in areas in which they had expertise so she asserted that she was _____ about the project.
60. Herd and the other club women spent two years collecting _____ to prove that Black women contributed to society historically.

Section B (10 marks)

In this section, there is one passage followed by **five** questions. You should answer each question in a **maximum of ten words** using information from the passage. Remember to write the answer on the **answer sheet**.

Questions 61-65 are based on the following passage.



In the past, hunting was necessity, with humans killing wild animals for food and clothing. However, modern hunters generally hunt for one of two reasons: for sport, or because it's part of their traditional culture. Can hunting ever be justified?

Hunting for sport is popular all over the world. Every year in the United States, more than 12 million people go hunting; and wealthy enthusiasts from around the world pay thousands to go on African safaris. While many recreational hunters eat the animal they kill, others simply do it for trophies. These so-called trophy hunters pay taxidermists to stuff and mount the dead animals, which they then display in their homes as souvenirs.

So, should hunting for sport be allowed? No, says animal right group PETA. They believe animals have the right to live out their natural lives in the wild. And the group notes that hunted animals often escape after being wounded and are left to die slowly and painfully. Other anti-hunting activists argue that hunters prefer to kill the bigger members of a species, which often leaves the smaller ones behind to breed. As a result, the entire species slowly becomes weaker.

Of course, many hunters disagree. They claim that responsible hunters follow a strict code of conduct, which includes never letting a wounded animal escape, and never taking a shot at an ani-

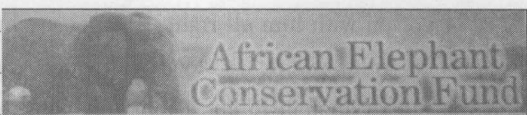


mal unless it's going to be a clean kill. Hunters also argue that their sport keeps certain species in check, preventing overpopulation. For example, they say that if waterfowl weren't hunted, their numbers would grow too large, leading to outbreaks of fowl cholera a disease dangerous to humans.

Hunters even argue that they're helping endangered species. This is because many countries re-invest hunting revenue (from permits or safari fees) back into animal conservation. For example, some of the money that Zimbabwe earns from foreign elephant hunters is put back into elephant conservation. As a result, Zimbabwean elephant numbers are actually steadily increasing. However, conservationists say that killing animals in order to save them is hypocritical and that there are other ways to protect endangered wildlife.

But what about traditional cultures who still hunt for their food? The Inuit people have lived in the Arctic for thousands of years and their traditional

diet includes the endangered bowhead whale. Local laws allow them to kill a limited number of bowheads a year and many Inuit argue that traditional societies must adapt and drop endangered species from their diets.



Questions

61. Generally, what are the two reasons for hunting?
62. What do trophy hunters pay taxidermists to do?
63. What do hunters argue that hunting can help prevent?
64. What could be the consequence of not hunting waterfowl?
65. What is Inuit people's code of conduct regarding hunting?

Section C (10 marks)

In this section, there is one passage presented as a conversation between **Mike, Jack and Peter**, followed by a summary which is an email sent to Mike's friend, **Paul**. You should complete the email below using **no more than three words** for each blank from the passage. Remember to write the answer on the **answer sheet**.

Questions 66-70 are based on the following passage.

"I've just heard that Mike's moved jobs," said Jack to Peter. "The strange thing is that he's moved to a much smaller firm and he's usually so ambitious. It doesn't sound like the kind of thing he'd do. Moving to a larger firm would be much more his style."

Peter replied, "I was talking to him briefly last night, but he didn't have time to give me any details. He said he'd tell me all about it next time we meet. I gather that he still liked the work he was doing, but the marketing department, where he worked, had become a revolving door. A lot of people left before Mike did and their replacements are saying no time at all. That must be very unsettling for everyone."



Just then, Mike walked in and they asked him what had happened to make him change jobs.

He began to tell them the background to his move. "To put it in a nutshell, it's all the fault of the new marketing director. About six months ago, management decided that as a company we didn't have a high enough profile and they got rid of Jeff Jones, who was head of marketing, and appointed someone to improve the image of the company. Unfortunately, the new broom is one of those people who takes an instant dislike to some people and sets out to make their lives a misery. I don't know what he's done for the public image of the firm, but morale has hit rock bottom. It's particularly sad because Jeff Jones was a good boss and it was a very happy department when he was there."

Peter said, "That's dreadful. It's very difficult to work under such circumstances. How did you get on with him?"

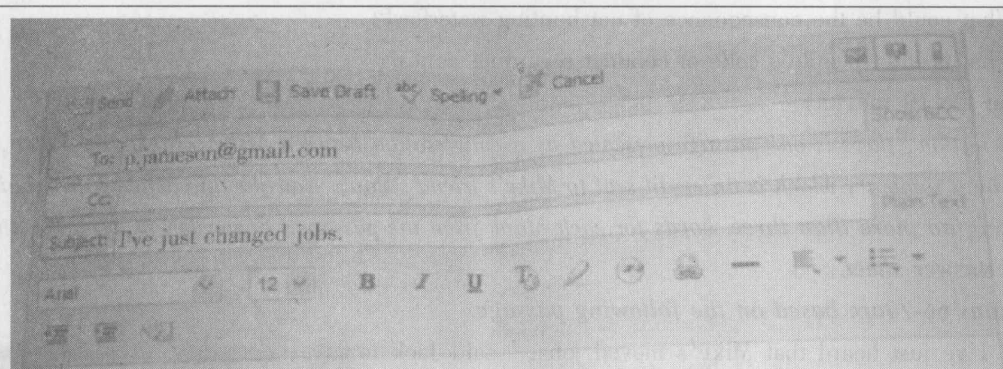
"I got on with him all right, I suppose, but his mood could change from one minute to another. None of us knew where we stood with him. I decided early on to get out while the going was good and was lucky enough to get a job with Smith & Jones. They're a much smaller company, but you can see that they're going place. They treat their staff well and so they stay around."

"It might be in the end a good career move, then," said Jack. "Perhaps he did you a favour, after all."

"Certainly," said Jack. "I've taken a cut in salary at the moment, but looking at the big picture I can see that my promotion prospects are much better."

"You wouldn't go back to your old job if this new man left, then?" asked Peter.

"After the way management let him treat us?" asked Mike. "You must be joking!"



Hi Paul,

I've just changed jobs. I've moved to (66) _____, Smith and Jones, and will take a pay cut but it's worth it as the (67) _____ are much better here. The main reason for leaving the old company is that the new marketing director had turned the office environment from a happy one to one with low (68) _____. If he disliked someone, he would make (69) _____. Though I (70) _____ him, I couldn't be sure when would turn on me. So I decided to leave. Wish me luck.

Cheers,

Mike