

# COLLEGE ENGLISH

Band Two

吴其中 主编

大学英语综合技能实践教程  
(2014年版) 二级

东华大学出版社

College English Band Two

# 大学英语综合技能实践教程(2014 年版)

## 二级

主 编 吴其中

副 主 编 宋传林 汪玲玲

主 审 李 倩 华玉香

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廖晓冲

00932149

东华大学 出版社

## 图书在版编目(CIP)数据

大学英语综合技能实践教程:2014年版. 二级/吴其中主编.

—上海:东华大学出版社,2014.8

ISBN 978-7-5669-0460-7

I. ①大… II. ①吴… III. ①英语-高等学校-教材

IV. ①H31

中国版本图书馆 CIP 数据核字(2014)第 036549

责任编辑:曹晓虹

封面设计:姚大斌

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## 大学英语综合技能实践教程(2014年版) 二级

吴其中 主编

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

发行部 021-62193056 62373056

出版社网址 <http://www.dhupress.net>

天猫旗舰店 <http://dhdx.tmall.com>

经 销 新华书店上海发行所发行

印 刷 江苏省南通印刷总厂有限公司

开 本 787mm×1092mm 1/16

印 张 13

字 数 463 千

版 次 2014年8月第1版

印 次 2014年8月第1次印刷

ISBN 978-7-5669-0460-7/H·550

定价:25.90元

## 修订说明

《大学英语综合技能实践教学(2014 年版)》(1-4 级)是根据教育部高教司主持和领导下的大学英语四、六级考试改革项目组和考试委员会制定的《全国大学英语四、六级考试改革方案》所推行的新的计分体制和成绩报道方式,依据《大学英语课程教学要求》来编写的。该系列与大学英语教学课程和计划同步,对大学生的“听、说、读、写、译”等**综合技能**进行全面培养和训练,由浅入深、循序渐进,一学期一册,共分四级。本系列属水平能力练习与检测题,可独立用于课堂测试,也可供学生课后自学。参加本套书编写的作者,都是长期从事大学英语教学且有着四、六级考试指导丰富经验的大学老师。编写时,作者还将近期教学与考试中出现的新内容、新题型吸收进来,使该套书具有较强的**时效性**和**实用性**,可与各高校现行使用的《全新版大学英语》、《新视野大学英语》、《大学英语》、《新编大学英语》、《当代大学英语》和《大学核心英语》等教材配套使用并配有 MP3 录音光盘。

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 2013 年 12 月的大学英语四、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 **How I Overcame My Difficulties in Learning English**. You should write at least 120 but no more than 150 words following the outline given below in Chinese:

1. 你在英语学习中有哪些困难?
2. 你是如何克服这些困难的?

注意:此部分试题写在答题卡 1 上。

### Part II

### Listening Comprehension

(30 minutes)

#### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.

注意:此部分试题请在答题卡 1 上作答。

- |   |                         |
|---|-------------------------|
| 1. A) At 2:00.                                  | B) At 2:30.             |
| C) At 3:00.                                     | D) At 3:20.             |
| 2. A) 617.                                      | B) 640.                 |
| C) 657.   | D) 670.                 |
| 3. A) Classmates.                               | B) Reader and writer.   |
| C) Editor and writer.                           | D) Teacher and student. |
| 4. A) Go to the concert.                        | B) Go shopping.         |
| C) Clean the table.                             | D) Clean the house.     |
| 5. A) The woman wants to sell newspaper.        |                         |
| B) The woman wants to be a journalist.          |                         |
| C) The woman is skillful in selling.            |                         |
| D) Good sales skills are necessary for the job. |                         |

6. A) Her hairstyle is very beautiful. B) Her hairstyle is not nice.  
C) She doesn't like the new hairstyle. D) The man is good at observing.
7. A) At a theatre. B) In a travel agency.  
C) At a train station. D) At an airport.
8. A) A waitress. B) A cook.  
C) The man's wife. D) The man's friend.

**Questions 9 to 12 are based on the conversation you have just heard.**

9. 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.
10. 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.
11. 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.
12. 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.

**Questions 13 to 15 are based on the conversation you have just heard.**

13. 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.
14. 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.
15. A) Somewhat curious.  
B) Quite annoyed.  
C) Very doubtful.  
D) Not at all interested.

## Section B

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

### Section C

**Directions:** *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks with the exact words you have just heard. Finally, when the passage is read for the third time, you should check what you have written.*

注意:此部分试题请在答题卡 1 上作答。

Sport is not only physically challenging, but it can also be mentally challenging. \_\_\_\_\_ 26 \_\_\_\_\_ from coaches, parents, and other teammates, as well as pressure to win can create an \_\_\_\_\_ 27 \_\_\_\_\_ anxiety or stress for young athletes. Stress can be physical, \_\_\_\_\_ 28 \_\_\_\_\_, or psychological, and research has indicated that it can lead to burnout. Burnout has been \_\_\_\_\_ 29 \_\_\_\_\_ as dropping or quitting of an activity that was at one time \_\_\_\_\_ 30 \_\_\_\_\_.

The early years of development are critical years for learning about oneself. The sport setting is one where valuable \_\_\_\_\_ 31 \_\_\_\_\_ can take place. Young athletes can, for example, learn how to \_\_\_\_\_ 32 \_\_\_\_\_ others, make friends and gain other social skills that will be used throughout their lives. Coaches and parents should be aware, at all times, that their feedback to youngsters can greatly affect their children. \_\_\_\_\_ 33 \_\_\_\_\_ may take their parents' and coaches' criticisms to heart and find a flaw in themselves.

Coaches and parents should also be cautious that youth sport participation does not become work for children. The outcome of the game should not be more important than the process of learning the sport and other life lessons. In today's youth sport setting, young athletes may be worrying more about who will win instead of enjoying themselves and the sport. Following a game, many parents and coaches focus on the outcome and \_\_\_\_\_ 34 \_\_\_\_\_ youngster's performances. Positive reinforcement should be provided \_\_\_\_\_ 35 \_\_\_\_\_ the outcome. Research indicates that positive reinforcement motivates and has a greater effect on learning than criticism. Again, criticism can create high levels of stress, which can lead to burnout.

### 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 36 to 45 are based on the following passage.**

The greatest recent social changes have been in the lives of women. A woman marrying 36 the end of the nineteenth century would probably have been in her middle twenties, and would be likely to have seven or eight children, of whom four or five lived till they were five years old. By the time the youngest was fifteen, the mother would have been in her early fifties and would 37 to live a further twenty years, during which custom, opportunity and health made it unusual for her to get 38 work. Today women 39 younger and have fewer children. Usually a woman's youngest child will be fifteen when she is forty-five and can be expected to live another thirty-five years and is likely to take paid work until 40 at sixty.

This important change in women's life-pattern has only recently begun to have its full effect on women's economic 41. Even a few years ago most girls left school at the first opportunity, and most of them took a full-time job. However, when they married, they usually left work at once and never 42 to it. Today the school-leaving age is sixteen, many girls stay at school after that age, and though women tend to marry younger, more married women stay at work at least until shortly before their first child is born. Such changes have led to a new 43 in marriage, with the husband accepting a 44 share of the duties and satisfactions of family life, and with both husband and wife sharing more 45 in providing the money, and running the home, according to the abilities and interests of each of them.

注意:此部分试题请在答题卡2上作答。

- |                 |             |
|-----------------|-------------|
| A) relationship | I) equally  |
| B) position     | J) paid     |
| C) marry        | K) expect   |
| D) likely       | L) mostly   |
| E) in           | M) returned |
| F) at           | N) go       |
| G) retirement   | O) greater  |
| H) small        |             |

## 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**.

### The Art of Gift-giving

- A) John Rogers, an American businessman based in Chicago, likes to tell the story of visiting his company's Chinese suppliers. "The previous year my company had proudly sent all its colleagues around the world some beautiful desk clocks. Each clock had the company name on it. But when I arrived in Shanghai I found my Chinese colleagues were upset with the gift. In Chinese culture it is very wrong to give a clock as a gift. The reason is that the phrase 'give a clock' in Chinese sounds like the phrase for 'make a funeral arrangement' (meaning death). It was a symbol of the end of our relationship."
- B) This tale shows how important it is today to understand correct gift-giving behavior around the world. "Gifts are an important part of developing strong relationships with clients", says Rogers. Business often depends on individual relationships built on trust and a gift symbolizes this. But giving the wrong gift can make relations worse.

#### C) Inappropriate Gifts

Wine, whisky or other liquor to Muslims is offensive as they are prohibited from drinking alcohol by their religion.

Gifts showing the number 4 or a gift of 4 items of something are unlucky in Japanese, Korean and Chinese cultures. Also the number 13 is best avoided in East Asia. Knives and scissors, in Latin America and Asia these indicate cutting a relationship. You give a knife to show you are no longer friends.

Romantic gifts such as flowers may also send wrong messages and should be avoided in Asia. Also certain flowers have special meanings. For example, in Europe chrysanthemums (菊花) are only given at funerals. In some countries it is usual to give an even number of flowers but in others you must give an odd number. Leather goods to an Indian person is offensive as many Indians are Hindus (印度教徒) — they follow a religion that honors cows.

Handkerchiefs are fine in some places, such as Japan, but they may symbolize sadness or death in other places.

Of course, not all people would be offended by these gifts. Younger people may not believe in superstitions (迷信) and feel happy to accept a knife or clock if they felt the gift was meant sincerely. However, they would be unlikely themselves to give such gifts to older people.

**D) Appropriate and Thoughtful Gifts**

So what is an appropriate and thoughtful gift? Rogers says that anything from your home country that is difficult to get elsewhere would be good. For example, Canadian maple syrup (枫蜜), or a fancy packet of Hawaiian pineapples would be appreciated. Once you have got to know someone tries to give them a present to suit their personal interests as well. If your business partner enjoys football, for example, why not get him a shirt of his favorite team? But remember gifts of clothing from a man to a woman may seem too intimate and might suggest an inappropriate relationship.

**E) When to Give the Gift**

When to give the gift also depends on your culture. Westerners usually give gifts when they meet each other but in Eastern cultures it is more usual to give gifts when you leave. There may also be special holiday times when gift-giving is expected. Christmas is a time for gift-giving in Christian countries and Muslim people exchange cards during the festival at the end of Ramadan, the Holy Month.

**F) Wrapped Gifts**

Even when a Western businessman has understood all these rules he may still make a mistake by not presenting the gift appropriately. John Rogers says. "I remember a young colleague of mine presented a beautiful and expensive tie to his Korean client. The tie was in a carrier bag from the airport duty free shop. It was not wrapped in paper or anything. The Korean businessman did not look too pleased."

All gifts should be wrapped. In some cultures the wrapping paper has special meanings. For example, the Chinese feel red is lucky. Especially at New Year the Chinese like to give money in red envelopes called "Hong Bao", and presents with a red pattern are usual. White paper wrapping should be avoided as the color white is associated with funerals in China. In Latin America people like bright colors but Europeans prefer less bright shades. In Japan, whole books have been written about gift-wrapping and givers recognize that the wrapping adds meaning because it shows thoughtfulness, courtesy and social refinement. Wrapping gifts is even an art form in itself. Gifts may also be "wrapped in language" as the giver expresses modesty or humility with words as the gift is presented.

Generally beautiful wrappings and accompanying words will be appreciated in the West, too, but except on very formal occasions givers usually use fairly simple words when they present gifts. The wrapped gift should also be presented correctly. The gift should be given with both hands. In Japan and some other countries giving the gift with one hand is considered rude. In Arabic countries giving anything with the left hand is considered offensive.

**G) When to Open the Gift**

Another mistake Westerners often make is to open the gift immediately. Rogers remembers

he himself made such an error the first time he visited Taiwan. "I was at a dinner party and the host gave me a small gift. I opened it at once and found a beautiful watch. I was very pleased and showed the other guests what I had received. They all looked at me strangely and tried to change the topic of conversation. The host looked uncomfortable when I thanked him for the watch."

Westerners usually open gifts immediately and thank the giver but in Asia it is more usual to open the gift later in private. This is to protect the gift-giver from any embarrassment if the gift is discovered to be inappropriate in any way.

#### H) Taking the Gift

Additionally in Asia it is considered polite to refuse the gift at the beginning and for the gift-giver to have to insist that the other person accepts it. "I have had customers refuse to take my gifts three or four times", say John Rogers. "This shows modesty. They do not want to appear greedy by taking my gift immediately."

- I) Gift-giving customs vary from country to country so it is difficult to be correct in every situation. But if you learn the general rules and do a bit of research on the customs of the places you will visit you will not go too far wrong. As John Rogers says, "I remember the country's religious customs, I avoid giving things that are not appropriate or considered strange and I choose the wrapping paper carefully. This shows people I have thought about the gift and they always seem to appreciate the effort I have made."

注意:此部分试题请在答题卡2上作答。

46. Gifts symbolize the individual relationship which plays an important role in business and the wrong gifts can make the relationship worse.
47. In China, "give a clock" means death. Therefore, it is definitely wrong to give a clock as a gift, which is totally different in America.
48. A present which suits people's personal interests would be the good gift.
49. Offering flowers as gifts may not be suitable on some occasions and in some countries.
50. Younger people are not so superstitious and would not be easily offended by the inappropriate gifts.
51. Both wrapping paper and accompanying words should be considered carefully when the present is given.
52. It is culture and tradition that decide when to give the gift.
53. Most mistakes about gifts can certainly be avoided if you learn the customs of the places you will visit.
54. People in different countries tend to choose when to unfold the gift after it is being given.
55. In Asia it is prudent to say no to the gift at the beginning to show modesty.

## 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 56 to 60 are based on the following passage.

What are intelligence tests? How are they useful?

The score you make on an intelligence test is called your I. Q. (Intelligence Quotient). If your score is high, you have a high I. Q.

Most intelligence tests contain questions that test chiefly two kinds of skills: skill with words, or verbal ability, and skill with numbers, or mathematical ability. There are other kinds of intelligence that most tests do not measure.

Suppose you want to find out how bright an Eskimo child is. This particular child has never been to school. He cannot read or write, but he does know a great deal about spearing fish. What kind of test could you give to test his intelligence, or mental ability?

If you think about this, you will understand that most standard intelligence tests cannot test everyone's mental ability. Neither do they measure all kinds of mental ability. They are designed to test the mental abilities you use in school. That is why girls and boys who have "high I. Q. s" are quite likely to be those who get high grades.

The results of an intelligence test are not final. A child may do poorly on such a test one year for many reasons. He may do better the next year. Children who do not score high on a test are not necessarily stupid. In fact, the people who are most creative, or talented, do not always get the highest scores on such tests.

Intelligence tests can be very useful, however, as can other kinds of tests. All such tests help teachers see how they can best help the pupils. They show how a girl or boy is developing year by year.

注意:此部分试题请在答题卡2上作答。

56. This passage as a whole is about \_\_\_\_\_.

- A) intelligence quotient
- B) skill with words and numbers
- C) intelligence tests and their use
- D) stupid and bright children

57. Though not stated in the passage, you can conclude \_\_\_\_\_.

- A) children who score poorly on an intelligence test are hopeless
- B) intelligence tests help teachers to train students

- C) the Eskimo child mentioned in the passage may also get high grades if he goes to school  
 D) intelligence tests can help bright pupils to study more efficiently
58. The word “they” in the last sentence of the last paragraph refers to \_\_\_\_\_.  
 A) teachers B) pupils  
 C) tests D) scores
59. Can intelligence tests be designed to test the mental abilities of adults?  
 A) Yes. B) No.  
 C) Perhaps. D) Don't know.
60. Which one of the following statements is untrue?  
 A) There are only two kinds of intelligence tests.  
 B) Verbal ability refers to skill with words.  
 C) It is hard to test the intelligence of an Eskimo boy who has never been to school.  
 D) A student with a high I. Q. is likely to be a top student.

### Passage Two

**Questions 61 to 65 are based on the following passage.**

As you are students of English, it's very possible that you'll be interested in England. That's where the language was first spoken. But England is often called by other names. This often confuses people and I wonder if you know what these names mean. So, now I would like to tell you about this matter of names. I believe that you have heard people use the names — England, Britain or Great Britain. Let's see what each of these names means. If you look at a map of Europe, you'll see a group of islands — one larger island off the northwest coast, one smaller and many tiny ones. These make up what is called the British Isles. The largest island of the British Isles is Britain. It is also called Great Britain. The smaller island is Ireland.

Britain is divided into three parts: Scotland, Wales and England. But sometimes the word “England” is used instead of “Britain.” Why so? In ancient times, what is Britain now used to be three different countries. People in these different countries spoke different languages. Over many years the three countries became one. England is the largest and richest of the three and it has the most people. So the English people take it for granted that their own name stands for the whole island.

There's another thing that confuses people: sometimes you may hear people say “the United Kingdom of Great Britain and Northern Ireland.” That is official name of the country. Northern Ireland is only one sixth of the island of Ireland. The rest of the island is an independent state, called the Republic of Ireland. So we have the names of “England,” “Britain,” “Great Britain,” and “the United Kingdom of Great Britain and Northern Ireland.” Now do you know what each of them means?

注意:此部分试题请在答题卡2上作答。

61. English was first spoken in \_\_\_\_\_.  
 A) Britain B) England  
 C) Great Britain D) Ireland
62. Britain is divided into \_\_\_\_\_.  
 A) England, Britain, and Wales B) England, Scotland, and Wales  
 C) Wales, Scotland, and Great Britain D) Great Britain, Wales, and Scotland
63. According to the passage, which of the following statements is true?  
 A) Wales is the richest of the three.  
 B) Scotland is the largest of the three.  
 C) Sometimes English is used instead of Britain.  
 D) Britain is the only name of the largest island of British Isles.
64. The United Kingdom of Great Britain and Northern Ireland is \_\_\_\_\_.  
 A) part of Britain  
 B) part of British Isles  
 C) the official name of the whole country England  
 D) the largest country of all mentioned in the passage
65. Which of the following is an independent country?  
 A) Wales. B) Scotland.  
 C) Northern Ireland. D) The Republic of Ireland.

## 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**.

灵隐寺(Lingyin Temple)位于浙江省杭州市西湖的西北部。它是江南著名古刹。该寺建于公元326年,有1600多年的历史。传说印度的一个叫做慧理的和尚来到杭州,深深地被这美丽的山区景色所吸引。他认为这里有神佛,所以建了一座寺庙,取名“灵隐”,意思是隐藏的靈魂。据说著名的济公和尚也是在这座寺庙出家的,这使灵隐寺更有名。

注意:此部分试题请在答题卡2上作答。

**答题卡 1 (Answer Sheet 1)**

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姓名:		[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	[0] 1 2 3 4 5 6 7 8 9	
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## Part I

## Writing

**(30 minutes)**