

COLLEGE ENGLISH

Band One

姚志英 主编

大学英语综合技能实践教程
(2014年版) 一级

东华大学出版社

College English Band One

大学英语综合技能实践教程(2014 年版)

一级

主 编 姚志英

副 主 编 金 艳

主 审 李有贵 刘桂林

参编人员 (以姓氏笔画为序)

于晓芳	王亚平	王慧敏	田 燕	刘淑梅
汤亚汀	吴凤兰	吾文泉	张 瑜	李 辉
李佑坝	李 坤	肖 锐	邵玉鹃	陈 适
陈 秀	陈海峰	郑曦临	姚志英	骆河芊
徐宝莲	崔 丽	曹志蕊	曹芳菲	梁 莉
梁松鹤	黄 颖	黄 琼	韩丽芬	鲁 可
满永珍	潘淑兰			

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. 一级 / 姚志英主编.

—上海: 东华大学出版社, 2014. 8

ISBN 978-7-5669-0459-1

I. ①大… II. ①姚… 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 036550 号

责任编辑: 曹晓虹

封面设计: 姚大斌

《大学英语综合技能实践教程(2014 年版)》(1—4)系列编委会名单

策 划 李 倩 曹芳菲

总主编 鲁 可 李 倩 骆河芊

总主审 华玉香 刘桂林

责任编委名单. (按姓氏笔画为序)

丁 平	丁 蕙	万雪琴	孔纪兰	王大平	王水蓉	王倩青	王晓军	王 静
付 玲	冯德兵	刘 佳	刘淑梅	刘道影	孙文静	朱青松	许灵芝	余丽文
吴 琳	张 沂	张春敏	张 桃	张 瑾	李有贵	李红艳	李红梅	李佑坝
李建军	杨 靖	杨丽娇	杨 眉	杨维东	汪 凯	肖淑梅	陈 丽	陈洁华
陈海峰	周宗伟	罗 峰	罗艳春	范 锐	郑曦临	柳书茂	胡齐放	饶 萍
唐 毅	徐昌和	涂丽萍	袁 娟	郭美蓉	郭 锐	曹庆庆	梁欢珍	梁海军
阎 勇	黄 政	傅晓燕	曾竹青	曾凌丽	程少云	裘正铨	詹惠春	鄯菁萍
鲍 彬	廖永清	谭伟红						

大学英语综合技能实践教程(2014 年版) 一级

姚志英 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 421 千

版 次 2014 年 8 月 第 1 版

印 次 2014 年 8 月 第 1 次印刷

ISBN 978-7-5669-0459-1/H · 549

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!

一级中的写作、听力、阅读和翻译等的难易程度与上述教材的一级水平相当,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。

Contents

College English Test 1	(1)
College English Test 2	(16)
College English Test 3	(31)
College English Test 4	(46)
College English Test 5	(61)
College English Test 6	(75)
College English Test 7	(91)
College English Test 8	(106)
College English Test 9	(122)
College English Test 10	(137)
参考答案和高分范文	(151)
听力文字材料和答案	(161)

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 **Honesty is the best policy**. You should write at least 120 but no more than 150 words following the outline given below:

1. Honesty is lacking in society.
2. The benefits of being honest.
3. Conclusions.

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) Susan likes her major in machinery in college.
B) Susan majors in engineering in college.
C) Susan considers her major interesting.
D) Susan doesn't like her major.
2. A) Less than two miles.
B) More than two miles.
C) Two miles.
D) About two miles.
3. A) In a ticket office.
B) In a travel agency.
C) At a railway station.

- D) On a train.
4. A) Betty went to swimming in the rain.
B) Betty ignored the woman's advice.
C) Betty went to work though she caught a high fever.
D) Betty went swimming though she has caught a fever.
5. A) He is quiet.
B) He is shy.
C) He is friendly.
D) He is unpleasant.
6. A) There are different designs of shirt these days.
B) Bright color is fashionable these days.
C) The man pretty like bright-colored design.
D) The man doesn't like bright-colored design.
7. A) Wash all those dishes.
B) Wash the dirty clothes.
C) Clean the floor.
D) Clean the apartment.
8. A) Borrow the man's textbook.
B) Borrow another one from the library.
C) Copy the man's homework.
D) Get the book for free.

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

9. A) Drug abuse among young people.
B) The negative effect of young people's curiosity.
C) How to deal with drug abuse efficiently.
D) Health and social risks caused by drugs.
10. A) Its low price.
B) Pressure from other young people.
C) The curiosity of young people.
D) Drive to succeed.
11. A) Some TV program are concerned with drug abuse.
B) The media have take advantage of the curiosity of teenagers.
C) The media have not shown the bad effects of drugs to teenagers.
D) The media have made drug abuse appealing to young people.
12. A) Rules and regulation laid down by government.
B) A good education programme about the risks of drug abuse.

- C) High fines.
- D) Prison sentences.

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

- 13. A) How one can become a good taxi driver.
B) The complicated road condition in London.
C) There're really lots of things required for a taxi driver in London.
D) How to get a driving license.
- 14. A) Have a medical examination.
B) Have a nineteen-month training.
C) Do the Knowledge examination.
D) Renew the driving license.
- 15. A) Because he hasn't come to London for a long time.
B) Because his special appearance.
C) Because he was not born in London.
D) Because he still got the Bristol accent.

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 passages 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 center.*

注意:此部分试题请在答题卡1上作答。

Passage One

Questions 16 to 18 are based on the passage you have just heard.

- 16. A) They couldn't find their seats.
B) They had not got seats.
C) They got lost in the dark.
D) They found their seats with difficulty.
- 17. A) Because it was afternoon.
B) Because they wanted to make the seats cheaper.
C) Because the lights were being repaired.
D) Because they wanted to save money.
- 18. A) different films.
B) both films.
C) only the first film.
D) only the second film.

Passage Two

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

19. A) The content of dreams.
B) The meaning of dreams.
C) The process of sleeping.
D) Dreamers while they dream.
20. A) Everyone dreams every night.
B) Dreams are easily remembered.
C) Dreams are likely to be frightening.
D) Persons dream only one dream a night.
21. A) As soon as the student wakes in the morning.
B) At stated intervals during the night.
C) About five minutes after the end of each dream.
D) Immediately after dream.

Passage Three

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

22. A) Use of library facilities.
B) Library regulations.
C) Library personnel.
D) Location of the library.
23. A) Book publishers.
B) Librarians.
C) Returning faculty members.
D) New university students.
24. A) Graduate students.
B) Undergraduate students.
C) Professors.
D) Library employees.
25. A) The special section.
B) The reading room.
C) The reference section.
D) The stacks.

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。

On March fifth, actors, directors, producers and other filmmakers will gather in Hollywood, the center of the American film industry. They will receive Academy Awards on movies 26 last year.

The winners will receive an award called an Oscar. This statue is 27 like a man. It is made of several metals covered with gold. The Oscar is only about thirty-four centimeters tall. It weighs less than four kilograms. But the award can be 28 to the person who receives it. Winning an Oscar can mean becoming much more famous. It can mean getting offers to work in the best movies. It also can mean earning much more money.

The Academy of Motion Picture Arts and Sciences presents the Oscars each year. Almost six thousand people who work in the 29 belong to the organization. Members of the Academy begin the 30 of choosing award winners. These people work in thirteen different 31. They nominate candidates for Academy Awards. All Academy members 32 the final winners.

The awards are presented in the Kodak Theater in Hollywood. Important people in the movie industry attend the Academy Awards ceremony. Crowds of people wait outside the theater. They watch the famous movie stars as they arrive for the ceremony.

During the Academy Awards ceremony, famous actors and 33 announce the names of the nominees and the winners. Then the winners go up onto the stage to receive their Oscars. Their 34 has arrived. They thank all the people who helped them win the award.

Hundreds of millions of people in the United States and around the world will watch the Academy Awards show on television Sunday night. The American film industry will honor the best movies, actors and 35. These winners will go home with a golden Oscar.

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.

Lane waited on the bench nearest to the bridge, as he had been instructed. The wind blew 36 across the river, sharp like a razor, and he had to 37 his overcoat closer

about him.

He went over his 38 in his mind. The agent would appear at four o'clock. He would chat to Lane for a while, after which he would get up, 39 his newspaper behind. The plans would be fastened inside.

A distant clock began to 40 the hour. As if from nowhere, a man appeared and sat down beside Lane, placing his newspaper on the seat between them. He was thin and middle-aged, and seemed in need of a good meal. He bore no resemblance to Lane's idea of a 41 spy. His conversation, confined to trivial observations about weather, was 42 uninteresting.

A few minutes later he got up and continued on his way. Lane 43 up the paper, as if he wanted to look at the news. He was 44 to see the plans, pinned to the center page. At that moment, however, there was a strong wind which lifted the newspaper into the 45, like a kite, and blew it into the river.

注意:此部分试题请在答题卡2上作答。

- | | |
|----------------|-----------------|
| A) excited | I) straight |
| B) leaving | J) exhibit |
| C) confused | K) strike |
| D) successful | L) instructions |
| E) air | M) logical |
| F) painfully | N) picked |
| G) approaching | O) costs |
| H) pull | |

Section B

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

Small Class's Magic

- A) The question "Are smaller classes better than larger classes?" continues to be debated among teachers (and their unions), administrators, and parents as well as in the research community. The issue persists because of the powerful common-sense appeal of small classes to alleviate problems indigenous to our classrooms.
- B) Small classes are an integral component of nationally subsidized programs including special

education classes for disruptive or learning-disabled students and Title I interventions for children living in poverty. Small classes or small groups working with one teacher or tutor also are a key element of programs targeted most often at students at risk, for example, *Success for All* (Slavin, et al., 1990; Slavin & Madden, 1995) and *Reading Recovery* (Pinnell, deFord, & Lyons, 1988).

- C) The issue persists because of the tension between the research findings and the cost of implementation. A great deal of empirical data have been collected. However, they have so far been less than convincing and not consistent enough to justify the expense of the additional classrooms and teachers that would be required. Targeted remedial programs are generally less costly and easier to deploy. They tend to be adopted for a portion of the school day to address learning problems in one or a small number of subject areas. In contrast, maintaining small classes throughout a grade level or school requires pervasive organizational changes. Of course, proponents would argue that the benefits are also pervasive — being realized throughout the school day and affecting the entire range of school subjects — unlike the band-aid approach of experimenting with one targeted program after another.
- D) Project STAR, the only large-scale, controlled study of the effects of reduced class size, was conducted in 79 elementary schools in the state of Tennessee from 1985 to 1989.
- E) The design drew heavily upon previous research findings, namely, that any benefits of small classes are likely to be realized in the primary grades, that there may be different outcomes for students based on race or economic disadvantage, and that only substantial reductions in class size are likely to have noteworthy impact.
- F) Within each participating school, children entering kindergarten were assigned at random to one of three class types: small (S) with an enrollment range of 13 to 17 pupils; regular (R) with an enrollment range of 22 to 26 pupils; or regular with a full-time teacher aide (RA) with 22 to 26 pupils. Teachers also were assigned at random to the class groups. Teachers in the STAR classrooms received no special instructions of any sort, and the duties of teacher aides were not prescribed but were left to the teacher's discretion.
- G) Classes remained the same type (S, R or RA) for 4 years until the pupils were in grade 3. A new teacher was assigned at random to the class each year. Standardized achievement tests (Stanford Achievement Tests or SATs) were administered to all participating students at the end of each school year. Also, curriculum-based tests (Basic Skills First or BSF) reflecting the state's instructional objectives in reading and mathematics were administered at the end of grades 1, 2 and 3. Finally, a measure of motivation and self-concept intended for young children also was administered to each pupil. In all, about 7,500 pupils in more than 300 classrooms participated in the 4-year longitudinal study.
- H) The main analysis of STAR outcomes consisted of four cross-sectional analyses, one at the

end of each school year. The statistical methods were variations of common confirmatory procedures for evaluating experimental outcomes, for example, analysis of variance, multivariate analysis of variance, and analysis-of-covariance procedures. In addition to tests of significance, “effect size” measures were derived each year for all students and for white and minority students separately. Four primary results were reported consistently across the 4 years of analysis:

- Differences among the three class types were highly statistically significant for all sets of achievement measures and for every measure individually. In every case, the significant was attributable to the superior performance of children in small classes, and not to classes with full-time teacher aides.
- With only minor exception, there was no significant interaction with school location or sex of the pupil. A significant small-class advantage was found in inner-city, urban, suburban and rural schools alike and the advantage of small classes was found both for males and females.
- In each year of the study, some of the benefits of small classes were found to be greater for minority students than for non minorities, or greater for students attending inner-city schools.
- No differences were found among class types on the motivational scales.

I) In sum, due to the magnitude of the Project STAR longitudinal experiment, the design, and the care with which it was executed, the results are clear, a clear small-class advantage was found for inner-city, urban, suburban and rural schools; for males and females, and for white and minority students alike. The few significant interactions found each year indicated greater small-class advantages for minority or inner-city students. Targeting small classes in particular schools or districts may provide the greatest benefits at cost that is contained, although it may also mean denying the benefits to other students or schools.

注意:此部分试题请在答题卡2上作答。

46. 7,500 pupils are involved in the study.
47. The target groups are a key element in Small Class Size program.
48. Small Class Size program is facing the embarrassment.
49. Small class has gained the positive effects in former studies.
50. Small Class Size program has an positive influence on both sexes.
51. There are three class types in the kindergarten.
52. Project STAR has been conducted for about five years.
53. We gain clear results from the Project STAR longitudinal experiment, the design, and the care.
54. Four primary results were reported throughout 4 years of analyses.
55. Small classes have greater benefits for students attending inner-city schools.

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.

Wouldn't it be wonderful if we all could work at any time of day? Now several businesses are experimenting with a more flexible work schedule for their employees. It seems to be successful;

Both late sleepers and early risers find the fixed hours of a nine-to-five workday a problem. Now there is an answer that seems to please them both. Employees of over 500 businesses, organizations and government agencies in the United States are adapting their work hours to suit their individual needs. It's called "flexible time" (flextime) and it means, for example, that employees can start working at any time during the first three hours their office is open and leave after completing their required daily working time, which is normally eight hours. Early risers can begin to work at 7:00 a. m., finish at three and still have daylight time for shopping, picking up children at school, or recreation. Late sleepers need not report for work until 10:00 a. m. — but they must stay on their job until six in the evening.

Says a Boston, Massachusetts, bank official: "Our employees like the system, and tardiness has been virtually eliminated. Fewer people are absent, turnover (人员调整) has dropped markedly, and productivity and morale have risen. I wouldn't be surprised if most businesses adopt flexible work hours in the near future."

注意:此部分试题请在答题卡2上作答。

56. In what way do workers who either enjoy sleeping late or rising early react to a flexible work hour schedule? _____.
- A) Depressingly
B) Angrily
C) Happily
D) Disappointedly
57. When do workers have to start work? _____.
- A) During the first half an hour
B) During the first three hours
C) During the first five hours
D) During the first six hours
58. The normal American work day schedule is _____.

- A) eight hours
- B) five hours
- C) six and one half hours
- D) seven hours

59. What is one of the benefits of the flexible work schedule? _____.

- A) The time passes by more quickly
- B) There is more time for lunch
- C) Hardly anyone is ever late for work
- D) There is enough time for both work and play

60. What is the earliest possible time someone can get out of work on eight hour schedule?

- | | |
|---------------|---------------|
| A) 2:30 p. m. | B) 1:00 p. m. |
| C) 3:00 p. m. | D) 3:30 p. m. |

Passage Two

Questions 61 to 65 are based on the following passage.

Generations of American have been brought up to believe that a good breakfast is one life's essential. Eating breakfast at the start of the day, we have all been told and told again, is as necessary (必要的) as putting gasoline (汽油) in the family car before starting a trip.

But for many people the thought of food first thing in the morning is by no means a pleasure. So despite all the efforts, they still take no breakfast. Between 1997 and 2003, the latest year for which figures are available, the number of people who didn't have breakfast, increased by 33 percent.

For those who feel pain of guilt (自责) about not eating breakfast, however, there is some good news. Several studies in the last few years indicate that, for adults especially, there may be nothing wrong with omitting breakfast. "Going without breakfast does not affect performance," said Arrol E. Bender, former professor of the nutrition (营养) at Queen Elizabeth College in London, "nor does giving people breakfast improve performance."

Scientific evidence linking breakfast to better health or better performance is surprisingly inadequate, and most of the recent work involves children, not adults, "The literature", says one researcher, Dr. Erresto at the University of Texas, "is poor".

注意:此部分试题请在答题卡2上作答。

61. The latest year for which figures could be obtained (获得) is _____.

- A) the year the author wrote the article
- B) 1997
- C) any year between 1997 and 2003
- D) 2003

62. For those who do not take breakfast, the good news is that _____.
 A) several studies have been done in the past few years
 B) the omission of breakfast does no harm to one's health
 C) adults have especially made studies in this field
 D) eating little in the morning is good for health
63. "... nor does giving people breakfast improve performance" means _____.
 A) anyone without breakfast does improve his performance
 B) not giving people breakfast improve performance
 C) having breakfast does not improve performance, either
 D) people having breakfast do improve their performance
64. The word "literature" in the last sentence refers to _____.
 A) stories, poems, plays, etc.
 B) written works on a particular subject
 C) any printed material
 D) the modern literature of America
65. What is implied but NOT stated by the author is that _____.
 A) breakfast does not affect performance
 B) Dr. Erresto is engaged in research work at an institution of higher learning
 C) not eating breakfast might affect the health of children
 D) Professor Bender once taught college courses in nutrition in London

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**.

“你要茶还是咖啡?”是用餐人常被问到的问题,许多西方人会选咖啡,而中国人则会选茶。相传,中国的一位帝王于五千年前发现了茶,并用来治病,在明清(the Ming and Qing dynasties)期间,茶馆遍布全国。饮茶在六世纪传到日本,但直到18世纪才传到欧美。如今,茶是最流行的饮料(beverage)之一,茶是中国的瑰宝,也是中国传统和文化的重要组成部分。

注意:此部分试题请在答题卡2上作答。

答题卡 1 (Answer Sheet 1)

[illegible]

Part I

Writing

(30 minutes)

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.