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同步测试

Real Communication Practice Book

2



新标准大学英语

NEW STANDARD COLLEGE ENGLISH

总主编：Simon Greenall (英) 文秋芳

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

承外语教学与研究出版社与英国麦克米伦出版公司之邀，由中英双方作者组成的编写委员会联合主持编写了《新标准大学英语》这套国际化、立体化系列教材。

自 2005 年项目启动以来，《新标准大学英语》编委会成员密切合作，充分发挥各自优势与专长，就教材设计与编写等相关方面进行了广泛而深入的调查与研讨。在此过程中，我们拜访专家，研究现行教材，到课堂听课，与教师座谈，与学生交流，经过充分调研与反复论证，确定了本教材设计理念与编写方案。2008 年秋，我们在国内选定多所院校进行试用，在认真听取试用院校师生反馈意见与建议的基础上，又对教材进行了调整和完善。现正式出版，与广大高校师生见面。

编写依据

- 一、《新标准大学英语》以教育部颁布的《大学英语课程教学要求》为指导，在设计与编写中力求准确把握大学英语教学的性质与目标，遵循对学生英语综合应用能力培养的要求，贯彻为实现教学目标所倡导的教学模式、教学评估与教学管理等原则。同时，《新标准大学英语》借鉴与采纳了近年来大学英语教学改革的成功经验与教学实践的成果，希望通过新的教材体系与教学理念进一步推动大学英语教学的发展。
- 二、《新标准大学英语》充分考虑与基础阶段英语教学的衔接，满足新形势下的教学需要。自 2001 年起，教育部先后颁布了基础义务教育阶段与高中阶段《英语课程标准》，高中新课程实验自 2004 年开始实施。目前，根据《英语课程标准》“一条龙”教学培养出的中学生正大批升入大学，他们的英语能力、学习习惯、认知水平、思维方式等都已不同于以往入校的学生。这势必对大学英语教学提出更新、更高的要求。《新标准大学英语》在设计中充分考虑了新的教学对象的学习需求，并为教学提供了多种解决方案。
- 三、《新标准大学英语》体现“教师主导，学生主体”的教学思想，充分考虑学生与教师在教学过程中的关系、作用与需求，促进师生的积极互动与共同发展。本着“以人为本”的理念，《新标准大学英语》从教材到网络自主学习平台的设计，从每一教程、每一单元到每一具体语言点的设计，都以学生的学习与发展为根本；同时，在教学内容、教学活动与教学过程的安排中，注重教师的主导作用与师生的互动交流，从而实现在教师的启发与指导下，学生积极地、富有创造性地学习。

教材特色

一、选材内涵丰富，语言鲜活地道，体现社会发展与时代特色

《新标准大学英语》在选材上结合新一代大学生的知识结构与思维特点，主题内容以人与人、人与自然、人与社会的关系为主线，涵盖生活、学习、情感等日常话题及政治、经济、历史、文化、科技等深层问题。所选文章与视频材料注重语言质量、文化内涵、思想深意与创作视角，既有经久传诵的文学佳作，也有风格独特的优美时文。全书语言地道，贴近实际，鲜活生动，折射出社会的发展，也充分展现了语言的魅力。

二、融合多种技能，培养综合素质，提高语言能力与思维能力

《新标准大学英语》在练习与活动设计上注重对学生综合能力的培养。《综合教程》与《视听说教程》主题呼应，相互配合，训练多种技能；同时，每一单元内各板块环环相扣，内容彼此联系，技能互为补充。

前言

丰富的语言材料、形式多样的活动、具有启发性的训练（如 Reading and interpreting, Developing critical thinking 等）既能够培养学生的英语综合应用能力，又能够提高学生的学习策略与创新思维能力。

三、展示多元文化，探讨文化差异，培养跨文化意识

《新标准大学英语》的编者充分发挥中西文化背景结合的优势，在教材中融入世界各国的文化传统、风俗习惯和价值观念，引导学生探讨和鉴别中西文化差异。无论是文化内涵深厚的选材、课文中的文化注释、练习中的文化比较，还是专题文化短篇（Reading across cultures），都在潜移默化地传授文化知识，培养文化意识，提升学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

四、优化教学模式，提供立体资源，构建自主学习平台

《新标准大学英语》贯彻《大学英语课程教学要求》所倡导的教学模式，提供课堂教学与网络自主学习所需要的立体化资源。学生可以根据个人需要，通过多媒体光盘巩固所学知识，通过网络课程拓展学习内容。在网络平台中，学生可以在教师指导下，设定自己的学习目标与进程，选择相应练习，加强语言训练；也可以在线完成作业、参加测试、查询练习记录、与教师或同学进行交流。丰富的教学资源与个性化、自主式的学习环境有助于学生进一步提高语言能力与学习能力。

五、寓教于乐，激发兴趣，创建轻松学习环境

《新标准大学英语》通过对内容与形式的精心设计为学生与教师营造了一种轻松、愉快的教学氛围。其语言材料不但耐人寻味、启迪心智，而且体裁多样、文笔优美，读来让人身心愉悦；教材的版面设计色彩明快、构图新颖、画面生动；所配的声像材料场景真实、表演自然、语音地道。网络平台界面友好、操作方便，使学生在轻松的学习环境中享受学习的乐趣。

六、满足个性化教学需要，促进教师专业化发展

《新标准大学英语》丰富的教学资源给了教师广阔的自主设计与发挥空间，教师可根据学生特点与教学需要组合资源，因材施教。同时，与教材配套的教师用书、教学光盘和试题库为教师提供了全面、系统的教学支持。为促进教学交流，提升教学效果，《新标准大学英语》网络平台为教师管理教学、共享资源、交流信息提供了平台，还开通了教师与编者之间沟通的渠道，使教师在教学中不断提高，在探索中不断发展。

教材构成

《新标准大学英语》针对大学英语“一般要求”设计，包含 1-4 级，供两个学年使用。每一级设有《综合教程》、《视听说教程》、《快速阅读》、《综合训练》与《同步测试》。与教材配套的还有学习光盘、教学光盘、网络自主学习平台、试题库等教学资源。不同分册、不同媒体间紧密联系，相互支持。

《综合教程》每级 10 个单元，每单元围绕同一主题展开，包含两篇主要阅读文章与一个专题文化短篇，读、写、译、说各项技能有机结合。《视听说教程》与《综合教程》各单元主题呼应，提供真实、生动的视频与音频材料，并通过各类活动与练习提高学生的听说综合能力。《快速阅读》选材与主教材相呼应，选篇长度、体裁、练习设置、阅读速度等方面充分体现快速阅读的特点，并与大学英语四级考试快速阅读题型紧密结合。《综合训练》主要配合《综合教程》各单元内容，提供词汇、语法、阅读、翻译等形式多样的语言综合练习，帮助学生加强语言训练，学会活学活用。《同步测试》针对《综合教程》每单元教学重点，多角度考查学生学习效果，题目设计体现大学英语四级考试改革思路，帮助学生巩固知识，提高能力。

教学建议

《新标准大学英语》提供四个级别、两条主线（《综合教程》与《视听说教程》）以及丰富的立体化资源，教师可根据本校教学条件及学生英语水平选择合适的教学材料，进行“分类指导”与“分层教学”；同时充分利用网络教学资源，合理安排课堂授课与课下自主学习的内容，实施基于计算机网络的教学模式。网络平台中的记录、测试与评估功能还可协助教师进行形成性评价与终结性评价，加强对学生在学习过程中语言应用能力发展的检测。

由于教学条件的差异，教师在教授《新标准大学英语》时必然会采用不同的处理方式与多样的教学方法，也会产生许多有创见的思路与方法。我们鼓励多种教学方法的交流与共享，也将积极提供平台，促进教师之间的沟通，共同探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生英语综合能力、自主学习策略以及综合文化素质的目的。

编写团队

《新标准大学英语》系列教材的中方总主编为北京外国语大学中国外语教育研究中心主任文秋芳教授，英方总主编为国际英语教师协会前任主席、英语教育与教材编写专家 Simon Greenall 教授。《综合教程》主编为北京大学柯彦玢教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

参与《新标准大学英语》系列教材策划与编写的还有国内外多位专家与教师。为确保教材的适用性，我们曾在国内多所高校征求意见，进行试用。本套教材的编委会成员包括来自北京大学、南京大学、中国人民大学、北京航空航天大学、首都师范大学、北京工商大学、山东大学、湖北大学等多所院校的英语教师，他们都为教材的合理使用与教学方法的创新提供了许多建议。

《新标准大学英语》诞生于我国教育改革的重要时期，是当前大学英语教学改革发展的必然产物，也将为我国大学英语教学注入新的活力，引发新的思考，探索新的标准。在四年多的编写与开发过程中，我们汇集多方意见与建议，凝聚多位专家与一线教师的经验与智慧，在教材内容与形式上进行了探索与创新。在教材使用中，我们希望得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

《新标准大学英语》编委会
2009年3月

Introduction

Overview

New Standard College English has a number of important principles:

- it presents a balanced approach between language knowledge and language skills, so that the students not only learn about English, but also learn how to use their knowledge in interactive situations
- it develops effective communication strategies by integrating the language skills of reading, writing, speaking and listening in a holistic way, which reflects real-life language use
- it encourages the development of intercultural awareness, to allow the students to use their language knowledge and skills with speakers from different cultures
- it promotes a learner-centred approach, where the students are encouraged to personalize the process of language acquisition, to make best use of the resources within their classroom as well as online, and to develop learning strategies which are most appropriate to their personal requirements and circumstances
- it exposes the students to the variety of language which is spoken and written in everyday situations today
- it develops critical thinking, which encourages the students to look beyond the passages and consider the broader implications of what they have read or listened to

Components and course organization

There are four levels for *New Standard College English* to be used over the two years of English language instruction. Each level contains:

- Real Communication: An Integrated Course Student's Book
- Real Communication: Listening and Speaking Student's Book
- Real Communication: Workbook
- Real Communication: An Integrated Course Teacher's Book
- Real Communication: Listening and Speaking Teacher's Book

The Listening and Speaking course contains video and audio passages. The whole course is supported by an online version, which will both enhance the textbook version and include specially written material.

Each Student's Book contains ten units, and each unit contains a single broad theme, such as starting out at college, learning to think, communication, feelings and emotions, popular science, travel etc. As the Integrated Course book is designed to be used alongside the Listening and Speaking book, the themes are the same in both books.

Course design and syllabuses

The course design adopts a multi-syllabus approach appropriate to the university students and teachers.

The syllabuses include:

- themes, chosen for their interest and relevance to university students studying in China, but who have a desire to learn about countries and cultures around the world
- lexis, guided by the wordlist in the College English Curriculum Requirements (CECR) and supported by the *Macmillan English Dictionary for Advanced Learners* (2nd edition, 2007)
- grammar and sentence patterns, presented in the context of the passages
- skills: reading, listening, speaking, writing and translating
- pronunciation, focusing on particular areas of difficulty for Chinese speakers of English
- intercultural awareness, through exposure to a wide variety of international issues as well as the linguistic and non-linguistic conventions, customs, traditions, attitudes and beliefs of cultures from all round the world

Unit organization

Real Communication: An Integrated Course

The unit follows a basic pattern:

Starting point introduces the unit theme by a variety of speaking activities, including questionnaires, discussion points and famous quotations.

Active reading (1) contains the first main reading passage and focuses on the words which should be learnt either for receptive or productive use. There is preparation for reading and prediction work, a while-reading activity, and a **Language and culture** box with information about cultural references in the passage which may be unfamiliar to the students.

Then there is a series of stages which focus on:

- **reading and understanding**, in which the main ideas and detailed meaning of the passage is explored
- **dealing with unfamiliar words**, where there are three types of words and activities. The words in the tinted vocabulary box are words which are prescribed by the CECR wordlist, and the activities which accompany them are designed to explore their meaning and form. There are also lexical sets in the vocabulary box which are related to the topic. The final type of words are those which are beyond the required level, but which need to be understood in order to be able to understand the main idea of the passage. The accompanying activity encourages the students to develop skills to deal with unfamiliar words, both within and beyond the passage
- **reading and interpreting**, in which aspects of inference, style, and writer's purpose are examined
- **developing critical thinking**, a series of questions which develop the ideas presented in the passage, and encourage independent thinking

Talking point is a short section where the unit theme is further explored by an opportunity for less intensive discussion and interaction.

Active reading (2) contains the second main reading passage, and covers the same stages as in Active reading (1). The passage explores the unit theme from a different perspective and is written in a different genre from the passage in Active reading (1). This ensures that the students are exposed to a variety of viewpoints and genres.

Talking point occurs again, and serves a similar function to the first Talking point.

Language in use is designed to explore aspects of grammar and complex sentence patterns which are presented in the two reading passages. There may also be extra information about particular words or expressions, or some work on collocations. The section finishes with translation from and into Chinese.

Reading across cultures contains a passage which shows an aspect of cultural life, customs or behaviour in a country or culture other than China, and with which the students may not be familiar. There are comprehension questions and questions which provide an opportunity for the students to compare the culture shown in the passage with their own culture.

Guided writing uses the passage in Reading across cultures as a model for writing practice. Aspects of language which are commonly found in written English, especially academic writing, are explored, and the section finishes with an activity designed to help the students perform a new and unique piece of writing which practises the aspects of language explored earlier.

Unit task provides a task which allows the students to review all the language skills they have encountered in the whole unit.

Unit file is a summary of the language points and skills presented in the unit.

Real Communication: Listening and Speaking

Starting point is a pair- or group-work activity which introduces the unit theme.

Inside view provides listening practice by means of

Introduction

a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. Filmed on location in Oxford, it shows their typical lives, interests and concerns, and provides an insight into the university and the city. There are comprehension activities and a **Language and culture** box to explain unfamiliar cultural references. **Everyday English** highlights some of the words and expressions which are very common in spoken, contemporary English, and which may be difficult to understand. The section ends with a guided functional dialogue, with a box of useful functional expressions, taken from the video story as references.

Talking point is a pair- or group-work activity which remains close to the unit theme, but allows a change of pace in the lesson.

Outside view uses short extracts from video material in which the English is authentic and roughly graded to the students' level. The accompanying activities are designed more to enable the students to understand the main ideas, rather than to check detailed comprehension. There is a section for **Developing critical thinking**, with a similar intention to the ones in the Integrated Course.

Listening in contains two listening passages which provide further practice listening to roughly graded material. As with Outside view, the intention is to expose the students to language which may be slightly higher than their present level of English, but which will prepare them for listening and understanding in real-life contexts. This section finishes with a **Developing critical thinking** activity too.

Presentation skills includes advice on techniques for giving effective presentations, as well as a box of functional expressions. The main activities lead the students to give a presentation related to the unit theme.

Pronunciation focuses on the specific points in pronunciation, stress and intonation which cause Chinese speakers of English difficulty, and includes aspects such as linking sounds, stressed words, and sense groups.

Unit task contains a task which allows the students in pairs or groups to review all the language skills they have covered during the unit.

Unit file is a summary of the language points and skills presented in the unit.

English in 21st-century China

“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.”

The Chinese proverb is equally well-known in English. *New Standard College English* plans for a lifetime of learning by promoting best practice in language teaching and quality education.

The course aims to encourage the students to enjoy using English and to develop a sense of progress and achievement in their learning.

Secondly, it sets a new standard for English language teaching in Chinese universities. It stands as the sum of our knowledge about English in the 21st century, about language teaching methodology, about how to choose content which reflects the interests of university students, and about how to bring all these features together in an attractively designed, state-of-the-art textbook.

Above all, *New Standard College English* lays the foundations of educating a lifetime of English users in China, which will encourage their membership of the worldwide and intercultural English-speaking community. It invites the students to reach beyond their university, beyond their region and beyond China itself, and to join an international community where English is used both as the language of commerce, economics, entertainment, culture and politics, and as a means to promote international understanding and peace.

Simon Greenall

Co-editor in chief

New Standard College English

《新标准大学英语 同步测试》编写说明

本书是《新标准大学英语 综合教程》的配套用书。本书的编写以《大学英语课程教学要求》为指导，遵循“以人为本”的教学理念，注重对学生语言综合能力、跨文化交际意识以及创造性、批判性思维的培养。

本书针对《新标准大学英语 综合教程》每单元教学重点，多角度考查学生学习效果，加深对语言知识和技能的理解和把握。题目设计体现大学英语四级考试改革思路，题型丰富多样，融合了四六级考试和考研的多种题型，从词汇、语法、阅读、写作、翻译等各个层面入手，帮助学生巩固知识，提高能力，为学生以后备考提供有效的训练。

《新标准大学英语 同步测试》包括 1—4 级，每级 10 个单元。每单元主要内容如下：

Vocabulary and structure (词汇与结构训练)

本部分练习题型灵活多样，通过多项选择、词形转换、词汇替换、词语搭配、选词填空等题型训练词义辨别、词汇用法、介副词搭配等能力，考查学生对积极词汇及重要句型的活用能力，帮助学生积累词汇。

Translation (翻译训练)

本部分的翻译练习是对《综合教程》翻译部分的拓展训练，分为英译汉和汉译英两种形式，通过句子翻译强化练习重点词汇和结构，通过段落翻译让学生体会真实语境和文化背景下的语言使用，旨在提升学生的翻译技巧、强化语言活用与增强文化意识。

Reading comprehension (阅读理解训练)

本部分是对阅读技能的进一步强化与提高，提供两篇阅读文章，进行快速阅读和仔细阅读两种练习。两篇阅读文章紧扣单元主题，精彩生动，向学生传递多元文化以及鲜活的语言表达，练习灵活多样、实用有效，帮助学生拓展视野，提高阅读技能。

Cloze (完型填空训练)

本部分是对综合语言能力的训练，以完型填空的形式培养和提高学生的词汇辨析、词语搭配以及阅读理解等各项语言能力。

Writing (写作训练)

本部分是对写作技能的强化训练，每单元提供一个与单元主题相关的写作题目，以汉语给出大纲供学生参考，引导学生有针对性地练习相关表达法，在实际训练中提高写作能力。

本书提供所有练习的参考答案，供学生自学自查之用。

《新标准大学英语 同步测试》内容丰富，练习多样，设计灵活，体现了“新标准大学英语”系列教材语境生动、语言地道、注重综合能力与文化素养培养的整体特色。本书作为《综合教程》的有力补充，能够帮助学生消化和巩固课堂所学的语言知识，提高独立思考和自主学习的能力。

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Unit

1

College culture

Vocabulary and structure

1 Complete the sentences using the correct form of the words in the box.

characterize industrial profound denounce ultimately
launch issue prospect protest bracelet
frustration opportunity gender destruction emphasize

- 1 The manager decided to _____ a sales promotion.
- 2 The fate of a nation is _____ dependent upon the quality of its people and its leaders.
- 3 Hundreds of people took to the streets to _____ against police brutalities.
- 4 The 1980s were _____ by high inflation and high unemployment.
- 5 The question of pay is not an important _____ at the moment.
- 6 There are far more _____ now for school leavers than there were 50 years ago.
- 7 A charm _____ is an item of jewellery worn around the wrist.
- 8 He _____ that all the people taking part in the research were volunteers.
- 9 Scientific discoveries are often applied to _____ production methods.
- 10 Many species are in danger because of our _____ of their natural habitat.
- 11 The scientists found no relationship between weight and the students' race or _____.
- 12 The _____ and sadness almost overwhelmed me as I felt I was discarded and I thought for sure I would never pick up my pen to write.
- 13 The mother's behaviour has a(n) _____ impact on the developing child.
- 14 China provides the finest _____ for overseas investors.
- 15 The president's speech _____ the killing of hostages by the terrorists.

2 Complete the sentences with the correct form of the expressions in the box.

by definition in descending order give rise to stand for
make sense be associated with pass over drop out
sit up form an alliance with set up keep off
bring sb / sth to one's / its knees

- 1 I had to _____ all night writing the report.
- 2 Her name will ever _____ the women's liberation.
- 3 Innovation and creativity are, _____, not orderly, and not regulated.

- 4 The coal miners' strike _____ the economy _____.
- 5 The company _____ top US companies in the e-commerce industry.
- 6 The numbers are arranged _____.
- 7 The doctor has told me to _____ cigarettes and alcohol.
- 8 We _____ freedom of speech for everyone regardless of colour, race or creed.
- 9 Kate and her partner _____ their own printing business.
- 10 Many students _____ because they are not prepared for our challenging programme.
- 11 Read this passage and tell me if it _____.
- 12 Bad conditions would _____ a lot of crimes.
- 13 Sex is a subject he prefers to _____ because it embarrasses him.

3 Match the words in the box with their synonyms or antonyms.

prospect	rebel	clash	heady	prime
profound	obscure	passion	shrink	repressive
liberal	era	radical		

- | | |
|----------------------|-------------------|
| 1 chief _____ | 8 revolt _____ |
| 2 age _____ | 9 outlook _____ |
| 3 oppressive _____ | 10 fight _____ |
| 4 conservative _____ | 11 exciting _____ |
| 5 clear _____ | 12 deep _____ |
| 6 love _____ | 13 enlarge _____ |
| 7 extreme _____ | |

4 Choose the best word to complete the sentences.

- 1 Many parents feel _____ to pay for at least part of the wedding.
(a) honoured (b) obliged (c) offered (d) permitted
- 2 The new job is not a promotion as such but it brings good _____ for the future.
(a) priorities (b) proposals (c) purposes (d) prospects
- 3 These subjects are remarkably _____ to the mind of the students.
(a) stimulating (b) striking (c) boring (d) extreme
- 4 To say that something is inevitable is to _____ that it will occur no matter what precedes it.
(a) assess (b) assist (c) assert (d) assign
- 5 It is a(n) _____ feeling to unload the burden that has been weighing us down for years.
(a) illuminating (b) appealing (c) liberating (d) forbidding
- 6 We operate in 100 countries with _____ businesses in Europe, North and South America, Australasia and Africa.
(a) well-balanced (b) well-built (c) well-founded (d) well-established
- 7 We're looking for dynamic individuals with diverse backgrounds and _____ about doing business.
(a) emotional (b) passionate (c) interested (d) expressive

- 8 I am able to attend an interview at any time that is _____ for you. And if appointed, I can start working within one month.
(a) convenient (b) handy (c) proper (d) satisfying
- 9 While I had other serious injuries, my legs were my _____ concern.
(a) primitive (b) perfect (c) prime (d) private
- 10 If your prices are _____ we would expect to conduct a significant volume of business.
(a) competent (b) commercial (c) common (d) competitive
- 11 The report shows that there have been _____ improvements in some areas in the past ten years.
(a) dreadful (b) dramatic (c) domestic (d) doubtful
- 12 His _____ poses the question of whether we now need a deputy leader.
(a) residence (b) resignation (c) resistance (d) reliance
- 13 The novel praises the _____ spirit of the hero against the old society.
(a) rebel (b) reluctant (c) obedient (d) opposite

Translation

1 Complete the sentences by translating the Chinese in brackets into English.

- 1 We will naturally _____ (把现代奥林匹克运动与……联系起来) Mr Pierre de Coubertin.
- 2 Since the end of the Cold War, _____ (重大而深刻的变化) have taken place in the international situation.
- 3 It is a formidable task, but we are _____ (决不退缩).
- 4 No one has yet come up with _____ (一个令人满意的定义) of happiness.
- 5 It _____ (买那件贵的外套毫无道理) when these cheaper ones are just as good.

2 Translate the paragraph into English, using the words and expressions in the box.

differ from ... to ...	be assumed to	be responsible for
focus on	rather than	slow down
assert	take the initiative to do	be up to
		keep up

尽管各个校园的大学文化存在差异，但是也有许多相同之处。例如，学生们被当作成年人看待。他们需要自己解决问题，而且老师更注意与学生，而不是与家长共同解决问题。如果你需要帮助或者需要老师放慢课堂讲解进度，你必须自己提出要求并发问。有的大学课堂进度很快，你必须争取主动跟上大家。

3 Translate the sentences into Chinese.

- 1 Generation X, commonly abbreviated to Gen X, is a term used to refer to people who were born and grew up during the later years of, and in the decade following the Cold War.

- 2 Because of the increasing rate of divorce and number of working mums, Gen X got the traits of independence, resilience and adaptability.
- 3 Gen X saw the inception of the home computer, the rise of videogames, and the Internet as a tool for social and commercial purposes.
- 4 Every student in College Internship Programme in this university has a story to tell about overcoming adversity.
- 5 College students from many universities in the city joined the demonstration; they carried a large, blue banner marked with their opposition to the war.

Reading comprehension (Skimming and scanning)

In this part, you will have 15 minutes to go over the passage quickly and answer the questions. For Questions 1–7, choose the best answer from the four choices marked (a), (b), (c) and (d). For Questions 8–10, complete the sentences with the information given in the passage.

Binge drinking entrenched in college culture

It's been nearly a year since 19-year-old Samantha Spady was found dead of alcohol poisoning in a fraternity house (美国大学生联谊会会堂) at Colorado State University. Spady's blood alcohol content was 0.436 – five times the legal limit – and investigators say she consumed up to 40 drinks the day before she died.

Spady's death was far from the only alcohol-related campus tragedy last year. Each year, college drinking contributes to an estimated 1,400 student deaths, 500,000 injuries and 70,000 cases of sexual assault or date rape, according to the National Institute on Alcohol Abuse and Alcoholism.

Government and universities are pouring millions of dollars into programmes to crack down on campus “binge drinking”, but there's been little change in students' behaviour over the past decade.

Many experts studying alcohol use on college campuses say excessive drinking is so deeply established in the culture, only a radical shift in students' attitude towards drinking will help.

What is “binge drinking”?

Spady's parents, Patty and Rick, have started a group called the SAM (Student Alcohol Management) Spady Foundation, whose mission is to educate students and parents about risky alcohol use.

Patty Spady says she and her husband “regret daily” that they never talked to Sam – a former homecoming queen and high school class president – about the fact that heavy drinking could be deadly. But she also admits that she wasn't totally aware of the dangers herself.

Binge drinking is commonly defined as having five or more drinks in one sitting, and the number of college students considered binge drinkers – around 44 per cent – has stayed about the same for the past decade. But many college students say that definition of binge drinking seems ridiculous.

Barrett Seaman, a former *Time* magazine editor, observed student behaviour on 12 college campuses for his recently released book, *Binge: What Your College Student Won't Tell You*. He

found that many students are drinking far more than five drinks over the course of a night.

“Students are routinely knocking back 20 shots a night,” Seaman said.

Pregaming and other drinking rituals

Seaman, who admits he did his fair share of drinking at Hamilton College in upstate New York in the 1960s, says he was struck by the “intensity” of student drinking today.

One common ritual he saw was “pregaming”, where underage students sat in their dorm rooms or apartments and drank massive amounts of alcohol, usually hard liquor, in order to catch a buzz before going out for the evening.

Seaman says that because drinking is illegal for so many college students, they are forced to do it covertly – and often dangerously – because there’s no telling when they will get another drink as they roam from party to party.

“It is cool to be ostentatiously (夸耀地) drunk,” he said. “It shows you’re part of the elite who has access to alcohol.”

Dr Hoyt Alverson, an anthropology professor at Dartmouth University, had his undergraduate students spend three years studying fellow students’ social behaviour at the school. Alcohol, he says, is inextricably linked with social life on campus.

His study indicates that first-year students especially fear being alone in their new environment, and drinking is simply the best and easiest way of “forming friendships, competing, blowing off steam... fitting in and getting ahead amongst one’s peers.”

Harm reduction and “social norming”

Colorado State University’s Alcohol Task Force kicked into high gear after Spady’s death. But the campus didn’t disband all fraternities or ban alcohol in general. Instead, CSU and other colleges are hoping that educating students about the harmful consequences of heavy drinking – like sexual assault and alcohol poisoning – will be more successful.

Many colleges’ harm reduction programmes include peer-education groups and tips on staying safe while drinking that go far beyond a “don’t drink and drive” message. They are telling women students to stick together at parties and never leave a friend behind, and how to recognize if someone is in physical danger from drinking.

CSU is also trying out a “social norms” campaign, which attempts to correct students’ misperceptions about fellow students’ behaviour.

In a sense, social norming is peer pressure in reverse. The theory is that students overestimate how much their peers drink, and that by giving them accurate information about “campus norms”, it will encourage them to change their behaviour. And according to the National Social Norms Resource Center, campuses that have used social norms programmes have seen rates of “heavy episodic alcohol consumption” drop significantly.

Some call for a culture change

In American culture, college students occupy that vague place between adolescence and adulthood, and in many ways, drinking, partying and breaking the rules are part of this transitional “growing-up” period.

So while drinking at college is nothing new, what is new is the way today’s students are doing it.

Seaman and Alverson agree that raising the drinking age to 21 has been counterproductive (适