

供非英语专业二年级学生使用



# 大学英语

主编 陆 瑛

# 同步辅导教程



(下)

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(供非英语专业二年级学生使用)

陆 璞 主 编

苏州大学出版社

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# 《大学英语同步辅导教程(下)》编委会

(供非英语专业二年级学生使用)

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## 编者的话

《大学英语同步辅导教程(上)》《大学英语同步辅导教程(下)》是《大学英语》(第三版)一至四级系列教材的同步辅导教程。其中上册为一、二级同步辅导与测试,下册为三、四级同步辅导与测试及四、六级考前强化模拟训练。旨在帮助学生进行《大学英语》课程的自学与复习以及四、六级考前强化训练,还可作为教师平时测验的材料。

本书主要包括“四级考试解题攻略”、“课文预习”、“单元测试”、“写作指导”和“四级作文精选练习及范文”等。

本教程的主要特色与创新:

- 强调培养学生自主性学习能力,注重策略内容的设计与学习任务的有机结合,帮助新生尽快适应大学英语学习,弥补现有教材在策略指导及训练上的不足。
- 以策略训练为先导,以写作指导为重点,以《大学英语》系列教材内容为依托,通过对四、六级内容进行有序的安排与整理,尽可能全面体现四、六级新题型的考试要求。
- 运用全真英语语音材料,激发学生自主学习的积极性。本书既有源自 BBC 及美国之音慢速英语节目内容的听力训练题,又有外籍英语教师配音录制的四级全真模拟听力题。本书所有音频材料可从江苏工业学院外国语学院网站收听与下载(<http://sfl.jpu.edu.cn/>)。
- 为教师开展科研研究创造条件。教材内的学习自评表及策略使用情况表等不仅可帮助学生了解和掌控学习情况,也为广大外语教师提供了非常有价值的科研资讯。

本书编者均为多年从事大学英语教学工作的一线老师,在编写过程中能结合教学情况,力求抓住学生学习过程中的主要问题进行循序渐进的辅导与练习。

在编写过程中,编者参考了大量的文献资料,在此谨向参考资料的出版者与编著者们表示由衷的感谢。

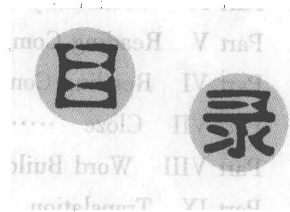
最后,要感谢江苏工业学院外国语学院领导与教师的鼎力相助及所有为本书的出版提供帮助、提出过宝贵意见和建议的人士。

对于本书中出现的不当与疏漏之处,肯请同行和读者不吝指正。

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编者

2009 年 8 月



## Unit One (For Units 1 - 2 Book Three) ..... (1)

Part I 大学英语四级考试听力解题技巧(一)	(1)
Part II Text Preview	(5)
Part III Listening Comprehension	(7)
Part IV Vocabulary & Structure	(10)
Part V Reading Comprehension (Skimming and Scanning)	(12)
Part VI Reading Comprehension (Reading in Depth)	(15)
Part VII Cloze	(18)
Part VIII Word Building	(20)
Part IX Translation	(20)
Part X Writing	(21)
Exercise	(23)

## Unit Two (For Units 3 - 4 Book Three) ..... (24)

Part I 大学英语四级考试听力解题技巧(二)	(24)
Part II Text Preview	(28)
Part III Listening Comprehension	(29)
Part IV Vocabulary & Structure	(31)
Part V Reading Comprehension (Skimming and Scanning)	(33)
Part VI Reading Comprehension (Reading in Depth)	(36)
Part VII Cloze	(40)
Part VIII Word Building	(41)
Part IX Translation	(41)
Part X Writing	(42)
Exercise	(44)

## Unit Three (For Units 5 - 6 Book Three) ..... (46)

Part I 大学英语四级考试快速阅读解题攻略	(46)
Part II Text Preview	(49)
Part III Listening Comprehension	(50)

Part IV	Vocabulary & Structure .....	(52)
Part V	Reading Comprehension (Skimming and Scanning) .....	(54)
Part VI	Reading Comprehension (Reading in Depth) .....	(56)
Part VII	Cloze .....	(59)
Part VIII	Word Building .....	(61)
Part IX	Translation .....	(61)
Part X	Writing .....	(61)
<b>Unit Four</b>	<b>(For Units 7 - 8 Book Three)</b> .....	<b>(66)</b>
Part I	大学英语四级考试仔细阅读解题技巧 .....	(66)
Part II	Text Preview .....	(69)
Part III	Listening Comprehension .....	(71)
Part IV	Vocabulary & Structure .....	(73)
Part V	Reading Comprehension (Skimming and Scanning) .....	(75)
Part VI	Reading Comprehension (Reading in Depth) .....	(78)
Part VII	Cloze .....	(81)
Part VIII	Word Building .....	(82)
Part IX	Translation .....	(82)
Part X	Writing .....	(83)
Exercises	.....	(86)
<b>Unit Five</b>	<b>(For Units 9 - 10 Book Three)</b> .....	<b>(87)</b>
Part I	大学英语四级考试简短回答解题技巧 .....	(87)
Part II	Text Preview .....	(89)
Part III	Listening Comprehension .....	(91)
Part IV	Vocabulary & Structure .....	(93)
Part V	Reading Comprehension (Skimming and Scanning) .....	(95)
Part VI	Reading Comprehension (Reading in Depth) .....	(98)
Part VII	Cloze .....	(101)
Part VIII	Word Building .....	(103)
Part IX	Translation .....	(103)
Part X	Writing .....	(103)
Exercises	.....	(106)
<b>Unit Six</b>	<b>(For Units 1 - 2 Book Four)</b> .....	<b>(108)</b>
Part I	大学英语四级考试综合测试技巧 .....	(108)
Part II	Text Preview .....	(110)
Part III	Listening Comprehension .....	(113)
Part IV	Vocabulary & Structure .....	(115)

Part V Reading Comprehension (Skimming and Scanning)	(117)
Part VI Reading Comprehension (Reading in Depth)	(120)
Part VII Cloze	(123)
Part VIII Word Building	(124)
Part IX Translation	(124)
Part X Writing	(125)
Exercise	(128)

## Unit Seven (For Units 3 - 4 Book Four) (129)

Part I 大学英语四级考试翻译解题技巧(一)	(129)
Part II Text Preview	(130)
Part III Listening Comprehension	(132)
Part IV Vocabulary & Structure	(135)
Part V Reading Comprehension (Skimming and Scanning)	(136)
Part VI Reading Comprehension (Reading in Depth)	(139)
Part VII Cloze	(142)
Part VIII Word Building	(143)
Part IX Translation	(143)
Part X Writing	(144)
Exercises	(148)

## Unit Eight (For Units 5 - 6 Book Four) (149)

Part I 大学英语四级考试翻译解题技巧(二)	(149)
Part II Text Preview	(152)
Part III Listening Comprehension	(154)
Part IV Vocabulary & Structure	(157)
Part V Reading Comprehension (Skimming and Scanning)	(158)
Part VI Reading Comprehension (Reading in Depth)	(161)
Part VII Cloze	(164)
Part VIII Word Building	(165)
Part IX Translation	(166)
Part X Writing	(166)
Exercises	(171)

## Unit Nine (For Units 7 - 8 Book Four) (172)

Part I 大学英语四级写作的谋篇布局	(172)
Part II Text Preview	(175)
Part III Listening Comprehension	(176)
Part IV Vocabulary & Structure	(179)

Part V Reading Comprehension (Skimming and Scanning) .....	(181)
Part VI Reading Comprehension (Reading in Depth) .....	(184)
Part VII Error Correction .....	(187)
Part VIII Word Building .....	(188)
Part IX Translation .....	(188)
Part X Writing .....	(189)
Exercise .....	(191)
<b>Unit Ten (For Units 9 - 10 Book Four) .....</b>	<b>(192)</b>
Part I 大学英语四级写作高分策略 .....	(192)
Part II Text Preview .....	(196)
Part III Listening Comprehension .....	(198)
Part IV Vocabulary & Structure .....	(200)
Part V Reading Comprehension (Skimming and Scanning) .....	(202)
Part VI Reading Comprehension (Reading in Depth) .....	(206)
Part VII Error Correction .....	(209)
Part VIII Word Building .....	(210)
Part IX Translation .....	(210)
Part X Writing .....	(211)
Exercise .....	(213)
<b>答案与解析 .....</b>	<b>(214)</b>
<b>《大学英语同步辅导教程(下)》听力对话部分文字 .....</b>	<b>(264)</b>
<b>附录: 精选四、六级写作练习及参考范文 .....</b>	<b>(297)</b>



## Unit One

## (For Units 1 - 2 Book Three)

## Part I 大学英语四级考试听力解题技巧(一)

## A. 短对话部分

听力短对话部分共八题,其题目特点与解题思路仍然遵循以场景词为核心,把握关键结构词汇(如转折、因果、时间、比较、重复等)和关键句型句式(如反问句式、建议句型等),结合语音、语调、语速变化所引起的特征发音现象(如连读、失爆等)的原则。典型题型如下:

## 一、转折引起的说话人态度及谈论重点的变化

例 1: [A] The man hates to lend his tools to other people.

[B] The man hasn't finished working on the bookshelf.

[C] The tools have already been returned to the woman.

[D] The tools the man borrowed from the woman are missing.

Key: W: Simon. Oh, well, could you return the tools I lent you for building the bookshelf last month?

M: Oh, I hate to tell you this, but I can't seem to find them.

Q: What do we learn from the conversation?

对话第一句(即女士)的语言虽然相当复杂,包括要求返还物品、租借理由、租借时间等复杂信息,却都没有成为考点,而是男士那句简单回答中转折后的中心内容被选择为考点,体现了四级考试中对转折考点的考查。这句话其实完全可以认为是“I'd love to, but ...”的一个变体,其后面所接部分不仅是转折后的内容,而且往往是一个原因的体现,这也是四级考试的重要考点之一。

## 二、建议句型的考查

建议句型属于比较复杂的考点之一,句型相对比较复杂,而且隐蔽性比较强。

例 2: [A] Save time by using a computer. [B] Buy her own computer.

[C] Borrow Martha's computer. [D] Stay home and complete her paper.

Key: W: I am going to Martha's house. I have a paper to complete. And I need to use her computer.

M: Why don't you buy one yourself? Think how much time you could save.

Q: What does the man suggest the woman do?

问题直接指向建议,问到 suggest 这个词,对话中的“Why don't you ...”就成了提问重点。否定的反问,自然体现了肯定的意思,言下之意就是“You should buy one yourself.”。

### 三、场景、人物关系的推测

地点场景题在每次考试中几乎必考。这类题往往要求考生通过对场景的把握来推测事情发生的地点以及当事人之间的关系。

例 3: [A] Teacher and student.

[B] Policeman and driver.

[C] Manager and office worker.

[D] Travel agent and customer.

Key: W: Why don't you stop when we first signaled?

M: I am sorry. Would I have to pay a fine?

Q: What is the probable relationship between the two speakers?

本题的关键词语是 stop、pay a fine。女士问男士为什么见信号不停车,男士担心是否罚款,这充分说明了他们之间的关系,所以需要把握住场景中 pay a fine 这样的关键短语。

### 四、同义表达方式的考查

对隐含意思的考查很大程度上依赖于同义表达方式,即考查学生对具体句式、短语、词组甚至单词的理解。

例 4: [A] It was a long lecture, but easy to understand.

[B] It was not so easy as she had expected.

[C] It was as difficult as she had expected.

[D] It was interesting and easy to follow.

Key: M: What do you think of Professor Brown's lecture?

W: The topic was interesting, but the lecture was much more difficult to follow than I had expected.

Q: What does the woman say about the lecture?

与 much more difficult to follow than I had expected 同义的应该是 B。

### 五、同音或相近音辨别

有些试题在四个选项中设置一种与原文某些关键词在发音上相同或相近的“混淆音”。

例 5: [A] We meet once every two weeks.

[B] We met for an hour.

[C] They asked me and several others.

[D] They love to fly on windy days.

Key: M: Our club meets every other Wednesday.

W: Oh, you are lucky to meet your friends there.

Q: How many times does the man meet his club members?

A 是答案;B 中的 hour 与 our 发音相同;C 中的 several others 与 every other 发音相近;D 中的 windy days 是为了混淆 Wednesday。

### 六、反问句式、反意疑问句式的考查

反问和反意疑问也是一个常见的考题形式。

例 6: [A] The man should stick to what he's doing.

[B] The man should take up a new hobby.

[C] The man should stop playing tennis.

[D] The man should find the cause for his failure.

**Key:** M: I think I'm going to give up playing tennis. I lost again today.

W: Just because you lost? Is that the reason to quit?

Q: What does the woman imply?

女士反问男士“Is that the reason to quit?”。此句话中虽然没有出现 not, 但也是反问句的句式。一般来说, 如对话中后者重复前者所说的某一内容, 并且用升调反问, 这表示对前者所说的内容表示不满、不赞同、惊异等。反之, 如果后者用降调反问, 表示赞同前者的意见。

## B. 长对话部分

听力长对话(Long Conversations)的长度一般在6—20句之间, 字数在120—250字之间。对每篇长对话的提问一般是2—5个。与短对话相比, 长对话涉及的内容更深入, 人物态度、语气、情感变化更复杂, 一般不能简单依赖某个关键词来判断整篇对话的含义。一人一句的短对话涉及的只是一个“点”, 而长对话涉及的是“面”。短对话的答案一般是具体的, 而长对话则更依赖于推断和判断。一般来说, 长对话必然有一个中心议题, 对话双方都是围绕该中心而展开话题。

由于对话内容较多, 准确判断对话的场景, 对把握对话的中心思想是非常重要的。清晰的场景会在考生头脑中形成氛围, 容易体现对话的发展脉络, 使对话情节的发展更加顺理成章。常见场景如下:

### 一、学习相关类

学习相关类往往是长对话的重点。内容可粗略归纳为教务场景、选(换)课场景、补课场景和论文场景等。

#### (1) 教务场景

场景人物: 由教师(导师)或学监等教务人员向学生说明一些学校课程的安排情况。  
涉及内容: 学期计划、调课信息、考试安排、课程介绍等。

解题思路: 教务人员总是细致地描述各项事务的细节问题, 时间、地点、计划推迟或变更的原因往往是考查的重点。

常用的词语: academic、examination、class discussion、seminar、workshop、elementary/primary、intermediate、advanced、count for 50% of your score 等。

#### (2) 选(换)课场景

场景人物: 师生之间或学生之间谈论选课的话题。涉及内容: 学生是否有资格选(换)某一门课、对于老师的谈论、课程的难易程度、选(换)某一门课的好处和坏处。

解题思路: 学生觉得课程太难, 负荷太重。

常用的词语: required、compulsory、optional、selective、course、switch majors、catalog、bulletin、prerequisite course、preliminary course、a burden、a (little) heavy (load)、excellent reputation、drop a course、credit、adjust oneself 等。

#### (3) 补课场景

场景人物: 同学之间补课。涉及内容: 通常是某学生因为某些原因迟到或旷课, 事后



找其他同学补课,常涉及相关专业内容。

解题思路:迟到或旷课的学生大多是男生,帮他补课的一般是女生。其结果往往是男生会感叹不上这堂课很遗憾。

常用的词语:fill sb. in、you've really lost me there、make sense、miss a pretty important class、clarify the misunderstanding、check the notes 等。

#### (4) 论文场景

场景人物:教授与学生,或者学生之间互相讨论。涉及内容:讨论论文写作的相关事宜,比如论文题目、查找资料等等。

解题思路:论文的题目难以确定,资料太难找(题目太偏,查不到资料;题目太大,要查的资料太多、太杂)。

常用的词语:literature review、explore the topic、published resources、bibliography/reference、intellectual dishonesty、plagiarism、get an early start、gather materials/data 等。

### 二、生活相关类

相关场景:体育场景、娱乐场景、租房场景等。

#### (1) 体育场景

场景人物:同学、朋友或家庭成员一起出去郊游。涉及内容:往往是一些热门的运动,如 cycling、rock climbing、skiing、boating。

解题思路:目的不在于比赛,而是好玩、健身、交友。一些运动,如 cycling,往往是以 team、club 或 association 的形式存在的。

常用的词语:ski、boots、pole、outdoors、get in great shape、ensure the safety、first aid、check the trails、physical education、belts、patience、mental discipline、expert riders、starting line、relay station 等。

#### (2) 娱乐场景

场景人物:同学、朋友或家庭成员。场景涉及的内容:郊游、参加运动、听音乐会、谈论玩的计划等。

解题思路:一般说到娱乐,常见的项目有 go on a picnic、barbecue、hiking/camping trip、go to a concert、see a movie、play the ball、ski、travelling 等。

常见的词语:enjoy、good day、take a break、relax、reserve a court、a night-out、take your mind off your test、fair weather 等。

#### (3) 租房场景

场景人物:房东、住户。涉及内容:和房东的相处甚至讨价还价。对房子的评价,包括价格、地理位置,也常常涉及到租房子的过程。

解题思路:学生一般倾向于找价格低的房子,所以房子的条件一般比较差,经常会出一些毛病;由于房子紧张,找房子、租房子的过程往往很不容易。

常用的词语:a house to let、accommodation office、roommate、temporary accommodation、dormitory、deposit、live on/off campus、utilities、heating costs、landlord、apartment、sublet、dishwasher、messy、a leaky faucet、tenant、afford 等。

### 三、工作相关类

#### (1) 应聘(面试)场景

场景人物:聘方人员和应聘者。涉及内容:对于某种工作的态度和评价、应聘工作的条件、如何办理相关手续、工资待遇、工作时间等。

解题思路:应聘者介绍自己的情况,如教育背景、特长等,聘方人员一般要介绍工作的性质、工资待遇以及上下班时间。

常用的词语:teaching/research/lab/administrative assistant、application procedure、reference、demand physical endurance、pre-career training、permanent employment、stipend、bonus、part-time job 等。

## (2) 更换工作

场景人物:同事和朋友或上司。场景涉及的内容:对于某种工作的适应程度、工资待遇和工作环境、工作压力等。

解题思路:说话人埋怨工作压力、工资待遇,强调更换工作理由或新工作的优势等。

常用的词语:tired、a bit fed up、pressure、dismiss、extra/over work、quit the job、promotion 等。

## 四、应试技巧

(1) 预读对话选项,捕捉信息。迅速扫视选项,体会它们的内在联系,预测所听对话材料的大体内容,通过各个问题间的内在联系估摸对话的主题,更好地理解其检测点的细节。

(2) 排除明显错误的选项。及时排除明显错误的选项,将有助于提高正确率。

(3) 把握做题的节奏。做题的节奏在听力中比在其他部分要重要得多,每一项提问的时间间隔都相同,这就暗示着答题的节奏感。答题的节奏与提问的节奏相一致,在下一道题提问前要留有一定的时间迅速扫视其选项。

(4) 提高短期记忆能力,学会脑笔同记、边听边记和一系列适合自己的记忆方法。

(5) 熟悉各种固定的提问形式,根据对话的发展预测可能提出的问题。

## Part II Text Preview

### 1. Preview Questions (for Unit 1 Book Three)

- 1) *The whole process of being arrested and taken to court was a rather unpleasant experience at the time, but it makes a good story now.*

How did the author feel about the incident at the time it occurred? What does he think of it now? What does "it" refer to?

- 2) *What makes it rather disturbing was the arbitrary circumstances both of my arrest and my subsequent fate in court.*

What is the clause introduced by what? What's the meaning of the whole sentence in Chinese?

- 3) *It must have been this obvious aimlessness that led to my downfall.*

Paraphrase the sentence.

- 4) *But then another policeman appeared, this time in uniform, and I was left in no doubt.*

What can you infer from this sentence?

- 5) ***"How long have you been following me?" in the most casual and conversational tone I could manage?***

What does the author mean by saying "the most casual and conversational tone I could manage" in this sentence?

- 6) ***I thus appeared to them to be quite familiar with this sort of situation, and it confirmed them in their belief that I was a thoroughly disreputable character.***

What do "this sort of situation" and "it" refer to? What's the meaning of the whole sentence in Chinese?

- 7) ***I continued to try to look worldly and au fait with the situation.***

What is the meaning of the expression "au fait"? Why does the author use this French phrase?

- 8) ***I had the "right" accent, respectable middle-class parents in court, reliable witnesses.***

What can we infer from "right accent"?

- 9) ***Given the obscure nature of the charge, I feel sure that if I had come from a different background, and had really been unemployed, there is every chance that I would have been found guilty.***

What does "the obscure nature of the charge" refer to? Can you find any expressions we have learned that are similar in meaning to "there is every chance that ..."?

- 10) ***"You could have been a bit more helpful when we arrested you," he said to me reproachfully.***

What is the implied meaning of the sentence and why did the policeman say it reproachfully?

## 2. Preview Questions (for Unit 2 Book Three)

- 1) ***The other night at the dinner table, my three kids took time out from their food fight to teach me about paradigm shifts, and limitations of linear thinking and how to refocus parameters.***

What's the meaning of the whole sentence in Chinese?

- 2) ***To those of us forced as kids to eat them in salads, tomatoes will always be vegetables.***

What is the grammatical function of "forced as kids to eat them in salads"? Paraphrase the sentence and translate the sentence into Chinese.

- 3) ***It was messier than a food fight and much more important than whether a tomato is a fruit or vegetable.***

What can we infer from the sentence and what is the meaning of the whole sentence in Chinese?

- 4) ***They were doing what Edward Jenner did when he discovered a vaccination for smallpox by abandoning his quest for a cure.***

What does "abandoning his quest for a cure" mean?

- 5) Maybe that explains why so many of the world's most brilliant scientists and inventors were failures in school, the most notable being Albert Einstein, who was perhaps this century's most potent paradigm-shifter.

What is the implied meaning of the sentence and what does "this century's most potent paradigm-shifter" mean?

- 6) *I bring this up because we seem to be at a point in the evolution of our society where everyone is clamoring for more technology, for instant, access to ever-growing bodies of information.*

What is the function of the subordinate clause introduced by where? Translate the sentence into Chinese.

- 7) *But unless we shift our paradigms and refocus our parameters, the super information highway will lead us nowhere.*

What is the function of the subordinate clause introduced by unless? Paraphrase the sentence.

- 8) *And he didn't do anything less Earth-shattering (pun intended) than completely change the way the universe was viewed.*

How do you understand the word "Earth-shattering" in this sentence and what is the meaning of the sentence in Chinese?

- 9) *We need to discover, as my kids did, that there is more than one right answer, there is more than one right question and there is more than one way to look at a body of information.*

Analyze the sentence structure and its function. Can you find more examples of the similar one in the text?

- 10) *We need to remember that when you have only a hammer, you tend to see every problem as a nail.*

What do "a hammer" and "a nail" refer to? Paraphrase the sentence.

## Part III Listening Comprehension

### 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 the Answer Sheet with a single line through the center.

**Questions 1 to 8 are based on the conversations you have just heard.**

- |                         |                          |
|-------------------------|--------------------------|
| 1. A) A shop assistant. | B) A telephone operator. |
| C) A waitress.          | D) A clerk.              |

2. A) His injury kept him at home. B) He didn't think it necessary.  
C) He was too weak to see the doctor. D) He failed to make an appointment.
3. A) Invite Tom to the party. B) Tell Tom to pick up the Johnsons.  
C) Get the Johnsons' address. D) Ask Tom to send an invitation.
4. A) The woman was quite ill. B) The woman was quite angry.  
C) The man insulted the woman. D) The man lost his self-control.
5. A) She doubts the man's word. B) She believes in the man.  
C) She has to pay the month's rent. D) She is going to talk to the landlord this time.
6. A) She is too busy to go. B) She's willing to go swimming.  
C) She doesn't want to wait long. D) She enjoys the wonderful weather.
7. A) He would like some help. B) There's only one point he doesn't understand.  
C) He can't learn the material. D) These problems won't be in the exam.
8. A) Travelling by air. B) Travelling by sea.  
C) Flies. D) Fight.

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

9. A) They have some fun and games in their lives.  
B) They save money for a trip to the Middle East.  
C) They begin to plan a trip around the world.  
D) They work hard to improve their living standards.
10. A) Different countries have different policies regarding travel and immigration.  
B) Travel and immigration will cost them a lot of money.  
C) The policies regarding travel and immigration in some countries aren't realistic.  
D) All the countries just have the same policies regarding travel and immigration.
11. A) People there are hostile to foreigners.  
B) The traffic conditions in that region are very backward.  
C) There is a lot of conflict in the region.  
D) Foreigners usually find it hard to get along with the local people there.
12. A) Different racial groups live together in peace.  
B) The military there plays a key role in politics in the region.  
C) They provide the poor with temporary food and shelter.  
D) There is a lot of fighting between different racial groups.

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

13. A) There is no speed limit in the streets.  
B) She has told him before.  
C) There are signs along the road.  
D) He has recently received his driver's license.
14. A) He was on his way home.  
B) He hadn't realized he was speeding.  
C) He lived on Elm Street.