

吉首大学“十二五”精品教材
JISHOU DAXUE SHIERWU JINGPIN JIAOCAI



综合英语能力 实训教程

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编写说明

“综合英语”作为英语专业的主干课程，目的在于培养和提高学生综合运用英语的能力，提高学生听、说、读、写、译等能力。“综合英语”课程名称经历了“精读”“交际英语”到“综合英语”的变迁，这深刻反映了英语教学目标与指导理论的变迁和与时俱进。

近年来，吉首大学外国语学院立足于本校实际，积极致力于教育教学改革，坚持创新人才培养理念，开发特色教材和校本教材。鉴于此，在本教材的编写过程中我们注重如下几个方面：

一、本教材运用建构主义理论为指导，努力建立以学生为主体、教师为主导的学习观，强调实用性外语教学，突出学生的参与性、教学内容的实用性、教师作用的指导性和教学方式的实践性，使学生在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力和综合文化素养，以适应我国经济发展和国际交流的需要。

二、本教材使篇章学习和模块化设置相结合，既注重学生语言基本技能的培养，通过模块化训练来提高学生的英语综合能力，又兼顾培养学生的人文关怀，让学生了解英语各种文体的特点，帮助学生获取不同文化背景知识，拓宽学生的知识面，启发他们对文化差异的敏感性、宽容性和处理文化差异的灵活性，使语言知识的学习与文化的输入相辅相成，相得益彰。

三、本教材讲求实用，适合英语专业本科生在基础阶段任何一个学期内安排的课时。全书共10个单元，每个单元分为两个部分：第一部分以课文为核心，搭配少量课后练习。这部分的文章题材广泛、体裁多样，覆盖文化、历史、经典、政治、经济、科技、生态等主题，文章的类型包括叙述文、说明文、论证文和描述文。第二部分以模块方式设置，包含听力听写、听力理解、完形填空、语法及词汇、阅读理解、写作等板块，旨在对学生进行全面、严格的基本技能训练，培养他们实际运用语言的能力，为进入高年级的学习打下扎实的专业基础。教材的后面还附有2008—2012年英语专业四级考试真题。本书各单元的音频材料、篇章译文以及模块训练题的参考答案，均可从吉首大学外国语学院的网站下载，网址：<http://waiyu.jsu.edu.cn>。

本教材覆盖面较宽，借鉴和参考的书籍不少，在教材的附录里已列举了所借鉴和参考的书籍，这些编者和作者的知识产权让我们永远铭记和感谢。本教材编写的具体分工如下：石红梅担任教材的主编并负责第一单元的编写；胡渝镛负责第二单元的编写；龙鹏屹负责第三单元的编写；杨为负责第四单元的编写；田莎负责第五和第六单元的编写；涂晴负责第七单元的编写；石春燕负责第八单元的编写；刘燕和徐姗姗负责第九单元的编写；翦洁负责第十单元的编写；李梅花、朱海玉、林燕参与了该书的部分资料收集与编写工作。杨科、涂晴负责编辑整理所有的音频材料，胡道华、丁志斌负责审阅全稿。

本教材属于吉首大学 2011 年精品教材建设的资助项目,也是吉首大学 2009 年度精品课程“综合英语”的建设结题成果之一。本教材的编写得到了学校教务处领导及外国语学院领导与“综合英语”课程组全体教师的大力支持,吉首大学的海外名师美国拜欧拉大学应用语言学及国际英语教育系教授 Katherine Barnhouse Purgason 博士认真审校了教材的英文部分,并给出了许多建设性的修改意见。此外,责任心极强的西南交通大学出版社编辑们在审稿的过程中也提供了很多宝贵的建议。在此,编者一并表示真挚的感谢。

受时间和水平所限,教材中的错误与不足在所难免,敬请读者不吝指正。

编 者

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Unit 1

Part One

This Was My Mother

By Mark Twain

Pre-reading questions

1. What is your attitude towards your mother?
2. How will you describe your mother's characters in a few words?

My mother, Jane Lampton Clemens, died in her 88th year, a mighty age for one who at 40 was so delicate of body as to be accounted a confirmed invalid destined to pass soon away. ^[1] But the invalid who, forgetful of self, takes a strenuous and indestructible interest in everything and everybody, as she did, and to whom a dull moment is an unknown thing, is a formidable adversary for disease. ^[2]

She had a heart so large that everybody's grieves and joys found welcome in it. ^[3] One of her neighbors never got over the way she received the news of a local accident. When he had told how a man had been thrown from his horse and killed because a calf had run in his way, my mother asked with genuine interest, "What became of ^[4] the calf?" She was not indifferent to the man's death, she was interested in the calf, too.

She could find something to excuse and as a rule to love in the toughest of human beings or animals—even if she had to invent it. Once we beguiled her into saying a soft word for the devil himself. We started abusing him, one conspirator after another adding his bitter word, until she walked right into the trap. She admitted that the indictment was sound, but had he been treated fairly?

She never used large words, yet when her pity or indignation was stirred she was the most eloquent person I have ever heard. We had a little slave boy whom we had hired from someone there in Hannibal. ^[5] He had been taken from his family in Maryland, brought halfway across the continent, and sold. All day long he was singing, whistling, yelling and laughing. The noise was maddening, and one day I lost my temper, went raging to my mother and said Sandy had been singing for an hour straight, and I couldn't stand it. Wouldn't she please shut him up? The tears came into her eyes and she said,

"Poor thing, when he sings it shows me that he is not remembering, and that comforts me; but when he is still I am afraid he is thinking. He will never see his mother again; if he can sing, I must be thankful for it. If you were older you would understand, and that friendless child's noise would make you glad."

All dumb animals had a friend in her. ^[6] Hunted and disreputable cats recognized her at a glance as their refuge and champion. We once had 19 cats at one time. They were a vast burden, but

they were out of luck, and that was enough.^[7] She generally had a cat in her lap when she sat down, but she denied indignantly that she liked cats better than children though there was one advantage to a cat,^[8] she'd say. You could always put it down when you were tired of holding it.

I was as much of a nuisance as^[9] any small boy and a neighbor asked her once, "Do you ever believe anything that boy says?"

"He is the wellspring of truth," my mother replied, "but you can't bring up the whole well with only one bucket. I know his average,^[10] so he never deceives me. I discount him 90 percent for embroidery and what is left is perfect and priceless truth, without a flaw."

She had a horror of snakes and bats, which I hid in pockets and sewing baskets; otherwise she was entirely fearless. One day I saw a vicious devil of a Corsican, a common terror in the town, chasing his grown daughter with a heavy rope in his hand, threatening to wear it out on her. Cautious male citizens let him pass but my mother spread her door wide to the refugee, and then, instead of closing and locking it after her, stood in it, barring the way. The man swore, cursed, threatened her with his rope; but she only stood, straight and fine, and lashed him, shamed him, derided and defied him until he asked her pardon, gave her his rope and said with a blasphemous oath that she was the bravest woman he ever saw. He and she were always good friends after that. He found in her a long-felt want—somebody who was not afraid of him.

One day in St. Louis^[11] she walked out into the street and surprised a burly cartman who was beating his horse over the head with the butt of a heavy whip. She took the whip away from him and made such a persuasive appeal that he was tripped into saying he was to blame, and into volunteering a promise that he would never abuse a horse again.

She was never too old to get up early to see the circus procession enter town. She adored parades, lectures, conventions, camp meetings, church revivals—in fact every kind of dissipation that could not be proved to have anything irreligious about it, and she never missed a funeral. She excused this preference by saying that, if she did not go to other people's funerals, they would not come to hers.

She was 82 and living in Keokuk^[12] when, unaccountably, she insisted upon attending a convention of old settlers of the Mississippi Valley. All the way there, and it was some distance, she was young again with excitement and eagerness. At the hotel she asked immediately for Dr. Barrett, of St. Louis. He had left for home that morning and would not be back, she was told. She turned away, the fire all gone from her,^[13] and asked to go home. Once there she sat silent and thinking for many days, then told us that when she was 18 she had loved a young medical student with all her heart. There was a misunderstanding and he left the country,^[14] she had immediately married, to show him that she did not care. She had never seen him since and then she had read in a newspaper that he was going to attend the old settlers' convention. "Only three hours before we reached that hotel he had been there," she mourned.

She had kept that pathetic burden in her heart 64 years without any of us suspecting it.^[15] Before the year was out, her memory began to fail. She would write letters to school-mates who had been dead 40 years, and wondered why they never answered. Four years later she died.

But to the last she was capable with her tongue.^[16] I had always been told that I was a sickly child who lived mainly on medicines during the first seven years of my life. The year she died I asked her about this and said,

“I suppose that during all that time you were uneasy about me?”

“Yes, the whole time.”

“Afraid I wouldn’t live?”

After a recollective pause—ostensibly to think out the facts—

“No—afraid you would.”

Jane Lampton Clemens’ character, striking and lovable, appears in my books as Tom Sawyer’s Aunt Polly. I fitted her out with a dialect and tried to think up other improvements for her, but did not find any. (1193 words)

Words and expressions

invalid [in'vælid] *n.* a person made weak by illness

destine ['destin] *v.* settle or determine the future of

strenuous ['strenjuəs] *adj.* taking great effort; showing great activity

indestructible [ˌindi'strʌktəbl] *adj.* that cannot be destroyed

formidable ['fɔːmidəbl] *adj.* likely to be difficult to overcome or deal with

adversary ['ædvəsəri] *n.* opponent, enemy

calf [kɔːf] *n.* young of the domestic cow

beguile [bi'gail] *v.* deceive sb.

conspirator [kən'spirətə] *n.* one who takes part in a conspiracy

indictment [in'daitmənt] *n.* accusation

yell [jel] *v.* utter a loud sharp cry or cries because of pain, excitement, etc.

maddening ['mædəniŋ] *adj.* (informal) very annoying

disreputable [dis'repjutəbl] *adj.* of bad reputation, not respectable in character or appearance

wellspring ['welsprɪŋ] *n.* a supply or source of a particular quality, esp. one that never ends

embroidery [im'brɔɪdəri] *n.* inessential ornament

vicious ['viʃəs] *adj.* cruel, having or showing hate and the desire to hurt

lash [læʃ] *v.* attack violently with words

deride [di'raɪd] *v.* laugh scornfully at

defy [di'fai] *v.* challenge (person) to do or prove something

blasphemous ['blæsfəməs] *adj.* speaking against god or things considered holy

burly ['bɜːli] *adj.* of stout, sturdy build

butt [bʌt] *n.* a thick (wooden) end

revival [ri'vaɪvl] *n.* a public religious meeting

dissipation [ˌdɪsi'peɪʃn] *n.* the continuing search for dangerous or foolish pleasure

pathetic [pə'tetik] *adj.* sad; pitiful; causing a feeling of pity or sorrow
ostensibly [ɒ'stensəbli] *adv.* apparently; in a pretended, professed manner

Notes

[1] **My mother,... to pass soon away.** The grammatical structure of this sentence is like this: "My mother" is the subject; "died" serves as the predicate; "a mighty age... away" is the apposition of "88th year", in which there is an attributive clause introduced by "who" to modify "one"; "so as... to" is a pattern to show degree.

[2] **But the invalid... adversary for disease.** The grammatical structure of this sentence goes like this: "the invalid" serves as the subject, followed by two attributive clauses "who... as she did" and "to whom... an unknown thing"; the predicate is "is a... for disease".

[3] **She had a heart so large that everybody's griefs and joys found welcome in it.** This sentence indicates that she was very kind, considerate and full of sympathy. Everyone could share his trouble or pleasure with her. "Welcome" here is used as a noun. It means "a kind acceptance" or "a show of kind acceptance".

[4] **Become of: happen to, often in a bad way** Examples: 1) I don't know what will become of the boy if he keeps failing his examinations. 2) What (ever) has become of my blue bag? I can't find it anywhere.

[5] **Hannibal:** ['hænbəl] a small port on the Mississippi River, where Mark Twain spent his early youth.

[6] **All dumb animals had a friend in her.** This indicates that she liked animals very much and showed them great kindness.

[7] **They were a vast burden... that was enough.** It indicates that so many cats were really a great burden. But they were not well cared which was enough to make my mother take the trouble to take care of them.

[8] **... though there was one advantage to a cat...** Here "one advantage" refers to the next sentence "You could always put it down when you were tired of holding it."

[9] **As much of a nuisance as...** This indicates "... as much disliked as..."

[10] **I know his average.** It indicates that "I know what he is usually like." Or "I know how many of his words I should believe."

[11] **St. Louis:** [sæn'lwɪ:] a city in the east of Missouri, on the Mississippi River

[12] **Keokuk:** ['ki:əkək] a small town in Iowa, on the Mississippi River

[13] **The fire all gone from her...** This indicates when my mother got to know that Dr. Barrett had left, for whom my mother came all the way, she was very disappointed.

[14] **There was a misunderstanding and he left the country, ...** Here "the country" refers to the local area.

[15] **She had kept that pathetic burden in her heart 64 years without any of us suspecting it.** In this sentence "that pathetic burden" refers to my mother's sadly-ended love story with the



young medical student when she was young.

[16] **But to the last she was capable with her tongue.** It indicates that but till the last part of her life she was still very tough in her speech.

Exercises

I. Answer the following questions

1. What does the author mean by saying that “a dull moment is an unknown thing” in Para. 1?
2. Why did the author together with others abuse the devil in the face of his mother in Para. 3?
3. What can the sentence “They were a vast burden, but they were out of luck, and that was enough” in Para. 6 be paraphrased as?
4. What is the textual meaning of “you can’t bring up the whole well with only one bucket” in Para. 8?
5. What does the sentence “But to the last she was capable with her tongue” in Para. 14 mean?
6. What is the author’s attitude towards his mother?
7. What kind of tone does the author take in describing his mother?

II. Sentence translation

1. My mother, Jane Lampton Clemens, died in her 88th year, a mighty age for one who at 40 was so delicate of body as to be accounted a confirmed invalid destined to pass soon away.
2. She never used large words, yet when her pity or indignation was stirred she was the most eloquent person I have ever heard.
3. “He is the wellspring of truth,” my mother replied, “but you can’t bring up the whole well with only one bucket. I know his average, so he never deceives me. I discount him 90 percent for embroidery and what is left is perfect and priceless truth, without a flaw.”
4. She was never too old to get up early to see the circus procession enter town. She adored parades, lectures, conventions, camp meetings, church revivals—in fact every kind of dissipation that could not be proved to have anything irreligious about it.
5. 她心胸开阔, 无论谁的悲苦与欢乐都能包容。(welcome)
6. 她害怕那些我藏在口袋和针线筐里的蛇和蝙蝠。除此之外, 她什么都不怕。(otherwise)
7. 仅在我们到宾馆的3个小时前, 他还在这里呢。(before)
8. 我曾为这个角色设计了方言, 并且尽力设计出更多的亮点, 但最后仅此而已。(think up)

Part Two

Model Test 1

Part I Dictation

Listen to the following passage. Altogether the passage will be read to you four times. During the first reading, which will be read at normal speed, listen and try to understand the meaning. For

the second and third readings, the passage will be read sentence by sentence, or phrase by phrase, with intervals of 15 seconds. The last reading will be done at normal speed again and during this time you should check your work. You will be given 2 minutes to check through your work once more.

Part II Listening comprehension

In section A, B and C you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the correct answer to each question on your answer sheet.

Section A Conversations

In this section you will hear several conversations. Listen to the conversations carefully and then answer the questions that follow.

Questions 1 to 3 are based on the following conversation. At the end of the conversation, you will be given 15 seconds to answer the questions. Now listen to the conversation.

1. What did the woman say about the Egyptian sculptures?
 - A. The Egyptians made very few animal statues.
 - B. The statues were all more or less the same size.
 - C. There were displays from prehistoric times.
 - D. All the statues depict kings and noblemen.
2. What did the woman say about the Greek sculptures?
 - A. They dated from prehistoric.
 - B. The statues from Crete were of primitive workmanship.
 - C. The Greeks are famous for life-sized nude athletes.
 - D. Greek statues were usually on inscribed bases.
3. What are some of the differences between Egyptian and Greek sculptures?
 - A. Egyptian sculptures usually had loose, flowing clothes.
 - B. The Greek used a wider variety of materials in their works.
 - C. Egyptian sculptures usually had a support at the back.
 - D. The Egyptians specialized in life-size sculptures.

Questions 4 to 6 are based on the following conversation. At the end of the conversation, you will be given 15 seconds to answer the questions. Now listen to the conversation.

4. The woman's essay will be focused on the difference between _____.
 - A. TV news programs and education programs
 - B. TV and radio news programs
 - C. TV news programs at different hours
 - D. TV sports programs and local news programs
5. Which two of the time slots does Dr. Richardson suggest Stella use for her essay?
 - A. The six o'clock and the mid-morning
 - B. The breakfast and the six-clock

- C. The mid-morning and midnight D. The midday and the ten o'clock
6. What will Stella do before she decides which part of the programs to use?
- A. To analyze a whole week of all the programs.
B. To collect a sample of programs over a week.
C. To analyze different audience compositions of the programs.
D. To complete the reading of all the materials.

Questions 7 to 10 are based on the following conversation. At the end of the conversation, you will be given 20 seconds to answer the questions. Now listen to the conversation.

7. Why is Paula unhappy?
- A. The apartment is too far from the campus.
B. The apartment needs a lot of repair work.
C. She's having trouble with the landlady.
D. Her roommate won't share expenses.
8. Why is Mrs. Connors angry?
- A. She had to buy a new dishwasher.
B. She can't find anyone to repair the dishwasher.
C. Paula didn't pay the rent dishwasher.
D. Paula had some repairs done without her permission.
9. What are Paula and her roommate planning to do?
- A. Find another apartment. B. Talk to Mrs. Connors.
C. Buy a new dishwasher. D. Ask Sam to do the repair work.
10. Why does Paula think Sam can help her?
- A. He has some knowledge of the law. B. He can bring a lawsuit against the owner.
C. He knows the owner. D. He had the same problem.

Section B Passages

In this section you will hear several passages. Listen to the passages carefully and then answer the questions that follow.

Questions 11 to 13 are based on the following passage. At the end of the passage, you will be given 15 seconds to answer the questions. Now listen to the passage.

11. The most important way of communication is _____.
A. television B. radio broadcast
C. printed word D. oral communication
12. What's the advantage of the printed word?
- A. It is not difficult to understand. B. It can avoid misunderstand.
C. It can communicate with one another. D. Large numbers of people can be involved.
13. What's the main idea of the passage?
- A. The importance of the printed word is discussed.

- B. Newspapers, books, and magazines are printed.
- C. Printing is a means of communication.
- D. People cannot imagine without communication.

Questions 14 to 17 are based on the following passage. At the end of the passage, you will be given 20 seconds to answer the questions. Now listen to the passage.

14. How did the museum obtain the painting Early Dawn?
- A. It was donated by the owner's daughter.
 - B. It was donated by the artist's daughter.
 - C. It was donated by the owner.
 - D. It was donated by the artist's wife.
15. Early Dawn was painted in _____.
A. 1930 B. 1927 C. 1923 D. 1944
16. What was Mr. Mortimer's true nature?
- A. He was jovial.
 - B. He liked parties.
 - C. He liked solitude.
 - D. He was a great gossip.
17. Where did Mr. Mortimer like to go to paint?
- A. To Boston.
 - B. To Kentucky.
 - C. To Montana.
 - D. To Minnesota.

Questions 18 to 20 are based on the following passage. At the end of the passage, you will be given 15 seconds to answer the questions. Now listen to the passage.

18. How often do most places have earthquakes?
- A. They never have them.
 - B. They have them frequently.
 - C. They have very few.
 - D. They have them regularly.
19. When did the worst earthquake happen, according to the passage?
- A. 1556
 - B. 1970
 - C. 1976
 - D. 1906
20. Which of the following statements is NOT true?
- A. Countries suffering earthquakes usually are located on islands.
 - B. Earthquakes are not the only natural disaster that causes great casualties.
 - C. Earthquakes are the most feared acts of natures.
 - D. Strong earthquakes are not always the most deadly ones.

Section C News broadcast

In this section you will hear several news items. Listen to them carefully and then answer the questions that follow.

Questions 21 to 22 are based on the following news. At the end of the news item, you will be given 10 seconds to answer the questions. Now listen to the passage.

C. To start a working program for them.

D. To praise their work.

Questions 29 to 30 are based on the following news. At the end of the news item, you will be given 10 seconds to answer the questions. Now listen to the passage.

29. How many people have been reported dead in South Asia?

A. At least 7.

B. More than 320.

C. 327.

D. More than 10,000.

30. The UN children's agency is most concerned about ____.

A. availability of food and shelter

B. availability of clean water

C. distribution of relief supplies

D. raising relief funds

Part III Cloze

Decide which of the choices given below would best complete the passage if inserted in the corresponding blanks.

A market is commonly thought of as a place where commodities are bought and sold. Thus fruit and vegetables are sold wholesale at Covent Garden Market and meat is sold wholesale at Smithfield Market. But there are markets for things (31)_____ commodities, in the usually (32)_____. There are (33)_____ estate markets, foreign exchange markets, labor markets, short-term capital markets, and so on; there may be a market for anything that has a price. And there may be no particular place to which dealing are (34)_____. Buyers and sellers may be (35)_____ over the whole world and instead of actually meeting together in a market-place they may deal with one another (36)_____ telephone, telegram, cable or letter. (37)_____ dealing are (38)_____ to a particular place, the dealers may consist wholly or in part of agents (39)_____ instructions from clients far away. Thus agents buy meat at Smithfield (40)_____ retail butchers all over England; and (41)_____ on the London Stock Exchange buy and sell (42)_____ on instructions from clients all over the world. We must therefore define a market as any area over which buyers and sellers are in such close touch with one another, either directly or through (43)_____, (44)_____ the prices (45)_____ in one part of the market affect the prices paid in other parts.

Modern means of communication are so rapid that a buyer can discover (46)_____ by asking, and can accept it if he wishes, (47)_____ he may be thousands of miles away. Thus the market for anything is, (48)_____, the whole world. But in fact things have, normally, only a local or national market.

This may be because nearly the whole demand is (49)_____ in one locality. There special local demands, (50)_____, are of quite minor importance. The main reason why many things have not a world market is that they are costly or difficult to transport.

31. A. rather than

B. other than

C. more than

D. less than

32. A. sense

B. meaning

C. case

D. situation

33. A. true

B. genuine

C. real

D. actual