



江西理工大学

一起来学

# 大学英语（二）

第3版 全文未删减

又来送分了

搞定我等于搞定英语

2021/06/27

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## 英语（二）复习须知

本资料适用于 2021 年

### Part I Writing (15%)

写作优秀句式

1、描述一种社会现象，社会问题

①Nowadays,某某问题 has become the focus of society.

②Recently, more and more people are beginning to be aware of the importance of 某某问题

③某某问题 has been playing an increasingly important role in our daily life.

2、阐述观点

①别人的:

People's views on 什么问题 vary from person to person.

Some hold that 一种观点

However, others believe that 另一种观点

But as far as I am concerned, I think that 我认为啥啥啥

②自己的:

In my opinion, we should attach more importance to 怎么怎么...

3、

表达优缺点

①Generally, its advantages can be seen as follows.

First it is 优点..

②But every coin has two sides.

The negative aspects are also apparent.

One of the important disadvantages is that 缺点..

4、怎么解决问题

①People have figured out many ways to solve 什么问题.

Only in these ways can we 可以干嘛

②There is no doubt that the best way to solve the problem

is 去干嘛干嘛

③Obviously, If we want to 解决什么, it is essential that 干嘛干嘛

5、描述图片，表格

①It is obvious that the picture (图片) /table (表格)

is trying to tell us 什么什么内容.

②It is clearly depicted in the picture (图片) /table (表格)

that 描述一下

### Part II Listening Comprehension (25%)

#### Section A (3%=3\*1'): 三篇短对话（一遍）

这三分就劳烦各位临场发挥啦

**Section B (4%=4\*1'): 一篇长对话 (一遍)**

**Unit 2 Understanding a conversation**

1.
  - A.The new courses related to her major.
  - B.The extra course "Women's Studies".**
  - C.The required courses on her new schedule.
  - D.All of the extra courses offered on campus.
2.
  - A.He finds many extra courses very interesting.
  - B.He easily gets bored when taking extra courses.
  - C.He enjoys taking the course "Women's Studies".
  - D.He's never thought about women's topics deeply.**
3.
  - A.Because she has three sisters to take care of.
  - B.Because it helps her to talk with other women.
  - C.Because it helps people work together in peace.**
  - D.Because she already knows everything about women.
4.
  - A.Extra courses can be very enjoyable.**
  - B.Extra courses can be hard to register for.
  - C.Students are bored in the extra courses.
  - D.Students should take "Women's Studies".

**Unit 3 Understanding a conversation**

1.
  - A.He was thinking about his studies.
  - B.He was thinking about his future.**
  - C.He was thinking about his brother.
  - D.He was thinking if he could get a job.
2.
  - A.He is unhappy and hates his job.
  - B.He doesn't have a college degree.
  - C.He has to spend much time working.**
  - D.He never wants to do something fun.
3.
  - A.To work hard to get an ideal job.
  - B.To get a job right after graduation.
  - C.To be more realistic to face his life.
  - D.To take a break before starting a job.**
4.
  - A.To take a one-year break after graduation.
  - B.To learn things he can't learn from a book.
  - C.To have a balanced life with work and rest.**
  - D.To travel to the places he has never been to.

#### Unit 4 Understanding a conversation

1.
  - A.Because they are all excited about the baby.
  - B.Because they are all adults in the family now.
  - C.Because everyone wants to take care of the baby.
  - D.Because the baby will bring them a lot of laughter.
2.
  - A.They hope their son can enjoy university now.
  - B.They think their son should have his career later.
  - C.They want their son to take time to find someone.
  - D.They want their son to have his family very soon.
3.
  - A.She was happy to see her son get married.
  - B.She was excited about her daughter's wedding.
  - C.She worried that her son would be a bachelor.
  - D.She worried that her daughter would be single.
4.
  - A.The woman's sister is going to have a baby.
  - B.It's hard to be a parent and take care of a baby.
  - C.People take more time to start having a family.
  - D.People have different opinions about when to get married.

#### Unit 5 Understanding a conversation

1.
  - A.They're lucky to find a part-time job.
  - B.They're able to borrow a lot of money.
  - C.They've paid all their school expenses.
  - D.They've found campus job information.
2.
  - A.They will borrow more money for another year.
  - B.They will never start paying back all this money.
  - C.They will get sick when owing too much money.
  - D.They will owe a lot of money when they graduate.
3.
  - A.To find a job in the career center.
  - B.To work a few hours after school.
  - C.To find a part-time job on campus.
  - D.To get a job that pays enough money.
4.
  - A.Check online to spend less on what he buys.
  - B.Stop buying a new cell phone from now on.
  - C.Stop buying the things he really needs or likes.
  - D.Stop eating at the café and cook meals himself.

### Unit 7 Understanding a conversation

1.

- A. She went to Oxford and got a degree in politics.
- B. She wasn't interested in becoming a prime minister.
- C. She became the first female British prime minister.
- D. She had been aiming at becoming a female prime minister.

2.

- A. Because she spoke out harshly against the Soviet Union.
- B. Because she was elected as the first female British prime minister.
- C. Because she became a member of British Parliament at 34.
- D. Because she didn't care about her duty as a wife and mother.

3.

- A. She pushed the government a lot to reform.
- B. The Russians gave her the name of Iron Lady.
- C. She helped the UK win a victory against Argentina.
- D. She really helped women to have a voice in politics.

4.

- A. How Thatcher became popular and won respect.
- B. How Thatcher became the British prime minister.
- C. Why Thatcher was a woman with strong opinions.
- D. Why the woman respected Margaret Thatcher a lot.

### Section C (8%=4\*2'): 一篇短文 (一遍)

#### Unit 2 Understanding a passage

1.

- A. They should enjoy playing against their equals.
- B. They should be happy to lose their extra weight.
- C. They should be older and have good friendships.
- D. They should be physically strong and very skilled.

2.

- A. Most of them will go to a weight-loss centre.
- B. Most of them will not play football anymore.
- C. Most of them will create a special football league.
- D. Most of them will embarrass the younger football players.

3.

- A. He wanted to play with people who are younger.
- B. He wanted to make friends with the team members.
- C. He couldn't find an interesting way to lose weight.
- D. He was sure that his football league would be successful.

4.

- A. Because the US has a similar league.
- B. Because the players have good friendships.
- C. Because 95% of the team players like their team.
- D. Because 95% of the team players have lost weight.



### Unit 3 Homework passages

1.
  - A.Make sounds to meet humans.
  - B.Use smoke to get rid of the bees.
  - C.Reward humans with pieces of nest.
  - D.Take humans to find honey in the nest.**
2.
  - A.They often bite bees and then die.
  - B.They like to eat honey very much.
  - C.They usually don't like to eat the bees' nest.
  - D.They cooperate with humans to get food from bees.**
3.
  - A.They don't really like to work with humans.
  - B.They are not very successful finding bees' nest.
  - C.They understand the special sounds from humans.**
  - D.They respond to different sounds in the same way.
4.
  - A.How humans protect wild birds in Africa.
  - B.How humans get honey helped by wild birds.**
  - C.How humans help wild birds to get the nest.
  - D.How humans train wild birds to be responsive.

### Unit 4 Understanding a passage

1.
  - A.Players may drive around and catch the Pokémon.
  - B.Players should have a new phone to play the game.
  - C.Players must walk and move around to play the game.**
  - D.Players have to hide their phone to catch the Pokémon.
2.
  - A.Because the game brings people a lot of fun.
  - B.Because many children are playing the game.
  - C.Because it is an enjoyable and exciting game.
  - D.Because people come together to play the game.**
3.
  - A.Players found some animals dead in their cages.
  - B.Players found some dead bodies and trapped animals.**
  - C.One player was found under some bushes in San Diego.
  - D.A 19-year-old girl was looking for Pokémon near a river.
4.
  - A.The game has led players to happy discoveries.
  - B.Many players have fallen down and were injured.
  - C.The game forces players to get out of their house to play.**
  - D.All players have been careless when they walked around.

### Unit 5 Understanding a passage

1.
  - A.Climbing trees to cut some branches for people.
  - B.Planting trees near their village in central China.**
  - C.Helping other people to learn how to plant trees.
  - D.Seeking opportunities to protect the environment.
2.
  - A.The job makes them work very hard.
  - B.The job helps them live on their own.
  - C.Both have their physical limitations.**
  - D.Both have to use their feet to do their job.
3.
  - A.They always think about how to get the work done.
  - B.They always worry if they can complete their work.
  - C.They depend on friends' help and encouragement.
  - D.They depend on each other to overcome their limitations.**
4.
  - A.They have been offered jobs by many companies.
  - B.They lost their eyesight due to an accident in 2000.
  - C.They got injured when they were just three years old.
  - D.They love the job since it gives them a purpose in life.**

### Unit 5 Homework passages

1.
  - A.The number of teenagers who have died.
  - B.The number of teenagers who drink alcohol.
  - C.The sounds that come from our cell phones.**
  - D.The warnings about not texting while driving.
2.
  - A.Driving a car while drinking alcohol.
  - B.Writing and sending text messages while driving.**
  - C.Listening to the familiar sound of a text message.
  - D.Fighting against the desire to check text messages.
3.
  - A.They cannot make a good decision sometimes.
  - B.They don't have phone software installed in cars.
  - C.They enjoy the reward chemicals from their brain.**
  - D.They are anxious to text messages to their friends.
4.
  - A.Drivers may look away from the road for just a short moment.
  - B.Drivers should use a software to prevent themselves using phones.
  - C.Drivers should put their phones in the trunk before they start driving.**
  - D.Drivers should receive constant warnings about not texting while driving.

### Unit 7 Understanding a passage

1.

A.Read the online review of the product.

B.Read the online review of the shipping.

C.Write questions about the product online.

D.Write questions about the business online.

2.

A.Because bad reviews require legal action.

B.Because bad reviews can hurt their business.

C.Because business reviews are getting popular.

D.Because many people write business reviews.

3.

A.Because the business began legal action.

B.Because the business charged them \$7,000.

C.Because the couple said the review was true.

D.Because the couple was too sad and unhappy.

4.

A.Free speech is protected in the US.

B.The news media can be very helpful.

C.Online reviews can be very powerful.

D.Online reviews can lead to legal action.

### Section D (10%=10\*1'): 短文填空 (10 个单词) (三遍)

注意不一定考空里面的单词

#### U1 Passages-2

Have you ever heard of homeschooling? It is a legal choice for parents in most countries to provide their children with a learning environment as an 1) to public or private schools outside the home. Parents cite 2) reasons for homeschooling their children. The three reasons that are selected by the majority of parents in the United States are the concern about the 3) school environment, the lack of religious or moral instruction, and the dissatisfaction with the 4) instruction at public and private schools. Homeschooling may also be a factor in the choice of parenting style. Homeschooling can be a choice for families living in isolated 5) or living briefly abroad. Also many young 6) and actors are taught at home.

Homeschoolers often 7) educational opportunities at museums, libraries, community centers, athletic clubs, after-school programs, churches, parks, and other community resources. 8) school level students may take classes at community colleges, which typically have open admission policies. Groups of homeschooling families often join up together to create homeschool co-ops. These groups typically meet once a week and provide a classroom environment. These are family-centered support groups whose members seek to pool their talents and resources 9) to broaden the scope of their children's education. They provide a classroom environment where students can do hands-on and group learning such as performing, science experiments, art projects, foreign language study, spelling contests, discussions, etc. Parents whose children take the classes 10) volunteers to keep costs low and make the program a success.

**Passages 2**

- 1) alternative
- 2) numerous

- 3) traditional
- 4) academic
- 5) countryside
- 6) athletes
- 7) take advantage of
- 8) Secondary
- 9) in a collective effort
- 10) serve as

**U2 Passages-2**

I have never been able to understand people who don't see the point in traveling. The common reason is that traveling is a waste of time and money. I've heard some are 1) to travel too far away. I can't help but feel sorry particularly for those who 2) the experience of seeing a new place as a 100 percent 3) one. Telling them stories about unusual encounters doesn't 4) the expected curiosity but a "Why would you wanna go there!?" It makes me 5) humanity. Experience is the best teacher and knowledge is power. The things traveling can teach you are beautiful because you learn to trust in what you see rather than what you are told.

It was Mark Twain who said, "Travel is fatal to prejudice, bigotry and narrow-mindedness," which in my mind 6) as the closest to the truth about traveling. Too bad there aren't enough people with the means to travel actually doing it. If you have the means to go abroad, you should do it despite going out of your comfort zone. You might realize why you loved it once you're back home.

I think traveling is also the best thing you could do if you feel 7) at home, don't know what to do with your future, your life, your partner — anything. Once you are away, 8) somewhere very new and unknown, you are forced to 9) and meet people. This works especially if you travel alone. A new life and especially the new relationships you build, even if only for a short period of time, 10) opportunities and views you never would have thought of and had otherwise.

**Passages 2**

- 1) scared
- 2) perceive
- 3) negative
- 4) result in
- 5) lose faith in
- 6) goes down
- 7) depressed
- 8) preferably
- 9) adapt
- 10) reveal

**U3 Passages-2**

Rock climbing is an activity in which participants climb up, down or across natural rock formations or artificial rock walls. The goal of rock climbing is to reach the top of a formation or the endpoint of a predefined route without falling. Rock climbing competitions have 1) of completing the route in the quickest possible time or reaching the 2) point along an ever increasingly harder route. While not an Olympic event, rock climbing is 3) by the International Olympic Committee as a sport.

Rock climbing has been 4) several different styles and subdisciplines. At its most basic, rock climbing 5) climbing a route with one's own hands and feet and little more than a cushioned bouldering pad for protection. This style of climbing 6) as bouldering, since the relevant routes are usually found on boulders no more than 10 to 15 feet tall. As routes get higher off the ground, the increased risk of 7) injuries makes additional safety measures necessary. Climbers will usually work in pairs and use a system of ropes and anchors 8) to catch fallers.

Rock climbing is a physically and mentally demanding sport that tests a climber's strength, 9) , and balance along with their mental control. It can be a dangerous sport and climbers are 10) when they go climbing. However, the risk can be reduced by having the knowledge of proper climbing techniques and using specialized climbing equipment.

#### Passages 2

- 1) objectives
- 2) farthest

- 3) recognised / recognized
- 4) separated into
- 5) involves
- 6) is referred to
- 7) life-threatening
- 8) designed
- 9) endurance
- 10) putting themselves at risk

#### U4 Passages-2

Florence Nightingale was a celebrated English social reformer and the founder of modern nursing. She became famous while serving as a nurse during the Crimean War, where she tended to wounded soldiers. Early 21st century 1) have asserted that Nightingale's achievements in the Crimean War had been by the media to satisfy the public's need for a hero. But later on her achievements remain widely accepted and she has generally been well regarded by historians. Nightingale was born to a wealthy upper-class family, at a time when women of her class were expected to 3) marriage and child bearing. Her father had progressive social views, providing his daughter with a wellrounded education that included math, and supported her desire to 4). Nightingale rejected proposals of marriage so as to be free to pursue her calling. In 1860, Nightingale 5) of professional nursing with the establishment of her nursing school in London. It was the first nursing school in the world. The Nightingale Pledge taken by new nurses was named in her honor, and the 6) International Nurses Day is celebrated around the world on her birthday. She made 7) social reforms including improving health care for all sections of British society; improving health care and 8) for better hunger relief in India; helping to 9) laws that were overly harsh to women; and expanding the acceptable forms of female participation in the workforce. Nightingale's ability to effect reform rested on her extraordinary skills, her good reputation, and her network of 10) friends.

### Passages 2

- 1) commentators
- 2) exaggerated
- 3) focus on
- 4) lead an active life
- 5) laid the foundation
- 6) annual
- 7) a series of
- 8) advocating
- 9) abolish
- 10) influential

### U5 Passages-2

Around the world smart cities are being built while those we have lived in for centuries are being upgraded for the future. A smart city may mean one that uses data on traffic to ease congestion or one that aims to 1) services to provide better information for citizens. For many it is about making cities greener and more efficient. It is partly a 2) to overcrowding and pollution and partly because in an ever-connected world it 3) to hook entire cities up to the network.

Masdar is a city that stands in the middle of the desert of Abu Dhabi in the United Arab Emirates. It is designed to be one of the most 4) cities on the planet. With a solar power station at its heart and wind farms providing energy for it, it 5) to be carbon free. Everything in the city, from water to rubbish, is measured and 6), becoming a source of information. The city is built on a raised platform to allow its "digital plumbers" easy 7) the system of advanced technologies that run it. It is pedestrian-friendly and entirely car free. The city is 8) a network of electric driverless podcars. The PRT – personal rapid transit – will run six meters under street level across the city. The buildings in the city have been designed by Norman Foster's architecture firm, which designed a number of 9) buildings including The City Hall in London.

It is hoped that 40,000 people will eventually live in the city, with up to 50,000 10) there each day.

### Passages 2

- 1) join up
- 2) reaction
- 3) makes increasing sense
- 4) sustainable
- 5) aims
- 6) monitored
- 7) access to
- 8) experimenting with
- 9) eye-catching
- 10) commuting

### U6 Passages-2

When you receive a job offer, it's important to take the time to carefully 1) the offer so you are making a sensible decision to accept or to reject it.

Consider the entire 2) package – salary, benefits, working environment – not just your paycheck. Money isn't the only factor to consider, but, it is an important one. Is the offer what you expected? If not, is it a salary you can accept without feeling insulted? If it isn't what you expected, consider 3) salary with your future employer.

Before accepting a job, be sure that you are clear on the hours you need to work. Also, 4) what, if

any, travel is involved. If the position requires 45 or 50 hours of work a week and you're used to working 35 hours, consider whether you will have difficulty committing to the 5). The bottom line in accepting a job offer is that there really isn't one. Everyone has a different set of personal 6). What might be the perfect job for you could be an awful job for someone else. It's much easier to 7) an offer than to leave a job that you have already started. The same is true for your potential employer. The employer would prefer that you decline, rather than having to 8) the hiring process a couple of weeks down the road if you don't 9). So, do take the time to thoroughly consider the offer. Ask questions, if you have them. Take your time to make an educated, 10) decision so you feel sure that you and the company make an excellent match.

#### Passages 2

- 1) evaluate
- 2) compensation
- 3) negotiating
- 4) confirm
- 5) schedule
- 6) circumstances
- 7) turn down
- 8) start over
- 9) work out
- 10) informed

#### U7 Passages-2

The New York Police Department (NYPD) announced it will form a new unit to search social media as part of the combined efforts against criminals. This is an official 1) to criminals' growing use of some websites to plan and celebrate 2) achievements.

A police chief, Kevin O'Connor, is 3) an NYPD unit created specifically to comb social media sites like Facebook, Twitter, and BlackBerry Messenger for information on planned crimes and their offenders.

The efforts against criminals have linked social media to increasing incidents of robberies in the United States and the recent rioting in London. Public safety agencies are 4) looking to step up their efforts in order to better protect citizens against these trends.

In the London riots in particular, the police suspect the rioters 5) BlackBerry Messenger to coordinate and plan their riots. Police there are working with BlackBerry Messenger to identify those messages that are 6) burning and robbing London stores.

BlackBerry Messenger and other smartphone messaging services make it hard for the police to 7) criminal activity, especially if they aren't as 8) the technology as the offenders are. The NYPD unit intends to educate officers about such technology to 9) this defect.

For social media providers and smartphone makers, the criminals' preference for their products is putting them in the sticky position of determining how to assist police efforts without 10) lawful customers' privacy.

### Passages 2

- 1) response
- 2) illegal
- 3) in charge of

- 4) consequently
- 5) relied heavily on
- 6) linked to
- 7) anticipate
- 8) familiar with
- 9) remedy
- 10) betraying

### U8 Passages-2

My great-great-grandparents were the first in my family to arrive in the United States, immigrating to this country from Europe. However, I am the first in my bloodline to arrive in the States, as I was adopted from South Korea in my 1). I have for the most part 2) the customs and practices of my adoptive parents because I was raised with their values and know nothing of my biological parents. I only 3) their family name.

The significance of my race has been 4) my mind since my mother took my younger brother and me to Asian cultural 5) before we had even started school. She did this in an effort to 6) the lack of cultural diversity in the area; my brother and I were the only Asian children at school and in the community. Thus, the realization that there are different "types" of people, as far as race is concerned, actually came to me in meeting other South Koreans.

Attending college has helped 7) the idea of my cultural identity, for that was the first time I ever came in contact with other peoples en masse. I was finally able to 8) various races of students and faculty from around the world. Most of my life I had only been 9) white people, so being able to experience how other people lived allowed me to see how I was racially different. This encouraged me to learn more about these differences and how they truly affect how I live. Also, taking college courses with a multicultural focus 10) my perceptions concerning these differences and influences.

### Passages 2

- 1) infancy
- 2) assumed
- 3) inherited
- 4) rooted
- 5) fairs
- 6) compensate for
- 7) cement
- 8) witness
- 9) exposed to
- 10) contributed to



## Part III Reading Comprehension (Skimming and Scanning) (10%)

### U1 Passages A

#### Can computers replace teachers?

A. Steve Jobs didn't think that technology alone could fix what troubles American education. It's worth remembering that in the wake of last week's breathless coverage of Apple's new iBooks platform, which the company promises will completely change how students use and experience textbooks. Under Apple's plan, companies and individuals will be able to self-publish textbooks, ideally creating a wider range of content. Students will be able to download and use these books on an iPad much like they would use a regular textbook—including highlighting passages, making notes and pulling out passages or chapters that are especially important to them. Apple says it also plans to cap the price of textbooks available through iBooks at \$14.99, a significant departure from the price of many textbooks now.

B. Critics were quick to criticize Apple for not being revolutionary enough. Former schoolmaster and current ed-tech (教育技术) investor Tom Vander Ark blamed Apple for not thinking past textbooks, which he considers hopelessly 20th century. Others worried that Apple's real goal wasn't to open up the textbook industry but to control it and profit from it through restrictive licensing agreements and a platform that dominates the market. I'm sure the for-profit company's shareholders will be horrified at that news.

C. Let's slow down. Textbooks or tools that look a lot like textbooks aren't going anywhere anytime soon. And since high-quality educational material isn't cheap to generate, simply tearing down distribution barriers will only go so far in reducing the costs of producing good content. Lost in the heated claims, however, is a more fundamental question: What have educational technology efforts accomplished to date and what should we expect?

D. As a field, education is easily misled by technological promises. Textbooks? Thomas Edison saw movies as a way to replace them. In a prelude (序幕) to today's debates, the record player and film strip were praised as technologies that could replace live teaching. These days, conservatives are in love with the idea that technology will not only shrink the number of in-classroom teachers but make the teachers' unions out of date.

E. The experience to date is less impressive and more worrisome considering the billions that have been spent on technology in schools in the past few decades. Interactive whiteboards have been around since the early 1990s and done little to transform how teachers teach, and computers are often not matched with classroom instruction, even though 90 percent of classrooms around the country have them. Still, in the United States, according to the data of the Department of Education from 2009, just 61 percent of students use computers to prepare texts "sometimes or often" and just 45 percent do more complicated tasks, for instance to "solve problems, analyze data, or perform calculations" on a regular basis.

F. Usage aside, there is not enough evidence that technology is improving learning—even the cheerleaders are reduced to arguing that various education technology tools are obvious rather than

supported by much evidence. And when you watch, say, high school students use the Internet to prepare research papers, it's questionable whether technology—especially when coupled with poorly trained teachers—isn't doing more to enable the superficial rather than open up richer sources of information for students.

G. The reasons for the slow pace of change are as obvious as they are stubborn. Altering classroom and school practice in our wildly decentralized education system is always a slow process. Many teachers are not familiar with technology or how to use it in the classroom, and high-quality training programs—either in schools of education or as part of teachers' ongoing professional development—are rare. As always, there are few guides for educators to determine which products are any good.

H. There is, of course, still promise in educational technology. When Dreambox Learning, an online math program for elementary-aged students, offered me a free trial to check it out, I did what I usually do with new educational tools—I put it to the ultimate group of critics: my kids. Dreambox combines real content with an interactive format so kids are learning even when they think they're just playing games. I've looked at a variety of products, and it's one of the best in terms of powerful instruction. In a short time, it substantially boosted my kids' math achievement. (They have a great teacher, too.) As for engagement? Maybe too much. One of my daughters woke me up at 5:00 a.m. the other day because she wanted to do math.

I. Yet even a top-shelf product can only help live teaching. Despite Dreambox's overall good functionality, there are places where students can become frustrated—not because they don't know how to do the basic math, but because the directions for the online activity are confusing. Likewise, technology is bringing back the idea of the "flipped classroom (翻转课堂)" with the teacher acting as a "guide on the side" rather than the primary source of instruction. I say "back" because, ironically, talk of devaluing the teacher as content provider has been a fixture (固定特色) of progressive education thought for a century. Another variation of the flipped-classroom idea is to use technology to explain concepts at home and to use classroom time differently. Again, a lot of potential, but only with keen attention to instructional quality. Much of the online content available today merely copies the dull instruction already available in too many of our nation's schools.

J. As a parent and an analyst, I want technology that includes rich content or enables students to access it. And I want technologies that are engaging for students but actually teach them something. Plenty of applications fail on one side or the other. And as with lots of offline schoolwork, there are time wasters that aren't helping anyone learn much of anything. If anyone tells you an ed-tech tool has "gaming elements", make sure it's not just a game.

K. American education desperately needs a thorough change that goes far beyond upgrading computers in the classroom. It's the last major American field relatively untouched by technology. But Jobs was right: Technology by itself won't fix what troubles our schools. He saw teachers' unions and old-fashioned practices as the big barriers. Perhaps, but I'd argue they are symptoms of our larger inattention to instructional quality. The bells and whistles of technology, for all its promise, are distracting us from this mundane but essential reality.

- H 1. The online program Dreambox proves that educational technology can fulfill its promise to certain extent.
- I 2. Sometimes students can be confused about the instructions for the learning activities of Dreambox.
- B 3. Some people worried that the purpose of Apple's new iBooks platform was to control the textbook industry and get economic benefits.
- E 4. The data of the Department of Education from 2009 suggest that technology has not really transformed how teachers teach despite the large amount of money spent on it.
- K 5. It's high time for American education system to have a thorough change rather than upgrade computers in the classroom.
- D 6. Some people believe that the computer technology will reduce the number of in-classroom teachers.
- A 7. Apple plans to enable companies and individuals to create and publish their own textbooks through its iBooks platform.
- G 8. Few guides are provided for teachers to help them decide which technological products may improve the classroom practice.
- J 9. A lot of applications are either unable to provide rich content for students or to actually teach them anything.
- I 10. The idea of teachers being looked down on as content providers has been around for a very long time.

## U1 Passages B

### Reading literature makes us smarter and nicer

- A. Gregory Currie, a professor of philosophy at the University of Nottingham, recently argued in The New York Times that we ought not to claim that literature improves us as people, because there is no "compelling evidence that suggests that people are morally or socially better by reading Tolstoy" or other great books.
- B. Actually, there is such evidence. Raymond A. Mar, a psychologist at York University in Canada, and Keith Oatley, a professor emeritus of cognitive psychology at the University of Toronto, reported in studies published in 2006 and 2009 that individuals who often read fiction appear to be better able to understand other people, empathize (有同感) with them and view the world from their perspective. This link persisted even after the researchers factored in the possibility that more empathetic individuals might choose to read more novels. A 2010 study by Mar found a similar result in young children: The more stories they had read to them, the keener their "theory of mind", or mental model of other people's intentions.
- C. "Deep reading"—as opposed to the often superficial reading we do on the Web—is an endangered practice, one we ought to take steps to preserve as we would a historic building or a significant work of art. Its disappearance would endanger the intellectual and emotional development of generations growing up online, as well as the perpetuation (永存) of a critical part of our culture: the novels, poems and other kinds of literature that can be appreciated only by readers whose brains, quite literally, have been trained to comprehend them.

D. Recent research in cognitive science, psychology and neuroscience has demonstrated that deep reading—slow, rich in sensory detail and emotional and moral complexity—is a distinctive experience, different in kind from the mere decoding of words. Although deep reading does not, strictly speaking, require a conventional book, the built-in limits of the printed page are uniquely helpful to the deep reading experience. A book's lack of hyperlinks, for example, frees the reader from making decisions—Should I click on this link or not?—allowing him to remain fully immersed in the narrative.

E. That immersion is supported by the way the brain handles language rich in detail and metaphor (比喻): by creating a mental representation that draws on the same brain regions that would be active if the scene were unfolding in real life. The emotional situations and moral dilemmas that are the stuff of literature are also vigorous exercise for the brain, forcing us inside the heads of fictional characters and even, studies suggest, increasing our real-life capacity for empathy.

F. None of this is likely to happen when we're reading through entertainment news online. Although we call the activity by the same name, the deep reading of books and the information-driven reading we do on the Web are very different, both in the experience they produce and in the capacities they develop. A growing body of evidence suggests that online reading may be less engaging and less satisfying, even for the "digital natives" for whom it is so familiar. Last month, for example, Britain's National Literacy Trust released the results of a study of 34,910 young people aged 8 to 16. Researchers reported that 39 percent of children and teens read daily using electronic devices, but only 28 percent read printed materials every day. Those who read only onscreen were three times less likely to say they enjoy reading very much and a third less likely to have a favorite book. The study also found that young people who read daily only onscreen were nearly two times less likely to be above-average readers than those who read daily in print or both in print and onscreen.

G. To understand why we should be concerned about how young people read, and not just whether they're reading at all, helps to know something about the way the ability to read evolved. "Human beings were never born to read," notes Maryanne Wolf, director of the Center for Reading and Language Research at Tufts University and author of *Proust and the Squid: The Story and Science of the Reading Brain*. Unlike the ability to understand and produce spoken language, which under normal circumstances will unfold according to a program determined by our genes, the ability to read must be painstakingly acquired by each individual. The "reading circuits (巡回线路)" we construct are built from structures in the brain that evolved for other purposes—and these circuits can be weak or they can be strong, depending on how often and how vigorously we use them.

H. The deep reader, protected from distractions and being conscious of the slight differences of language, enters a state that psychologist Victor Nell, in a study of the psychology of pleasure reading, compares to a hypnotic trance (心醉神迷的状态). Nell found that when readers are enjoying the experience the most, the pace of their reading actually slows. The combination of fast, fluent decoding of words and slow, unhurried progress on the page gives deep readers time to enrich their reading with reflection, analysis, and their own memories and opinions. It gives them time to establish an intimate relationship with the author, the two of them engaged in an extended and

enthusiastic conversation like people falling in love.

I. This is not reading as many young people are coming to know it. Their reading is practical and instrumental: the difference between what literary critic Frank Kermode calls "carnal (肉体的) reading" and "spiritual reading". If we allow our children to believe carnal reading is all there is—if we don't open the door to spiritual reading, through an early insistence on discipline and practice—we will have cheated them of an enjoyable experience they would not otherwise encounter. And we will have deprived them of an elevating and enlightening experience that will enlarge them as people. Observing young people's attachment to digital devices, some progressive educators and easy-going parents talk about needing to "meet kids where they are", forming instruction around their onscreen habits. This is mistaken. We need, rather, to show them some place they've never been to, a place only deep reading can take them to.

F 1. A study showed that young children who read only on electronic devices get much less enjoyment from reading.

I 2. Lack of spiritual reading may prevent young children from enjoying an enlightening experience.

H 3. It is found that readers actually slow down their reading speed when they are enjoying the deep reading experience the most.

B 4. Scientists' studies indicate that those who often read novels seem to understand other people better and sympathize them.

G 5. We are not born with the ability to read. Rather, it is acquired by human beings through great efforts.

D 6. Conventional books play a unique role in helping readers acquire deep reading experience.

H 7. Deep reading helps build up a close relationship between the reader and the author.

C 8. There exists a danger for deep reading to disappear, which demands our attention and actions to protect this practice.

I 9. Some educators and parents think that we should give children instruction around their own reading habits considering their attachment to electronic devices.

A 10. A college professor believes that reading great books does not necessarily improve us as people.

## **U2 Passages A**

### **The male minority**

A. When Meg DeLong was in high school in the northern Georgia town of Gainesville, she was a serious student with her eye on college. Many of her girlfriends worked toward the same goal. But her younger brother and most of her male friends seemed more inclined to act like Falstaff than to study Shakespeare. "A lot of guys thought studying was for girls," says DeLong, now a junior French major at the University of Georgia in Athens. "They were really intelligent, but they would goof off (偷懒), and it seemed to be accepted by the teachers."

B. In a freshman English tutorial, small clusters of men sit quietly as women dominate class discussions. But outside class, the mood on campus is distinctly male-friendly. Tyler Willingham, social chair of the Sigma Nu Fraternity, observes that at parties, even guys without dates can choose from "many beautiful women".

C. This sort of gender gap is glaring and growing at campuses across America. Until 1979, men made up the majority of college students. As women won increasing equality elsewhere in society, it was natural and expected that they would reach equality in college, which they did by the early 1980s. But the surprise has been that men's enrollment in higher education has declined since 1992. Males now make up just 44 percent of undergraduate students nationwide. And federal projections show their share shrinking to as little as 42 percent by 2010. This trend is among the hottest topics of debate among college admissions officers.

D. Why the shortage? There are few hard facts, but lots of theories. Anecdotal evidence suggests that more men than women respond to the temptation of high-tech jobs that don't require a bachelor's degree. Some call this the Bill Gates syndrome (综合征), after the college-dropout chairman of Microsoft. But high-tech industries employ only about nine percent of the US workforce. Amid the hot economy of recent years, a larger group of men—especially those from lower-income families—might be heading straight from high school into fields like aircraft mechanics and telephone- and power-line repair that pay an average of \$850 a week rather than taking on a load of college debt. Some social critics blame a culture that promotes anti-intellectualism among boys. And, especially in inner cities, crime and gangs tempt more boys than girls away from learning.

E. How pervasive is the gender gap? According to Thomas Mortenson, an education analyst in Oskaloosa, Iowa, the share of college degrees earned by males has been declining for decades. US government figures show that from 1970 to 1996, as the number of bachelor's degrees earned by women increased 77 percent, the number earned by men rose 19 percent. Not all schools are feeling the imbalance; many elite colleges and universities have seen applications soar from both sexes. But the overall numbers, says Mortenson, should make us "wake up and see that boys are in trouble".

F. Jacqueline King, author of a recent study on the gender gap in college, emphasizes that it is widest among blacks (63 percent women to 37 percent men in the latest figures), Hispanics (57 percent to 43 percent) and, in her analysis, lower-income whites (54 percent to 46 percent). "It's not middle-class white young men who aren't going to college," she says.

G. Christina Hoff Sommers, a conservative education analyst cites studies showing that boys come to school less prepared than girls, do less homework and get suspended more often. "For males, there's no social expectation in being a straight-A student," says Clifford Thornton, associate dean of admissions at Wesleyan University. Although the latest figures show that college graduates earn, on average, almost double the wages of those with no college degree, "there's a sense among many boys that they can get a job without it," says sociologist Michael Kimmel. Consider Justin Spagnoli. After high school he took classes at a community college before quitting to work in his father's cabinet shop in Royston, Georgia. Today Spagnoli, 25, earns \$50,000 a year, while his buddies are just finishing college, taking jobs for lower pay. "You don't need a degree," he says, if you have a talent.

H. Some private liberal arts colleges are making it easier for men to get in. At Dickinson College in Carlisle, Pennsylvania, this year's freshman class is 43 percent male—up from 36 percent last year—

in part because the school gave preference to "qualified male candidates on the margin," says Robert Massa, vice president for enrollment and student life. The idea gets mixed reviews among Dickinson's students. But Massa emphasizes that "the men we admitted were as qualified as the women". At the University of North Carolina at Chapel Hill, recruiters aggressively boast math and science programs—traditionally popular among male applicants. Chicago's DePaul University (59 percent female) sends out extra mailings to boys.

I. Public universities, though, could face legal challenges if they were to try recruiting more males. In Texas and Florida—both of which have largely abolished preferences in admissions policies—state officials say there are no special plans to tempt more men. Many schools still try to balance programs historically dominated by one gender (like engineering and social work) by offering positions to underrepresented students. At San Francisco State University, Roberto Haro, a professor of ethnic studies, routinely recruits minority males at Boys Clubs and middle schools in inner-city areas. As a result, he says, "in the past year, we've seen a slight increase in the number of minority males who have applied."

J. Michael Kimmel believes that once we begin to change the anti-intellectual current in our culture, market forces will help address the gender gap. "Eventually," he says, "men will start going back to college to meet the demand for an educated labor force." And surely more men will also be lured onto campuses by the realization that they'll be surrounded by smart, attractive women with great earnings prospects.

- E 1. Many famous universities don't have the problem of gender gap in enrollment.
- D 2. Compared to girls, boys are more inclined to take a high-tech job that does not require a bachelor's degree.
- B 3. Though boys are quiet in class, they are very active and welcomed in social activities after class.
- A 4. It is said that many boys don't study hard because they hold the view that studying is girls' business.
- C 5. It's surprising that the number of men in college enrollment has begun to decrease since 1992.
- J 6. The gender gap in college can be solved by market forces as well as the change of anti-intellectual current.
- F 7. A study shows that the widest gender gap in college appears among blacks, Hispanics and lower-income whites.
- G 8. According to the latest survey, people who have a college degree earn almost twice as much as those without one on average.
- I 9. It is illegal for public universities to give preference to boys in enrollment.
- H 10. Some private liberal arts colleges have taken different measures to attract more male students.

## **U2 Passages B**

### **Value of a college education**

A. As tuition costs continue to rise to levels higher than ever before, many are asking, is a college education worth the financial investment? What exactly is the value of a college education? The

answers to these questions lie in the economic, social, and personal benefits that a college education enables.

B. A college education is an investment that will never depreciate (贬值). Once attained, a college degree will enable an individual to earn more in the long run. On the whole, college graduates earn more than those with only a high school diploma. According to the National Center for Education Statistics, the average annual income in 2000 of male high school graduates working full-time and year-round was \$34,303 and \$24,970 for female full-time workers. However, the average income in 2000 for males with a bachelor's degree was \$56,334 and \$40,415 for females. This demonstrates the drastic difference in earnings between individuals with college educations and those with only high school diplomas. Those with high school diplomas face extreme hardship when trying to obtain a solid career. Their rate of pay is significantly lower. Their stress levels are higher because they have to work twice as hard as someone who has attained a college education.

C. When the necessary financial burden of pursuing higher education is put in comparison to the differences in wages related to the level of education outlined above, the true economic value of a college education is certainly put into perspective. Moreover, higher learning leads to higher earnings. Although one ends up paying off their college education throughout their lives, they will realize that this debt they have got is well worth it compared to the amount of work time they would put in if they had only received their high school diploma.

D. Beyond increased income potential, graduates from college educations also experience several other benefits compared to those with only high school diplomas. These benefits include longer life spans, better access to health care, better dietary and health practices, greater economic stability and security, and less dependency on government assistance. A college education has also been linked to more continuing education, greater participation in leisure and artistic activities and more book purchases. Those with college educations tend to have more time to enjoy life. Furthermore, college graduates have been found to have higher voting rates, greater knowledge of government, more volunteer work, and greater demonstrated community service and leadership. The reason for these trends can be contributed to a sense of pride and a need to give back to the community that helped them become educated.

E. Past research has shown that college graduates enjoy higher levels of saving, increased mobility, improved quality of life for their offspring, and better consumer decision-making. Additional non-monetary personal benefits of higher education include the tendency for post-secondary students to become more open-minded, more cultured, more rational, more consistent, and less authoritarian (专制的), and these benefits are passed along to next generations. College attendance has also been shown to enhance knowledge of world affairs, decrease prejudice, and enhance social status. While one attends college they are given the opportunity to be introduced to a variety of backgrounds and values. This helps one become more well-rounded.

F. Studies have consistently demonstrated a link between college educations, cultural and family values, and economic growth. Women with higher education have been found to spend more time with their children and use this time to better prepare their children for the future. Children of



college-educated individuals have been found to be healthier, perform better academically, and are more likely to attend college themselves than children of those with less education. Children observe how their parents have grown and then in turn want to follow in their parents' footsteps.

G. Since higher education is linked to increased wages, it is also linked to increased disposable income. The public benefits of college graduation include increased tax revenues, greater productivity in the workplace, increased consumption of products and activities, increased flexibility in the workplace, and as mentioned before, decreased reliance on government financial support. Those with college educations tend to go into careers which they are interested in, not just forced to gain employment that will pay the bills.

H. Furthermore, there is increased value in not only attending college, but completing a degree. It is estimated that hundreds of thousands of students leave four-year colleges each year without graduating. These individuals end up earning less than graduates because they receive fewer years of education. Students realize later in life that they should have completed their degrees. More and more adults are going back to finish the degrees they did not complete. They also tend to earn less than individuals from two-year colleges who have the same number of years of education.

I. Although the evidence thus far has pointed to the benefits provided by higher education, some argue that the population at large is becoming over-educated, and that degrees are now a dime a dozen (不值钱). One would rather become over-educated than under-educated in our society. A survey conducted in 2003 found that university and college graduates feel over-educated and underemployed. Workers are carrying an abundance of education and work skills that are not being utilized by the labor market. The survey, carried out by the Ontario Institute for Studies in Education, reports that about half of Ontario workers with post-secondary education say they have skills that they would like to use, but which their jobs don't require. The survey also reports 62 percent who think, contrary to evidence, that university graduates are just as likely to be unemployed as high school graduates. According to most research, the findings of this survey carry little weight, and unemployment rates among college graduates are substantially lower than unemployment rates among those with only a high school education.

J. The experience of college opens the mind and the senses to new learning experiences and social encounters. College students are encouraged to think critically and analyze problems and situations from different perspectives and angles. Students are taught not just to assume anything, but to investigate information on their own to find out facts. A college education broadens horizons and opens up opportunities for increased employability and earning potential, and acts as a foundation for a productive life. A college education builds stronger self-esteem in individuals.

B 1. Male college graduates in 2000 earned about \$22,000 more on average than male high school graduates.

I 2. Some believe that the problem now is not less people with higher education but more people over-educated and underemployed.

D 3. In addition to a relatively high income, college graduates can benefit from college educations in various ways.

A 4. The value of a college education lies in the economic, social, and personal benefits it offers to people.

G 5. College graduates have a better chance of developing a career they enjoy instead of finding a job just to make a living.

E 6. A college education helps cultivate good personal traits such as open-mindedness, persistence, etc.

J 7. People with college educations tend to be sensible in accepting new knowledge and to think critically in solving problems.

F 8. Parents with higher education create a better family environment for their children's development.

C 9. It is worthwhile to have a higher education even though one might need to pay off the education debt.

H 10. Students who leave college without getting a degree make less money than those who finish the education.

### U3 Passages A

#### College grads, 30 isn't the new 20

A. It's graduation time again, and according to the National Center for Education Statistics, about 1.78 million students will walk across a stage and pick up a college diploma. Then they will face terrifying statistics about employment, pressure to make their 20s the best years of their lives, and slogans that suggest what you do right after college may not matter anyway. What not enough graduates are hearing, however, is that our 20s are life's developmental sweet spot. They matter a lot.

B. Katherine came to my office just before graduation. She filled her mind with day-to-day drama to distract herself from her anxiety about the future. Things went multimedia as she pulled up texts and photos to share, and tweets chirped (唧唧喳喳地说) into our sessions with late-breaking news. Somewhere between updates, I found out this: She hoped to figure out what she wanted to do by age 30. By then, she joked, the economy might improve. "30 is the new 20," she said, sounding unconvinced.

C. Katherine didn't invent this idea. Some researchers say the 20s are an extended adolescence; others call them "emerging adulthood". This "changing timetable" for adulthood reduces young adults to the ranks of kids, just when they need to engage the most. It doesn't help that today's students are graduating into a global financial downturn. Research shows that those who start their adult lives in hard times are inclined to believe that luck, not their own efforts, determines success.

D. Yet even as we dismiss—or just give up on—the twentysomething years, we are mad about them. Child celebrities and everyday kids spend their youth acting 20, while mature adults and the "Real Housewives" try to look 29, collapsing the life span into one long twentysomething ride. These are contradictory and dangerous messages. We are led to believe that the 20s don't matter, yet there is little to remind us that anything else ever will. Twentysomethings like Katherine have been caught in cheating and misunderstanding, much of which has trivialized (轻视) what is actually the most defining decade of our adult lives.

E. Consider this: About two-thirds of lifetime wage growth happens during the first 10 years of a career, with the biggest gains coming from job-hopping or earning advanced degrees before marriage, family and mortgages (抵押贷款) take hold. Even the underemployed can take heart in knowing that wage losses disappear by about age 30, if they move through post-college jobs and degrees strategically. Personality changes for the better during our 20s more than at any other time in life, if we engage with adult roles and, as researchers say, "get along and get ahead". Good jobs may seem difficult to get, but some workplace success—even just goal setting—in our 20s is associated with greater confidence and well-being in our 20s and 30s.

F. More than half of Americans are married, or are dating or living with their future partner, by age 30. Along the way, loyal relationships in our 20s make us more secure and responsible—and less depressed and anxious—whether these relationships last or not. Female fertility peaks at about age 28. And the brain caps its last growth spurt in our 20s, making these years our best chance to learn to manage emotions and wire ourselves to be the adults we want to be.

G. Far from being an irrelevant in-between time, the 20s are a crucial period that comes only once. I know this because my sessions with those in their 30s and 40s are even more compelling than with those twentysomethings. I have witnessed the true heartache that accompanies the realization that life is not going to add up (一步步得到理想的结果) quite as they'd like.

H. When a lot has been left to do, the pressure is enormous to make money, get married, buy a house, go to graduate school, start a business, save for college and retirement, and have children in a much shorter period of time. Many of these things are incompatible and, as the research on postponing work and family is just starting to show, harder to do all at the same time in our 30s. When it comes to love, jobs and babies, 40 is definitely not the new 30. The new midlife crisis isn't buying a red sports car. It's smart, well-meaning 40-year-olds grieving a little as they look at themselves—and at me sitting across the room—and say about their 20s, "What was I doing? What was I thinking?"

I. New college graduates like Katherine are living with a great amount of uncertainty, which makes people anxious. It's easy to stay distracted and wait for deliverance (解救) at 30. It's almost a relief to imagine that twentysomething jobs and relationships don't count. But a career spent studying adult development tells me this isn't true. And a decade of listening to young adults tells me that, deep down, they want to take their lives seriously. The 30-year-olds who feel betrayed by their 20s almost always ask, "Why didn't someone tell me this sooner—like when I graduated from college?"

J. So here goes. I'll say what I said to Katherine. I'll even make it short enough to tweet: "30 is not the new 20. Don't be defined by what you didn't know or do. You're deciding your life right now."

F 1. Faithful relationships help 20-year-olds improve their sense of security and responsibility.

B 2. Katherine tried to escape from anxiety before graduation.

D 3. Mature adults try to look and behave as if they were always at their 20s.

I 4. If given another chance, many young adults would live their 20s in a serious way.

E 5. The 20s are the best time if you want to change your personality for the better.

A 6. Many college graduates are not in the knowledge that the 20s are an important development period in their lives.

H 7. It is more difficult for people to finish all of big and important tasks of life in their 30s.

F 8. The 20s are the best time for people to learn to control their emotions and become what they dream to be.

G 9. Realizing that life has not progressed the way they expected makes 30-year-olds and 40-year-olds sad.

C 10. People who have experienced hardships at the beginning of their adult lives tend to believe that luck rather than efforts is decisive in achieving success.

### **U3 Passages B**

#### **The influence of peer pressure**

A. Being a kid isn't always easy; as kids get older, it can become more and more difficult for them to find their place. Children are often torn between their parents and their peers. Often, the foundation that was built from an early age will be tested as the older child is faced with new pressures within his peer group.

B. The influence that our children's friends have on them is not always a negative one. Often it can be the very friends they hang out with that encourage them to make good choices in their developmental years. When entering high school, children can be introduced to new groups of kids who may be involved with drugs, alcohol or other self-destructive activities. If your child has a strong peer group before he is faced with the negative influences, it can make it much easier for him to say "No!" "My son has never been involved with drugs, drinking or any other activity that I know other kids have at his school," says Christine Long of Toronto, Canada. "He is almost 18 years old and has always had a small group of friends that he hangs out with. He is also the type of child that has a strong sense of who he is."

C. Long had to keep reserved when, at the age of 11, her son started dyeing his hair blonde, got an earring and began wearing baggy-style clothing. "He had great friends and was a kind, loving child. He was just experimenting with his identity. As hard as it was, I chose to let him be himself and make his own choices," she says. Though there are many positive influences surrounding your children, there is also a down side. Pre-adolescents are confronted with situations that will cause them to make some very important decisions. Negative peer pressure can cause great stress for young teens struggling to discover their individuality and gain independence from their parents.

D. "I have been trying to teach them not to bend to peer pressure since they were babies," says Yvette DeLuca of Glendale, Arizona. She is ultimately telling her children that they are wonderful just as they are. This builds self-esteem at a young age and helps encourage kids to make the right choices when they become adolescents. A child who is confident and self-assured will likely feel less inclined to look for approval by following the crowd. "Encourage your child's unique qualities and interests," says Debbie Glasser, a psychologist at the Mailman Segal Institute for early childhood studies. "Avoid comparing him to siblings and peers. Help him appreciate what is special and unique about him."

E. "Pre-adolescents typically value conformity with their peers, and during these years, the peer influences and pressures can be particularly powerful," says Glasser. "They may experience pressure from peers to engage in a variety of activities." Glasser reminds parents that it would be unrealistic to expect that their preteen child could avoid being on the receiving end of some peer pressure. As they go through a series of rapid physical, emotional and social changes, pre-adolescents tend to feel more of a desire to have their peer group as a central role in their lives. It is perfectly normal for children this age to pull away from their family and lean more on their friends. "As your child enters his teen years, he will be seeking the company, advice and approval of his peers more frequently than in previous years," Glasser says. "Although there may be times when your child will appear to value peer relationships more than his relationship with you, remain present and available in his life."

F. Even as they reach these years when they are struggling for their independence, your role as a parent continues to be a huge influence on their lives. "When possible, get to know your child's friends and their families," Glasser says. "Invite friends over after school or on weekends. This will enable you to supervise your child with his peers and help you gain insight into his relationship with others." Parents should encourage their pre-adolescents to join in activities that promote positive role models and encourage social interactions with a variety of children. As a parent, be aware of who your child is hanging out with. Organized activities are often a great way to allow your child the opportunity to meet different groups of children so he is not overly influenced by one particular group or individual child.

G. "Sometimes children do not feel comfortable when stating their opinions firmly with strong peers," Glasser says. "Talk with your child about this issue. If he hasn't yet experienced peer pressure, you can talk to him about how this can happen and how he might respond. If he is currently experiencing a challenging situation with a peer, he may be willing to participate in a role-play or brainstorming session with you to identify various ways to handle the situation." When communicating with your child about peer pressure, ask your child for his ideas and allow him the opportunity to tell you what his thoughts are on how he would handle specific situations. It is important that he knows you trust his judgment.

H. "My daughter has been a totally different child," Long says. "Her personality is such that I find her constantly choosing the wrong friends." Long says her daughter has found out that friends aren't always what they seem. She has been deceived and disappointed over the years with several girls she would have considered friends. Long feels her daughter struggles with self-confidence issues and believes that is why she tends to choose friends that are not right for her. "It's almost as though she feels she doesn't deserve a good friend," Long says. "We are constantly talking about self-worth and respect. It's an ongoing thing when they are young and impressionable (易受影响的)." "Keep the lines of communication open," Glasser says. "Your child will be more likely to approach you to discuss challenges and concerns when you remain non-judgmental and respectful of his feelings."

I. It is our primary role as parents to protect our children. As they grow older, it is often difficult for parents to let go of some of the control we are used to having in their lives. Pre-adolescents need to have the opportunity to make their own choices and will quickly learn what works for them and

what doesn't. "With your support, your child can learn to appreciate his unique qualities," Glasser says. "As he makes independent and responsible decisions, he will gradually learn to negotiate adolescent relationships and influences." If you feel your child is having great difficulty with peer relationships—where it affects self-image, moods and performance in school or in relationships at home—be sure to contact a professional.

D 1. According to Yvette DeLuca, telling children they are great just as they are helps build their self-esteem and encourage them to make the right choices.

I 2. Parents are reluctant to give children much freedom as they are used to keeping their children under control.

C 3. Long kept silent and let her son make his own decisions when he was finding his individuality.

F 4. Parents' influence is and will continue to be a powerful one on children's lives even when they are trying to gain independence.

H 5. According to Glasser, if you show respect to your child's feelings and do not make judgment, he will be more likely to talk over some challenges and concerns with you.

E 6. It is common for teenagers to keep away from their family and rely more on their friends.

I 7. It is suggested that you turn to a professional for help when you find your child has great problems with peer relationships.

G 8. Whether your child is experiencing peer pressure or not, you are advised to talk to him about how to handle it.

A 9. In the process of growth, children are often in the dilemma of having to decide whether to follow the guidance of their parents or bend to peer pressure.

F 10. Children ought to be encouraged to participate in the activities aiming at the promotion of positive role models and the communication with more children.

## **U4 Passages A**

### **Why college grads are happier in marriage?**

A. There was a time, not that long ago, when women were considered smart if they played dumb to get a man, and women who went to college were more interested in getting a "Mrs. Degree" than a bachelor's. Even today, it's not unusual for a woman to get whispered and unsolicited (主动提供的) counsel from her grandmother that an advanced degree could hurt her in the marriage market. Despite the fact that more women than men now attend college, the idea that smart women finish last in love seems to hang on and on.

B. "There were so many misperceptions (误解) out there about education and marriage that I decided to sort out the facts," said economist Betsey Stevenson, an assistant professor at the Wharton School of the University of Pennsylvania. So along with Wharton colleague Adam Isen, Stevenson calculated national marriage data from 1950 to 2008 and found that the marriage penalty women once paid for being well educated has largely disappeared. "Marriage rates in the US for college-educated women have risen enormously since the 1950s," Stevenson said. "In 1950, less than three quarters of white college-educated women went on to marry by age 40 (compared with 90 percent of high school graduates). But today, 86 percent marry by age 40, compared with 88 percent of high school grads."

C. "In other words, the difference in marriage rates between those with college degrees and those without is tiny," said Stephanie Coontz, a family historian at Evergreen State College and author of *Marriage, a History: From Obedience to Intimacy, or How Love Conquered Marriage*. The new analysis (detailed in a briefing paper released last week by the Council on Contemporary Families, a non-profit organization providing the latest research and findings about American families) also found that while high-school dropouts had the highest marriage rate (93 percent) in the 1950s, today college-educated women are much more likely to marry than those who don't finish high school (86 percent versus 81 percent).

D. Of course, expectations have changed dramatically in the last half-century. "In the 1950s, a lot of women thought they needed to marry right away," Coontz said. "Real wages were rising so quickly that men in their 20s could afford to marry early. But they didn't want a woman who was their equal; they wanted a woman who looked up to them. Men needed and wanted someone who knew less." In fact, research published by sociologist Mirra Komarovsky in 1946 documented that 40 percent of college women admitted to playing dumb on dates. "These days, few women feel the need to play down their intelligence or achievements," Coontz said.

E. The new research has more good news for college grads. Stevenson said the data indicate that modern college-educated women are more likely to be married by age 40, are less likely to divorce, and are more likely to describe their marriages as "happy" (no matter what their income) compared with other women. The marriages of well-educated women tend to be more stable because the brides are usually older as well as wiser. Researchers have long known that the older people are when they marry, the more likely that their marriage will last. "When a man with only a high school degree marries by age 20, there's a 49-percent chance that he will be divorced within 10 years," Stevenson said. "Compare that with the man who gets married in his mid-30s who has a college degree. Ninety percent will still be married 10 years later."

F. College-educated couples are also more likely to marry for companionship and love and compatibility (和睦相处) rather than for financial security. "These couples have different expectations," Stevenson said. "Among college graduates today, only six percent say that financial security is the most important reason to marry, compared with 20 percent of those without a college degree." Better-educated couples "tend to think of themselves as equal partners". That's another big change from the past. "For women, financial stability used to be the most important reason for marriage," Coontz said. "Today, educated women are a lot less concerned about how much their husband earns" and more interested in whether "he is willing to share childcare and housework".

G. Over the last half-century, more women and men have been putting off marriage, and the group of women who have never been married by age 40 has grown over time. But even among this group, Stevenson said, college grads who want to get married eventually have an advantage because they are "twice as likely to marry in the next 10 years" as unmarried 40-year-olds with just a high school degree.

H. The data also point to significant racial differences. While white women with college degrees are

slightly less likely to marry than their less-educated sisters, a different scenario (情景) emerges among African-American women. Today, 70 percent of black college-educated women marry by age 40, compared with 53 percent of those who never finished high school. In the 1950s, black college-educated women were much less likely to marry than those with less education. "What all this tells me is that our perceptions lag behind the reality of our time," Stevenson said. "College-educated women have been closing the gap very steadily."

I. So if you're looking for another reason to encourage a young woman to get her college degree, add this one to the list: Chances are, you'll be luckier in love.

E 1. Compared with other women, modern college-educated women are more likely to have stable marriage as they are older and wiser.

D 2. In the 1950s, men expected that their future wife did not know much and admired them.

A 3. Nowadays a woman may still be told that getting an advanced degree will do harm to her marriage.

F 4. When it comes to marriage, college-educated couples pay more attention to love and harmony instead of money.

H 5. Today much more African-American women who went to college get married by age 40 than those who didn't finish high school.

D 6. Women now do not need to understate their intelligence or accomplishments on dates.

B 7. According to an economist's study, marriage rates for college-educated women have increased by more than 10 percent in the past over 50 years in America.

G 8. These days, among the women who have not been married by age 40, college graduates are much more likely to marry in the next decade compared with those with a high school degree.

I 9. The college degree can make a young woman luckier in love.

F 10. In the past, women regarded financial security as the major reason for marriage.

## U4 Passages B

### What is your love personality?

A. It is an obvious fact that we can learn and know what true love is. What we are often not aware of though, is that there are different love trends. Does it even matter if we understand love trends? If we are in a happy relationship, then that means it is all fine, right? Yes and no. Although your love with your partner might run smoothly for a while, it can take a turn we often never expect. This is why knowing about love trends is helpful.

B. What may have turned you or your partner on at first, might not be a turn-on later. How is this possible if they seemed so crazy over certain things before? The reason is quite simple and reasonable. When two people first meet, the attraction and lust is so strong (not that it would not be later) that the way one seduces the other is not truly focused on, but simply instantly appreciated, since they are so drawn to one another.

C. As the relationship proceeds and the bond builds, you will start getting in touch with your own style of loving and expecting your partner to match up to it. At times, this will be just the case.



Couples can share the same love trend, but at other times, they can differ. If your trends do differ, do not look at it as negative, but as a way to combine them and form a creative love trend together. It should not be one way or the other. There is no such thing as the wrong way to love, except for obsession, controlling and abuse, of course—which are not love anyway, although some feel they are.

D. How do you even come about recognizing the love personality of yours or your partner's? It is not difficult, but does require quite a bit amount of observation. Start by making notes of your romantic qualities and ideas of what great romance is to you. Do you like walks on the beach and enjoying the sunset? Or do you love dining at cozy, romantic restaurants? By knowing what trend you follow, you will then be introduced to your romantic identity and know what you need from your partner.

E. There are several types of love trends that you should know about. It will help you come to a deeper understanding of what type of lover you are and your partner as well. People, whose personalities follow the emotional trend, are lovers who pay attention more to the meaning behind a thing, instead of the thing itself. A man who does not really care for picnics on the beach may still love the event due to the intention behind it. He sees the effort his mate put into it and sees the love and caring that his mate had when the idea was thought of and planned. Emotional lovers are sensitive and spiritual and love sharing with their partners. They do not hold back from expressing their true feelings.

F. A creative trend follower on the other hand, may have some of the same traits as an emotional lover, but focuses more on discovering new things and trying them out, taking risks for a bigger thrill. They love to plan and be a part of interesting activities with their lovers because they like going through adventures and new territories together. These types of lovers are found to be quite exciting because they seem to be more mysterious and full of surprises and imagination.

G. Then you have the traditional trend follower, who likes to follow the rules of what society considers the right way to handle a relationship. They believe in having one partner, following the dating and romance guides to the point (bringing a girl some flowers when picking her up at the door for a date, just to mention one). They also believe in being organized, being financially responsible and planning the events that will take place in their lives with their partners.

H. Those are the main trends that most people follow. This does not mean that a person who has a certain love trend cannot carry qualities from other trends, however. It just means they in general carry that love personality. There is no trend better than the other, either. Each trend is unique and interesting in its own way. When two people follow the same trend, it is fabulous because they both know exactly what the other is fond of and what to expect as well. There are hardly mixed signals. Having different trends is also a wonderful thing. When a couple has their individual love personality, it opens the door for each one to learn new ways to love expressions and can create a great trend combination!

B 1. Two people may be so strongly attracted that they just see each other's merits when they are

in the early stage of their relationship.

D 2. Observing yourself and writing down your ideas about romance can help you know your love personality.

F 3. People who follow the creative love trend are keen on discovering new things and taking risks for excitement with their lovers.

A 4. Understanding love trends will help you if there is something wrong with your relationship with your partner.

C 5. Some people regard certain things as love, such as obsession and controlling, but they are the wrong way to love.

H 6. A person who follows a certain love trend can also have some qualities of other love trends.

G 7. Those who obey the traditional rules of society usually follow dating guides, offer financial support and make plans for things that will happen in their lives with their partners.

G 8. It is great that two people belong to the same love trend as they know what the other likes or dislikes exactly.

E 9. Emotional trend followers attach more importance to the purpose and implied meaning of a thing rather than the thing itself.

C 10. You will expect your partner to match with your loving style once you've built a fixed relationship.

## **U5 Passages A**

### **The basics of permanent life insurance**

A. Understanding life insurance is one of the many challenges that young adults face these days. Between all of the confusing terms and the many options, it can become quite overwhelming. While you may be tempted to ignore this and see how long you can go without getting life insurance, it may be in your best interest to get life insurance now, while you are young.

B. Permanent life insurance is a type of insurance product that is very similar to an endowment or a whole life policy. The person insured by a permanent life policy is covered for life, and if you keep your policy payments up-to-date, your payout is guaranteed once your policy ends. Permanent life insurance also builds up cash value over time. This kind of insurance is different from term life policies, because term plans offer insurance that you can purchase for a predetermined length of time. Most of these times are for level periods, such as 5, 10, 15, or 20 years. With a term policy, your insurer only awards your beneficiaries (受益人) a death benefit if you die during the term of your policy.

#### **Types**

C. When permanent life insurance originated, companies only offered it in the form of whole life plans with fixed payments and non-flexible premiums (保险费). This guaranteed that consumers would have a pre-set cash value that would be guaranteed and a premium payment that would stay level over the years. It was inevitable that consumers would demand greater flexibility, and as a result, universal life insurance was created.

D. Universal life insurance was the best solution to the rigidity of whole life insurance. It let consumers enjoy much greater flexibility by allowing premium payment amounts to be adjustable.

With a universal life policy, you could also withdraw from your plan without the heavy penalties and interest that whole life plans carried with them.

E. Other varieties of permanent life insurance later came on the scene. For example, variable life insurance emerged as a solution for consumers who wanted to take a greater risk with their investment but also gain the potential for much higher returns. Variable permanent life insurance is the best of both worlds because it combines the perks (津贴) of whole life with the flexibility of universal. You can have greater control over the money you invest in your plan when you choose this option. Additionally, permanent health insurance plans all have great tax breaks, so when you combine the tax incentives (激励) of permanent life with the possible returns of investing in a variable plan, you may see your money explode in growth over time. No matter which permanent life option you choose, if you think you are a candidate for coverage, you should seek out an independent financial advisor that can assist you with choosing from these options.

#### Advantages

F. You know that investing, risk, and liquidity are not your primary motivators for purchasing life insurance. The main reason is to protect your family with money for their living expenses if you die. The great thing about permanent life insurance is that it accomplishes this goal for your whole lifetime, and although investing is secondary, you also get the key benefit of an investment component. A permanent life insurance policy has a kind of "savings account" built right into the policy, so you have the ability to tap into or borrow against the cash value your policy has accumulated over time.

G. Permanent life insurance is better than term life because term insurance only covers you for a predetermined number of years. Although term life plans carry much lower premium payments, the policies build up no cash value over time. Permanent life plans are also great because the cash value that you accumulate over time is not taxed until you decide to withdraw it. You can even sidestep those taxes by taking out a loan against your policy. This is great for people who make a lot of money because they can shelter their earnings in a permanent life plan when they have maxed out all of their other investment options.

H. A final advantage is the one you will have as you get older. Because it lasts for life, a permanent life insurance policy could be great for the elderly, people whose estates have no liquidity. This is also great for small business owners who have all of their assets tied up in their business. This is because the death benefit of a permanent life insurance plan is oftentimes greater than what these kinds of people would be able to save on their own.

#### Disadvantages

I. One of the primary disadvantages of permanent life insurance is that it provides more coverage than most people may need. In addition, if you have not maxed out your other investment options, then a permanent life plan might not be your best investment. The goal of permanent life insurance is to provide growth and protection for investors, but most should really seek out those characteristics in separate plans.

J. Additionally, because premiums for permanent life plans tend to be very high, you may be tempted to buy less of a death benefit than you really need. For example, a permanent life insurance policy for \$1 million for a 40-year-old woman in great health may cost her as much as \$13,900 a year. On the other hand, that same woman could land a \$1 million term policy for 20 years for about \$750. That's a massive price difference, so cost may essentially be the biggest disadvantage of permanent life insurance.

K. Finally, permanent health insurance plans may not be very transparent, so it may be difficult to figure out how much the policy is actually worth as an investment. Some financial experts point out that a good solution to this problem may be to buy a term policy and invest the rest of your money through other avenues. The first place to start is to ask for life insurance quotes and evaluate which option is right for you.

D 1. One advantage of buying a universal life insurance is that you could stop your insurance plan without paying a high price for your withdrawal.

H 2. Permanent life insurance is a very good choice for both the elderly and small business owners.

A 3. You may overlook life insurance, but you will benefit most if you buy it when you are young.

G 4. Though permanent life insurance requires much higher premium payments than term life insurance does, the former builds up cash value over time.

J 5. One disadvantage of permanent life insurance is that it is much more expensive than term life insurance.

B 6. If you buy a term insurance, your beneficiaries can only benefit from it when you die during the term of your plan.

I 7. One weakness of permanent life insurance is that most people may not need all the protection it gives them.

C 8. Universal life insurance came into being to meet the needs of consumers who demanded more flexibility in permanent life insurance.

E 9. When you decide to buy a permanent life insurance, you had better ask a financial advisor for help.

F 10. If you buy permanent life insurance, it can not only provide protection for your family, but it can also meet the needs of investing your money.

## U5 Passages B

### The fact and fiction behind "two can live as cheaply as one"

A. Everyone's heard the expression "two can live as cheaply as one". In one sense it's absolutely true: When you live in a home by yourself and then someone moves in with you—a roommate or spouse who pays his own way, your per capita expenses will go down. You have someone to split the rent and utilities with you. But the expression is usually applied to married couples—as if just by getting married and moving in together, you should save money. We haven't found this to be automatically and immediately true. I'll share with you the four areas in which your spending could change with your transition from single to married, based on our experience and observations.

Automatic savings

B. The sole budget category I can point to and say unambiguously that getting married saved us money is our car insurance. We got a major rate cut for having more than one vehicle on our policy. Other than that, I can't say our finances and budget really changed right from the get-go (开始). We went from living in separate two-bedroom apartments with roommates to sharing a two-bedroom apartment, so our per capita rent and utilities stayed more or less the same. We ate the same amount of food and kept up our personal care the same as before—clothing, drugstore products, etc. Our driving costs didn't change, either, because we had only lived one mile apart before we were married and didn't increase our frequency of commuting together until my car broke down. Since our jobs both provide health insurance we didn't access any benefits previously unavailable to us, nor did our tax rate budge since our incomes were so similar.

#### Upgrades

C. When you meld your lifestyle with that of your spouse, there are bound to be a few differences in the products on which you choose to spend your money—on many items, one of you spends more and one spends less. In the compromise, you could either upgrade or downgrade from the average of the two (or find a solution right between), but I have observed that at least initially we have compromised to upgrade. The person who is paying more probably cares more about that product and so his or her opinion will win out. Therefore, the person who used to spend less on the product is now spending more, and overall expenses rise. For instance, when we got married I moved into Kyle's apartment, which was nicer and more expensive than my previous apartment. I'll give you a couple of smaller examples.

D. Before we were married, Kyle had a cable and internet package that he split with his roommate, while I and my roommate only had internet. When we set up our first budget we kept the cable, so my expenses increased again.

E. At the time we got married, I had started eating Greek yogurt and I thought that was more healthful. Kyle also liked yogurt but he bought cheaper brands. I bought yogurt in the two cup bulk (散装) containers and took it to work in little Tupperware containers. Kyle bought individual containers to take to work and thought it was a pain to separate the yogurt from bulk to individual containers. By consolidating, we ended up buying individual Chobani containers, which was more expensive than either of our preferences alone!

#### Behavior

F. Behavior changes are the main way we have realized spending reductions and saving increases since we were married. This of course did not automatically happen upon marriage, but the act of describing joint goals for the future and having in-house accountability facilitated its happening. Because we wanted to aggressively save in some areas, we cut our eating-out budget and cut the cable. We entertained ourselves and friends more in our home than by going out and spending money. I started feeling behind by only contributing 10 percent to my Roth IRA (罗斯个人退休账户) while Kyle maxed his out, so I increased my savings rate. Impulse spending dropped because we had to justify our spending to the other (which I think is a good result of having all joint accounts).

#### Family and peer influences

G. This final area is one that I think can motivate married couples to increase their spending. Some people view marriage as a passage into real adulthood and expect that you have a fully furnished home. You get all the awesome new stuff as wedding presents, and you may feel that you need to buy out your registries to complete the picture. Many previous renters even buy a home or upgrade their rental when they get married. We resisted this implicit pressure but I've seen others make the choice to scale up their lifestyles.

H. One area in which we have increased spending is that we travel together more. Kyle never got an invitation for me to any of his family weddings until we were engaged, so he only had his individual travel costs to contend with. Now, we attend together. So overall we're attending more weddings and other social events per capita because we will receive more invitations as a social unit. We also have double the family to visit, which didn't quite double our travel costs for that purpose but it increased them and we were less flexible in our dates to find low rates because we had to consider both of our work schedules.

I. Based on this qualitative reviewing, I'd say "two can live as cheaply as one" has not been true for us, and it's even possible that we have increased overall spending since we got married. This conclusion turns very strongly on our personal setup of living with roommates before we married and earning approximately equal amounts of money. Your mileage may vary!

C 1. When we got married, our spending on living increased because I moved in my husband's apartment, which was more expensive than mine.

A 2. If you live with a roommate and you split the rent and other expenses, you may probably save money.

F 3. To save money, we didn't often go out eating and didn't watch cable television any more.

B 4. When we got married, we saved money in car insurance, because we had two cars and got a discount.

F 5. We reduced our impulse spending because we had joint accounts and had to justify our spending to each other.

C 6. After we got married, we made concessions to enhance the life quality in the beginning, which increased our overall expenses.

H 7. After getting married, we are invited to more weddings and social activities as a couple, so our travel spending increased.

G 8. When people get married, they may spend lots of money in buying new furniture, or even a new home.

B 9. Our tax rate did not change a lot because my husband and I had similar incomes.

E 10. Before we got married, my husband and I bought different brands of yogurt and we spent less on them than we do now.

## U6 Passages A

### Forgiveness and letting go—how to achieve it

A. The ability to achieve forgiveness and let go of past hurts is one of the most critical challenges many of us face on the road to attaining personal peace and happiness. While it certainly isn't easy, it is absolutely necessary for long-term mental and emotional health. Forgiveness can be defined as

the decision to let go of resentment, anger, and thoughts of revenge as a result of a real or perceived offense, hurt, or wrongdoings against you.

B. Forgiving someone does not mean denying a person's responsibility for hurting you, nor does it mean minimizing, or justifying the act. It does mean being willing to forgive someone without condoning (宽恕) or excusing what they did, and then letting it go. According to Dr. Robert Enright, a professor of educational psychology at the University of Wisconsin-Madison and a pioneer in the scientific study of forgiveness, forgiveness is a choice. It is the process of uncovering and letting go of anger, while restoring hope and moving on with life. In other words, while there is no question that we have the right to feel resentment and the desire to respond accordingly, we have the ability to make the choice not to. When we do, we refuse to play the role of the victim and we let go of the control and power that the offending person, or situation, has over us. We choose not to allow grudges (怨恨), hurt or wrongdoings to define our lives.

C. How can we attain forgiveness and letting go? Begin by acknowledging what hurt or offended you. While denying the hurtful offense may be the first thing you want to do, it is best to admit that it happened. Reflect upon it; take note on how you reacted, and what it has done to your health and well-being. Be able to articulate what was unacceptable about the situation.

D. Look for a broader perspective on what took place. Make the attempt to understand the other person. Was the offense deliberate, or merely mindless and insensitive? Perhaps the person had no idea they hurt you, or was suffering from something themselves. Did they do it out of selfishness, recklessness, or were there other unknown circumstances at play? Sometimes going through the process of trying to understand the situation sheds new light on the matter and may lessen the hurtful response. It is also possible that you may have been oversensitive at the time. Hurt feelings are invariably subjective. Perhaps you were having a bad day; perhaps they were.

E. If you happen to know the hurtful act was deliberate, evil and intended to harm you, then you may have to "reframe" the situation. Reframing is a technique whereby you change the conceptual or emotional viewpoint from which you experience an event and put it in a different context or frame of reference. For instance, there are those who do harm to others thinking it will alleviate (减轻) their own pain and distress. They lash out regardless of whom they are hurting, or how. Your ability to sort through a hurtful occurrence and put it into a different "framework" will prepare you to begin the process of forgiveness and letting it go.

F. As well as acknowledging the event, acknowledge the anger, frustration and myriad emotions, but do not get stuck in them. Practice stress management techniques such as exercise, yoga, deep breathing, guided meditations, or anything else you find soothing and relaxing. Using cognitive strategies like writing in a journal, or talking to a wise friend or counselor, is also very beneficial. In recent studies done on forgiveness-coping strategies, it was found that men responded positively when it was presented as a challenge to them, and negatively when it involved emotion-focused coping. For women, however, it was found to be positively associated with emotion-focused coping and acceptance, and negatively associated with avoidance. Thus, based on these findings, if you're a man, it is more helpful to approach forgiveness as a challenge, or goal to accomplish. If you're a

woman, working on acceptance, understanding, and compassion may lead you there more successfully.

G. Commit toward letting go and moving on. Remember first that the act of forgiving is more for your own benefit than anyone else's. Secondly, forgiveness and letting go take time, so be patient with yourself. Certainly, it can be difficult to separate what you feel emotionally with what makes sense to do logically. However, if you commit to putting your energies on focusing on the benefits of forgiveness and letting go, you can more easily move forward with your life.

H. Letting go can be defined as "a combination of accepting, but not denying; living in the present and looking forward to the future without regret for the past, and a willingness to move on and beyond".

I. Researchers and scientists have been discovering the health benefits of attaining forgiveness. Their studies have shown that serious mental, emotional and physical consequences can result from holding on to grudges and bitterness. Consequences such as depression, anxiety and the feeling that your life lacks meaning and purpose, as well as the loss of valuable connectedness with family and friends, become high prices to pay for holding on to resentment.

J. Get professional help if you need it. If you find it too difficult to forgive and let go on your own, especially if the offending acts have been traumatic, or are ongoing, then consider working through your feelings and deeper issues with a good therapist. It would be more than worth your while to gain the peace of mind you seek and to move forward with your life.

K. Ultimately, the act of forgiveness releases us from past hurts, memories and enslavement. Alternatively, to not forgive is to surrender oneself to the control of others and allow the present to be consumed by the past. If we choose not to forgive, we subject ourselves to the possibility of carrying anger, bitterness and resentment into future situations and relationships, as well as deprive ourselves of the peace of mind, health and happiness we deserve. In the end, the best revenge is a life well lived!

D 1. Sometimes an offense occurred when the offender didn't sense it hurt or they were undergoing something bad.

E 2. There are some people who would release their own pain and distress through hurting others.

K 3. If you want to revenge the person who has hurt you, you'd better live your life well, which is the best revenge.

F 4. Males and females are advised to take different methods to approach forgiveness.

B 5. Instead of denying or justifying the offense done by the person who has hurt you, forgiving is a choice to give up resentment against the person even though you admit the painful offense.

F 6. There are various strategies and techniques helping people to get rid of negative emotions such as anger and frustration.

C 7. Acknowledging the hurtful thing can help you achieve forgiveness.

I 8. It is found that holding on to resentment and bitterness will lead to many serious psychological and physical problems.



G 9. It is the forgiver himself other than anyone else who benefits the most from forgiving.

J 10. Visiting a therapist for help may be a good choice when you find it too hard to forgive someone.

## U6 Passages B

### Life's choices and making decisions along the way

A. Making decisions in life can be tough. If you've been around even a little while, you know that. You've been through it. You've sat there with your head in your hands wondering which way to go. For all of us, those tough decisions weigh heavily on our minds. We can't escape it. The fact is that you are on a journey and have to make decisions until you die—not just a few decisions, a lot of decisions. That's life.

B. It is like traveling down a long, winding road, sometimes hitting bumps along the way. Every now and then, the road turns into a crossroads where you have choices. You have to decide right, left, or to continue the same direction. There are roads that lead to a single moment in time that will be remembered forever, i.e., a marriage, birth, or other stepping stones in life. There are also roads that lead to success, fame, or fortune, as well as roads that lead to seclusion (隔绝), isolation, or poverty. There are as many roads to happiness and excitement as there are to defeat, sadness, and disappointment. Choosing which roads to take and making decisions appropriately will ultimately be up to you!

C. You will certainly come across your share of detours (绕道), corners, and crossroads when making decisions, but perhaps the most complicated road you'll ever encounter is a crossroads. With four paths to take, how do you make the decision to take one over the other without knowing where it will lead you? How will you make decisions on which path to take? What are the guarantees that you will choose the best route along the way? Would you take any road, or just stay where you are in front of a crossroads?

D. You don't really know where a certain road will take you until you choose to take it. There are no guarantees, and this is one of the most important things you must understand about life and making decisions. Nobody says that choosing to do the right thing all the time will always lead you to happiness or success. Loving someone doesn't always mean your love will be returned. Achieving fame and fortune doesn't always mean you'll be happy. There are just too many possibilities when making decisions, over which you really have no control.

E. The only sure thing you do have power over is the choices you make and how you'll react to all the different situations you'll encounter over your lifetime.

F. You always realize you made a bad decision after the fact. Had you known that you were making the wrong decision ahead of time, would you have made the same decision anyway? Probably not! It's only after you've been able to reflect back on your decision that you realize the soundness of it. If the consequences or outcomes are good for you, then you have made the right decision; otherwise, your decision was not a good choice.

G. You cannot go through life without taking some risks, since life doesn't offer any guarantees, and you won't know if your decisions will be good or bad until after the fact! Go ahead! Take a risk and decide! Deciding to take risks beats the alternative of always wondering what could have been! Although making just one wrong decision could get you lost, it could also mean that taking such a turn could be an opportunity for a new, exciting adventure, or better yet, open up pathways to even more opportunities. It all depends on how you look at things. You have the choice between being a lost traveler or an accidental tourist of life. Just be careful not to be too hasty when making decisions. Taking risks doesn't mean that you make decisions carelessly or without much thought at all.

H. Here are some suggestions to help you when facing life's difficult crossroads.

I. Get as much information as you can about the situation. You need to know as much as possible about the choices you're facing in order to have the confidence you need when making decisions to make the best decision possible. Ask yourself the five Ws: who, what, when, where, and why. Who will be affected by my decision? What exactly is the situation I'm facing? When will this occur? Where will this lead me? Why am I in this situation? These are just some of things you must answer to get a better understanding of the situation. This is very important because more times than not you will find yourself unable to make a decision until more information is learned about the situation.

J. Identify and create options. What options do you actually have in this situation? You might find you have very few options or, on the other hand, too many options. What do you do if you think you have NO options? This is when you come up with your own. Put your creative mind to work when making decisions. From the most simplistic to the most complicated, entertain all ideas. Don't throw out any ideas that pop into your head. Sometimes the most outrageous idea could turn out to be the very best choice in the end. You might want to ask friends for their advice as to handle a certain situation to give you ideas, but always be sure you make your own decisions in the end. Taking responsibility is an important factor when you are making decisions.

K. Weigh the pros and cons of every single option. Assess each one by looking at the advantages and disadvantages, and you'll get more insight about the consequences or rewards for each option.

L. Trust yourself, have confidence, and make your decision. Now that you have assessed all your options, it is now time to decide. Remember that there are no guarantees and wrong decisions are always at hindsight. So think ... choose ... and decide ... Be confident that you are making the best choice from your options!

M. Now that you're ready to make your decision, you need to prepare yourself to suffer any consequences just in case it wasn't necessarily the right decision. Your decision may just take you down the road to wonderful opportunities or to the land of many problems. The important thing, however, is that you've chosen to live your life instead of remaining a bystander or a passive audience to your own life.

N. Whether it is the right decision or not, only time can tell, but don't regret making decisions no matter the outcome. Instead, chalk it up as a lesson learned if it turns out to be a wrong decision and

this will help you make better decisions in the future.

M 1. What really matters is not the consequence of a choice but the fact that you've controlled your own life by making a decision instead of just being passive.

I 2. Sufficient information about the choices will make you confident to possibly make the best decision.

A 3. Our life is a long trip on which we have to make many decisions.

M 4. Once you determine to make a decision, you should be ready to accept any consequences beyond your expectation.

F 5. A criterion of judging a decision is whether or not the outcomes are good for you.

N 6. Whatever outcome a decision brings you, you should not regret making it and you can learn from it even if it's a bad one.

A 7. Different roads in life lead to different consequences. It is we ourselves who take the responsibility to choose the roads.

G 8. Taking a wrong decision could possibly be a turning point for more chances.

J 9. When you make decisions, you should try your best to think about all possible ideas.

D 10. Only when you have taken a road will you know where it is leading you.

## U7 Passages A

### Women more likely than men to see nuances when making decisions

A. Many situations require us to make categorical (明确的) decisions. Jurors look at testimony and judge whether a defendant is guilty or not guilty. Police officers take aim at suspects and have to determine whether they see a gun in the suspect's hand, or something that just resembles a gun. A man in his 40s begins to sweat and experience mild pain in his arms, and needs to decide whether it's serious or not.

B. New research suggests gender plays a role in these decisions because men tend to organize the world into distinct categories whereas women see things as more conditional and in shades of gray. Psychologists at the University of Warwick had men and women judge how each of 50 objects fit into a certain category—whether it belonged, did not belong, or only partially belonged. For example, is a cucumber a fruit? Is a horse a vehicle? After making each judgment, people reported how confident they were about their decisions.

C. Men were more likely to see an object as fully belonging or not belonging to a category, while women more often judged that objects only partially belonged. The more intriguing finding, though, was that men and women were equally confident about their decisions. This means the gender difference was not due to men simply being more certain or women more uncertain about their judgments. Instead, it suggests men and women perceive the world differently.

D. This may happen for a couple of reasons. One possibility is that societal gender roles promote more absolute, black-and-white views in men and more detailed, complex views in women. Traditionally, cultures have rewarded males for being decisive and proactive, even if it means jumping to conclusions. In contrast, females are socialized to be more thoughtful and receptive to others' views, even if it means being more self-critical. This socialization not only affects behavior

and personality; it also colors our perceptions. For instance, women perceive greater risk across many real and hypothetical scenarios relative to men, partly because risk-taking is a central and esteemed component of the masculine gender role.

E. The inclination to make categorical judgments—along with a person's comfort in making them—can have important implications. For one thing, it influences the types of professions people pursue, especially for jobs that require decisions to be made frequently and without hesitation.

F. Emergency medical workers—such as paramedics (护理人员) and emergency room doctors—need to look at a set of symptoms and diagnose a patient with a particular medical condition. Judges have to make decisions about the legality of evidence, testimony, objections raised, etc., throughout a trial. Managers and CEOs must be comfortable making definitive judgments over and over. All of these professions are heavily male-dominated, by about 2:1 in the US. Of course, there are many reasons for gender imbalances in occupations like these, and one might be the prospect of making all these decisions. At the same time, though, women's more nuanced views are probably an asset in many settings, particularly when there is time to deliberate.

G. Let's consider a second way to understand the gender difference in categorization. For this, imagine a simple study. People are shown three objects (e.g., seagull, squirrel, and tree) and asked to select the two they think should be grouped together. That is, they pick whichever two of the three things that seem to "go together". (These instructions are deliberately vague; nothing is mentioned about categorizing.) The study shows that people who choose seagull and squirrel are assumed to be thinking about the objects in terms of their categories (these were the two animals). But other people select squirrel and tree as their two items, which ignores categories and instead groups the objects based on their relation to one another in a particular context (squirrels are often in trees).

H. These are very distinct approaches to understanding things in our environment. The first approach uses categories to make inferences about an object's characteristics. For example, say you're trying to figure out what your new boss is like. Apart from knowing your boss' gender and occupation, someone has also told you his marital status (he's married) and his religion (Protestant). Knowing he falls into these categories enables you to make abstract generalizations—using the stereotypes of those groups—about what he might be like as your boss. The information you get from these generalizations, though, is inherently abstract. The other way to understand him is by focusing on his relationship to other things. For instance, maybe you know that he's a close friend of your previous boss, and though you've heard he's very committed in his marriage, he's not very loyal to the company you both work for. Unlike the stereotypical information, these relationships are limited to a particular context (his friendships, his love life) and don't generalize as well to other situations (how he behaves toward his employees). What you know about him is context-specific.

I. Research finds that men engage in more abstract thinking about many topics—using categories, generalizations—while women are more disposed to context-specific thinking—in terms of concrete situations and relationships. This is evident, for one thing, in how some psychologists contrast the moral reasoning of males and females. Males' moral judgments tend to be governed by abstract principles of justice, duty, and fairness that apply to all people and situations (e.g., whether

a law is broken, whether justice is served). Females' moral judgments give more weight to specific relationships between people and extenuating (情有可原的) circumstances in a given situation; moral judgments are made through subjective feelings (e.g., whether someone feels betrayed or harmed) rather than abstract principles.

J. In any case, men seem to be more comfortable in the black-and-white world of categorical thinking. This offers a different perspective on why men are not just overrepresented in many leadership positions, but also usually aspire to these positions more strongly than women. The prospect of making repeated categorical judgments may discourage women from these positions more than, say, a lack of confidence, an aversion (厌恶) to hierarchies or competitive environments, discomfort at working in a male-dominated field, or fear of discrimination.

D 1. In our society, men are encouraged to be decisive and resolute while women are expected to be more considerate and receptive.

C 2. Researchers discovered men and women are different in the way they perceive the world.

I 3. Psychologists found that men's moral reasoning is largely governed by abstract principles instead of personal feelings.

E 4. People's career choices can be influenced by their tendency to make categorical judgments.

F 5. It is necessary for business leaders to feel comfortable making firm decisions repeatedly.

H 6. One approach to understanding a certain object in our surroundings is to generalize about its characteristics using categories.

G 7. When asked to select two among three supplied items, people would show their difference in categorization.

F 8. Compared with men, women hold more detailed views, which is advantageous in many situations.

A 9. We need to be clear and definite when making decisions under many circumstances.

J 10. It's more common to see men acting as leaders partially due to their preference to make repeated categorical judgments.

## U7 Passages B

### **The rich world's quiet revolution: Women are gradually taking over the workplace**

A. At a time when the world is short of causes for celebration, here is a candidate: Within the next few months women will cross the 50 percent threshold and become the majority of the American workforce. Women already make up the majority of university graduates in the OECD (经济合作与发展组织) countries and the majority of professional workers in several rich countries, including the United States. Women run many of the world's great companies, from PepsiCo in America to Areva in France.

B. Women's economic empowerment is arguably the biggest social change of our time. Just a generation ago, women were largely confined to repetitive, menial (卑下的) jobs. They were routinely subjected to casual sexism and were expected to abandon their careers when they married and had children. Today they are running some of the organizations that once treated them as second-class citizens. Millions of women have been given more control over their own lives. And millions of brains have been put to more productive use. Societies that try to resist this trend—most notably

the Arab countries, but also Japan and some southern European countries—will pay a heavy price in the form of wasted talents and frustrated citizens.

C. This revolution has been achieved with some friction. Men have, by and large, welcomed women's invasion of the workplace. Yet even the most positive changes can be incomplete or unsatisfactory. This particular advance comes with two stings. The first is that women are still underrepresented at the top of companies. Only two percent of the bosses of America's largest companies and five percent of their peers in Britain are women. They are also paid significantly less than men on average. The second is that juggling work and child-rearing is difficult. Middle-class couples routinely complain that they have too little time for their children. But the biggest losers are poor children—particularly in places like America and Britain that have combined high levels of female participation in the labor force with a reluctance to spend public money on childcare.

D. These two problems are closely related. Many women feel they have to choose between their children and their careers. Women who prosper in high-pressure companies during their 20s drop out in dramatic numbers in their 30s and then find it almost impossible to regain their earlier momentum (锐气). Less-skilled women are trapped in poorly paid jobs with hand-to-mouth (勉强维持的) childcare arrangements. Motherhood, not sexism, is the issue: In America, childless women earn almost as much as men, but mothers earn significantly less. And those mothers' relative poverty also disadvantages their children.

E. Demand for female brains is helping to alleviate some of these problems. Even if some of the new theories about warm-hearted women making inherently superior workers are untrue, several trends favor the more educated sex, including the "war for talent" and the growing flexibility of the workplace. Law firms, consultancies and banks are rethinking their "up or out" promotion systems because they are losing so many able women. More than 90 percent of companies in Germany and Sweden allow flexible working. And new technology is making it easier to redesign work in all sorts of family-friendly ways.

F. Women have certainly performed better over the past decade than men. In the European Union, women have filled six million of the eight million new jobs created since 2000. In America three out of four people thrown out of work since the "mancession (男性萧条)" began have been male. And the shift toward women is likely to continue: By 2011 there will be 2.6 million more female than male university students in America.

G. All this argues, mostly, for letting the market do the work. That has not stopped calls for strong state intervention of the Scandinavian sort. Norway has used threats of quotas to dramatic effect. Some 40 percent of the legislators there are women. All the Scandinavian countries provide plenty of state-financed nurseries. They have the highest levels of female employment in the world and far fewer of the social problems that annoy Britain and America. Surely, comes the argument: Is there a way to speed up the revolution—and improve the tough lives of many working women and their children?

H. If that means massive intervention, in the shape of affirmative-action programs and across-the-

board benefits for parents of all sorts, the answer is no. To begin with, promoting people on the basis of their sex is illiberal and unfair, and stigmatizes (污蔑) its beneficiaries. And there are practical problems. Lengthy periods of paid maternity leave (产假) can put firms off hiring women, which helps explain why most Swedish women work in the public sector and Sweden has a lower proportion of women in management than America does.

I. But there are plenty of cheaper, subtler ways in which governments can make life easier for women. Welfare states were designed when most women stayed at home. They need to change the way they operate. German schools, for instance, close at midday. American schools shut down for two months in the summer. These things can be changed without huge cost. Some popular American charter schools now offer longer school days and shorter summer holidays. And, without going to Scandinavian lengths, America could invest more in its children: It spends a lower share of its GDP on public childcare than almost any other rich country, and is the only rich country that refuses to provide mothers with paid maternity leave. Barack Obama needs to measure up to his campaign rhetoric about "real family values".

J. Still, these annoying problems should not overshadow the dramatic progress that women have made in recent decades. During the Second World War, when America's menfolk were off at the front, the government had to summon up the image of Rosie the Riveter, with her flexed muscle and "We Can Do It" slogan, to encourage women into the workforce. Today women are marching into the workplace in ever larger numbers and taking a sledgehammer to the remaining glass ceilings.

D 1. If women leave their companies when young because of family, it is difficult for them to regain their success later.

F 2. In America, among those who have lost their jobs during the "mancession", only one fourth of them have been women.

C 3. Compared with men, fewer women are managers at major companies in America and Britain.

G 4. Scandinavian nations have higher female employment rates than other countries around the globe.

A 5. Women in the United States will soon become the main strength of the American workforce.

H 6. The number of Swedish female bosses is not as high as that in America because of the long-lasting periods of paid maternity leave.

B 7. Women used to be confined to inferior jobs, but now many of them are in leadership positions.

E 8. Female talent loss in law offices, consulting firms and banks may promote the reform of their promotion policies.

J 9. An unprecedented number of women are entering the job market and changing the current state of employment.

I 10. Some schools in America have increased their schooling time, thus easing women's pressure at a lower cost.

## **U8 Passages A**

### **Wildlife at risk**

A. Bringing wolves back to Yellowstone; protecting the last Florida panthers from extinction;

conserving water resources for salmon in the Pacific Northwest—these are some of the conservation successes Americans have achieved in the last few decades. But today, wildlife faces an even greater threat. We all are contributing to a problem that has the potential to undo years of our hard-fought conservation work: global warming. Science shows a direct relationship between the amount of global warming pollution being released into the atmosphere and the increase in surface temperatures around the world. Since the Industrial Revolution, the amount of carbon dioxide and other greenhouse gases has increased to a level greater than at any time in the past 400,000 years. By burning fossil fuels—mostly oil, natural gas and coal—we humans are fast becoming a driving force behind global warming.

B. In just one century, the earth's temperature has risen by about one degree Fahrenheit, and is expected to rise by another 2-10 degrees Fahrenheit by 2100. As temperatures increase, local climate systems are being altered in ways that directly affect fish and wildlife, as well as forests, lakes, prairies, rivers, wetlands and other habitats upon which they depend. A recent study by The Wildlife Society shows North American wildlife species are beginning to shift their ranges northward and upward in elevation in response to this slight but consistent rise in temperature. Higher stream temperatures associated with global warming will disrupt cold-water fish species, especially at the southern boundaries of their habitat ranges. If global warming continues unabated (不減弱的), experts estimate that some regions of the US will lose 50-100 percent of brook and rainbow trout habitats in the coming decades.

C. Pacific salmon species are particularly vulnerable to global warming. Higher-than-normal sea surface temperatures and a corresponding reduction in the upwelling of nutrient-rich waters in the northeastern Pacific Ocean during El Nino events often lead to a decline in the production of coho and sockeye salmon. Some global warming models project stronger and more frequent El Nino events, which could devastate (破坏) salmon populations. Changes in rain and snow patterns, lower snowpack (积雪量), and earlier spring snowmelt in the Pacific Northwest could reduce critical stream flows in the region, disrupting salmon in their freshwater life cycle. Warming trends in the region over the past 50 years already have shifted the dates of peak snow accumulation and snowmelt-derived stream flow by an average of 10-40 days earlier, and snowpack has decreased 11 percent over the same period.

D. Higher temperatures in the Prairie Pothole Region will lead to drier conditions, which could cause lakes and ponds that were historically ideal for waterfowl reproduction to dry up. Over the next 50 years, the loss of these water bodies could contribute to the disappearance of up to 50 percent of mallards, northern pintails, blue-winged teals, and other waterfowl. Higher winter temperatures in northern states also could mean fewer ducks and geese traveling south in search of ice-free winter habitat.

E. For the past 20 years, higher temperatures have caused the sea ice in the western Hudson Bay to break up earlier each spring. As a result, polar bears have had less access to ringed seals, their primary source of food. Since 1981, female polar bears have weighed less and had fewer cubs, and scientists are concerned that, if the trends continue, polar bears could disappear in the wild before the end of the century. Global warming will disrupt North American wildlife species both directly



and indirectly. For example, changes in rain and snow patterns and temperatures in the Greater Yellowstone Ecosystem could contribute to a reduction in whitebark pine seeds, an important food source for grizzly bears. Unless they can find suitable alternative food sources in their habitat range, the grizzly populations could decline. Global warming could push the Florida panther even closer to extinction. The greatest threat to the panther's survival is the loss, fragmentation (破碎), and degradation of habitat. Sea level rise associated with global warming could contribute to this habitat decline. Sea water could inundate (淹没) some of the last viable (能存活的) wetlands and other habitat the big cats depend on to survive.

F. As global warming intensifies, many bird species will alter their behavior and shift their traditional ranges. Birds that people treasure in their backyards and in the wild could disappear from local areas. Some models project that the climatic range of several state birds could shrink or shift entirely out of their official state. These recognized songbirds include: Maryland's Baltimore oriole, California's California quail, Massachusetts' black-capped chickadee, Georgia's brown thrasher, New Hampshire's purple finch and Washington's and Iowa's American goldfinch.

G. Butterflies are very sensitive to weather and climate, making them useful indicators of how other wildlife species may respond to global warming. Butterfly species in Europe and North America have shifted their ranges northward as average temperatures have risen throughout the latter half of the 20th century, and populations of some species—like the Edith's checkerspot in the western US—are more likely to become extinct in the southern part of their range and at lower elevations. Scientists also project that increasing cool-weather rain and snow in the winter habitat for eastern migratory North American monarch butterflies will become inadequate for the species' survival.

H. Scientists recently concluded that within the next 50 years, as many as one-third of all wildlife species in some regions of the world could be headed toward extinction due to global warming. Without open spaces, wetlands and protected corridors that allow wildlife to adapt and move in response to global warming, many species will simply disappear.

I. There are some things you can do starting today: Check your attic or basement to make sure your home is well-insulated (绝缘良好); test windows and doors for air leaks; and look for holes or cracks in walls that may be letting air into or out of your home; change or clean your furnace and air conditioner filters regularly to keep heating and cooling systems running efficiently; set your water heater to a lower setting or call a service person to adjust it for you; recycle aluminum cans, glass bottles, plastic, paper, cardboard and newspapers, which will reduce the energy needed to make new products; regularly check your car's tire pressure—poorly inflated tires waste gas and cause extra pollution. Better yet, carpool (拼车) or take mass transportation whenever possible.

G 1. Butterflies have to change their habitat for the rise of temperature on the earth.

C 2. The stream flows can be reduced if rain and snow patterns change, snowpack decreases and snow melts earlier.

A 3. Carbon dioxide and some other unhealthy gases were produced at the highest amount since the Industrial Revolution.

H 4. The decrease of open spaces and wetlands is one of the major reasons for the extinction of

many species.

I 5. With regard to global warming, you can do some things from now, for example, take mass transportation if it is possible.

C 6. Some salmon populations tend to shrink owing to the rising sea surface temperatures and the decreasing nutritious waters.

D 7. The shrinking of many kinds of water birds is caused by the decrease of lakes and ponds.

B 8. The rise of the temperature of the earth in the present century will be sharper than that in the last century.

E 9. The decrease of whitebark pine seeds, an important food source for grizzly bears, would endangered grizzly bears if they cannot find alternative food sources in their living areas.

A 10. The temperature change on the earth is closely linked with the global warming pollution.

## U8 Passages B

### The ocean has issues: Problems facing our seas, and how to fix them

A. The oceans are among our biggest resources for life on earth, and also our biggest dumping grounds. That kind of paradox (似是而非) could give anyone an identity crisis. We seem to think we can take all the goodies out and put all our garbage in, and then expect them to keep happily ticking away indefinitely. However, while it's true the oceans can provide us with some amazing eco-solutions like alternative energy, they're undergoing some serious stress factors. Here are the biggest problems, plus some light at the end of the tunnel.

B. Overfishing is having some serious impacts on our oceans. Not only does it work toward wiping out a species, but also the other species of marine animals that are dependent upon those fish for survival. It's been shown that overfishing can cause marine animals to starve, since we're taking food from their mouths in too large numbers for them to be able to get their fill. It is also estimated that most seas already need long-term fishing bans if certain species are to recover at all. Reasons for overfishing are obvious in some ways, in that there are a lot of people who like to eat a lot of fish. The more fish, the more money for the fishermen. However, there are other elements at work that promote overfishing that are less obvious, such as promoting the health benefits of one fish over another, or the health benefits of fish oils.

C. Overfishing is an issue that extends beyond familiar species like bluefin tuna and orange roughy. It's also a serious issue with sharks. Sharks are killed in the tens of millions each year, mainly for their fins. It is a common practice to catch sharks, cut off their fins, and toss them back into the ocean where they are left to die. The fins are sold as an ingredient for soup. And the waste is extraordinary. Sharks are top-of-the-food-chain predators (捕食者), which means their reproduction rate is slow. Their numbers don't bounce back easily from overfishing. On top of that, their predator status also helps regulate the numbers of other species. When a major predator is taken out of the loop (环, 圈), it's usually the case that species lower on the food chain start to overpopulate their habitat, creating a destructive downward spiral of the ecosystem.

D. Ocean acidification (酸化) is no small issue. The basic science behind acidification is that the ocean absorbs CO<sub>2</sub> through natural processes; but at the rate at which we're pumping it into the atmosphere through burning fossil fuels, the ocean's pH balance is dropping to the point where life

within the ocean is having trouble coping. "Ocean acidification is more rapid than ever in the history of the earth and if you look at the pCO<sub>2</sub> (partial pressure of carbon dioxide) levels we have reached now, you have to go back 35 million years in time to find the equivalents," said Jelle Bijma, chair of the EuroCLIMATE programme Scientific Committee and a biogeochemist at the Alfred-Wegener-Institute in Bremerhaven.

E. Keeping the coral reefs (珊瑚礁) healthy is another major buzz topic right now. A focus on how to protect the coral reefs is important considering coral reefs support a huge amount of small sea life, which in turn supports both larger sea life and people, not only for immediate food needs but also economically. Global warming is a primary cause of coral bleaching, but there are other causes as well. Science is working on ways, but it also is a matter of setting aside marine conservation areas. Figuring out ways to protect this "life support system" is a must for the overall health of the oceans.

F. Dead zones are swaths of ocean that don't support life due to a lack of oxygen, and global warming is a prime suspect for what's behind the shifts in ocean behavior that cause dead zones. The number of dead zones is growing at an alarming rate, with over 400 known to exist, and the number is expected to grow. Dead zone research underscores the interconnectedness of our planet. It appears that crop biodiversity on land could help prevent dead zones in the ocean by reducing or eliminating the use of fertilizers and pesticides that run off into the open ocean and are part of the cause of dead zones. Knowing what we dump into the oceans is important in being aware of our role in creating areas of lifelessness in an ecosystem upon which we depend.

G. Pollution is running rampant (猖獗的) in the oceans but one of the scariest pollutants is mercury because, well, it ends up on the dinner table. The worst part is mercury levels in the oceans are predicted to rise. So where does the mercury come from? You can probably guess. Mainly coal plants. In fact, according to the Environmental Protection Agency, coal-fired power plants are the largest industrial source of mercury pollution in the country. And, mercury has already contaminated water bodies in all 50 states, let alone our oceans. The mercury is absorbed by organisms on the bottom of the food chain and as bigger fish eat bigger fish, it works its way back up the food chain right to us, most notably in the form of tuna.

H. Of course, good old-fashioned conservation efforts will help us out. It's true that conservation efforts are lagging, but that doesn't mean they're non-existent. Records are even being set for how much marine area is being conserved. It's all just a head nod if we don't implement and enforce the regulations we create, and get even more creative with them. But when we look at what can happen for our oceans when conservation efforts are taken to the max, it's well worth the energy.

F 1. It is believed that dead zones are caused by the global warming which may bring the decrease of oxygen in ocean.

C 2. The number of sharks is decreasing sharply due to overfishing, which will cause the imbalance of the ecology.

E 3. Numerous small sea life is supported by coral reefs and it is a good food provider for both the larger sea life and human beings.

G 4. All states' water bodies in the US are polluted by mercury.

- A 5. The way we treat the oceans is self-contradictory: We get every pleasant thing from it but treat it as a dump site assuming that it cannot be destroyed.
- H 6. In order to save our oceans, we should carry out the rules and laws that we have drawn up.
- B 7. Overfishing can cause the extinction of one species which will lead to the extinction of the other species.
- G 8. Mercury is one of the most terrible pollutants in the oceans for it may poison people who eat seafood.
- B 9. Some people may be driven to fish a lot because of the health benefits of some kind of fish.
- F 10. The number of dead zones will be reduced if people grow various kinds of crops without using fertilizers and pesticides.

## **Part IV Reading Comprehension (Reading in Depth) (20%):**

有一篇选自下面 16 篇，还有一篇选自新通用大学英语阅读教程二

### **Unit 1 Multiple choice Passage 1**

One of Italy's leading universities is going to switch to using the English language for instruction. The university has announced that from 2014 most of its degree courses – including all its graduate courses – will be taught and assessed entirely in English rather than Italian. This is one of the oldest universities in Milan and a flagship institution for science, engineering and architecture, which lays claim to a Nobel Prize winner. Almost one in three of all Italy's architects are claimed as its graduates. So this is a significant step.

The waters of globalization are rising around higher education, and the university believes that if it remains Italian-speaking, it risks isolation and will be unable to compete as an international institution. Professor Azzone of this Italian university says that universities are in a more competitive world and if they want to stay with the other global universities, they have no other choice. He thinks that his university's experiment will "open up a window of change for other universities", predicting that in five to ten years other Italian universities with global ambitions will also switch to English.

But what is driving this cultural change? Professor Azzone says the university wants to reach the widest market in ideas, and English has become the language of higher education, particularly in science and engineering. When English is the language of international business, he also believes that learning in English will make his students more employable.

Anna, studying for a master's degree in energy engineering, says she has to use English when writing emails in her internship with an Italian company, and is criticized if she uses Italian. She agrees with the move to English as it is likely to improve her career prospects, and she thinks it is great if the universities give students the tools to use their knowledge all over the world. She also says it is a more affordable way for Italian students to learn in an international environment, without the cost of studying overseas.

1. What is the main idea of the passage?

A. English is now adopted in all educational systems of Italy.

**B. Teaching in English is a trend for Italian universities and it benefits the students.**

C. Mastering English will help the graduates greatly in seeking employment.

D. There is a major cultural change of languages throughout the world.

2. Which of the following statements is true about this Italian university?

- A.All degree courses of this university will be taught and assessed in English.  
B.Most degree courses of this university will be taught and assessed in Italian.  
C.Every graduate course of this university will be conducted and assessed in English.  
D.The graduate courses of this university will be conducted in both English and Italian.
3. The university believes that if it still uses Italian in teaching, it will \_\_\_\_\_.  
A.lose its leadership in college education in the world  
B.be separated from the world and lose its competence as well  
C.stay competitive in the international institutions worldwide  
D.open up a window of change for other universities in the world
4. What does Professor Azzone think will happen to Italian universities in five to ten years?  
A.More universities with international ambitions will teach in English.  
B.More universities will develop much stronger international ambitions.  
C.Some universities in Italy will become more and more international.  
D.Some universities will be more isolated in this competitive world.
5. What can we infer about Anna?  
A.She has already graduated from college and is working for an Italian company.  
B.She wants to study overseas and learn English in an international environment.  
C.She says people who work for Italian companies have to write emails in English.  
D.She agrees that English is quite essential and beneficial for her future career.

### Unit 1 Multiple choice Passage 2

There is pin-drop silence in a crowded classroom at a government primary school in the northern Indian state of Bihar. The students are looking curiously at a radio set placed on a plastic chair in the middle of the classroom in the capital, Patna. They are all waiting for a new English lesson to begin – on the radio. The lesson is called "English Is Fun" and teaches the basics of the language to primary school students. The kids think it is very easy to learn English on the radio. Every day they wait for this class. Even if the teacher is not in the class they learn and enjoy the lesson.

Interestingly, though underdeveloped and dirt-poor, Bihar appears to be a trendsetter here – a recent federal government report finds that school students in the state are now faring better in English and mathematics than anywhere else in the country. This is a state where only 47 percent of people are literate as against the national average of nearly 65 percent.

So, for half an hour, four days a week, millions of primary students in Bihar today learn English through this radio lesson. Ever since the program began in November last year it has become an instant hit with the students.

The Bihar Education Project created this English teaching radio program in collaboration with a US-based organization, the Education Development Center, and the United States Agency for International Development to boost primary education in the country.

The year-long interactive radio lessons are being broadcast by the four regional state-run All India Radio stations. The lessons cover seven million students attending 65,000 primary schools in all the 38 districts of the state. The state government has given 1,000 rupees to every primary school to purchase a radio set for this English learning program.

The program teaches the alphabet and words. There are interactive lessons in which students also pick up useful tips about traffic rules, health and so on. Teachers find the lessons useful. They think the program provides poor students of government schools with an opportunity to learn the English language and brush up their grammar while having fun.

1. What can we infer about India from the passage?  
A. India is a poor and illiterate developing country.  
B. The education system of India is quite up-to-date.  
C. In average, about 35 percent of its population are illiterate.  
D. English teachers are not enough in primary schools.
2. The Bihar Education Project created the English teaching radio program to \_\_\_\_\_.  
A. improve the elementary education in India  
B. help more people become literate in Bihar  
C. make English more popular in the country  
D. let kids enjoy their English learning process
3. What do we know about the English teaching radio program?  
A. About 65,000 students attend the radio lessons in a year.  
B. Some primary schools even cannot afford to buy radio sets.  
C. The program did not get popular at the very beginning.  
D. Every district of Bihar has access to the radio lessons.
4. Which of the following will NOT be taught in the radio program?  
A. English letters and vocabulary.  
B. Skills of writing an essay.  
C. Common sense of people's health.  
D. Helpful advice about traffic rules.
5. What is the passage mainly talking about?  
A. English learning is becoming increasingly popular in all the states in India.  
B. Indian primary school students have various difficulties in English learning.  
C. An English learning radio program gets successful in primary school teaching in India.  
D. Both students and teachers in India have improved their English through a program.

### Unit 2 Multiple choice Passage 1

It seems an appropriate moment to ask what lies ahead of students in Britain's fast-changing universities: Will the experiences, the quality of education and the job prospects of today's undergraduates be as good as those of their parents' generation?

Twenty years ago just about 12 percent young people received higher education. Today more than 33 percent do so. Over the same period the number of undergraduate degrees awarded in Britain has risen from just over 100,000 a year to more than 260,000 a year. This does not mean that the quality of a degree is necessarily lower, but it does mean a university degree is no longer a qualification as distinctive as it once was. But the economy has also moved on and the demand for graduates has grown at the same time as the supply has increased. If the growth over the past 20 years has been rapid, the expansion since the first big explosion of university growth in the mid-1960s is even more dramatic. In 1965 just over 400,000 students studied at British universities. Today the figure is 1.8 million.

Englishmen have seen a shift from a university system serving a small number of outstanding people to one that is now closer to the mass university systems of the USA or many continental European countries. At the same time, the university experience has gone from a five-star, luxury design to a mass-transit economy model. Nothing reveals this more obviously than the amount of public money spent on each student. This has fallen from over £7,500 just over a decade ago to around £4,800 today.

The result is that most of today's students receive no grants to cover living costs, about half must pay something toward their tuition costs, and all face more crowded lecture theaters and less individual time with staff.

According to a survey, the top five courses are: business and management studies, computer science, law, psychology, and primary education. You have to go to the sixth place to find the first purely academic subject, namely English.

1. What do we know about British universities today?

- A.They are getting better than before.
- B.They are getting worse than before.
- C.They are losing the quality of education.

**D.They are experiencing rapid changes.**

2. What does "a university degree is no longer a qualification as distinctive as it once was" in the second paragraph mean?

- A.In the past, having a university degree was a necessary qualification for people.
- B.In the past, the quality of a university degree was much higher than it is now.
- C.Now, having a university degree cannot prove a person is so outstanding.

**D.Now, having a university degree is quite common among young people.**

3. What can we infer about the university system of the USA?

- A.Most of the people can receive higher education.**
- B.Only the outstanding people can go to university.
- C.A small amount of college graduates are outstanding.
- D.The majority of college graduates are outstanding.

4. What are all the British college students experiencing now?

- A.A five-star, luxury design of the curriculums and after-class activities.
- B.More crowded classrooms and less time to spend with teachers alone.**
- C.Working very hard part-time to earn money for their tuition costs.
- D.Not enough time to study English because of five other important courses.

5. What can we infer from the passage?

- A.Business and management studies is the top purely academic course.
- B.The students don't want to choose purely academic courses at all.
- C.English is not the students' top priority among all the courses in college.**
- D.The tuition costs have great influence on students' choices of courses.

### Unit 2 Multiple choice Passage 2

Applications for UK university courses, in the first year of higher tuition fees, are down by 8.7 percent, according to figures from the Admissions Service. With fees rising up to £9,000 per year, the impact has been biggest for England's universities – down by 9.9 percent. In Scotland, where Scottish students do not pay fees, there is a fall of 1.5 percent. However, school-leaver applications from the most disadvantaged areas have not been disproportionately affected by the fees increase – with a decline of only 0.2 percent. It is encouraging that applications from people from some of the most disadvantaged backgrounds remain strong.

But figures are very worrying and once again highlight the government's foolishness in raising tuition fees to as much as £9,000 a year. Applications in England are down over 50 percent more than in any other part of the UK as a result of the government making it the most expensive area in the world in which to gain a public degree. A breakdown of the UK figures shows a 4 percent fall

in applications in Northern Ireland and 1.9 percent in Wales. Figures show that by January 15 deadline there were 462,507 applications for courses beginning in September. This represented an 8.7 percent drop in applications from students in the UK – but an increase in overseas applications meant that the overall figure was 7.4 percent lower than at the same point last year.

Nick Davy, higher education policy manager at the Association of Colleges, says the government is concerned with the drop in student applications, particularly at a time of record levels of unemployment among young people. There have also been signs of an increase in UK students applying overseas.

There has been intense speculation over whether raising tuition fees would put a road block in front of university applications and ambitions to boost social mobility. Students might strongly resent the fees reform, but since there are few alternatives, they are still applying for universities.

1. Which area of the UK has the lowest fall in university applications?

A.England.

**B.Scotland.**

C.Northern Ireland.

D.Wales.

2. What is the overall situation in applications for universities in the UK?

A.There is a 9.9 percent decline due to higher tuition fees.

B.Applications are down over 50 percent more than last year.

**C.There is a 7.4 percent decline compared to the same time last year.**

D.There is a 1.9 percent increase in overseas applications in general.

3. What can we infer about UK students?

A.Their interest in college education is declining over the years.

**B.More and more UK students apply for foreign universities.**

C.They are the main reason for the record levels of unemployment.

D.They have many other choices except for applying for universities.

4. What can we know from the last paragraph?

A.The drop of university applications has become a serious problem.

B.Students hate the fees reform and will not apply for universities.

C.Raising tuition fees helps prevent overseas students from applying.

**D.Raising tuition fees will probably cause some social problems.**

5. What is the passage mainly talking about?

**A.UK university applications are down as tuition fees rise.**

B.The British government is greatly concerned about the drop in student applications.

C.More and more overseas students are willing to apply for universities in the UK.

D.More and more UK students intend to apply for universities overseas.

### Unit 3 Multiple choice Passage 1

About 79 percent of married couples, who ended up getting divorced after separation, suggest new estimates of the incidence and length of separations. "Separation is very common and is more common than immediate divorce," says researcher Dmitry Tumin of Ohio State University during a presentation at the annual meeting of the Population Association of America. "Most separations last one year or less, but a few drag on a decade or more before ending in divorce. Other separations stay unresolved. The decision to separate is driven by time spent in the first marriage, and for women, by the presence of young children," Tumin says. He co-authored the research with a sociologist



named Zhenchao Qian, also of Ohio State. He points out that when women have children younger than five years old, their likelihood of separating rather than divorcing right away is increased. The chances are that women are afraid that the immediate family breakdown will have a negative influence on the character development of their kids.

The analysis is based on data from 7,272 married individuals who were aged between 14 and 22 in 1979. Of those, 51 percent are still married. Among the rest, 60 percent report having gone through a marital separation, with most (79 percent) ultimately getting divorced.

The research finds that the average length of a first separation is about four years. For those who divorce after separating, it's three years. And for the small number who reunite, the average separation is two years, the study finds. "In fact, we don't observe any separation that ends with the couple getting back together after a three-year period, so three years is the point of no return," Tumin says. "After three years, the only outcome observed is ongoing separation or divorce."

The research finds that about seven percent of separations last 10 or more years. Among different races and ethnic groups, he says Hispanics and blacks are more likely to be separated than whites, and once separated, they are more likely to stay separated than divorce.

1. According to Tumin, why do women choose separation?

A.Because they don't want to divorce in a hurry without careful thinking.

**B.Because they don't want to have a negative influence on their children.**

C.Because they think there are some problems stay unresolved.

D.Because they hope to reunite with their husband after separation.

2. Which of the following statements is true about the 7,272 individuals in the study?

**A.Most of those who report having experienced separation are divorced.**

B.Most of those who report having experienced separation are still married.

C.More than half of them went through a certain period of separation.

D.These individuals belong to different age groups and various walks of life.

3. What can we learn from the third paragraph?

A.The length of a first separation is about three years on average.

B.The separation for those who divorce after separating is four years.

C.Couples who separate for more than three years will divorce for sure.

**D.Some couples get back together after a separation for no more than three years.**

4. What does the research reveal about Hispanics and blacks?

A.Only seven percent of them choose separation rather than divorce directly.

B.Their separation might last a long time, maybe 10 or more years.

C.Once separated with their spouse, they are more willing to get divorced.

**D.Once separated with their spouse, they tend to stay separated rather than divorce.**

5. What is the main idea of the passage?

A.Three years is the crucial turning point in a couple's separation.

B.The number of divorce after separation in America is increasing.

C.Different races and ethnic groups show various features of separation.

**D.Separation is a common phenomenon among married American couples.**

### Unit 3 Multiple choice Passage 2

Getting married later in life could lead to a happy, long-lasting marriage. In 1960, the median age for marrying was 20.3 for women and 22.8 for men, the US Census Bureau reports. The median has

been rising for decades with good reasons.

Theoretically, couples who get married later already have maintained a steady job and have time to build up their salaries. Many young couples struggle with money because one or both partners are trying to find or maintain a new job on a starting salary. Money especially can create a strain on a new relationship. Couples who get married later typically have made decisions to secure financial stability before getting married. This means they have more money with which to enjoy a comfortable marriage together.

A study of the National Institutes of Health has suggested that the brain has not fully developed before the age of 25. This means that major life decisions early on might indicate risky behavior. Couples who wed too young may have not explored all their options whether it be personal life goal or partner. Immature relationships can lead to unhappy marriages or divorces. Presumably, if you wait to get married older, you have more life experience and know what you want in a marriage partner. Couples who marry young may get married right out of college or even before they graduate. Without waiting to get married, many young couples make sacrifices for the sake of their marriage that older couples do not have to make. Couples who get married older have the time to gain full degrees if they desire and explore their options for continuing education. Specialized degrees are able to be attained more easily before settling down in marriage.

Couples will be happier knowing that they did not make any sacrifices in life by enjoying their time alone and establishing personal goals, then settling down later in life. If they get married older, it is more likely that both partners have time to do what they want to do in life, whether it be going to a law school or taking a three-month backpacking trip through Europe.

1. What is the passage mainly talking about?

- A. People can have a comfortable marriage.
- B. People are mature enough to get married.
- C. The advantages of getting married at an older age.**
- D. The personal sacrifices for the sake of marriage.

2. What is true about people who get married later?

- A. They are more likely to have stable financial support.**
- B. They will have the appropriate marriage partner.
- C. They can avoid making unreasonable decisions.
- D. They need to sacrifice a lot for their marriage.

3. What do we know about people under the age of 25 from the passage?

- A. They are not mature enough to make sensible decisions.**
- B. They often do crazy and risky things without careful thinking.
- C. They have got enough life experience for a successful marriage.
- D. They are not capable of establishing their own personal goals.

4. When are specialized degrees attained more easily according to the passage?

- A. Before people graduate from college.
- B. After people graduate from college.
- C. Before people settle down in marriage.**
- D. After people settle down in marriage.

5. What is the author's attitude toward getting married later?

- A. Doubtful.
- B. Supportive.**

C.Indifferent.

D.Negative.

#### Unit 4 Multiple choice Passage 1

Like many campuses, Purdue University has some traditional hot spots for romance – "The Old Pump", where couples used to meet after dark, and a bell tower known as a lucky place to propose marriage.

But Amy Penner, majoring in engineering, has been so busy planning her career that she's only dimly aware of them. Her boyfriend has left campus to get a doctorate overseas; asked how much time she spends dating, she says, "That would be zero."

Remember the movie Love Story and its star-crossed (运气不佳的) student lovers? Such campus romance may be becoming a thing of the past. College life has become so competitive, and students so focused on careers, that many aren't looking for spouses anymore.

Researchers cite a couple of factors. Young adults are delaying marriage, for one thing. In the past 15 years, men's average age of marriage has risen to 27.5, and women, to 25.5, the highest in more than a century.

Also at work is "credential (证书的) inflation" – an increase in the qualifications required for many skilled jobs. Many young adults want the flexibility to relocate freely and immerse themselves in new work and educational opportunities before making room for marriage and family. As a result, students favor light relationships that aren't going to compromise where they'll go or what kinds of jobs they'll take.

Cody Cheetham, 22, a Purdue senior, is looking for a marketing job. She will graduate in May and plans on getting an MBA. "A lot of us don't even know where we're going to be living six months after we graduate," she says. "I don't want to bring another person into the chaos of my life."

Some graduates may long for the stretches of time on campus for extracurricular activities and studying with their partner, though. Julia Vasiliauskas broke up with her boyfriend at the University of Rochester in New York soon after her 2003 graduation, then went to graduate school and began teaching near Seattle. Now she feels ready, at 26, to find a partner, "I regret that I didn't find that person in college, because I'm working now, and I don't have time."

1. What does the author say about Purdue University?

A.Campus lovers prefer to visit Purdue University when they get married.

B.Purdue University is well-known for its bell tower as a symbol of love.

C.Some campus lovers have no time to visit the romantic places in Purdue University.

D.Purdue University is the same as other universities for its buildings.

2. Different from what is in the movie Love Story, campus romance \_\_\_\_.

A.is more competitive nowadays

B.is no longer romantic today

C.offers more choices for students today

D.has lost its attraction nowadays

3. What is the meaning of "credential inflation"?

A.Skilled jobs require more professional employees.

B.Graduates need to equip themselves with more certificates.

C.Companies have increased their vacancies for students.

D.The job market has few requirements for job seekers.

4. After graduation, Cody Cheetham will \_\_\_\_.

- A.find a job and a boyfriend
- B.go to graduate school immediately
- C.prepare for marriage and family
- D.seek a job and further her education**

5. What problem does Julia Vasiliasukas have?

- A.She regrets to break up with her boyfriend at university.
- B.She failed to find a boyfriend in graduate school.
- C.She has no time to find a boyfriend now.**
- D.She is too busy in her study near Seattle.

#### Unit 4 Multiple choice Passage 2

Love is not only a matter of the heart. Brain researchers have discovered romance has a complex biochemical nature.

Neuroscientist Lucy Brown conducted an experiment with 17 college students being in new love. They were subjected to brain scans and asked to look at a picture of their beloved. Without exception, the picture stimulated heightened electrical activities in two key areas of the brain.

Brown, a professor at Albert Einstein College of Medicine, says two regions comprise the brain's reward system. When the brain's reward system is aroused, it releases a chemical called dopamine (多巴胺). Rutgers University anthropologist Helen Fisher, who worked with Brown, says dopamine then spreads to other parts of the brain, each of which has its own function.

"As you want to get a raise at work, this brain system is being activated," Fisher says. "But it is being activated with a different combination of other parts of the brain, making the experience of wanting to get a raise different from the experience of wanting a sweetheart."

Fisher explains that the dopamine rush often leads to an intense focus on the beloved. That, in turn, can lead to the emotional roller coaster ride (坐过山车) that is a common feature of romantic love.

"There is intense happiness when things are going well, and mood swings into horrible despair when things are going poorly," she says.

Fisher also offers a straightforward evolutionary reason why the drives to find sex and romance can be so much more persistent and intense than most other human desires.

"Charles Darwin said, 'If you have four children and I have no children, you live on and I die out.' It is how many children you have that determines how much of your own DNA can be passed on to tomorrow," Fisher says. "So parts of the brain are simply built to find a partner, fall in love with that individual, and then remain attached to raise a child through infancy together as a team."

This deep-seated link between love and survival explains our cultural pre-occupation with mating, for better and for worse.

1. What is the finding of Lucy Brown?

- A.Love is a physical reaction of the human beings.
- B.Love involves biochemical activities in the brain.**
- C.Love has a very close relationship with heart.
- D.Love stimulates complex electrical activities.

2. According to the passage, the chemical dopamine \_\_\_\_.

- A.is released by the brain's reward system**
- B.spreads in two regions of the brain
- C.is activated by different parts of the brain
- D.makes your experience different from others'

3. What does Fisher mean by saying "roller coaster ride"?  
 A. Romantic love requires a spirit of adventure.  
 B. Romance may put lovers into great danger.  
**C. Love makes extreme emotional ups and downs.**  
 D. Love puts emotion in a horrible situation.
4. What did Charles Darwin want to say?  
 A. As a great scientist, Darwin had no children to inherit his genius.  
 B. Your DNA will decide who you are and what you will be in the future.  
 C. If you want to live long, you need to have at least four children.  
**D. Your children will carry on your DNA and pass it on to future generations.**
5. According to the passage, the purpose of falling in love is to \_\_\_\_\_.  
 A. satisfy the intense human desires  
**B. raise children for the sake of evolution**  
 C. survive in the competitive world  
 D. look for a partner and form a team

### Unit 5 Multiple choice Passage 1

Parents of college-bound students have a decision to make as offers stream in for their soon-to-depart teenagers. Should they send their freshmen off to campus armed with a debit (借记, 借入) or credit card to learn how to handle money? Or is it better to keep firm control through the Bank of Mom and Dad? The "correct" answer will vary by family and personal preference.

The Credit Card Act that took effect several years ago made it much harder for anyone younger than 21 to get a card. Gone are the days of card issuers handing out free T-shirts or reward points for spring break on campus. But under-21s can still obtain a credit card if they have a qualified co-signer or proof of sufficient income to repay the debt. And card issuers still market aggressively to college students, targeting them with pre-screened (预先筛选的) mail offers.

That makes parents, as the likeliest co-signers, more involved in the card-or-no-card decision. Robyn Kahn Federman of Rochester, New York, says there's "no way" she'll let either of her two daughters have a credit card at such a financially tender age. "I don't think anything related to debt belongs in the hands of a college kid," says Federman. "The vast majority are not experienced enough with money or aware enough of the risks."

Some students, though, have shown they're disciplined enough to have their own cards on campus. Scott Gamm, a junior at New York University, used his income from freelance (自由职业的) work and blogging to obtain a Visa card and then an American Express card recently. He charges \$200 or \$300 on them monthly and pays every bill in full. But he has friends who obtained three or four cards within a year and now have big debts to show for their "status symbols".

"The more credit you have access to, especially at that young age, the higher the probability you'll use that card to finance fancy clothes, restaurants and entertainment," says Gamm, 20. "A credit card can be very helpful in building your credit but it can also be an instrument in your financial self-destruction."

1. What decision do parents need to make according to the first paragraph?  
**A. To entitle their children to manage money or not.**  
 B. To control the spending of their children or not.  
 C. To pay for their children's tuition fees or not.

- D.To give their children the bank account or not.
2. What changes have taken place on campus according to the second paragraph?
- A.Card issuers have lost interest in college students.  
B.College students under 21 cannot get a credit card.  
C.Card issuers send out credit cards with free products.  
**D.Students under 21 find it hard to get a credit card.**
3. What does Robyn Kahn Federman mean by saying "a financially tender age"?
- A.Her daughters are too gentle to meet with financial problems.  
B.Her daughters do not need to have credit cards.  
**C.Her daughters are not old enough to deal with money matters.**  
D.Her daughters do not have the courage to take financial risks.
4. What does the example of Scott Gamm show us?
- A.Some students have heavy financial burdens on campus.  
B.Students can get different cards if they have jobs.  
C.Students need to pay high credit card bills monthly.  
**D.Some students are capable of keeping financial credit.**
5. What conclusion can we get from the passage?
- A.Parents should be responsible for their children's expenses.  
**B.Students should be cautious in using their credit cards.**  
C.Credit cards bring disadvantages for college students.  
D.Banks should have restrictions on issuing cards for students.

#### Unit 5 Multiple choice Passage 2

For a plugged-in generation, college kids have old-school tastes in textbooks. Even as more publishers offer the choice of buying e-books for classes, students would rather carry around printed textbooks.

"We have found that digital textbooks are still not popular with students," said Charles Schmidt, spokesman for the National Association of College Stores. "That's because most e-books are simply PDF files of the printed books, and renting the paper version is still cheaper," said Schmidt. Students are used to handling content online, but it isn't worth the money. "If it's more interactive they're going to see that added value, and we will pay more for that," Schmidt said.

Also professors' likes and dislikes are a big factor and they hold a lot of sway. "The average professors are not comfortable with e-books," he said, "The kids are very sensitive to that."

Not all professors are down on e-books. Albert Greco, professor of Fordham University, points out that large tech companies such as Apple and Microsoft joining the market will impact the number of e-textbooks and their price. "Publishers realized they had to do something because they knew the price of textbooks kept going up," he said, noting that they've tried a number of money-saving options including limited-time e-book licenses and selling single chapters online.

"The top 10 textbooks in 10 popular subjects average \$175 each, and price hikes have been beating inflation for years," said Nicole Allen, affordable textbook advocate of Student PIRG (Public Interest Research Group). Although e-books are helpful, they are not saving students enough, "They are only bringing costs down so much. They're not solving the problem; they're making it less bad." "Printing a book is only a small part of the price, and e-textbooks come with their own costs," explained Madan of McGraw-Hill. "You have to spend money on engineers to build the widgets and features to build these next-generation textbooks," he said. "Yes, the paper and binding go away, but

there is a new set of costs. Paper books don't need tech support."

1. One of the reasons why e-books are not popular with students is that \_\_\_\_.

A. only a small amount of e-books are available

B. students do not like to read e-books

C. renting paper books is cheaper than buying e-books

D. publishers prefer to sell paper textbooks

2. How do professors have an influence on students' reading choices?

A. Professors do not recommend students to use e-books.

B. Professors are sensitive to follow the reading fashion.

C. Professors decide the textbook styles for students.

D. Professors show their preferences for paper books.

3. What is the problem with textbooks now?

A. Textbooks can not satisfy the requirements of students.

B. Textbooks will be out of fashion in the near future.

C. Textbooks have witnessed the price increase.

D. Textbooks may be a heavy burden for students.

4. What problem will students have when they use e-books?

A. Students need to possess technological equipment.

B. Students have to pay more money for e-books.

C. Students may have a bad reading experience.

D. Students will find e-books are not very helpful.

5. From the passage, we can get the conclusion that \_\_\_\_.

A. e-books will replace paper books

B. paper books have lost most readers

C. e-books need more improvements

D. paper books will cut their costs

### Unit 6 Multiple choice Passage 1

If you've ever had a headache while trying to choose between a sure thing and a more risky option with higher rewards, it might be because the conflicting parts of your brain are waging war against each other. A new study found the regions in the brain that are active when a person decides whether to exploit a known commodity or to explore a potentially better option.

The finding, published in the June 15 issue of the journal Nature, suggests that in order to explore new and potentially rewarding options, the brain must override (否决) the desire for immediate profit. The researchers analyzed the study participants' brain activity as they played a gambling game with four animated slot machines. The machines had various reward patterns, and the machine with the highest payout alternated randomly during each session. After the game, 11 of the 14 participants reported occasionally trying different machines to figure out which one currently had the highest payout – exploring, while sticking to one machine when they thought they were on the big money-maker – exploiting.

As the participants were deciding to explore for higher rewards, regions of the brain located behind the forehead and associated with logic became active. If they chose to exploit, regions deeper in the brain associated with pleasure and reward were more active.

"Your logic competes against the areas that are more associated with pleasure than value," said the study co-author Nathaniel Daw of University College London. "Do you want to wait 10 minutes to



eat two cookies or eat one cookie now?" Having that one cookie now caters to the immediate desire for pleasure, but waiting a little while for two cookies may be the more logical option. "By exploring, you're giving up the comfortable option in order to do something that might be better in the long run," Daw told LiveScience.

These types of decisions play an important role in an organism's survival ability. For example, should a deer stick to reliable but poor pastures or expose itself to predators (食肉动物) in a search for potentially greener grass?

1. When will people deny the wish for immediate profit?

A. When people begin to exploit a known area.

B. When people try to obtain a familiar product.

**C. When people want to get a rewarding choice.**

D. When people intend to make a major decision.

2. From the gambling game, we can reach a conclusion that most participants \_\_\_\_.

A. kept changing to different machines all the time

**B. clung to the machine that they thought would provide big money**

C. tried frequently to find out the machine with the highest payout

D. tended to choose a machine randomly

3. Which parts of the brain would be activated when participants chose to explore?

A. The parts associated with logic in the deeper brain.

**B. The parts associated with logic behind the forehead.**

C. The parts associated with value in the deeper brain.

D. The parts associated with value behind the forehead.

4. Exploiting is characterized by \_\_\_\_.

**A. fulfilling people's current requirements**

B. catering to people's logical option

C. satisfying people's strong appetite

D. improving people's living conditions

5. The deer example wants to show us that \_\_\_\_.

A. animals will take risks when they want to get more food

B. animals will give up tempting grass in case of danger

C. animals will give priority to security rather than risks

**D. animals also need to balance their options to keep surviving**

### Unit 6 Multiple choice Passage 2

It's the season for stress. Blame back-to-the-classroom blues. Blame the election campaign. It seems as if everyone I talk to these days is approximately three deep breaths away from his snapping point. But while workplace stress isn't good for your heart that back-against-the-wall feeling can actually be a benefit for your decision-making. Actually, being miserable helps you make better life and career choices.

Often, too many options tend to have a paralyzing effect on us. Having unconstrained choices means that those of us who are indecisive can never truly be happy with our choices because we can't stop imagining a thousand other options and second guessing our commitments. Pressures of time, money, personal unhappiness or other stressors serve as constraints on choices and force us to make decisions from a much shorter list of possible actions without the usual agonizing or second guessing. Common sense would tell us that when we make decisions out of desperation, we focus on avoiding



disaster; but research shows when we make decisions under stress, we're actually more likely to be motivated by the prospect of reward than to avoid failure or punishment. We focus on the positive payoffs and make decisions that we think will help us achieve them. Stress causes us to focus on the positive, which might be just the push we need if we're the type to dwell on the potentially worst case scenario (设想) of any major decision.

Research shows that stress makes men more likely to take on high-risk, high-reward gambles, while women are more inclined to act more conservatively. Being more risk-prone when we're under pressure does have downside if the activities we pursue have a significant self-harm component – chain smoking or speeding – but stress can also lead us to take productive risks. When we think we have nothing, we have nothing left to lose. We're more likely to make big, bold choices because self-preservation is no longer our driving force and we're more likely to embrace opportunities that we would have deemed too risky or uncertain during happier and more stable times, such as starting a business.

1. The "back-against-the-wall feeling" in the first paragraph refers to \_\_\_\_\_.  
 A.the wish to take a deep breath  
 B.the blame for the current depression  
 C.the miserable feeling for life and career  
 D.the stress that leaves you nowhere to escape
2. Why can too many choices have a paralyzing effect on people?  
 A.Because people always doubt their final decision.  
 B.Because they have several constraints on making a decision.  
 C.Because people are afraid of taking action.  
 D.Because people are unpleasant with too many options.
3. According to the research, when people make decisions out of desperation, they will \_\_\_\_\_.  
 A.try to avoid failure or punishment  
 B.dwell on the negative results  
 C.be inspired by the possible reward  
 D.move away from disaster
4. The example of "chain smoking or speeding" shows us \_\_\_\_\_.  
 A.men are fond of high-risk or high-reward gamble  
 B.risk-prone activities may lead to destructive results  
 C.too much pressure can cause physical or mental hurts  
 D.people should give up their prejudice against pressure
5. What conclusion can we get from the passage?  
 A.Diversified choices are beneficial to our career.  
 B.Self-reservation has never been our driving force.  
 C.Stress or uncertainty can result in productive results.  
 D.Limited options expose us to highly risky situations.

### Unit 7 Multiple choice Passage 1

When the Swedish journalist Peter Letmark tried to track down a housewife for a series on 21st-century parents in the newspaper Dagens Nyheter recently, he failed. "Housewives," he explained, "are a nearly extinct species in Sweden. And the few who still do exist don't really dare to go public with it."

When it is no longer socially acceptable to be a housewife – or homemaker, in modern American parlance (用语), has feminism overshot its objective? In the 1950s, women were expected to stay at home, and those who wanted to work were often unaccepted. Today it's mostly the other way round. Across the developed world, women who stay at home are increasingly seen as old-fashioned and an economic burden to society. If their husbands are rich, they are frequently criticized for being lazy; if they are immigrants, for keeping children from learning the language and ways of their host country. Their daily chores of cleaning, cooking or raising their children have always been ignored by national accounts. In a debate that counts women catching up with men in education and the labor market in terms of raising productivity and economic growth, stay-at-home moms are valued less than ever. This is so despite the fact that from Norway to the United States, economists put the value of their unpaid work ahead of that of the manufacturing sector.

In countries where mothers still struggle to combine career with family and quit work less out of belief than out of necessity, they are often doubly punished. In Germany, the biggest economy in Europe, most schools still finish at lunchtime, and full-time nurseries for children under three are scarce. Yet in this generation of young mothers you are more likely to find women saying they are on extended maternity (产妇的) leave or between jobs than admitting they are housewives. Only among the wealthy is it seen as class status when the highly educated mother takes children to Chinese or violin classes. Bear in mind that women now work because they want to and because most families need two incomes. "That's the way social norms work: they put pressure on people to conform," said Nancy Folbre, a professor of economics at the University of Massachusetts, Amherst.

1. What is the main idea of the passage?

- A. There are more policies to encourage housewives to find jobs.
- B. Fewer and fewer women want to be housewives for various reasons.
- C. Many women nowadays don't want to be regarded as housewives.**
- D. GDP figures should recognize formally the contribution housewives make.

2. What are the differences between people's attitudes toward housewives in the past and at present?

- A. Housewives were acceptable in the past while they are seen as out-dated at present.**
- B. Housewives' work was paid in the past while their contribution is ignored at present.
- C. Housewives were respected for their contribution in the past while they are laughed at now.
- D. Women needed to stay at home to be housewives in the past while they get tired of working at present.

3. According to the passage, what are housewives' daily routines?

- A. Cleaning, cooking and raising children.**
- B. Knitting, cooking and raising pets.
- C. Playing mahjong, knitting and cooking.
- D. Knitting, cooking and learning a new language.

4. What kind of mothers may send their children to violin classes?

- A. Mothers worrying about losing face.
- B. Mothers in the middle class.
- C. Mothers having taken higher education and being rich.**
- D. Mothers loving music and having spare time.

5. What can we infer from Nancy Folbre's words in the last paragraph?

- A. Women want more freedom in economy.

- B. Women need to be valued by the whole society.
- C. Women believe housewives are a heavy burden for families.
- D. Women are forced to work by the social norms.**

### Unit 7 Multiple choice Passage 2

A devoted husband spent years creating this touching heart-shaped meadow in memory of his late wife. Winston Howes planted the oak trees after his wife Janet died suddenly 17 years ago. The 70-year-old man laid out the trees in a six-acre field but left a perfect heart shape in the middle – with the point facing in the direction of her childhood home. The labor of love has now blossomed into a mature meadow – a peaceful oasis where Winston can sit and remember his wife of 33 years. The heart shape cannot be seen from the road and remained a family secret until a hot-air balloonist took a photograph from the air.

He said, "I came up with the idea of creating a heart in the clearing of the field after Janet died. I thought it was a great idea – it was a flash on inspiration – and I planted several thousand oak trees." "Once it was completed I put a seat in the field, overlooking the hill near where she used to live. I sometimes go down there, just to sit and think about things. It is a lovely and lasting tribute to her which will be here for years."

Winston, who owns a 112-acre farm near Wickwar, South Gloucestershire, decided to seed housewife Janet's wish after she died from heart failure in 1995, aged 50. Winston said, "I plant flowers in the middle that come up in spring – it looks great. I go out there from time to time and sit in the seat I created. I also flew over it myself about five years ago."

Winston's memorial was shown in all its glory after the keen hot-air balloonist Andy Collett, 42, soared over the wood last week. The transport businessman could not believe his eyes when he discovered the symbol of love hidden among the trees. He said, "It was a perfect heart hidden away from view, and you would not know it was there. You can just imagine the love story."

1. Why did Winston plant the heart-shaped meadow?

- A. To show his missing and respect for his wife.**
- B. To overlook it with his wife from the sky.
- C. To catch the tourists' eyes.
- D. To advertise his trees.

2. Where does the heart point to?

- A. Winston's hometown.
- B. Their house.
- C. Janet's hometown.**
- D. It's not mentioned.

3. What can we infer about their marriage?

- A. They married for the same hobby: hot air balloon.
- B. They have been married for 17 years.
- C. The wife died at the age of 33.
- D. They got married in 1962.**

4. What can we learn about the discoverer of the meadow?

- A. He is a mountain hiker and climber.
- B. He is a hot-air balloonist.**
- C. He is a military aircraft pilot.
- D. He is an international trade businessman.

5. What is the passage mainly talking about?

A.A hot-air balloonist found a secret meadow.

B.A farmer grew a meadow to advertise his trees.

C.There is a secret heart-shaped meadow in the hill.

**D.A farmer created a heart-shaped meadow in memory of his wife.**

### Unit 8 Multiple choice Passage 1

Pet ownership is thought to be a key to heart health, social support, and long life, but have you ever thought that letting a pet dog lick your face, picking up its feces (粪便) or allowing it to sleep on your bed could put you and your kids at the risk of catching infection? Pets can pass germs to human beings. Transmission of germs from animals to humans can occur either by direct contact between a person and an animal or through an intermediary insect like a mosquito or a tick. Although many germs are species-specific – meaning they can infect only one or a few closely related species – other germs are able to cross species barriers and pass from animals or birds to humans. Viruses and fungi (真菌) are less likely to be transmitted from animals to humans, whereas bacteria and parasites (寄生虫) that are normally found in animals find humans to be suitable hosts as well. Thus, many of the animal-derived infections are caused by bacteria or parasites.

The risk of infection caused by a dog bite is somewhat lower than by a cat bite. This is because dogs have flatter teeth and larger jaws which cause crush-type injuries, whereas cats cause deep penetration wounds. Dog bites may cause localized redness, tenderness of deeper tissue, including bones. The infection may spread to the organs via blood also.

It is estimated that there are 400,000 cat bites every year in the USA. Cats' teeth are sharp and pointy, so they can inject germs deep into the wound, resulting in a very high infection rate. Any bacteria present in cats' mouth can cause infection. Some of these rapidly cause redness and swelling around the bite site, which may progress to involve a larger area of skin and deeper layers of soft tissue. Glands near the bite may become infected and the germs may even extend down to bones. The infections of hand joints are particularly severe. Bacteria can also spread to the blood stream of the bite victim, causing infection of virtually all organ systems.

You can prevent infections from pets by maintaining personal health as well as health of your pets.

1. What is the passage mainly talking about?

A.Most viruses can transmit from animals to humans.

B.It's important to keep your pets healthy.

C.Dog bites will transmit germs to humans.

**D.Your pets can carry infection.**

2. What kind of risks may pet owners take?

A.Pets' feces will pollute the air of the house.

B.Pets may bite other people, and their owners have to compensate.

**C.Pets can pass germs to human beings, and their bites can cause infection.**

D.Pet owners' lifespan may be shortened if their pets die of infection.

3. How do animals infect humans?

**A.Through direct contact or intermediary insects.**

B.Through indirect contact or scratches.

C.Through bites or scratches.

D.Through the air or water.

4. What kind of harm can a cat bite cause to humans?

A.Bones will be hurt or even broken.

**B.Most organ systems may be infected.**

C.The immune system will be damaged.

D.It may cause bleeding of the digestive system.

5. If this passage hasn't ended, what may the following parts talk about?

A.How to take care of your pets.

B.How to kill bacteria in your pets.

C.How to keep your pets clean and silent.

**D.How to keep you and your pets healthy.**

### Unit 8 Multiple choice Passage 2

Harvard University revealed Thursday what could be its largest cheating scandal in memory, saying that about 125 students might have worked in groups on a take-home final exam despite being explicitly required to work alone.

The accusations (指责), related to a single undergraduate class in the spring semester, deal with "academic dishonesty, ranging from inappropriate collaboration to outright plagiarism (剽窃)," the administration said in a note sent to students. Officials said that nearly half of the more than 250 students in the class were under investigation by the Harvard College Administrative Board and that if they were found to have cheated, they could be suspended for a year. The students have been notified that they are suspected and will be called to give their accounts in investigative hearings.

Administrators would not reveal the name of the class or even the department, saying that they wanted to protect the identities of the accused students. The Harvard Crimson, the university's student newspaper, reported that it was a government class, Introduction to Congress, which had 279 students, and that it was taught by Matthew B. Platt, an assistant professor. Professor Platt did not respond to messages seeking comments.

When final exams were graded in May, similarities were noticed in the answers given by some students, officials said, and a professor brought the matter to the administration immediately. Over the summer, Harvard's administrative board conducted an initial review, going over the exams of all of the students in the class for evidence of cheating. It concluded that almost half of them showed signs of possible collaboration.

"The enabling role of technology is a big part of this picture. It's the ease of sharing. With that has come, I believe, a certain absent attitude." Professor Marten Harris said. The university said it planned to increase efforts to teach students about academic integrity. Harvard's student handbook says that students must "comply with the policy on collaboration established for each course," and notes that such policies vary from department to department, from class to class, and even from assignment to assignment within a class.

1. What were about 125 Harvard students accused of?

A.They might have skipped the class, Introduction to Congress.

B.They might have copied a lot from textbooks.

C.They might have handed in unfinished homework.

**D.They might have done a final exam in groups instead of independently.**

2. Why would Harvard not reveal the name of the accused students' class?

**A.To protect the identities of the accused students.**

B.To wait for their accounts in investigative hearings.

C.To protect other students who chose the same class.

- D.To maintain the dignity of the department.
3. Who brought the cheating matter to the Harvard administration?
- A.A professor whose name isn't given.
- B.Not mentioned in the passage.
- C.Assistant Professor Platt.
- D.Professor Marten Harris.
4. What can we infer from Professor Harris' words?
- A.Technology plays a negative role in this matter.
- B.Students should hold a cautious attitude to the Internet.
- C.Students should be taught to be honest and upright.
- D.Technology is responsible for the students' behavior.
5. What is the passage mainly talking about?
- A.Harvard increased efforts to teach students about academic integrity.
- B.About 125 Harvard students might have cheated on a final exam.
- C.Harvard decided not to reveal the names of the accused students.
- D.The accused students would be suspended for a year.

## Part V Vocabulary and Structure (10%): 十个句子, 四选一

### Unit 1

- The United States \_\_\_\_\_ itself to be a middle-class nation.  
A. receives B. deceives C. perceives D. conceives
- He appealed to all parents to \_\_\_\_\_ from violence.  
A. prevent B. refrain C. resist D. restrain
- The judge was a stern, \_\_\_\_\_ man.  
A. unapproachable B. unreachable C. unavailable D. ineligible
- Hopes of an early cut in interest rates \_\_\_\_\_ confidence.  
A. sustained B. bolstered C. uphold D. support
- \_\_\_\_\_ that over 90% of the children in China have been spanked by their parents has proved true.  
A. It has been estimated B. The estimate C. The estimate is D. The estimate indicates
- A great amount of work has gone into \_\_\_\_\_ the Cathedral to its previous splendour.  
A. refreshing B. restoring C. renovating D. innovating
- The economic recession has indicated that job \_\_\_\_\_ is a rare thing.  
A. security B. safety C. secureness D. protection 答案给的 C 百度查的 A
- Let me give you an example to \_\_\_\_\_ this difficult point.  
A. indicate B. reveal C. illustrate D. demonstrate
- The manager gave them his \_\_\_\_\_ that their complaints would be investigated.  
A. consent  
B. conception C. assurance D. insurance
- On the way, they stopped at a house that was about to be put up for \_\_\_\_\_.  
A. let B. sale C. hire D. lease

## Unit 2

- In times of economic \_\_\_\_\_, people have to tighten their belt and live a thrifty life.  
A. threat    **B. crisis**    C. risk    D. hazard
- Our soldiers force the enemy to \_\_\_\_\_ with superior firepower.  
A. retrieve    B. reflect    **C. retreat**    D. retrospect
- He is a strong-minded person who can undertake heavy tasks at the \_\_\_\_\_ moment.  
A. crude    B. cruel    **C. crucial**    D. crunch
- This scandal is \_\_\_\_\_ to tell against him in the coming presidential election.  
**A. bound**    B. doomed    C. predestined    D. foretold
- Because koalas are \_\_\_\_\_ animals, their prices are fairly expensive.  
A. abnormal    B. weird    C. freak    **D. exotic**
- I chanced to \_\_\_\_\_ them speaking ill of you.  
**A. overhear**    B. overhead    C. overlook    D. overwhelm
- \_\_\_\_\_ is an important constituent of good character.  
A. Timing    **B. Punctuality**    C. Procrastination    D. Fickleness
- \_\_\_\_\_ your papers and put them in this file.  
**A. Assemble**    B. Assess    C. Assume    D. Assure
- The whole winter the swallow remained underground, and Timmy \_\_\_\_\_ her with care and love.  
A. cared    B. attended    C. bred    **D. nursed**
- Three passions, simple but overwhelmingly strong, have governed my life: the \_\_\_\_\_ for love, the search for knowledge, and unbearable pity for the suffering of mankind.  
A. expectation    B. pursuit    **C. longing**    D. exploration
- I \_\_\_\_\_ from the large crowd that the speaker is very popular.  
**A. deduce**    B. seduce    C. reduce    D. induce
- It's rude to \_\_\_\_\_ at a foreign student's mistakes in English.  
A. humiliate    B. tease    **C. mock**    D. provoke
- She was still totally \_\_\_\_\_ in the romantic scene as if it were occurring that moment.  
A. preoccupied    B. focused    **C. immersed**    D. devoted
- The TV station was \_\_\_\_\_ with complaints against a tasteless TV program.  
**A. bombarded**    B. attacked    C. jammed    D. criticized
- Under current laws, those who \_\_\_\_\_ someone to end their own life can be prosecuted and jailed for up to 14 years.  
A. persuade    B. convince    C. coax    **D. abet**

## Unit 3

- The noise of bombs and guns was \_\_\_\_\_.  
A. continuous    **B. incessant**    C. constant    D. continual
- I am not \_\_\_\_\_ to having my word questioned.  
A. ready    B. used    **C. accustomed**    D. expect
- She \_\_\_\_\_ the secret out before we could stop her.  
A. told    B. said    **C. blurted**    D. spoke
- There is a \_\_\_\_\_ of soap in the box.  
A. layer    B. sheet    C. rolling    **D. cake**
- He tipped me the \_\_\_\_\_ not to buy at that price.

- A. glimpse    **B. wink**    C. stare    D. glance
6. Wipe the battery \_\_\_\_\_ mild cleaning solution.
- A. packing    B. packed with    C. packing with    **D. pack with**
7. Perched on her seat, \_\_\_\_\_ as a sparrow, she takes a look around at her fellow passengers.
- A. brave    B. energetic    **C. timid**    D. smart
8. You are so \_\_\_\_\_, you only got four hours of sleep, after all.
- A. frazzled**    B. busy    C. dreadful    D. passionate
9. Don't believe him for he is a \_\_\_\_\_.
- A. mischief-maker**    B. yellow dog    C. coward    D. sheep
10. He finds his son \_\_\_\_\_.
- A. got out of hand    **B. getting out of hand**    C. gets out of hand    D. to get out of hand

#### Unit 4

1. The polluted water can be \_\_\_\_\_ if swallowed. Police are investigating what caused the pollution.
- A. fatal**    B. severe    C. devastating    D. serious
2. I don't want to get involved in this argument. I'd rather stand on a(n) \_\_\_\_\_ ground.
- A. indifferent    **B. neutral**    C. objective    D. rational
3. Watch out for the monkeys! They will try to \_\_\_\_\_ a sandwich from you at a picnic.
- A. snatch**    B. rob    C. thief    D. grab
4. As spring approaches, the trees begin to send forth \_\_\_\_\_ buds.
- A. natural    B. soft    C. gentle    **D. tender**
5. The "two \_\_\_\_\_" (of the NPC and the CPPCC) this year should focus more clearly on ways and means to overcome current difficulties and make the country even stronger, they said.
- A. meetings    **B. sessions**    C. conferences    D. seminars
6. Some people jumped \_\_\_\_\_ to the conclusion that something must be wrong without doing any surveys.
- A. rapidly    **B. rashly**    C. radically    D. rationally
7. You know how I detest dancing, unless I am particularly \_\_\_\_\_ with my partner.
- A. close    **B. acquainted**    C. intimate    D. understanding
8. George is \_\_\_\_\_ about the Chinese culture and has decided to learn Chinese in an evening school.
- A. nuts**    B. high    C. addicted    D. obsessed
9. Joe will be a dead \_\_\_\_\_ when his wife learns what he did.
- A. chicken    B. dog    C. goose    **D. duck**
10. In the sentence "A life without sex, kisses and cuddling is bitter for most of the \_\_\_\_\_ hearts of today's society.", which of the following cannot be filled in the blank?
- A. desolate    B. solitary    C. lonesome    **D. alone**
11. Each application is reviewed by a \_\_\_\_\_ of experts.
- A. panel**    B. squad    C. flock    D. mob
12. In the sentence "Each event lasts \_\_\_\_\_ three to four hours.", which of the following cannot be used in the blank?
- A. about    B. approximately    **C. mostly**    D. nearly
13. His strategic mistake caused him to \_\_\_\_\_ away a good opportunity.



A. waste B. miss C. lose **D. blunder**

14. Don't try to fool me \_\_\_\_\_ any circumstances.

A. at B. in C. on **D. under**

15. What we \_\_\_\_\_ need is nothing but your devotion to your job.

**A. desperately** B. forcefully C. pressingly D. imperatively

### Unit 5

1. It is most unlikely that you will find the information you need about the person who \_\_\_\_\_ on me to my mother about my playing computer games.

A. speaks **B. tattles** C. argues D. agree

2. It is acceptable she always says a lot in meetings, but she doesn't \_\_\_\_\_.

A. say **B. dominate** C. accustom D. mess

3. Confronting with extreme hardships, John looked to God as his \_\_\_\_\_ of strength.

A. option B. nickname **C. pillar** D. ignorance

4. The tournament is open to both \_\_\_\_\_ and professionals.

A. prayers B. premiers **C. amateurs** D. governors

5. After suffering from so many failures, I think we should just give in \_\_\_\_\_.

**A. gracefully** B. sincerely C. significantly D. substantially

6. There being so many students in their class, teachers have limited amount of time to \_\_\_\_\_ with each child.

A. speak B. conduct **C. interact** D. confront

7. In the poem he \_\_\_\_\_ the destruction of the environment in the countryside as a pity.

A. believes B. perceives **C. laments** D. conceives

8. The party turned out to be more of a (an) \_\_\_\_\_ test than a pleasure.

**A. endurance** B. gracefulness C. precaution D. excitement

9. Subsequent experiments failed to \_\_\_\_\_ these findings.

**A. replicate** B. invent C. fulfill D. accomplish

10. He bitterly \_\_\_\_\_ being treated like a child and promises to say no to the host.

**A. resents** B. assesses C. evaluates D. acknowledges

### Unit 6

1. The \_\_\_\_\_ of the woman popped into his head out of the blue.

A. picture **B. image** C. figure D. shape

2. When I turned red under her \_\_\_\_\_, she turned away and back to her own seat.

**A. gaze** B. glance C. glare D. glimpse

3. As a model of good manners, he has conquered any \_\_\_\_\_ fury.

A. outward B. forward **C. inward** D. backward

4. Depression in urban life, tenses of \_\_\_\_\_ and moil are frequently rushed away by the so-called "Countryside Oxygen Bar".

**A. toil** B. labor C. effort D. endeavor

5. They traveled thousands of miles to that mysterious kingdom in \_\_\_\_\_ of hidden treasure.

A. seek B. hope **C. quest** D. hunt

6. What we have done to these stray animals is in full accord with the \_\_\_\_\_ spirit.

**A. humane** B. human C. humanity D. humanistic

7. In the sentence "From the bottom of my heart, I am deeply \_\_\_\_\_ to my mother school.", which of the following cannot be used in the blank?  
A. indebted B. grateful C. thankful **D. gratitude**
8. He thought it \_\_\_\_\_ of me to spend so much on a jacket so early on in the college term.  
A. improved **B. improvident** C. improvised D. improper
9. The matter in \_\_\_\_\_ is the ownership of the house.  
**A. dispute** B. conflict C. argument D. controversy
10. Error is often the \_\_\_\_\_ of what is correct.  
A. prediction B. prelude C. precaution **D. precursor**
11. For this reason, I have decided to \_\_\_\_\_ my entire fortune to the only loyal friend that I have, Ralph.  
A. present B. donate **C. bequeath** D. endow
12. Master Chan's \_\_\_\_\_ grows even after the other families have agreed.  
**A. obstinacy** B. obscurity C. obstruction D. obstacle
13. However, he declined to \_\_\_\_\_ anything about his diet.  
A. expose **B. reveal** C. confide D. uncover
14. Despite all their differences, men and women place high value on one \_\_\_\_\_: loyalty.  
A. gait **B. trait** C. bait D. fait
15. Nothing can \_\_\_\_\_ me to do such a thing.  
A. enforce B. oblige C. impose **D. compel**

## Unit 7

1. The company has \_\_\_\_\_ a new formula for setting the dispute.  
A. supposed B. deposed **C. proposed** D. reposed
2. This intervention in another nation's affairs has set a \_\_\_\_\_ which we hope other countries will not follow.  
**A. precedent** B. precaution  
C. precedence D. precept
3. She \_\_\_\_\_ out of the room when no one was looking.  
A. shifted **B. slid** C. moved D. removed
4. This TV series \_\_\_\_\_ from a short story.  
A. origin B. original **C. originated** D. oriented
5. The car raced past, leaving a \_\_\_\_\_ of dust.  
A. path B. course C. route **D. trail**
6. She is \_\_\_\_\_ with both beauty and brains.  
A. endorsed **B. endowed** C. endured D. endeavour
7. There is always a/an \_\_\_\_\_ of risk in this sort of investment.  
A. substance B. quality **C. element** D. elements
8. He \_\_\_\_\_ his remarks with a graph showing the latest sales figure.  
A. ample B. amplifiers **C. amplified** D. amplitude
9. It was very difficult to \_\_\_\_\_ which of them was telling the truth.  
A. concern B. discard **C. discern** D. discharge
10. There is great pressure on schoolchildren to \_\_\_\_\_.  
A. reform **B. conform** C. inform D. conformation

## Unit 8

1. The election will take place against a \_\_\_\_\_ of increasing instability.  
A. background    **B. backdrop**    C. backup    D. backland
2. Some people might say that ignorance is \_\_\_\_\_ and I agree with them.  
A. blessing    B. contentment    C. delight    **D. bliss**
3. Our aim is to establish a strong and \_\_\_\_\_ society.  
**A. progressive**    B. aggressive    C. offensive    D. obsessive
4. There is some excitement on the \_\_\_\_\_, but I can't tell you about it.  
A. corner    **B. horizon**    C. way    D. vision
5. Colin and I \_\_\_\_\_ up on the sofa together to watch the lately hottest TV show.  
**A. huddle**    B. hurdle    C. cuddle    D. puddle
6. I had to do a \_\_\_\_\_ take when I read what the good professor said.  
**A. double**    B. second    C. secondary    D. dual
7. We'd go to the cinema and I'd think we were there to watch a movie and they thought we were there to \_\_\_\_\_ and kiss.  
A. huddle    B. hurdle    **C. cuddle**    D. puddle
8. His entire face \_\_\_\_\_ with happiness.  
A. shined    B. glittered    C. radiated    **D. beamed**
9. In the sentence "Shouting can cause you to \_\_\_\_\_ dangerous amounts of dust.", the word "inhale" is most likely close to "\_\_\_\_\_ " in the following choices.  
A. intake    B. input    **C. inbreathe**    D. inlet
10. Most nights he will crawl up and sleep on my shoulder and \_\_\_\_\_ into my neck.  
**A. snuggle**    B. struggle    C. smuggle    D. sniggle
11. Just draw \_\_\_\_\_ here and I'll get out.  
A. off    B. in    C. on    **D. up**
12. In his \_\_\_\_\_ *My Father*, the president pictured his father as a gifted man with an alcohol problem, who failed to live up to his family responsibilities.  
A. memorandum    B. memory    C. memorial    **D. memoir**
13. She \_\_\_\_\_ searched through her husband's cell phone while he was asleep like a log.  
**A. surreptitiously**    B. suspiciously    C. susceptibly    D. skeptically
14. As a newly \_\_\_\_\_ industry, it is no doubt that mobile payment service will have a bright future.  
A. rising    B. appearing    **C. emerging**    D. booming
15. It took them about one month to \_\_\_\_\_ out how to start the equipment.  
**A. figure**    B. settle    C. solve    D. reflect

## Part VI Translation (20%)

范围标注是课内，以下列出了本学期必修的单元  
其他单元和课后题的英译中也有可能出题，可以自己复习

## Section A (10%) : 英译中

注意不考短句，短句可以跳过不看

## Unit 2 Section A

The humanities: Out of date?

1 When the going gets tough, the tough take accounting. When the job market worsens, many students calculate they can't major in English or history. They have to study something that boosts their prospects of landing a job.

2 The data show that as students have increasingly shouldered the ever-rising cost of tuition, they have defected from the study of the humanities and toward applied science and "hard" skills that they bet will lead to employment. In other words, a college education is more and more seen as a means for economic betterment rather than a means for human betterment. This is a trend that is likely to persist and even accelerate.

3 Over the next few years, as labor markets struggle, the humanities will probably continue their long slide in succession. There already has been a nearly 50 percent decline in the portion of liberal arts majors over the past generation, and it is logical to think that the trend is bound to continue or even accelerate. Once the dominant pillars of university life, the humanities now play little roles when students take their college tours. These days, labs are more vivid and compelling than libraries.

4 Here, please allow me to stand up for and promote the true value that the humanities add to people's lives. Since ancient times, people have speculated about the mystery of those inner forces that drive some people to greatness and others to self-destruction. This inner drive has been called many things over the centuries. The famous psychologist, Sigmund Freud, called it the "unconscious mind" or, more familiarly, "instinct".

5 From the beginning of time, this inner aspect of our being, this drive that can be constructive or destructive, has captured our imagination. The stories of this amazing struggle have formed the basis of cultures the world over. Historians, architects, authors, philosophers and artists have captured the words, images and meanings of this inner struggle in the form of story, music, myth, painting, architecture, sculpture, landscape and traditions. These men and women developed artistic "languages" that help us understand these aspirations and also educate generations. This fertile body of work from ancient times, the very foundation of civilization, forms the basis of study of the humanities.

6 Studying the humanities improves our ability to read and write. No matter what we do in life, we will have a huge advantage if we can read complex ideas and understand their meaning. We will have a bright career if we are the person in the office who can write a clear and elegant analysis of those ideas!

7 Studying the humanities makes us familiar with the language of emotion and the creative process. In an information economy, many people have the ability to produce a useful product such as a new MP3 player. Yet, very few people have the ability to create a spectacular brand: the iPod. Most importantly, studying the humanities invests us with great insight and self-awareness, thereby releasing our creative energy and talent in a positive and constructive manner.

8 Perhaps the best argument in favor of the humanities is the scope of possibilities that are widely open to us. Did you know that James Cameron, world-famous director of the movie, Titanic, graduated with a degree in the humanities? So did Sally Ride, the first woman in space. So did actors Bruce Lee, Gwyneth Paltrow, Renee Zellweger and Matt Damon. Dr. Harold Varmus, who won a Nobel Prize for Medicine, studied the humanities. Even Michael Eisner, Chairman of the Disney Company, majored in the humanities. Famous people who studied the humanities make a long list indeed. It's easy to see that the humanities can prepare us for many different careers and jobs we can

undertake, whether medicine, business, science or entertainment. If we study only mathematics, it's likely we will be a candidate only for jobs as a mathematician. If we include studying the humanities, we can make breakthroughs on many barriers and are limited only by our effort and imagination.

9 Of course, nowadays, if we study the humanities alone, we are liable to miss many opportunities. Each one of us needs to become as technically and professionally skilled as possible to help meet the needs of modern life. In fact, increasingly a pairing of technical knowledge and inner insight is seen as the ideal in the establishment of a career. If I were the Dean of Admissions at a medical school and two people applied to our school, both having the required basic scientific courses, one a philosophy major and the other solely a pre-med student, the philosophy applicant would be chosen.

10 In summary, the humanities help to create well-rounded human beings with insight and understanding of the passions, hopes and dreams common to all humanity. The humanities, the ancient timeless reservoir of knowledge, teach us to see things differently and broaden our horizons. They are as useful and relevant in our modern age as they have always been. Doesn't it make sense to spend some time in the company of the humanities, our outstanding and remarkable treasure of knowledge? Who knows how famous YOU might become!

人文学科：过时了吗？

1 当形势变得困难时，强者会去选学会会计。当就业市场恶化时，许多学生估算着他们不能再主修英语或历史。他们得学一些能改善他们就业前景的东西。

2 数据显示，随着学生肩负的学费不断增加，他们已从学习人文学科转向他们相信有益于将来就业的应用科学和“硬”技能。换言之，大学教育越来越被看成是改善经济而不是提升人类自身的手段。这种趋势可能会持续，甚至有加快之势。

3 在未来几年内，由于劳动力市场的不景气，人文学科可能会继续其长期低迷的态势。在上一代大学生中，主修文科的学生数跌幅已近 50%。这种趋势会持续、甚至加速的想法是合情合理的。人文学科曾是大学生活的重要支柱，而今在学生们参观校园的时候，却只是一个小小点缀。现在，实验室要比图书馆更栩栩如生、受人青睐。

4 在这儿，请允许我为人文学科给人们的生活所增添的真实价值进行支持和宣传。自古以来，人们一直在思索人类自身具有什么神奇的内力使一些人变得崇高伟大，而使另一些人走向自我毁灭。几个世纪以来，这股内力被称作很多东西。著名的心理学家西格蒙德·弗洛伊德称之为“潜意识”，或更为人熟知的“本能”。

5 从一开始，人类这股可以是建设性也可以是毁灭性的内在驱动力，就令我们心驰神往。这些惊人的、充满内心挣扎的故事形成了世界文化的基础。历史学家、建筑师、作家、哲学家和艺术家们以故事、音乐、神话、绘画、建筑、雕刻、风景画和传统的形式，捕捉到了这些撞击心灵的文字、形象及内涵。这些男男女女创造出了具有艺术性的“语言”，帮助我们了解人类的这些强烈愿望，并用以教育一代又一代人。从古时起开始的这些充满想象的大量作品，正是文明的底蕴，它奠定了人文研究的基础。

6 学习人文学科会提高我们的阅读和写作能力。无论我们这一生中从事什么职业，如果我们能读懂复杂的思想并理解它们的内涵，我们都会受益匪浅。如果我们在办公室里能对这些思想写出既明确又简洁的分析的人，我们会有光明的职业前景。

7 学习人文学科会让我们熟悉表达情感的语言及进行创造的过程。在信息经济中，很多人都有能力创造出一个如新的 MP3 播放器那样的有用产品。然而，仅有很少的人具有能力创造出一个如 iPod 那样的精彩品牌。最重要的是，学习人文学科使我们具有伟大的洞察力和自我意识，从而以积极和建设性的方式来发挥我们的创造力和才艺。

8 也许，支持人文学科的最好论点是，人文学科为我们提供了广阔的机会。你知道世界闻名的电影《泰坦尼克号》的导演詹姆斯·卡梅隆拿的是人文学科的学位吗？第一个登上太空的女宇航员萨利·赖德拿的也是人文学科的学位。还有电影演员李小龙、格温妮丝·帕特洛、蕾妮·齐薇格及马特·达蒙，也都如此。获诺贝尔医学奖的哈罗德·瓦慕斯博士也学过人文学科。甚至迪士尼公司的总裁迈克尔·艾斯纳也主修人文学科。学习人文学科的有名人士确实可以列出一长串。显而易见，人文学能为我们从事许多不同的职业做准备，不管是医学、商务、科学或娱乐。如果我们仅学习数学，我们很可能只能申请数学家之类的工作。如果我们还学了人文学科，那我们就能突破许多障碍，只要我们愿意付出努力，敢于想象。

9 当然，在当下，如果我们单学人文学科，可能会失去很多机会。我们每个人都需要尽可能变得技能化、职业化，以满足现代生活的需要。事实上，技术知识和内在洞察力的结合越来越被看成是建立职业生涯的理想搭配。如果我是某个医学院的招生部主任，有两个人同时申请我们学校，这两个人都学过基础的科学课程，一个主修哲学，另一个仅是医学院的预科生，我会选择那位哲学专业的申请者。

10 总之，人文学科帮助造就全面发展的人，这些人具有洞察力，并理解全人类共有的激情、希望和理想。人文学科，这个古老、永恒的知识储蓄库，教我们如何以不同的方式看待事物，同时也拓宽我们的视野。在现代社会中，人文学科一如既往地同生活息息相关，也发挥着重要作用。我们在学习中花一些时间与人文学科——我们杰出、非凡的知识宝藏——相伴，这难道不是明智的吗？谁知道你将来会变得多有名气呢！

## Unit 2 Section B

What college brings us?

1 The case for college has been accepted without question for more than a generation. There has been a general consensus that all high school graduates ought to go to college because college will help them get a job, earn more money, become "better" people, and learn to be more responsible citizens than those who don't go. However, given the huge cost of attending a university and the shrinking job market, should we not re-examine the case for college?

2 The reality is that college has never been magical for everyone. Now that close to half our high school graduates are attending college, those who don't fit the pattern are becoming more numerous. Excess college graduates are selling shoes and driving taxis.

3 Some adventuresome educators and campus watchers have openly begun to suggest that we revise our attitudes and reform the system. College may not be the best, the proper or even realistic place for every young person after the completion of high school. Critics suggest we may have been looking at all those surveys and statistics upside down through the rosy glow of our own remembered college experiences

4 Many students confirm that they feel compelled to go to college because of pressure from parents and teachers and stay there because it seems to be an alternative to a far worse fate. They quiver at the thought of the army or a dead-end job, and almost anything is better than staying at home. Potential college graduates say that they don't want to work "solely for the money" and that they want to do work that matters. Their motive is to help people and save the world, but the numbers are stacked against them. Not only are there not sufficient jobs in the world-saving fields, but in the current slowdown it has become evident that there never are enough promising jobs, presumably never will be, that require a higher education.

5 Let's acknowledge the facts. The New York Times reports close to 80 percent of new jobs can be performed by someone without a college degree. The US Department of Education estimates that only 62 percent of those enrolled in four-year institutions had earned a bachelor's degree six years later! This dilemma means that 38 percent have likely wasted time and accumulated debt! In addition, in the US, the cost of college has risen tenfold over the last 30 years, a ratio that is three times as much as general inflation over the same time period. It is clear, from an objective point of view, that many more students should be attending technical schools or two-year colleges to prepare for the jobs that will actually be available to them.

6 Of course, for many jobs a higher education is absolutely necessary and required. So, for some people, obtaining a bachelor's degree is but the first step of lifelong learning. For them, a university degree is essential.

7 There is little doubt that attending college has the potential of exposing young people to new ideas and relationships and helps promote their critical thinking skills. It also accords them a relatively safe environment for experimentation and exploration. Nevertheless, many college graduates report that what they learned on campus was better described as personal rather than academic development. Likewise, they report that the real value of college has more to do with developing their identity and practicing social skills than anything to do with the college curriculum. If you accept that the prime reason for going to college is to provide a period for pure learning and maturation of a young person, the decision is made easy as it becomes a question of affordability for the individual student.

8 Whatever college graduates want to do, most of them are going to have to adjust. During the upcoming years, according to the US Department of Labor, the biggest demand will be for jobs that do not need a university degree. Those students who have gone to college to become urban planners, editors, and college professors will have a hard time to find jobs related to what they have learned. They may well find that the only jobs available are sales agents, carpenters, mechanics or cable installers. In fact, having a university degree may be a barrier to getting these jobs. On the other hand, students who have graduated in specialized fields often find that they have learned a lot of things in classrooms that they will never use. One gloomy architecture student, who had already designed and built houses, said, "I don't want to appear cynical. It's more the degree you need, not the breadth of knowledge you learn getting it."

9 College is an outstanding place for that rare breed, those young adults who love learning for its own sake, who would literally rather read than bother to eat, and who like nothing better than writing research papers. But they are a minority, even at the famous colleges which attract and recruit the intellectually oriented.

10 In brief, our high school graduates need to evaluate the college equation more closely and critically, calculate it as a consumer product, and decide if the value proposal is worth the very large investment each student and family must make.

大学给我们带来了什么?

1 受大学教育已毫无疑问被不只一代人接受了。普遍的共识是所有的高中生都应该上大学,因为大学会帮他们找到工作,挣更多钱,成为“更好的”人,并学会如何做一个比那些不上大学的人更负责的公民。可是,看看上大学的昂贵费用和日益萎缩的就业市场,难道我们不应该重新审视一下是否应该上大学这个问题吗?

2 现实情况是大学并不是对每个人都有神奇的作用。由于近一半的高中生都上了大

学，那些不适合大学模式的人也变得更多了。过多的大学毕业生在卖鞋和开出租车。

3 一些富有探索精神的教育家和校园观察者已开始公开建议我们改变看法，改革大学体系。他们觉得大学并不是对每个完成高中学业的年轻人来说都是最好的、适宜的、甚至现实的地方。批评家暗示，我们可能是凭借自己记忆中那段大学经历的玫瑰色光环，把所有的调查和统计都看颠倒了。

4 很多学生都证实：他们觉得不得不上大学是因为来自父母和老师的压力，呆在大学也是因为这似乎是能逃避更糟的命运的唯一选择。他们想到参军或做没前途的工作就不寒而栗，又觉得做任何事都比呆在家强。有潜力的大学毕业生说他们不想“只为赚钱”而工作，他们想做有意义的工作。他们的动机是帮助别人，拯救世界，但形势并不乐观。不但在那些拯救世界的领域里没有足够的工作，而且很显然在当今经济衰退的情况下，那些要求有高等学历的有前途的工作从来就不够，可能永远都不会够。

5 让我们来承认这些事实。《纽约时报》报道近八成的新工作可以由那些没有大学学历的人来做。美国教育部估计在四年制大学的学生中只有 62% 的人六年以后能拿到学士学位。这种窘境意味着 38% 的学生都浪费了时间，积累了债务。另外，美国的大学费用在过去的三十年内涨了十倍，这个比例是同期通货膨胀的三倍。从客观上来说已很清楚，更多的学生应该上技校或两年制学院，为他们能找到的工作做准备。

6 当然，对许多工作而言，高等教育学历是不可或缺的。所以，对一些人来说，拿到学士学位只是终生学习的第一步。对他们而言，大学学位是必不可少的。

7 毫无疑问，上大学能让年轻人接触新思想，建立新关系，且有助于提高他们的批判性思维能力。大学还为他们提供了一个相对安全的环境让他们从事实验和探索。然而，很多大学毕业生反映，他们在校园所学的东西，与其被称为学术发展，不如说是个人的发展。同样地，他们说大学的真实价值与发展他们的个人特质及社会技能更密切相关，而并非与课程有关。如果你认同这一看法，同意上大学的首要原因是为了给年轻人提供一段纯粹的学习和成长成熟的时间，那么做这个决定会很容易，因为是否上大学仅决定于个人是否有能力承担大学的费用。

8 无论大学毕业生想从事什么工作，大多数人都不得不进行调整。据美国劳工部报告称，在未来几年里，劳动力市场最大的工作需求并不要求大学学位。对于那些上大学是为今后成为城市规划者、编辑和大学教授的学生来说，会很难找到与他们所学相关的工作。他们可能发现唯一有空缺的工作是销售代理、木工、机械师或电缆安装工。事实上，有大学学位可能会成为找这些工作的绊脚石。在另一方面，从专门领域毕业的学生常发现他们在课堂上学到的很多东西永远也用不上。一位已从事过设计和造房的建筑专业的学生沮丧地说：“我不想显得愤世嫉俗。但人们更看重的是你的学位，而不是你在拿学位过程中所学的渊博知识。”

9 大学对那些凤毛麟角、为学习而学习的年轻人来说是一个重要的地方。真的，他们甚至宁可读书，也不愿费心去吃东西，他们最喜欢做的莫过于撰写科研论文。但他们毕竟是少数，即使在那些吸引和招收注重学术研究人才的著名学府也是如此。

10 简言之，高中毕业生需要更仔细审慎地评估上大学的综合因素，要把上大学作为一个消费品来核算，然后决定上大学这个价值主张是不是值得每个学生及家庭进行大手笔投资。

### Unit 3 Section A

#### Journey through the odyssey years

1 Most of us know about the phases of life which we label to parallel different age groups and life stages: childhood, adolescence, adulthood, and old age. We think of infancy before childhood and



middle age before old age, with each unique phase bringing its own peculiar set of challenges. These challenges can be overcome by acquainting ourselves with them, such as the child's need to learn, the adult's need to find the right career and build a family, and the senior's need for support and good health care.

2 Interestingly, ideas about the stages of life are changing.

3 In previous times, people didn't have a solid idea of childhood as being separate from adulthood. A hundred years ago, no one thought of adolescence. Until recently it was understood as a norm that their induction to adulthood was completed as soon as they graduated from college. They would now find a sensible job which would lead to a career. Then during this career they would start a family, ideally before they turned 30.

4 Today we have an equivalent need to recognize a new phase of life that comes after high school graduation, continues through college, and then leads to starting a family and having a career, the so-called odyssey years. Recent trends show radical changes as young people are following a different agenda. They take breaks from school, live with friends and often return to living with their parents. Similarly, they fall in and out of love, quit one job and try another or even shift to a new career. So, we need to recognize this new stage, the odyssey years, which many now consider to be an unavoidable stage in reaching adulthood.

5 People who were born prior to the 60s or 70s in the last century tended to frame their concept of adulthood based upon achieving certain accomplishments: moving away from home, becoming financially independent, finding the right spouse and starting a family. But that emphasis on stability did not remain static. Today, young people are unlikely to do the same. During the odyssey years, a high proportion of young people are delaying marriage, child bearing, and even employment.

6 The odyssey years can saddle young people with enormous pressure to move forward quickly. As the sole heir and focus of their parents' expectations, hopes and dreams, some react with rebellious and prideful attitudes and behavior toward their parents. They often resent the pressure they're feeling and keep a distance from their parents or even run away from home. Their confusion comes from the difficulties to make parents understand them and the fluid journey of discovery they need in this phase of their lives. To get away from this confusion and upset, many young people resort to computer games, iPods, iPhones, or iPads to help distract them from their pain and stress.

7 Likewise, their parents are feeling more anxious. They may make allowances for a transition phase from student life to adult life, but they get upset when they see the transition of their grown children's lives moving away from their expectations and stretching five years to seven years, and beyond. The parents don't even detect a clear sense of direction in their children's lives. They look at them and see the things that are being delayed.

8 It's hard to predict what's next. New guidelines haven't been established yet, and everything seems to give way to a less permanent version of itself. There's been a shift in the status and balance of power between the genders, too. More women are getting degrees than men. Male wages have remained stable over the past decades, while female wages have boomed.

9 Apart from anything else, this has had an implicit effect on courtship. Educated women can get many of the things they want, such as security, accomplishment, and identity without marriage. However, both genders are having a harder time finding suitable mates to build their lives with. Considering all of this, it's beneficial to know that even though graduates are delaying many things after college, surveys show they still hold highly traditional aspirations. For example, this contemporary generation rates parenthood even more highly than previous generations did!

10 This new phase will likely grow more pronounced in the coming years. Nations around the world have witnessed similar trends toward delaying marriage and spending more years than ever shifting between higher education and settling down with a career and family.

11 Nevertheless, graduates shouldn't be deceived into thinking they can back off simply because things have become more difficult. A large number of people chasing relatively fewer opportunities can create strong competitive pressure. So, from the outset, keep your résumé professional and up-to-date.

12 To reinforce this essential message, success moving through the odyssey years will come to those who don't expect to achieve their goals right away but know that they must have the strength, capacity and confidence to endure over the long term. If you're a little late with your goals, don't feel like a failure! Stay strong, be positive, and keep focused! Someday you will look back and wonder at the vast changes as you passed through the odyssey years.

奥德赛岁月之旅

1 我们大多数人都知道，根据不同的年龄和生活阶段，人生可与此平行划分为童年、青春期、成年和老年这四个阶段。我们把这些阶段想象为婴儿在童年之前，中年在老年之前，每个阶段都会面临一系列特有的挑战，如孩子对学习的需要，成人对找到合适的职业生涯和建立一个家庭的需要，以及年长者对得到帮助和良好医疗保健的需要。通过对它们的充分了解，我们就可以战胜这些挑战。

2 有趣的是，关于人生阶段的观念正在发生变化。

3 在先前的年代，人们并没有一种固有的把童年和成年分开的想法。一百年前，谁也没有想到过青春期。直到最近，人们还很自然地认为：只要他们一从大学毕业，他们的成人入门阶段就结束了。他们就会找到一份把他们引入职业生涯的合适的工作。然后在此职业生涯期间，他们会成家，三十岁之前成家更为理想。

4 今天，我们同样需要认识一个新的人生阶段：从高中毕业到上大学，然后到成家立业，即所谓的奥德赛岁月。由于年轻人正按照一种不同的模式生活，最近的趋势出现了根本性的变化。他们从学校休学，与朋友同住，也常回去与父母同住。同样，他们恋爱又失恋，辞掉一份工作又去寻找新的，甚至改行。因此，我们需要认识这个新阶段——奥德赛岁月。现在许多人认为这是步入成年之前的一个难以回避的阶段。

5 出生于上个世纪 60 年代或 70 年代之前的人们往往会将成年的概念基于是否取得了某些成就：从父母家搬走，经济上独立，找到合适的配偶并组织家庭。但是，对稳定的强调并没能保持不变。今天，年轻人不太可能仿效他们的父母。在奥德赛岁月中，相当比例的年轻人都推迟结婚、生子，甚至推迟就业。

6 奥德赛岁月使年轻人承受了巨大的压力，迫使他们快速往前冲。作为他们父母唯一的继承人和所有期望、希望和梦想的聚焦，有些年轻人以叛逆和桀骜不驯的行为和态度对待父母。他们往往憎恨他们所感到的压力，并同他们的父母保持距离，甚至离家出走。他们的困惑源于很难让家长了解他们，也源于这段需要进行自我探索的、不确定的人生之旅。为了逃避困惑和不安，许多年轻人诉诸电脑游戏，iPod，iPhone 或 iPad，以帮助分散他们的痛苦和压力。

7 同样，他们的父母更是着急。虽然他们理解从学生到成年需要一个过渡阶段，但看到他们已成年子女的过渡阶段的生活与他们的期望渐行渐远，过渡阶段延至五年，七年，甚至更长时，他们感到生气。父母甚至不能清楚地觉察到他们孩子未来生活的方向，只能看着他们，看着要做的事被拖延着。

8 接下来会如何发展很难预测。新的准则还没有建立，一切似乎都被一个不确定的版本所

取代。两性之间地位和权力的平衡也有了转变。取得学位的女性比男性更多。男性的工资在过去的几十年里一直停滞不前，而女性的工资却出现激增。

9 别的不说，这对择偶产生了不言而喻的影响。即使未婚，受过教育的妇女仍可以得到很多她们想要的东西，如安全感，成就感，和认同感。不过，不论男女都更难找到合适的伴侣来一同建立他们的生活。在讨论这一切时，有助于让大家知道，即使毕业生离开大学后推迟了做很多事，调查结果显示，他们仍持有很传统的愿望。例如，当今的一代比以前的几代对如何扮演好父母的角色有着更高的要求。

10 这一新阶段在未来几年可能更明显。世界各国都目睹了相似的趋势，人们推迟结婚，花更多年的时间徘徊在接受高等教育和建立职业生涯及家庭之间。

11 然而，毕业生不应误认为因情况已变得更困难，他们就可以放弃。大批的人努力角逐相对较少的机会，这会导致强大的竞争压力。所以，从一开始你就要将个人简历写得很专业，并做到随时更新。

12 要强化这一重要信息：顺利度过奥德赛岁月的将是那些不急于即刻实现目标的人——但这些人知道他们必须保持实力、能力、信心去度过这段较长的岁月。如果你的目标起步稍晚了点，不要认为自己是个失败者！意志坚定，态度积极，并集中精力！有一天，你会回头审视，并对奥德赛岁月给你带来的巨大改变感到惊叹。

### Unit 3 Section B

#### Finding my way back home

1 "Dear Dad," I wrote, "I want to come home from my exile." After many hours of thinking as I sat by the side of a busy highway, I tore the page in half and crushed it into a small ball. I'd started this letter many times but would always fall into despair. I wanted to go home – home to my parents and sisters, but I would always hesitate ... I didn't know if it was feasible.

2 I had run away from home after finishing high school. My parents had insisted I go to college; our family code demanded it but I was tired of school. I hated it. I was determined not to go. And, besides, my father was too strict with me. The allowance he gave me was pitiful. I had multiple jobs to do around the farm. I hated the work, finding it hollow and dull! I was miserable.

3 There had been a fight between my father and me. Like a volcano erupting, I snapped. I threw some things into a bag and left angrily. My father shouted after me, "If you leave, don't come back!" My mother cried and I have seen her grief and tears a hundred times during sleepless nights.

4 The letter had to be written.

5 Dear Dad,

6 It's been more than a year now. I've traveled east to west. I've had a series of jobs, mostly manual labor, as a waiter in a banquet hall, as a maintenance man in a dairy plant, and once as a deck hand on a commercial fishing boat. None of them amounted to very much. Always the same question: "How much education have you got?" They always want college graduates for the good jobs.

7 Dad, I want to affirm this: You and Mother were right about everything. I know now that the work on the farm didn't hurt me. I've met many people since I've been away; some were refined and others very coarse. I didn't know what home meant until I'd been away for a few months. My awareness has changed. I'm convinced I can't be away from my family any more.

8 I want to come home and bond with my family again. I'd like to go to college and learn how to be an organic farmer, and then, if you'll let me, maybe I could farm with you.

9 I'm on the road now, so you can't answer me by letter. But in a few days, I'll be passing by the

farm at night. And, Dad, I'm asking you to allow me to come home to demonstrate that you've forgiven me by leaving the porch light on. If there is no light on, I'll resign myself to your decision and just keep on going. I'll understand.

10 Please give my love to Mother and the girls.

11 Love,

12 Your son

13 Overnight, I tried to sleep on the grass by the road, but sleep did not come. I wondered what my little sisters were doing and what wonderful food my mother was cooking.

14 I couldn't bear my restless thoughts any longer. I roused myself and started down the long road home. But was it still my home?

15 A police car stopped and the deputy offered me a ride. It was good to have someone to talk with. "Where're you going, son?" he asked. Somehow, he reminded me of my own father.

16 A long silence. "Home," I said.

17 "Where have you been?"

18 He seemed truly interested. There was real integrity in his face.

19 "All over," I said.

20 "Been away from home long?"

21 "A year, one month and two days." I said.

22 He didn't look at me, but he smiled, and I knew he understood.

23 "You're a fine boy," he said.

24 Then he told me about his own two sons, "My older son ran away from home two years ago — two years and 15 days." He looked away and then said, "I hope someday somebody will be nice to him, too."

25 Two days later, I was on the road within 50 miles of home. A big truck with a cargo trailer slowed and stopped. I ran and got in from the heat. The air-conditioning felt good.

26 Somewhat later rain began to fall, slowly at first, and then hard enough to soak the earth. I drifted off to sleep and woke feeling refreshed.

27 We were nearing my family's farm. I was awake and alert. Would there be a light shining on the porch? It was torture to look and I couldn't bear to do it. Suddenly, we were there. I surrendered myself to my fate!

28 The truck driver smiled and said, "Look at that, would you! Just like in a fairy tale! That house there, the one just over there! Four bamboo cane chairs are sitting on the porch, with lighted lamps in every one of them, and an old man, as still as a statue, is out there with a flashlight aimed toward the road. AND, the porch light is on, too!"

找寻我的回家之路

1 “亲爱的爸爸，”我写道，“我想结束我的流放，回家！”我坐在一条繁忙的高速公路旁想了很久，还是把纸撕成了两半，并捏成了一个小球。这封信我已写了好多次开头，但每次都以绝望而告终。我想回家——回到有我父母和姐妹的家，但我总是犹豫不决……不知回家之路是否行得通。

2 高中毕业后我离家出走了。因为父母坚持要我去上大学，我家的家规要求我这么做，但我厌倦了学校。我憎恨学校，坚决不肯上大学。再说，父亲对我太严厉，给我的零花钱少得可怜。在农场我还得干各种各样的活。我讨厌这样的工作，发现它既没意思又单调乏味！我很痛苦。

3 我和父亲之间曾有过一次激烈的争吵。我突然发怒，犹如火山爆发。我把一些东西塞入一个袋子后，愤然离开了。我父亲在我背后高喊：“要走，就不要回来！”母亲哭了，多少次不眠之夜，我都看到了她的悲痛和泪水。

4 但这封信还得写。

5 亲爱的爸爸：

6 离家出走一年多了。我从东到西，干过一连串的活儿，主要是体力活儿。我在宴会厅当过服务生，在乳制品厂做过维修，在商业捕鱼船上打过杂。没有一件工作是有价值的。他们总是问同样的问题：“你的学历是什么？”他们总是想要大学毕业生来干体面一点儿的工作。

7 爸爸，我要明确地说，您和妈妈过去所做的一切都是对的。我现在知道在农场打工对我没有害处。离家出走后，我碰到过很多人，有的有教养，有的很粗俗。离家几个月后我才知道什么是家。我的想法变了，我确信我再也不能离开家了。

8 我想回家，想和家人聚在一起。我要上大学，学做一个种植有机作物的农民。然后，如果您同意，也许我可以留在农场跟着您干。

9 我现在在回家的路上，所以您不能给我回信。但就在这几天，我会在晚上途经家里的农场。爸爸，我请求您让我回家，请把门廊的灯打开，表明您已经原谅了我。如果我没看到灯亮，我会遵从您的决定，继续上路。我会理解。

10 请代我问候母亲和姐妹们。

11 爱您，

12 您的儿子

13 整整一个晚上，我想要在路边的草地上入睡，但就是睡不着。我想啊想，想小妹妹们在做什么，想我妈妈又在做什么美味佳肴。

14 我再也不能忍受那些焦虑不安的思念了。我振作起来，踏上了回家的漫漫之路。但它仍然是我的家吗？

15 一辆警车停了下来，车上的那位巡警让我搭了一程。有人说话的感觉真好。他问：“去哪儿，孩子？”不知为什么，他让我不禁地想起了父亲。

16 沉默好一阵之后，我说：“回家。”

17 “你去哪儿了？”

18 他好像真的很感兴趣，脸上写满了真诚。

19 “四处走了走。”我说。

20 “离家很久了吧？”

21 “一年一个月零两天。”我说。

22 他没有看我，但他微笑着，我知道他懂。

23 “你是一个好孩子，”他说。

24 然后他告诉我他自己的两个儿子的情况。“我的大儿子两年前离家出走，已经两年零十五天了。”他扭过头去，然后又说：“我希望有一天也有人会待他好。”

25 两天后，我离家不到五十英里了。一个带有货运拖车的大卡车慢慢地开过来并停了下来。我赶紧跑过去上了车，摆脱酷热，吹着空调的感觉真好。

26 不一会儿，开始下起雨来，起先很小，接着便是瓢泼大雨，足以浇透整个大地。我迷迷糊糊地睡着了，醒来时神清气爽。

27 我们正在一点一点地接近我家的农场，我顿时清醒和警觉起来：门廊上会有一盏灯亮着吗？27 我们正在一点一点地接近我家的农场，我顿时清醒和警觉起来：门廊上会有一盏灯亮着吗？每看一眼就好似一种折磨，我简直受不了了。刹那间，我们到了。我只能听天由命，任凭命运摆布了！

28 卡车司机微笑着说：“快看那儿，你还不赶快看！就像活生生的童话一样！看那边的那个房子，就是那边的那个！那门廊上放着四把竹藤椅，每把椅子上面都有亮着的灯。有位老人站在外面，丝毫不动，像一尊雕像一样，他正举着手电朝道路方向照呢！重要的是：门廊的灯也亮着！”

### Unit 4 Section A

#### College sweethearts

1 I smile at my two lovely daughters and they seem so much more mature than we, their parents, when we were college sweethearts. Linda, who's 21, had a boyfriend in her freshman year she thought she would marry, but they're not together anymore. Melissa, who's 19, hasn't had a steady boyfriend yet. My daughters wonder when they will meet "The One", their great love. They think their father and I had a classic fairy-tale romance heading for marriage from the outset. Perhaps, they're right but it didn't seem so at the time. In a way, love just happens when you least expect it. Who would have thought that Butch and I would end up getting married to each other? He became my boyfriend because of my shallow agenda: I wanted a cute boyfriend!

2 We met through my college roommate at the university cafeteria. That fateful night, I was merely curious, but for him I think it was love at first sight. "You have beautiful eyes," he said as he gazed at my face. He kept staring at me all night long. I really wasn't that interested for two reasons. First, he looked like he was a really wild boy, maybe even dangerous. Second, although he was very cute, he seemed a little weird.

3 Riding on his bicycle, he'd ride past my dorm as if "by accident" and pretend to be surprised to see me. I liked the attention but was cautious about his wild, dynamic personality. He had a charming way with words which would charm any girl. Fear came over me when I started to fall in love. His exciting "bad boy image" was just too tempting to resist. What was it that attracted me? I always had an excellent reputation. My concentration was solely on my studies to get superior grades. But for what? College is supposed to be a time of great learning and also some fun. I had nearly achieved a great education, and graduation was just one semester away. But I hadn't had any fun; my life was stale with no component of fun! I needed a boyfriend. Not just any boyfriend. He had to be cute. My goal that semester became: Be ambitious and grab the cutest boyfriend I can find.

4 I worried what he'd think of me. True, we lived in a time when a dramatic shift in sexual attitudes was taking place, but I was a traditional girl who wasn't ready for the new ways that seemed common on campus. Butch looked superb! I was not immune to his personality, but I was scared. The night when he announced to the world that I was his girlfriend, I went along with him. And then I suddenly thought: "Oh my gosh! Am I his girlfriend? How did that happen?" Then he whispered sweet words in my ear and said, "I'm going to marry you one day and I will be a lawyer. You will see."

5 I was laughing inside and said to myself, "I'd never marry this guy. He's a rebel without a good future. He's my boyfriend because I hate my boring student life. I just want to have fun."

6 Sure enough, the following month, I found out he had failed all his courses. Consequently, he was going to be expelled from the university. To my disgust, he seemed resigned to his fate. I knew there was hope, so I led him to the college secretary for reconsideration.

7 "You are going to graduate with a BA in political science from UPenn and proceed to the College of Law," I told him, lodging an appeal on his behalf, which was approved. Butch was granted reconsideration. And, once we became steadies, he coordinated his studies and social life, passing

all of his classes. He eventually studied law.

8 Despite Butch's somewhat wild character, at his core, he is always a perfect gentleman and deserves a lot of credit for that. True, he'd sometimes take the liberty of displaying his love by planting a kiss on my lips right in front of my astonished friends who watched and disapproved. But the truth is we had a pure and responsible relationship for seven full years. Sitting by the palm trees, hand in hand, we would listen to romantic songs, watch the sunset, and weave dreams of being together with children of our own, forever.

9 Two years passed in a blur. One day, Butch took me by surprise as he knelt down and proposed marriage holding a dozen red roses! Filled with deep emotion, I confessed my love for him, "How rooomaaaantic!!" Then my brain woke up from fantasy land. I cried out, "Good heavens. No! We're too young to tie the knot. We haven't even graduated from college yet!" I really loved him but was pessimistic about our chances for success.

10 We married five years later.

11 Our faithful journey of love and learning took us down rocky roads of hardship and on smooth easy-going highways. It is a long, romantic, sometimes crazy, love story that sums up a 29-year long honeymoon together as a couple who are still madly in love with each other. Our love commenced with a casual attraction but bloomed into a mature love and rich life.

大学情侣

1 我微笑着看着我那两个可爱的女儿，她们似乎比她们的父母还是大学情侣那会儿更为成熟。琳达，21岁，在大学一年级交过一个男友，她曾以为会跟那个男孩结婚，但他们已不再来往了。梅丽莎，19岁，还没有一个固定的男友。我的女儿不知何时才能遇到她们的那个“唯一”，她们伟大的爱。她们认为她们的父亲和我有着一段经典的、童话般的浪漫史，从一开始就直奔婚姻的殿堂。也许，她们是正确的，但在那时似乎并不是那么回事。在某种程度上，爱神恰恰在你最没准备时来临。谁曾想到，布奇和我最终会结婚呢？他之所以成为我男友，只是因为当时我那肤浅的打算：我要找一个可爱的男友！

2 我们通过我的大学室友介绍在大学食堂相识。在那个命中注定的夜晚，我只是好奇，但对他而言，我认为是一见钟情。他凝视着我的脸，说：“你有一双美丽的眼睛。”他整个晚上一直盯着我。我真的对他没那么感兴趣，其原因有二。首先，他看起来就像是一个野小子，甚至有些危险。其次，虽然他很可爱，却似乎有点怪异。

3 他骑着自行车经过我的宿舍，装作与我“偶遇”，看到我时还假装惊讶。我喜欢被重视的感觉，但对他的野性和充满活力的个性却小心谨慎。他很会说话，这会迷倒任何女孩。当我开始爱上他时，恐惧向我袭来。他那令人激动的“坏小子形象”简直太诱人了。究竟是什么吸引了我？我，一直口碑极好。为了获得优异的成绩，我的注意力只专注在自己的学习上。但又怎么样呢？大学应该是学习的好时间，可也应该有一些乐趣。我已几乎达成了伟大的教育目标，离毕业只有一学期之遥了。但我却还没有享受过任何乐趣，我的生活乏味，没有一点新鲜感！我需要一个男朋友，当然不是任何男朋友。他必须很可爱。于是我那个学期的目标就成为：雄心勃勃，抓住一个我能找到的最可爱的男友。

4 我担心他会怎么看我。不错，我们生活在一个性观念正在发生戏剧性转变的时代，但我是一个传统的女孩，对在校园里似乎常见的新方式还没有心理准备。布奇看上去很出色！我对他的个性毫无免疫力，但我对此很害怕。那天晚上当他向大家宣布我是他女友时，我是同意的。但我随后突然清醒：“噢，我的天哪！我是他女友吗？这是怎么回事？”紧接着，他在我耳边低声地甜言蜜语：“有一天我要娶你，我会成为一名律师。你会看到这一天的。”

5 我笑着对自己说：“我绝不会嫁给这个家伙。他是一个没有前途的叛逆者。他是我男朋友，只因为我恨枯燥的学生生活。我只想得到乐趣而已。”

6 果然，一个月后，我发现他所有的课程都不及格。因而，他将被大学除名。令我厌恶的是，他似乎屈从了自己的命运。我知道还有希望，所以我让他去学院的秘书那儿进行复议。

7 我告诉他：“你要先从宾夕法尼亚大学拿到政治学学士学位，然后进入法律学院。”我以他的名义递交了呈请书，结果被批准了。校方同意复议布奇的情况。我们的男女朋友关系一经确定，他就协调了他的学习和社交生活，结果各门课都通过了。他最终学了法律。

8 尽管布奇的性格有点野，但他在骨子里却是一个完美的绅士，这值得高度赞扬。的确，他有时会在我朋友面前亲吻我的嘴，擅自表达他的爱。我的朋友看到了很惊讶，也很不以为然。但事实上，我们在整整七年的恋爱关系中一直是纯洁和负责的。我们坐在棕榈树下，手牵着手，听着浪漫的歌曲，观赏着日落，编织着和我们自己的孩子在一起的美梦，一直到永远。

9 两年糊里糊涂地过去了。一天，布奇出其不意地手捧着一打红玫瑰跪下向我求婚。我心中充满了深情，也坦诚了对他的爱：“太太太太浪漫了!!”可我随即从幻想中惊醒。我大喊出来：“天哪。不！我们现在结婚还太早了。我们甚至还没有大学毕业呢！”我真的很喜欢他，但我对我们感情修成正果的机率却持悲观态度。

10 五年后，我们结了婚。

11 我们忠实的爱和学习之旅带我们走过艰难崎岖的岩石路，走上平坦易行的公路。它是一个永久、浪漫，有时又疯狂的爱情故事。它诠释了一对仍在疯狂地爱着对方的夫妇如何一起度过了 29 年之久的蜜月。我们的爱从漫不经心的互相吸引开始，但最终却发展出成熟的爱情和富足的生活。

#### Unit 4 Section B

##### Saving the date

1 Every day I anxiously wait for you to get to class. I can't wait for us to smile at each other and say good morning. When you arrive only seconds before the lecture commences, I'm indifferent to anything but your arrival. Instead of reviewing my lesson, I anticipate your footsteps and listen for your voice. Today is one of your late days, but I don't mind because after a month of denying the impulse to ask you out, today I'm feeling bold. Today I'm inclined to act.

2 I know dating has changed dramatically in recent years, and for many women, asking men out isn't daring. But because of my traditional upbringing, the simple notion of asking you out seems abnormal. Growing up, I heard the clear message: Men must take the initiative and make contact. They should call, ask and pay for the date. However, during my years at the university, I've learned otherwise. Many of my women friends have put a spark in their social lives by taking the initiative with men. My girlfriends reckon that it's essential for women to participate more actively in the dating process. "I can't be idle and wait," my former roommate once said. "Hard as it is, if I want to date, I have to ask guys out!"

3 More women are taking the initiative and invite men out, and many men say they view this new phenomenon with approval. They are relieved that dating no longer solely depends on their willingness and courage to take the first step. Then why am I so nervous?

4 I tell myself to relax since dating is more casual today. A college date means anything from studying together to simply having leisure time together like watching a film. Most of my peers prefer casual dating because it's cheaper and comfortable. Students have fewer anxiety attacks when



they ask somebody to play tennis than when they plan a formal occasion.

5 As an added bonus, casual dating also encourages people to forge healthy friendships prior to starting romantic relationships. Young people can relax and get to know each other more easily this way. For example, my roommate and her boyfriend were friends for four months before their chemistry clicked. They went out often with a bunch of mutual friends. They alternated paying the dinner check. "He was like any other friend," my roommate said laughing. Another friend of mine believes casual dating improves people's social lives, allowing them to circulate in wider social circles. When she wants to let a guy know she is interested, she'll say, "Hey, let's go get a yogurt." or "How about a cup of tea?"

6 Who pays for it? It's not as easy as it used to be because the traditional rules of courtship are undergoing major changes. Preliminary statistics also affirm this. A plurality of young men say women should chip in and help pay after a few dates. An almost equal percentage of women offer to pay for themselves, even on a first date. But widespread confusion still exists. The new rules have yet to be clarified.

7 My own past dates have taught me some things. Either "going Dutch" or allowing my date to pay can be a definite challenge. One date whipped out his wallet on our first date before I could suggest otherwise. During an after-dinner walk, he proceeded to tell me he was romantically interested in me. After I explained I was more interested in friendship, he seemed unhappy. He explained that since I'd accepted his paying for my dinner, he'd assumed I was interested in romance. He seemed angry with himself for treating me. I regretted allowing him to.

8 Another date frowned when I hastily opened my purse, pulled out my wallet, and offered to go Dutch. I asked politely, "How much do I owe you?" He said, "Uh, uh, you really don't owe me anything, but if you insist ..." He looked exceedingly embarrassed. To him, my gesture of offering to pay had conveyed a message of rejection.

9 Everyone seems confused as they try to clarify the new rules of dating. Who should ask whom out? Who should pay and when? So, while I do think dressing up and going out on traditional, formal dates is a blast, I thrive on casual dating because it has brought a valuable dimension to my social life. With casual dating, there's less pressure and more equality. I can give roses as well as receive them! Casual dating is worthwhile because it works.

10 So here I am, waiting. No magic formula guarantees he will say "yes". I just have to relax, be myself and ask him out in a no-nonsense manner.

11 He finally arrives. Sliding into his desk, he pats my shoulder and asks, "Hi, what's up?"

12 "Good morning," I answer cautiously. With a knot in the pit of my stomach, I conquer my fear and ask, "Hey, how about lunch after class on Friday?"

13 "You mean after the midterm?" he says with barely concealed enthusiasm. "I'd love to go to lunch with you."

14 Thrilled and smiling broadly, I confirm, "Well then, we'll save the date!" "Yes, we will!" he replies cheerfully.

恋爱预留日

1 每天我都焦急地等你来上课。我迫不及待地等待我们的互相微笑，互问早安。你在离上课仅几秒前才出现，在那之前，我对任何东西都无动于衷，只会注意你的到来。我不温习功课，却期待着你的脚步声，期待听到你的声音。今天你又来晚了，但我不介意，因为在想约你出去的冲动被克制了一个月之后，今天我感觉大胆多了。今天，我要采取行动。

2 我知道约会方式近年来有了显著的改变, 对许多女性来说, 邀请男性出去已不是什么大胆的举动。但是, 因为我所受的传统教育, 邀请你出去这一简单的概念似乎非同寻常。从小到大, 这一信息很明确: 男性必须主动出击, 联络女性。他们应该打电话, 要求约会, 并支付约会的费用。然而, 在大学这么些年, 我了解到的并非如此。我的许多女性朋友通过主动提出与男性交往, 让她们的社交生活迸出了火花。我的女性朋友都认为, 女性必须更多地参与约会的过程。“我不能无所事事、一味等待,” 我的前室友曾说。“虽然这很难, 但如果我想约会, 我必须邀请男人出去!”

3 更多的女性在争取主动, 在邀请男性出去。许多男性说他们认同这一新现象。他们都松了一口气, 约会不再仅仅取决于男性自己的意愿和勇气来踏出第一步。那么, 我为什么还这么紧张?

4 我告诉自己要放松, 因为如今的约会要比以往来得轻松。一个大学的约会可以是两个人一起做任何事, 从一起学习到一起共度闲暇时间, 如看电影。我的同龄人大多喜欢非正式的约会, 因为它花费更少, 且舒适。学生邀请人打网球要比他们计划一个正式场合的约会更感轻松。

5 非正式约会的额外好处是, 它鼓励人们在开始浪漫的关系前, 先建立起健康的友谊。这样, 年轻人可以更容易放松心情和了解对方。例如, 我的室友和她的男友在他们来电之前做了四个月的普通朋友。他们经常与一群共同的朋友出去。他们轮流买单。“他就像任何其他的朋友一样,” 我的室友笑着说。另一位朋友认为, 非正式约会能改善人们的社交生活, 使他们周旋于更广泛的社交圈。当她想要让一个男人知道她对他很感兴趣时, 她会说:

“嘿, 我们去喝一杯酸奶吧。”或“一起喝杯茶如何?”

6 可谁来买单? 这可不如以前那么容易了, 因为求爱的传统规则正在发生重大变化。初步统计的数字也证明了这一点。众多的青年男子说, 在约会几次后, 女性应该帮着一同买单。几乎相等百分比的女性要求自己买单, 哪怕是第一次约会。但巨大的困惑仍然存在, 新规则还有待澄清。

7 我自己过去的约会教会了我一些东西。“各付各的”或是让我的约会对象买单可以说都是绝对的挑战。有一个约会对象在我们第一次约会时, 还没等我提出相左的建议, 就掏出了钱包。在晚餐后散步时, 他告诉我他想跟我谈恋爱。当我解释我对做朋友更感兴趣时, 他似乎感到不快。他解释说, 因为我接受了他请我吃晚餐, 所以他认为我会跟他恋爱。他似乎对请我吃饭一事很生自己的气, 而我也很后悔让他这么做。

8 另一个约会对象, 在我急忙打开钱包掏出钱, 并提出各付各的时, 他皱起了眉头。我客气地问道: “我欠你多少钱?” 他说: “嗯, 嗯, 你真的不欠我什么, 但如果你坚持……”他显得极为尴尬。对他而言, 我要付钱的行动已传达了他被拒绝的信息。

9 在试图搞清约会的新规则时, 每个人似乎都感到困惑。谁应请谁出去? 谁应付钱? 什么时候付? 所以, 虽然我认为穿着正式地去一个传统、正式的约会是一种乐趣, 但我还是乐意去非正式的约会, 因为它给我的社交生活带来了有价值的一面。因为是非正式约会, 压力较小, 且更平等。我可以送别人玫瑰, 别人也可以送我! 非正式约会值得去做, 因为它管用。

10 所以, 我在这里等待着。没有神奇的方案可以确保他会说“好的”。我得放松, 做我自己, 并用一种没有废话的方式邀请他出去。

11 他终于到了。在悄悄地溜到他的书桌时, 他拍拍我的肩膀, 说: “嗨, 早上好啊!”

12 “早上好,” 我谨慎地回答。因为紧张, 我的心紧揪着, 可是我征服了恐惧, 问道:

“嘿, 这个周五下课后一起吃午餐, 怎么样?”

13 “你的意思是期中考试后吗?” 他用难以掩饰的热情说: “我很愿意和你一起吃午餐。”

14 我很激动, 笑得很开心, 并跟他确认: “那, 我们就定了那天啦!” “好, 就那样!” 他兴

高采烈地回答。

### Unit 5 Section A

Spend or save – the student's dilemma

1 Do you feel as confused and manipulated as I do with this question, "Should I spend or should I save?" I think that the messages we get from our environment seem to defy common sense and contradict each other. The government tells us to spend or we'll never get out of the recession. At the same time, they tell us that unless we save more, our country is in grave danger. Banks offer higher interest rates so we increase savings. Then the same banks send us credit card offers so we can spend more.

2 Here's another familiar example: If we don't pay our credit card bill on time, we get demanding, nasty emails from the credit card company saying something like: "Your failure to pay is unacceptable. Pay immediately or you'll be in trouble!" Then, as soon as we pay, we get a follow-up email in a charming tone telling us how valuable a customer we are and encouraging us to resume spending. Which depiction is correct: a failing consumer in trouble or a valued customer? The gap between these two messages is enormous.

3 The paradox is that every day we get two sets of messages at odds with each other. One is the "permissive" perspective, "Buy, spend, get it now. You need this!" The other we could call an "upright" message, which urges us, "Work hard and save. Suspend your desires. Avoid luxuries. Control your appetite for more than you truly need." This message comes to us from many sources: from school, from parents, even from political figures referring to "traditional values". Hard work, family loyalty, and the capacity to postpone desires are core American values that have made our country great.

4 But the opposite message, advertising's permissive message, is inescapable. Though sometimes disguised, the messages are everywhere we look: on TV, in movies on printed media and road signs, in stores, and on busses, trains and subways. Advertisements invade our daily lives. We are constantly surrounded by the message to spend, spend, spend. Someone recently said, "The only time you can escape advertising is when you're in your bed asleep!"

5 It's been calculated that by the age of 18, the average American will have seen 600,000 ads; by the age of 40, the total is almost one million. Each advertisement is doing its utmost to influence our diverse buying decisions, from the breakfast cereal we eat to which cruise line we will use for our vacation. There is no shortage of ideas and things to buy! Now, of course, we don't remember exactly what the products were, but the essential message is cemented into our consciousness, "It's good to satisfy your desires. You should have what you want. You deserve the best. So, you should buy it – now!" A famous advertisement said it perfectly, "I love me. I'm a good friend to myself. I do what makes me feel good. I derive pleasure from nice things and feel nourished by them. I used to put things off. Not anymore. Today I'll buy new ski equipment, look at new compact cars, and buy that camera I've always wanted. I live my dreams today, not tomorrow."

6 What happens as we take in these contradictory but explicit messages? What are the psychological and social consequences of this campaign to control our spending habits? On one hand, we want more things because we want to satisfy our material appetite. Most of us derive pleasure from treating ourselves. On the other hand, a little voice inside us echoes those upright messages: "Watch out, take stock of your life, don't let your attention get scattered. Postpone your desires. Don't fall

into debt. Wait! Retain control over your own life. It will make you stronger."

7 Anyway, many of the skills you need as a successful student can be applied to your finances. Consider your financial well-being as a key ingredient of your university education as money worries are extremely stressful and distracting. They can make you feel terrible and hinder your ability to focus on your prime objective: successfully completing your education.

8 How can you be a smart and educated consumer? Many schools, community organizations, and even some banks offer financial literacy classes. Consider consulting with your school's financial aid office or seek input from your parents or other respected adults in setting up a budget. An additional option is finding a partner to help you stay on track and find pleasure in the administration of your own financial affairs. Most importantly, if you find yourself getting into financial trouble, don't let your ego get in your way; urgently get help with tackling your problem before it spins out of control and lands you in legal troubles.

9 All this will help you become an educated consumer and saver. As you learn to balance spending and saving, you will become the captain of your own ship, steering your life in a successful and productive direction through the choppy waters.

花钱还是存钱，学生进退维谷

1 你是不是跟我一样对“我应该花钱还是存钱”这个问题感到困惑，且有被操纵的感觉？我觉得我们从生活的环境里所获得的信息似乎是有违常识、互相矛盾的。政府告诉我们要花钱，否则我们将永远走不出衰退；与此同时，他们又告诉我们，除非我们节省更多的钱，否则我们的国家会处于严重危险之中。银行提供较高的利率以增加储蓄。然后，同样是这些银行又提供信用卡让我们可以花更多的钱。

2 这里还有一个大家熟悉的例子：如果我们不按时支付信用卡账单，我们会收到从信用卡公司发来的类似这样的令人讨厌的催缴账单的电子邮件：不还款是不可接受的。请立即缴付，否则后果自负！之后，一旦还款，我们会收到一封跟进的电子邮件，语气和蔼可亲，说我们有多么宝贵的客户，并鼓励我们继续花钱。到底哪一个描述是正确的？有麻烦的失败消费者还是宝贵的客户？这两者之间可是天壤之别！

3 自相矛盾的情况还有，我们每天都收到彼此相左的两种信息。一种从“纵容”的角度，让我们“买东西，花钱，现在就得到它。你需要这个！”另外一种，我们可称之为“正直”的信息，它力劝我们：“努力工作，把钱存起来。控制你的欲望，不要买奢侈品，不要垂涎那些你并不真正需要的东西。”这类信息来源甚多，有学校方面的，有家长方面的，甚至还来自提及传统价值观的政治人物。艰苦创业，忠于家庭、能推迟欲望是美国价值观的核心，它使我们的国家变得强大。

4 但相反的信息，即那些纵容人们不断花钱的广告，无所不在。虽然此类信息有时经过了乔装打扮，但仍随处可见，电视、电影、印刷媒介和路牌、商店，及公共汽车、火车和地铁上，比比皆是。广告侵入了我们的日常生活。我们时时被包围在花钱，花钱，花钱的信息中。最近有人说：“唯一可以逃脱广告的时候是当在床上睡着时！”

5 据计算，普通的美国人到 18 岁时，会看过 60 万则广告；到 40 岁时，看过的广告总数近百万。每个广告都在尽最大努力影响我们形形色色的购买决定——从我们吃的早餐麦片到我们的假期将使用哪条邮轮线路。决不会缺少怎么花钱和买什么东西的广告！现在，我们当然不能确切地记得广告上的产品，但重要的信息已凝聚在我们的意识里：“要满足你的愿望。你应该拥有你想要的。你应该得到最好的。所以，你应该买下它——现在！”一个著名的广告诠释得很完美：“我爱自己。我是自己的好朋友。我做让我感觉舒服的事。我从精美的东西里得到乐趣，并感觉到它们给我的滋养。我过去常想着等一下再买，现在再也不会

了。今天，我会购买全新的滑雪装备，看看新型的小巧灵便的轿车，买下那台我一直想要的相机。我今天就要实现我的梦想，不会等到明天。”

6 当我们接受这些相互矛盾但很明确的信息时，会有什么事情发生呢？这种控制我们花钱习惯的宣传活动会造成什么心理和社会上的影响呢？一方面，我们希望买更多的东西，来满足我们的物质欲望。我们中的大多数通过善待自己来得到乐趣。与此同时，我们身体里面有一个微弱的声音与那些正直的信息在共鸣：“当心，要掂量掂量自己的生活，不要让注意力分散。推迟欲望。不要陷入债务。要等待！保留对自己生活的控制权。这会让你更坚强。”

7 总之，一个成功的学生所需要的很多技能可以应用到你的财务中去。把良好的财务状况看成是大学教育中的一个关键因素，因为对金钱的担忧会让人倍感压力，并让人分心。它们会让你感觉很糟糕，并阻止你专注首要目标，即成功完成学业。

8 怎样才能成为一个聪明、有相关知识的消费者呢？许多学校、社区组织，甚至一些银行都提供金融扫盲班。可以考虑向学校的财务援助办公室咨询，或向父母或其他值得尊敬的成年人请教如何建立一个预算方案。另外一个选择是找一个合作伙伴来帮你保持良好的财务状况，并在管理自己的金融事务中找到乐趣。最重要的是，如果你发现自己正陷入财务困境，不要让你的自大妨碍你，在情况变得失控并惹上法律麻烦前，赶紧寻求帮助来解决问题。

9 这一切都将帮助你成为一个拥有相关知识的消费者和储蓄者。学会了如何平衡支出和储蓄，你就会成为你自己的船长，驾驶着你的生活之船，乘风破浪，驶向成功和富有。

## Unit 5 Section B

### A \$3,000 Dictionary

1 I remember a day some years back on one of the first days of a new semester in college. People were tossing balls, passing out catalogs, and handing out free stuff. I was completely charmed by all the activity. After all, a major feature of college life is limited finances. Free stuff is like gold and I felt entitled to my share!

2 I moved closer to scout out the situation. In my mind, I heard my mother issue her famous line: "There is no such thing as free stuff!", as the student behind the table urged me to receive a brand-new dictionary. My mom's voice was quickly filtered out as I reached out to claim my gift. I was handed a form instead. Once I completed the credit card application, I was told, I would receive a free dictionary. With the confidence that a probe of my finances would reveal the sheer weakness of my profile, I completed the form and submitted it.

3 To my sheer amazement, plastic freedom made its way into my mailbox a few weeks later. At first, I was shocked that these huge credit card corporations trusted me, a struggling student holding two minimum wage part-time jobs and paying monthly installments on a purchased computer. But the credit card company seemed to know more than I did, so I accepted the card and decided it was perfect to develop my own credit like so many had done before me.

4 My first purchases were tame: a T-shirt, vitamins, or a CD as if I hadn't had the card. Soon, however, I began to buy things that I wanted. With my artificial sense of security, I bought a guitar, a fishing rod and a hunting rifle, long-stem roses for my girlfriend, a brand-new wardrobe, a sophisticated new calculator, and countless other trifles I felt I "absolutely needed". I began to accumulate debt.

5 Making matters worse, I lost one part-time job and with it my output of funds grew ever smaller, like those now long-dead roses. I began taking cash advances just to eat. There was barely enough

money from my paychecks to cover basic ongoing living expenses, and satisfying the minimum monthly payment on the card was impossible. Now, the principal balance doubled due to late payment penalties and other sanctions that the credit card issuer imposed in accordance with the contract.

6 Usually, I'm not a person who takes things too seriously. I always see the positive side of negative situations, but the gravity of my credit card debt crisis had left me in despair. My parents provided the tuition for school, so I believed it was my responsibility to take care of everything else in my life. I owed them more than I could possibly imagine, specifically their vision of a boy becoming a truly autonomous man. Now, I was letting them, and myself, down. Every time my mom called to chat, she always asked if I needed money. I knew her heart would break if I had said "Yes", so I shrugged it off and hid everything from her.

7 I began to lose interest in many activities in which I'd become involved. Friends would call and invite me for dinner, but my finances would prohibit any expenses, so I'd decline every time. I would manufacture excuses for why I always said "No" to their offers. My dirty little secret began to tear at my emotional stability. Soon, calls from friends became more infrequent, meeting new people was out of the question, and my mom began exclaiming she didn't know why she even bothered to call me. A simple matter of credit card debt caused me to drive everything I cared about from my life. I felt emotionally crippled and financially bankrupt!

8 After graduation, I finally explained my financial distress to my mother. It had been several years since my awful money issues began, so I believed the wound to be fairly well healed, but the blend of disgust and emotion I felt when I explained my credit card debt was torture. I choked on every word, and I hesitated on the number. I felt physical pain when I looked her in the eye. There was nothing more terrifying to me than exemplifying a parent's nightmare. The time had come to move toward a solution. At that moment, I felt the negativity I had brought into my life began to dissolve.

9 Recently I learned that I'm not an isolated case, not the only college student to suffer from credit card chaos. In a time of sky-high tuition costs, many students fall to the temptation of easily accessible credit cards. They are left with tremendous amounts of debt before their lives have even truly begun.

10 Credit card is not the criminal. However, there is a suspicion that credit card companies have provided students with access to debt, knowing it has the potential to ruin their future. To remedy this situation, the screening procedures must become more severe, and college campuses should be free of credit card marketers. If this does not change, many students, like myself, will suffer the consequences of the illusion of a seemingly free but staggeringly expensive \$3,000 dictionary.

价值三千美元的字典

1 我记得那是几年前的一天，是大学的新学期刚开学的日子。人们正在忙着扔球，分发目录，发放免费的东西。我完全被这些活动吸引了。毕竟大学生活的主要特点就是只能利用有限的资金，所以免费的东西就像金子一样，我觉得我理所当然也有份！

2 我走近前去察看详情。当桌子背后的那位学生怂恿我去领一本免费的全新的字典时，我的脑海里仿佛听到了母亲的那句名言：“世上绝没有免费的东西。”母亲的声音随着我伸手去索要礼物很快就被过滤掉了。然而递给我的不是字典却是一张表格。我被告知，一旦填写信用卡申请表，就会收到一本免费的字典。我确信对我财产状况的调查会暴露我在财务上的不足，所以我填了表格，并把它交了。

3 令我十分惊奇的是，信用卡竟在几个星期后寄到了我的邮箱。起初，我感到震惊，这些

庞大的信用卡公司竟然信任我这个在经济上苦苦挣扎的学生，我只持有两份拿最低工资的兼职工作，每月还在分期支付之前所买的电脑。但这家信用卡公司似乎比我更了解自己，所以我接受了信用卡，并认为它是让我建立自己的信用的绝佳机会，就如许多人已在我之前就这么做的那样。

4 我最初买的东西平淡无奇：一件 T 恤衫，一点维生素，或一盘光碟，没有信用卡时我也买这些。然而，很快我就开始买我想要的东西了。有了信用卡给我的那份虚假的安全感，我买了一把吉他，一根钓竿，一支猎枪，给我女朋友的长茎玫瑰，一个全新的衣柜，一个精密的新计算器，和无数其他我觉得“非要不可”但却是毫无价值的东西。我开始累积债务了。

5 更糟的是，我失去了一份兼职工作，这样我能使用的资金就如那些凋零的玫瑰一样，越来越少。我开始为了吃饭而预支现金。我的薪水勉强够维持基本生活费，我无法还信用卡的每月最低支付额。现在，由于信用卡发行公司按照合同规定对逾期还款进行了罚款，再加上其他惩处，我所欠余额增加了一倍。

6 通常情况下，我不是一个把什么都太当回事的人。我总会在消极的情况下看到积极的一面，但我严重的信用卡债务危机使我感到绝望。我的父母为我提供了学费，所以我认为照料好我生活中的其他一切是我的责任。我欠他们的比我能想象的更多，说得明确些，我辜负了他们盼望一个男孩能成为一个真正有自主能力的男人的期望。现在，我让他们和我本人失望了。每次我妈妈打电话来跟我闲聊，总会问我是否需要钱。我知道如果我说“是”，她的心会碎掉的，所以我装作满不在乎，对她隐瞒了一切。

7 我开始对我以往热衷的很多活动失去兴趣。朋友们打电话来邀请我去吃饭，但我的财务状况使我不能花任何钱，所以我每次都拒绝。我会编造借口来解释为什么我对他们的提议总是说“不”。我那见不得人的小秘密开始扰乱自己的情绪。不久，朋友的电话变少了，也不可能结识新朋友，我妈妈也开始感叹她不知为什么还要费心给我打电话。信用卡债务这一简单的事件让我不得不将我所在乎的一切都从我的生活中驱逐出去。我已精神崩溃，且财务破产！

8 毕业后，我终于向母亲解释了我的财务困境。我那可怕的金钱问题从开始至今已好几年了，所以我以为伤口愈合得相当不错了，但是当我向母亲解释我的信用卡债务时，对自己的厌恶感和所感到的尴尬合并成一种折磨。我哽咽着说出每一个字，并迟疑地扳出具体数字。当我看着她的眼睛时，我感到了身体上的痛苦。对我而言，没有什么比成为父母噩梦的实例更可怕。是解决问题的时候了。在那一刻，我觉得我给生活带来的消极面开始消散。

9 最近我才知道，我不是一个孤立的事件，不是唯一遭受信用卡之苦的大学生。在学费高昂的时代，很多学生都会受到轻而易举就可获得的信用卡的诱惑。在他们的生活甚至还没真正开始之前，他们已债台高筑。

10 信用卡无罪。然而，令人怀疑的是信用卡公司明知债务有可能断送学生的未来，却为他们提供了债务缠身的通道。为了改变这种情况，信用审查程序必须变得更加严格，大学校园不准有信用卡营销。如果这个不改变，很多学生就会像我一样，遭受看似免费但却高达 3,000 美元的字典的假象所带来的后果。

## Unit 7 Section A

### Women at the management level

1 When Monica applied for a job as an administrative assistant in 1971, she was asked whether she would rather work for a male or a female attorney. "I immediately said a man," she says. "I felt that

a male-boss / female-employee relationship was more natural, needing no personal accommodation whatsoever." But 20 years later, when she was asked the same question, she said, "I was pleasantly surprised that female bosses are much more accessible to their employees; they're much more sensitive and intimate with their employees."

2 Female bosses today are still finding they face subtle resistance. There is still a segment of the population, both men and, surprisingly, women who report low tolerance for female bosses. The growing presence of female bosses has also provoked two major questions that revolve around styles: Do men and women manage differently, and, if so, is that a good thing?

3 Monica is disposed to think so, on both counts. Now a 40-year-old mother of four, she is president of a public sector labor union with 45,000 members. "Relations with my employees are probably different from those of male managers preceding me," she says. "I know what it's like to have to call and say my kid got the mumps so I won't be coming in. I have a more flexible style – not soft, just more understanding." The man who is Monica's assistant agrees, "She tends to delegate more and is always looking for a consensus. People are happy and flourish because they have an input into decisions and they are not mere bystanders; their energies are harnessed. On the other hand, consensus takes longer."

4 So, are the differences symbolic or real? Plausible studies suggest that men are typically hierarchical, goal-oriented and feel entitled. Women, by contrast, manage diplomatically, and share power. That point of view is often challenged and argued. Some proclaim that men and women of similar backgrounds, experience and aspirations basically manage in the same way. This view is echoed by younger women, especially those who have encountered little gender discrimination. That was certainly the lesson for Nicole. When her father died of a heart attack, she was an employee at a petroleum products export company. She quit and took over her family's 160-acre fruit farm in St. David's County. On her first day in the field, a worker called her "darling". "He was trying to test me. I was shaking with anger," says Nicole, now 34. "I stood erect and said, 'You wouldn't have called my father darling and you're not going to take that liberty with me. If you do, I'll fire you.'"

5 When women work for women, a different dynamic often takes over. Susan, a cashier in a Toronto auction house, says that she has explored friendships with some of her female bosses and feels she can rely on them more. While women may feel more at ease with a female boss, men often have to make concessions to the new working styles. Brian, a marine biologist, says, "It took me a couple of years before I felt comfortable enough to relax around a female manager. In fact, my relations with her were much more businesslike."

6 To some extent, the male-female differences come down to conflicting styles. One female vice-president discussed the time she burst into tears during a meeting. "Men think that tears are a nuclear weapon in a conventional war. They take exception to a woman crying, inferring that she's feeling unhappy or violated." The men failed to understand that what prompted her tears was not hurt but genuine rage. "When we cry, it's because we have all this valid rage that has no appropriate release," she says. "Women cry; men get relief by going on with the offense or by veiling their feelings to appear composed."

7 Deborah, president of a firm with its headquarters in Toronto, says that even if men do understand, they sometimes react differently to the identical information and to her cooperative management style.

8 Deborah says that her authority is sometimes undermined by perceptions about her gender. "It stems from the whole social context of traditional roles for men and women," she says. "Mom would



tell you to do things, but perhaps you wouldn't take as much notice as when Dad told you to do things. Men also have a stronger urge to control," she says.

9 For female bosses, the great expectation of some female employees is one more obstacle. Junior women assume a female boss will promote them more quickly than a man would. But, they also expect female bosses to be more self-sufficient. "They ask, 'Why can't you scan your own stuff?' or 'Why can't you do your own filing?'" says one senior female executive.

10 On the other hand, there is no dispute that a few decades ago they would rarely have had a female boss in the workplace. Nina, a management consultant says she's vaguely optimistic. "I'm looking forward to the day, before I die, when we recognize that the best management styles will be composed of the best that both genders bring to the table ..." Well, she pauses, maybe not before she dies, perhaps in her daughter's lifetime.

女性管理者

1 当莫妮卡 1971 年申请一个行政助理的工作时,有人问她想与男律师共事还是与女律师共事。“我马上说想与男律师共事,”她说。“我认为男老板和女雇员的关系更自然,丝毫不需互相调整。”但 20 年后,有人问她同样的问题时,她说:“令我感到惊喜的是,对员工来说,女上司更容易接近,她们更能理解人,与员工更亲密。”

2 今天的女上司仍然发现,她们面临着不易察觉的阻力。还是有一部分人——有男性,令人惊讶的是还有女性——说很难忍受为女性工作。女上司的不断涌现,也引出了与工作方式有关的两个主要问题:男人和女人管理风格不同吗?如果有不同,是一件好事吗?

3 莫妮卡对这两个问题都持肯定的意见。莫妮卡现在 40 岁,有四个孩子,并且是一位拥有 45,000 名成员的公共部门工会的主席。“我与员工的关系可能跟在我之前的前任男性主管不同,”她说。“我知道当有人不得不打电话来说孩子得了腮腺炎而不能来上班是一种什么样的状况。我的风格更灵活,这不是软弱,只是多了一点理解。”莫妮卡的男助理表示赞成:“她往往放权更多,并总是寻求共识。大家都很开心,也有成就感,因为他们参与了决策,而不是单纯的旁观者。他们的能量得到了利用。当然从另一方面看,通过协商而达成一致意见需要的时间要长一些。”

4 那么,这种差异是象征性的还是实质性的呢?可靠的研究指出,男人通常有等级观念,以目标为导向,喜欢有权力的感觉。相反,女人则是灵活变通的,愿意分享权力。这一观点往往受到质疑和争论。有人宣称,有类似的背景、经验和抱负的男女,基本上管理方式相同。那些年轻女性,特别是很少遭受性别歧视的女性,也是这样认为的。妮可尔无疑从中得到了教训。当她的父亲因心脏病去世时,她是一家石油产品出口公司的雇员。她辞了职,接管了她家在圣大卫县 160 英亩的果园。她第一天出现在果园时,一名工人称她为“亲爱的”。“他是想试探我。我气得发抖,”现年 34 岁的妮可尔说。“我挺直腰板站在那里跟他说:‘你不会称我父亲亲爱的,所以你也无权这样称呼我。如果你再这样做,我会解雇你。’”

5 当女性为女上司工作时,往往会用一种不同的工作和交流方式。苏珊是多伦多一家拍卖行的收银员,她说,她与一些女上司建立起了友谊,她感到她们更能够依靠。虽然女性可能会觉得与女上司相处时更自然,男性却往往不得不作出改变以适应女上司新的工作方式。海洋生物学家布赖恩说:“我花了几年时间才能在与女经理共事时感到轻松自如。事实上,之前我与她的关系更多只是一种务实的工作关系。”

6 从某种程度上说,男女之间的差异归根结底是工作方式的冲突。一位女副总裁谈到她在一次会议上忍不住落泪的经历时说:“男人认为女人的眼泪就是常规战争中的核武器。他们对女人的哭泣很不满,认为她们是感觉不愉快或受到了侵犯。”男人不明白,促使她掉泪的

不是因为受到伤害，而是真正的愤怒。“我们哭泣是因为我们所有这一切合理的愤怒没有适当的地方释放，”她说。“女人通过哭来释放情绪，男人通过继续冒犯或掩盖自己的情绪以显示镇定自若来释放情绪。”

7 德博拉是一家总部在大多伦多的公司的总裁，她表示，即使男人明白是怎么回事，有时他们对同样的信息、对她的合作型管理风格也会有不同的反应。

8 德博拉说，她的权威有时因性别观念作祟而受到损害。“这源于整个社会对男性和女性的传统角色的界定，”她说。“妈妈会让你做事情，但也许你不会像爸爸让你做事情那样在意。男人也有更强的控制欲。”她说。

9 对女上司来说，一些女员工过高的期望是另一个障碍。职位较低的女员工认为女上司会比男上司更迅速地提拔她们。但是，她们也希望女上司能揽下更多的事。一位资深的女主管说：“她们会问，‘为什么你不能自己扫描文件？’或‘为什么你不能自己整理文件？’”

10 另一方面，几十年前人们工作的地方几乎不可能有女上司，这一点毫无争议。管理顾问尼娜说自己审慎乐观。“我期待某一天，在我临死之前，我们会意识到最好的管理风格是由男女双方带来的最佳组合……”嗯，她停顿了一下，可能不是在她去世之前，也许在她女儿的有生之年会实现吧。

## Unit 7 Section B

### A proud homemaker

1 When hearing the word housewife, what comes to your mind? For many people, it's a picture of domestic discontent. Critics of the housewife style in the 1950s seem to find it disgusting that a woman should make it her life's work to raise children, clean dishes, and make homemade meals, creating a healthy, happy home. Are we so afraid of going backward that we're too quick to condemn a different lifestyle?

2 I remember my own working days before I settled down as a full-time homemaker. For the duration of time that I was working full time, I came home late, heated up a prepackaged dinner for my family, and busied myself with housework until crawling into bed each night, exhausted. My calendar overflowed with little quality time for family or myself. I experienced the same situation growing up in a household with two working parents. My childhood was spent fussing over daily household tasks, trying to keep control before all the work could be compounded and get out of control. I appreciate my parents' hard work, but a childhood only lasts a short while before it's gone forever. I can't in good conscience let my children look back and wish we had spent less time folding wrinkled clothes and more time together as a family.

3 From my time in the workforce, I know how tiring and stressful a 9 to 5 grind can be. I love being able to support my husband when he comes home from work, yawning and exhausted. I get extra joy knowing that arriving to a clean, relaxing house and having a delicious meal are therapy for his stress. Even more importantly, he did many fragments of my job when I was away on business trips: He took care of the house, the children and every detail. So, he knows that my job as a housewife is a tough, demanding 24 / 7 job. This joint understanding and respect makes our current arrangement a joy to live with and a good example for our children.

4 When I first converted to being a housewife, unemployment was embarrassing. However, now I know it's wrong to think of a housewife as anything but challenging and important. My daily life is comprised of making breakfast, lunch, and dinner for my family, vacuuming the interior of the household, doing laundry and dishes, taking care of the lawn and garden, and working on my

journalism skills. My life resembles the 1950s conservative housewife in the modern world, but I don't feel an ounce of discontent. Cooking, for example, is one of my passions, and I can include hobby into my daily life. Every day, I reject packaged meals full of preservatives and unhealthy ingredients in favor of good, oven-cooked vegetables and protein. I enjoy the process of cooking as well as the result. My loved ones have more energy, better moods, and we've lost some weight in the process. Furthermore, I finish my work early and can spend time in the evenings sitting on the couch talking with my family or playing board games rather than bouncing around cleaning.

5 Of course, I don't receive an income for my hours of hard work, but my husband and I are a team, and we decided democratically that we would rather enjoy living a life with more family time and less money. We've had to trim the unnecessary things and learn to tolerate living without. Trying to explain the difference of income and lifestyle to our children was a particularly difficult episode. Fortunately, I have kept a part-time job writing for medical periodicals to supplement our income.

6 Some critics of our lifestyle think that I'm unique in enjoying my home life, but it's not the case. Overseas, millions of people work from home while still caring for the family. Women in Europe and Asia exert themselves to have a career and still love being housewives. It's becoming too common to substitute "househusbands" for "housewives" around the world as more women join the workforce.

7 Why is it so common to think that women are oppressed and discontented when working to provide for their families' happiness? Must everyone receive happiness in the same way, working long hours outside the home? I am revolted by the notion that I must be depressed or unfulfilled because my husband and I have chosen to live in a more old-fashioned setting. I don't suggest that this is the only way, or even the best way, to manage every family. However, I swear that it's the best lifestyle for me and my family. Every day, I work harder than I did at my old job and I find that I have more happiness and dignity than I did before. Consider this: In the future, when a woman answers that she is a housewife, you should avoid discrimination and give her a high five instead of showing pity or giving her a boring glance.

自豪的家庭主妇

1 当听到“家庭主妇”这个词时，你想到的是什么？对许多人而言，“家庭主妇”的形象就是对家务琐事充满抱怨不满。19 世纪 50 年代的家庭主妇毕生的工作就是养孩子，洗盘子，做饭，创建一个健康、快乐的家庭，批评家对这样的生活极其反感。我们是不是因为太害怕倒退而过快地去谴责不同的生活方式呢？

2 我记得我自己工作的那会儿，那是在我安心当全职家庭主妇以前的事。在我干全职工作的那段期间，我回家很晚，为我的家人加热了包装食品作为晚餐后，就忙于家务，每天晚上直到疲惫不堪才爬上床。我的日程表排得满满的，几乎没有全心照顾家人或自己的宝贵时间。我生长在一个父母是双职工的家庭，所以我的成长经历了类似的情况。为努力使情况不恶化或失控，我的童年是在紧张忙碌的家庭事务中度过的。我感谢我父母的辛劳，但童年只是人生一个瞬间，一去不复返。扪心自问，我不能让我的孩子们回头看时，后悔当初没有少花点时间折叠打皱的衣服，而有更多的时间陪伴家人就好了。

3 在我工作的那段时间，我了解到朝九晚五的苦差事是何等劳累和紧张。我很高兴在我的丈夫打着呵欠、疲惫不堪下班回家时能给他支持。当我知道回到一个干净舒适的家和吃上美味佳肴能舒缓他的压力时，我感到格外的喜悦。更重要的是，当我之前出差离家时，他帮我做过许多零碎的家务：照料房子、照看孩子、关注一切细枝末节。正因为此，他了解到家庭主妇是一个要每周干 7 天每天干 24 小时的艰苦且要求高的工作。这种共同的理解

和尊重，使我们目前的生活充满了喜悦，也为我们的孩子树立了一个很好的榜样。

4 当刚开始转换角色成为家庭主妇时，我感到了失业的尴尬。不过，现在我知道那种认为家庭主妇的工作一点都不具挑战性和重要性的想法是大错特错的。我的日常生活包括为我的家人准备早餐、午餐和晚餐，打扫房间，洗衣服，刷碗，照料草坪和花园，并努力提高新闻工作所需的技能。我的生活就像现代版的 20 世纪 50 年代保守家庭主妇的生活，但我不觉得有丝毫不满。例如，烹饪是我所热衷的，我可以把业余爱好用到我的日常生活中。每天，我拒绝使用含防腐剂和 unhealthy 成分的包装食物，而是做健康的、用炉子烧熟的蔬菜和蛋白质食物。我喜欢烹饪的过程，也享受自己做的菜。我的亲人有更多的精力，更好的心情，在此过程中，我们的体重也有所下降。此外，我早早地完成了我的工作后，就可以在晚上有时间坐在沙发上与我的家人说话或玩棋盘游戏，而不是跳上跳下地做清洁工作。

5 当然，我的辛勤工作没有任何收入，但我和我丈夫是一个团队，我们通过协商决定，我们宁愿少一点钱，但要与家人有多一点在一起的时间享受生活。我们已削减了不必要的开支，学习忍受没有丰富物质的生活。给孩子们解释收入降低和生活方式改变是件特别困难的事。幸运的是，我还保留了一份给医学期刊撰稿的兼职工作，用来贴补我们的收入。

6 一些批评我们这种生活方式的人们认为，我享受这种家庭生活只是个例，但事实并非如此。海外数以百万计的人在家工作的同时，还照顾着家庭。欧洲和亚洲的妇女奋发向上，她们有事业，但仍然喜爱当家庭主妇。在世界各地，随着更多的妇女成为职业女性，“家庭主夫”替代“家庭主妇”这一现象变得极其普通。

7 为什么这么多人认为，妇女在为她们的家庭幸福而工作时，一定是受到压制和感到不满的呢？每个人都必须以同样的方式——在外面工作很长时间——来获得幸福吗？有人认为我肯定很压抑或没有成就感，因为我丈夫和我选择了一种更过时的生活方式，这样的想法让我感到很震惊。我不是在暗示这是经营家庭的唯一的方法，我更不是说这是最好的方式。不过，我发誓，对我和我的家庭来说这是最好的生活方式。我日益努力，也发现自己比以前更幸福，更有尊严。记住，以后当一个女人回答她是一位家庭主妇时，你不应歧视她，要与她击掌喝彩，而不要显露怜悯之情或以让人厌烦的眼光看她。

## Section B (10%) : 中译英

### Unit 2

近年来，随着互联网技术的发展，我国的数字化教育资源建设取得了巨大的成就。很多高校建立了自己的数字化学习平台，数字化教学在教育中发挥着越来越大的作用。和传统教学方式相比，数字化教学方式有很大的优势。一方面，数字化教学使教学资源得以全球共享；另一方面，它拓展了学习者的学习时间和空间，人们可以随时随地通过互联网进入数字化的虚拟学校学习。这使得人类从接受一次性教育走向终身学习成为可能。

In recent years, with the development of Internet technology, the construction of digital education resources of our country has made great achievements. Many universities have set up their own digital learning platforms, and digital teaching is playing an increasingly important role in education. Compared with the traditional way of teaching, the digital way has a lot of advantages. On one hand, digital teaching makes global sharing of teaching resources possible ; on the other hand, it expands the learner's study time and space to learn, allowing people to get access to the digital virtual schools through the Internet anytime and anywhere. These advantages make it possible for people to shift from one-time learning to lifelong learning.

### Unit 3

孝道 (filial piety) 是中国古代社会的基本道德规范 (code of ethics)。中国人把孝视为人格之本、家庭和睦之本、国家安康之本。由于孝道是儒家伦理思想的核心,它成了中国社会千百年来维系家庭关系的道德准则。它毫无疑问是中华民族的一种传统美德。孝道文化是一个复合概念,内容丰富,涉及面广。它既有文化理念,又有制度礼仪 (institutional etiquette)。一般来说,它指社会要求子女对父母应尽的义务,包括尊敬、关爱、赡养老人等等。孝道是古老的“东方文明”之根本。

Filial piety is the basic code of ethics in ancient Chinese society. Chinese people consider filial piety as the essence of a person's integrity, family harmony, and the nation's wellbeing. With filial piety being the core of Confucian ethics, it has been the moral standard for the Chinese society to maintain the family relationship for thousands of years. It's undoubtedly a traditional Chinese virtue. The culture of filial piety is a complex concept, rich in content and wide in range. It includes not only cultural ideas but also institutional etiquettes. Generally speaking, it refers to the obligation of children to their parents required by the society, including respect, care, support for the elderly and so forth. Filial piety is fundamental to the ancient "Oriental civilization".

### Unit 4

农历七月初七是中国的七夕节 (Qixi Festival), 是中国传统节日中最具浪漫色彩的一个节日。一些大的商家每年都举办不同的活动, 年轻人也送礼物给他们的情人。因此, 七夕节被认为是中国的“情人节” (Valentine's Day)。七夕节来自牛郎与织女 (Cowherd and Weaving Maid) 的传说。相传, 每年的这个夜晚, 天上的织女都会与牛郎相会。所以, 在七夕的夜晚, 人们可以看到牛郎织女在银河 (the Milky Way) 相会。姑娘们也会在这一天晚上向天上的织女乞求智慧, 以获得美满姻缘。但随着时代的变迁, 这些活动正在消失, 唯有标志着忠贞爱情的牛郎织女的传说一直流传民间。

July 7th on the Chinese calendar is Chinese Qixi Festival, the most romantic of all the traditional Chinese holidays. Every year, some big businesses organize various activities, and young people send gifts to their lovers. As a result, the Qixi Festival is considered to be Chinese "Valentine's Day". The Qixi Festival is derived from the legend of Cowherd and Weaving Maid. The legend holds that on this particular night every year the Weaving Maid in heaven meets with Cowherd. So, people can see Cowherd and Weaving Maid meeting in the Milky Way on the night of Qixi. On this night, girls would also beg Weaving Maid for some wisdom for a happy marriage. But, with the changing of times, these activities are diminishing. All that remains is the legend of Cowherd and Weaving Maid, a sign of faithful love, continuously circulated among the folk.

### Unit 5

丝绸之路 (Silk Road) 是我国古代一条连接中国和欧亚大陆 (Eurasia) 的交通线路, 由于这条商路以丝绸贸易为主, 故称“丝绸之路”。作为国际贸易的通道和文化交流的桥梁, 丝绸之路有效地促进了东西方经济文化交流和发 展, 对世界文明进程有着深远影响。当前, 在新的历史条件下, 我国提出了“一带一路”倡议 (the Belt and Road Initiative) (即“丝绸之路经济带”和“21 世纪海上丝绸之路”)。“一带一路”以合作共赢为核心, 强调相关各国的互利共赢和共同发展。这一倡议一经提出即受到沿线各国的积极响应。

The Silk Road is a traffic route in the ancient times connecting China and Eurasia. This trade route focuses on the trade of silk, hence the name "the Silk Road". As an international trade channel and a bridge of cultural exchanges, the Silk Road effectively improved the economic and cultural exchanges and development between the East and the West, exerting a profound impact on the progress of the world civilization. Nowadays, under the new historical circumstances, our country proposes the strategy of "One Belt, One Road" (namely the Silk Road Economic Belt and the 21st-century Maritime Silk Road). The strategy of "One Belt, One Road" focuses on cooperation and mutual benefits, emphasizing mutual benefits, win-win, as well as common development of the related countries. Once proposed, the strategy has received positive responses from the related countries along the road.

## Unit 7

中国是丝绸的故乡，因而有很多与丝绸相关的艺术，刺绣（embroidery）就是其中的一种。刺绣是中国民间传统手工艺之一，至少有两三千年的历史。从事刺绣的多为女子，因此刺绣又被称为“女红”（women's needlework）。刺绣在中国受到了人们广泛的喜爱。刺绣可用来装饰衣物，如在衣服、被子、枕套（pillowcase）等物品上绣上美丽的图案，也可制作成特别的饰品（ornament）。中国有四大名绣：苏州的苏绣、广东的粤绣、湖南的湘绣以及四川的蜀绣。各种绣法不仅风格有差异，主题也各有不同。在这其中，苏州的苏绣最负盛名。

China is home to silk, thereby having a variety of arts related to silk, one of which is embroidery. Embroidery, with at least two or three thousand years of history, is one of the Chinese traditional folk arts and crafts. Since most embroiderers are women, it's also called "women's needlework". Embroidery has been much-loved by the Chinese people. It can be used to beautify clothing and things. For example, clothes, quilts, pillowcases etc. can be embroidered with beautiful designs, or a piece of embroidery can be made for a special ornament. There are four most famous types of embroidery in China: Suxiu from Suzhou, Yuexiu from Guangdong, Xiangxiu from Hunan, and Shuxiu from Sichuan, each having its own style and theme. Among the four, Suzhou embroidery has enjoyed the highest reputation.

## 中译英 新融合大学英语教程 2

### Unit 1 翻译练习参考答案

- 我可以粗略估计一下你所需的木材量。(estimate)  
I can give you a rough estimate of the amount of wood you will need.
- 他克制住了自己，没有在公开场合批评政府最近的糟糕表现。(refrain from)  
He has refrained from criticizing the government in public about its recent poor performance.
- 自从这条左侧的公路支线路通车后，城里来往车辆就略为减少了。(drop off)  
Traffic in the town has dropped off slightly since the minor road on the left opened.
- 人们往往会怀疑自称专家的人。(be suspicious of)  
People are suspicious of those who claim to be experts.
- 新的系统将与现有的设备相互兼容。(be compatible with)  
The new system will be compatible with the existing equipment.
- 在最初发展和持续维护期间，我们曾遇到许多问题。(initial, ongoing)

During the initial development and ongoing maintenance, we have encountered many problems.

### Unit 2 翻译练习参考答案

1. 这一发现被视为一项至关重要的突破。(crucial, perceive)  
This discovery was perceived as a crucial breakthrough.
2. 在公共汽车上, 米歇尔被两个胖子挤在中间, 苦恼极了。(nasty, sandwich between)  
Michelle had a nasty feeling when she was sandwiched between two fat men on the bus.
3. 我同情他, 就把钱借给他去调养脚伤。(take pity on somebody, nurse)  
I took pity on him and lent him money to nurse his foot injury.
4. 侦探们可以从几段零星的谈话中推断出作案的人。(deduce, snatch)  
Detectives can deduce from snatches of conversation who have committed the crime.
5. 他没完没了的抱怨让我们忍无可忍, 他的老板也眉头紧锁。(strain, frown)  
His constant complaints were straining our patience, and his boss gathered his brows into a frown.
6. 我无意中听到两个女孩用嘲讽的语气在谈论这个小丑。(overhear, mocking)  
I overheard two girls talking about the clown with a mocking voice.

### Unit 3 翻译练习参考答案

1. 血库当时表示, 通过输血感染艾滋病的概率是一百万分之一。(one in a million)  
Blood banks at the time said the chance of contracting AIDS through blood transfusions was one in a million.
2. 他们推断, 这项计划不仅使得支付变得复杂, 效率变得低下, 还会引起那些不习惯刷信用卡的顾客们的不满。(accustom to)  
Their reasoning was that this plan would not only complicate payments, slow service, but also annoy customers who weren't accustomed to credit card-only sales.
3. 急诊室里挤满了受害者、他们的家人以及记者。(pack with)  
The emergency room was packed with victims and their families, along with journalists.
4. 时光飞逝, 城市日渐兴旺, 农业为工业化让路。(as years fly by)  
As years fly by, the city around us developed and agriculture gave way to industrialization.
5. 她一直盯着这本欧洲宪法, 眼都不眨一下, 就像看到鬼了一样。(stare at; without batting an eyelash)  
She stared at the European Constitution without batting an eyelash, as if she'd just seen a ghost.
6. 当孩子们彼此变得无礼并开始失控的时候, 父母不要直接用胶带在他们嘴上贴个大大的"X", 而可以去问他们是否遵守了他们的家庭价值观念。(get out of control; make a big X)  
When the children were rude to each other and started to get out of control, instead of making a big X with tape over their mouth directly, parents may ask them if they were respecting their family values.

### Unit 4 翻译练习参考答案

1. 你可以近距离观察飞机的起降。(at close quarters)  
You can watch aircraft take off or land at close quarters.
2. 和他谈过话的人中没有一个人怀疑他作为一个政治家的诚意。(sincerity)  
Nobody that he spoke to doubted his sincerity as a politician.
3. 在此世间, 你无法做到绝对的中立。(neutral)

You cannot be completely neutral in this world.

4. 经常锻炼可以增强心脏机能,从而减少心脏病发作的危险。(thereby)

Regular exercise strengthens the heart, thereby reducing the risk of heart attack.

5. 法官称那次袭击为令人发指的罪行。(abominable)

The judge described the attack as an abominable crime.

6. 所有的人都应该去探寻和感知大自然之美。(become acquainted with)

All the people should seek to become acquainted with the beauty in nature.

### Unit 5 翻译练习参考答案

- 1、违章建筑拆掉了,取而代之的是一条商业街。(tear down)

The illegal buildings were torn down and replaced by a commercial street.

- 2、如果你现在课上不认真听讲,课后你做作业时将会弄得一团糟,毫无头绪。(mess up)

If you are not listening carefully in class now, you will mess things up when you do your homework.

- 3、由于周末无事可做,他整天以背后议论他人为乐趣。(tattle on)

Because he had nothing to do on weekends, he spent plenty of time tattling on others for fun.

- 4、她计划来年努力准备,争取考上哈佛大学。(go out for)

She plans to go out for the access to Harvard University next year, so she spares no efforts in achieving it.

- 5、尽管他这学期非常努力,但还是没能取得全班第一。(make the spot)

Although he worked very hard this semester, he still failed to make the top spot on the list of score in the class.

- 6、那个乞丐除了一身破烂衣服,一无所有。(on top of)

On top of the shabby clothes, the beggar has nothing.

### Unit 6 翻译练习参考答案

1. 在阅读了一些经典文学著作之后,我很想和我的论文导师分享我的看法。(literary, feel compelled to)

Having read some classic literary works, I feel compelled to share my views with my supervisor.

2. 但是有个重大问题依然存在:这份手稿到底是毫无意义的鬼画符,还是隐藏着信息?(crucial, manuscript)

But a crucial question remains: Does the manuscript contain only meaningless handwriting or a coded message?

3. 当你渐渐入睡的时候,你的眼睛会开始微微转动,你的体温也会有一些轻微下降,你的四肢将会伸展开来,同时你的呼吸将会放慢并且变得相当有规律。(drift off, stretch out)

When you drift off into slumber, your eyes will roll about, your temperature will drop slightly, your arms and legs will stretch out, and your breathing will slow down and become quite regular.

4. 他的一生都献给了对癌症起因的研究,有资格受到我们的尊敬和感谢。(devote, gratitude)

His whole life has been devoted to studying the origin/cause of cancer, which deserves our respect and gratitude.

5. 研究显示倔强的特质能使人应对生活中最严峻的挑战。(reveal, trait, stubbornness)

The study reveals that the trait of stubbornness can keep people going through the toughest challenge of their lives.



6. 他的形象已经由一个酗酒的流浪汉彻底地转变成一位忠诚的丈夫和慈爱的父亲。(image, transform)

His image has thoroughly transformed from a hard-drinking sundowner to a devoted husband and father.

#### Unit 7 翻译练习参考答案

1. 我很快察觉到她的语气里暗含谴责。(discern, accusation)

I quickly discerned that there was a hint of accusation in her voice.

2. 这些商界领袖和名人向那所医院捐赠了数千英镑。(celebrity, endow)

These business leaders and celebrities endowed the hospital with thousands of pounds.

3. 一想到她，我总是会想起她迷人的微笑。(associate with, alluring)

I always associate the alluring smile with her.

4. 每个人都有权发表自己的意见，因此，我不能阻止她去评论穿低腰裤的人。(entitle somebody to something, deter, low-slung)

Everyone is entitled to their own opinion, thus, I cannot deter her from commenting on someone in low-slung pants.

5. 自从她的同学都避开她，她就老为自己身材胖而感到难为情。(shun, self-conscious)

She has always been self-conscious about being so fat since she was shunned by her classmates.

6. 这条旅游路线将不会受到天气的影响。(trail, impervious)

The tourist trail would be impervious to weather.

#### Unit 8 翻译练习参考答案

1. 研究表明，男孩比女孩更容易在高中辍学。(drop out of)

Studies show that boys are more likely to drop out of high school than girls.

2. 我们必须在两周内找到解决这个难题的办法，否则整个工程都将失败。(figure out)

We must figure out how to solve this difficult problem within two weeks, otherwise the whole project would be endangered.

3. 唯有他意识到眼前存在的问题，还提出了一系列建设性的方案。(on the horizon)

He was the only person who was aware of the issues on the horizon, and developed a series of constructive scenarios.

4. 尤西姆将利齐从机场接到酒店，然后和她共进丰盛的晚餐。(pick up)

Useem picked up Lizzy at the airport, drove her to the hotel, and had a hearty dinner together.

5. 在这阴冷潮湿的天气里，我们只能蜷缩在火堆旁，无精打采的。(huddle up)

In these gloomy and cold days, we could only huddle ourselves up by the fire, unanimated.

6. 我仔细看才发现她今天穿了姐姐的衣服出门。(do a double-take)

I did a double-take when I saw her dressed in her sister's clothing.