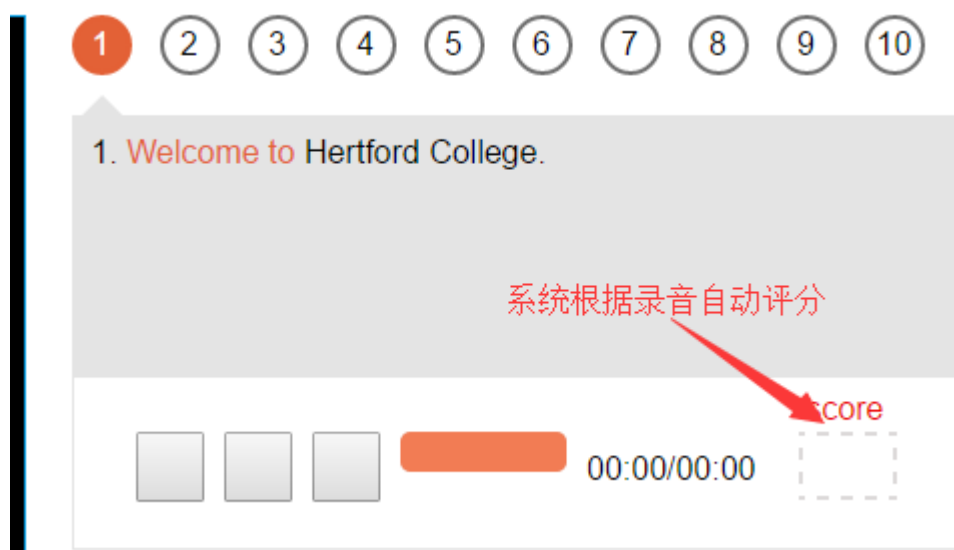


视听说使用帮助

视听说分为几类题目

1. 听说题 系统根据录音自动进行评分并记录成绩。因为学校麦克风部分损坏，部分教师不计分。



2. 客观题 一般为选择题、勾选题、排序题及短语单词填空题，系统根据标准答案自动评分并计入总分，为必做题目，将作为单元平均分的一部分。

3. 主观题 提交后提示 Done with this activity. 一般为自行输入大段的文字或语句，或者为语音部分的题目。此部分题目系统不进行评分，教师如不主动评分，默认计分 0 分。本校教师一般不记录本部分的分数，直接点击提交即可，无需做题。本答案给出了部分主观题目的参考答案。

4. Unit Test 每单元的单元检测部分，一般为选择题，最终得分占单元平均分比重较大。

5. 备注。练习系统会记录你在线练习的总时长，不过一般教师不会查看这个时间，请大家不要全部抄答案，合理调整分数。英语口语课视听说仅占一部分分数，还有一部分是口语对话测验的分数，一般由口语老师在口语课最后一节课进行。剩余部分为英语精读课的平时分以及英语的结课期末考试笔试考试。

******口语老师应该已经告诉大家需要做哪些题目了。本答案主观题部分答案均为仅供参考的答案，主观题目如不必须就不要写了。

新标准大学英语（二版）视听说 2

Unit 1

Outside view > 1 2 3

Key: 3、5

Outside view > 1 2 3

Keys:

Voice-over: Harvard University in Cambridge is (1) (one of the best) universities in the world. We spoke to Alex Jude, the university's Head of Communications. He explained that Harvard looks for the best and most (2) (talented students) from around the world.

Alex: Harvard actually seeks students from around the world, the best students that we can find, to, er, study chemistry, or study literature, or er, study government, or business. Our business school is particularly (3) (well-known / well known) around the world, as is the medical school and law school, so, um, and, and the Kennedy School of Government, or the John F Kennedy School of Government, so, er, we do seek very, very talented students and we have (4) (open doors) for them.

Voice-over: We asked five students at Harvard to tell us what kind of social life they have.

Ashley: Um, well, relaxing is a little hard to do around here, but basically, I mean, I still, I, I live nearby anyway, so I see a lot of my friends, and ... Um, there's a (5) (good social life) here if you look for it. I go to the gym, run. So that's what I do.

Adam: It's, it's whatever you (6) (want it to be). It's good. If you wanna go out party, do anything you can. If you wanna sit in your room and study all night like my friend over here, you can also do that.

Brian: Socially, like he said, it's, it's a lot of what you make it. Um, we don't have fraternities here, and so, you know, that's, it's obviously not as social. There's not as many parties as there would be (7) (on another campus). Um, but on a Friday or Saturday night, there, there, there will be a party. Usually we end up studying until about ten o'clock. And then we, and then we'll go out and have fun maybe, or just watch a movie with friends, or, you know, whatever is going on for the night.

Jodie: Not everyone would agree with me, obviously, but it's, I think it's a (8) (fun place) to be.

Interviewer: Have you made a lot of friends?

Jodie: Oh, definitely.

Interviewer: Mm.

Jodie: Many.

Interviewer: What, what do you do with your friends?

Jodie: Um, well, I like to (9) (go to concerts). I'm in three music groups, so I have lots of rehearsals (10) (during the week) for that. Um, just do, you know, some fun things, on the weekend.

Outside view > 1 2 3

1. library system online

2. three / 3; four / 4)

3. Brian

4. leisure purposes

5. the libraries

News report > 1 2

B、C、D

News report > 1 2

C、A

Passage 1 > 1 2

| | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| 1 | | ✓ | | | | |
| 2 | | | | | | ✓ |
| 3 | ✓ | | | | | |
| 4 | | | | | ✓ | |
| 5 | | | ✓ | | | |
| 6 | | | | ✓ | | |

Passage 1 > 1 2

Keys:

1-C 2-E 3-A 4-H 5-B 6-G 7-D 8-F

Passage 2 > 1 2 3

Keys:

1-C 2-D 3-E 4-B 5-A

Passage 2 > 1 2 3

| | Oxford | Cambridge |
|----------------------------------|---------------------------------------|--------------------------|
| 1. near London | <input checked="" type="checkbox"/> ✓ | <input type="checkbox"/> |
| 2. 900 years old | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. founded in 1209 | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. 38 colleges | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. 31 colleges | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. produced great scientists | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. world-famous debating society | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. comedy club Footlights | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. OUDS | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. the Boat Race | <input type="checkbox"/> | <input type="checkbox"/> |

Passage 2 > 1 2 3

Keys: BDDBA

Presentation skills > Learning

Presentation skills > Practice

1. Location

Reference:

During the first week at college I remember I felt a bit shy and nervous. Well, we all know what it was like, don't we? But I suspect that not many would admit they were

nervous, but, you know what? We were all behaving as though we owned a chain of five-star hotels!

Confident, just a bit too proud, perhaps, because we had passed the entrance exams and arrived here. Thinking back, though, none of us wanted to admit that we really didn't know much, we were just novices who hardly knew what we didn't know. I remember one English class in the first week when I got the picture of what we still need to learn - I hardly understood a word and couldn't open my mouth ... in English anyway. Now it's a bit better, as I hope you can agree!

So have we changed? Well, speaking for myself, yes. I think that touch of pride was knocked out of me. I still feel confident, but it's a different kind of confidence - instead of feeling like a hotel owner, I feel confident about my hard work and effort. What I mean is, I have a better idea of where I am going in my studies and I know that with hard work I can get there. That's not the pride of the hotel owner, it's the small confidence of the new desk clerk, a hard-working person who wants to learn enough and make the effort to become a manager ... one day!

Pronunciation > 1 2 3

Pronunciation > 1 2 3

Pronunciation > 1 2 3

Unit test

Keys: 1-5 CABDC 6-8 CDB 9-11 BDC 12-14 BCA

Unit2

Outside view > 1 2 3

| | Sebastien | Kim | Ted |
|--|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. When he was young IQ tests were believed to be very important. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2. EQ and IQ are equally important. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 3. EQ can be more important than IQ. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 4. The idea that brainpower can be measured has been around for a while. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. An important part of EQ is listening to others. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 6. EQ is about how you make people feel and how people make you feel. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7. Getting along with people is more important than being extremely intelligent. | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. There is a better mixture nowadays between EQ and IQ. | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

Outside view > 1 2 3

• Keys: 2、3、5

Outside view > 1 2 3

1.If you look at it, businesses will ... Well, they will prefer employing people with (1) (great EQ). Well, of course, IQ cannot be disregarded, but um, EQ does have its (2) (importance) as well. Uh, I believe that, um... I mean, people, most people will have, um, their basic means of communicating with other people. Most people are somewhat (3) (socially) adept, and just like most people have, you know, a basic general knowledge. But then, what I think really is the difference between IQ and EQ. I mean, you can have a "brainiac", and they will be great at most things they do, but if you just can' t (4) (get along with) him, if you just can' t communicate with him, I mean, you know, he' s not really that (5) (useful).

2.So, I guess we stress a lot of importance on intelligence, on having great (1) (IQ scores). But after I moved to the States, I learnt how to associate with people, and along the lines that this word EQ (2) (came up), you know, emotional, caring about ... It' s basically how you (3) (deal with people), how you make people feel, and how people make you feel. I think they' re equally as, as important, but it seems that in the Eastern world they kind of stress on that (4) (a lot more) back in the days. But I think again, you know, now that with Internet and people are communicating (5) (so much faster), there' s a better mixture of the two I think.

3.Now, a big part of this, in my opinion, is listening. I know I' m talking a lot right now, but if you want to get along well with people, you have to (1) (listen to them), so just take a minute, maybe shut your mouth for a minute, and listen to others, and then you can (2) (understand and communicate) with them in a better way. So, part of EQ, I think, is listening - listening to others - and it can be more important than IQ.

News report > 1 2

Keys:A C

News report > 1 2

Keys:B D

Passage 1 > 1 2

| | Blue | red | orange | yellow | green | yelloworange | 黄绿 | 蓝绿 |
|----|------|-----|--------|--------|-------|--------------|----|----|
| 1 | | ✓ | | | | | | |
| 2 | ✓ | | | | | | | |
| 3 | | | | | | | | ✓ |
| 4 | | | | | ✓ | | | |
| 5 | | ✓ | | | | | | |
| 6 | | | | | ✓ | | | |
| 7 | | ✓ | | | | | | |
| 8 | | ✓ | | | | | | |
| 9 | ✓ | | | | | | | |
| 10 | | | ✓ | | | | | |
| 11 | ✓ | | | | | | | |
| 12 | | | | | | | ✓ | |
| 13 | ✓ | | | | | | | |
| 14 | | | ✓ | | | | | |
| 15 | | | | ✓ | | | | |
| 16 | | | | | | ✓ | | |

Passage 1 > 1 2

Keys:

1-E 2-D 3-F 4-A 5-C 6-B

Passage 2 > 1 2

| | Sally | | Jake | | Andrew | Monica | |
|--------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| | upset | embarrassed | depressed | angry | cheerful | proud | nervous |
| it me | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ke littering | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| interviews | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| : people | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| nily | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| selfish | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| who are | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Passage 2 > 1 2

Keys:

1-C 2-E 3-H 4-A 5-B 6-D 7-G 8-F

Presentation skills > Practice

Reference:

Your first day at college

Student A: I was quite nervous on my first day. The university is so big. It is much bigger than my middle school. I thought I would get lost between one building and another. How about you? Did you have the same feeling?

Student B: It wasn't that bad for me, because my parents work for a university, so we live on a campus which is similar to this one. But I felt quite worried about travelling from the airport to this university, because I had never travelled on my own before. Do you know this city well?

Reference:

When I was nearly nine years old, my parents put me onto a train, letting me travel alone from my hometown to Beijing, where my grandparents and uncles were living. They told the train attendant that one of my uncles would come to meet me on the platform when I arrived at Beijing Railway Station.

I had a good time on the train. Other passengers were very nice to me. I played cards with them and they gave me lots of their food and soft drinks.

When the train arrived in Beijing, I got off and waited on the platform for my uncle. I waited and waited, but my uncle did not turn up. The station was so big and all the other passengers had left. I became very scared. I thought, "What can I do if my uncle does not turn up to meet me?" I started to cry because I felt really scared and did not know what to do.

At that moment, I saw a man running towards me. When he got closer, I recognized that

it was my uncle. He said sorry many times. His car was delayed in a traffic jam, so he got to the station late. He said that he should have anticipated the traffic problems and have left home earlier, and assured me that this wouldn't happen again. He also told me that if ever I found myself in a similar situation, I could ask one of the train attendants to stay with me or ask the railway police for help.

I learned from this incident that it is no use crying in a situation like this, but you have to think calmly and find out the best way to protect yourself.

Pronunciation > 1 2 3 4

Pronunciation > 1 2 3 4

Pronunciation > 1 2 3 4

Pronunciation > 1 2 3 4

Unit test

Keys:1-5 DCCDC 6-8 CDB 9-11 ADB 12-14 BDA

Unit 3

Outside view > 1 2 3 4

| Competitors | Events | Medals / achievements |
|---|---|--------------------------------------|
| Usain Bolt | Olympic sprint: 100 m, 200 m, 4x100 m relay | (1) <u>(3 / three / Three)</u> golds |
| Mo Farah | (2) <u>(5,000 / five thousand / 5000 / Five thousand)</u> m, 10,000 m | 2 golds |
| David Rudisha | (3) <u>(800 / eight hundred / Eight hundred)</u> m | New world record |
| Michael Phelps | Swimming | New world record |
| Chris Hoy | (4) <u>(Cycling / cycling)</u> | 6 golds |
| Ye Shiwen Katie Ledecky Missy Franklin | Swimming | New world record |
| Jessica Ennis | Heptathlon | (5) <u>(gold / Gold)</u> |

Outside view > 1 2 3 4

1. (first)

2. (M / m); (signature)

3. (affect)

4. (tears)

Outside view > 1 2 3 4

Tears too for cyclist Chris Hoy, who became Britain's most successful Olympian, with six golds. And then there were also moments of anguish and frustration. China's star hurdler Liu Xiang (1) (crashed out) of his second consecutive Olympics, and Brazil's footballers once again failed to (2) (lift gold).

These games were also marked by women. Teenagers Ye Shiwen, Katie Ledecky and Missy Franklin set record times in the pool. Saudi Arabia, Brunei and Qatar (3) (sent female athletes) for the first time. Women's boxing became an Olympic sport. And British poster girl Jessica Ennis gave the home nation (4) (a defining moment) when she took heptathlon gold. She was at the forefront of Team GB's biggest medals haul of modern times, (5) (coming third) in the medals table. The United States regained their place at the top, with China (6) (coming second).

For some though, it wasn't about the medals. But it's the (7) (taking part) that counts.

News report > 1 2

Keys: B C

News report > 1 2

Keys: A C

Passage 1 > 1 2

1. (a sports film / sports film / sports films)

2. a true story / true story / true stories)

3. (falls)

4. (breaks his leg / breaks his right leg).

5. interviews

Passage 1 > 1 2

BCDD

Passage 2 > 1 2

Keys B

Passage 2 > 1 2

Keys:

1-C 2-G 3-F 4-B 5-A 6-D 7-E

Presentation skills > Practice

Reference:

I would agree with the first one. Great sportsmen and sportswomen should be paid as much as film stars, because they work as hard as film stars or even harder, and they also offer us entertainment as film stars do.

I'm not so sure. I suppose many more people watch films than sports, and I think it should depend on the size of the audience. If a sport has a mass audience, though, then, yes, the top sportspeople should be very highly paid.

I agree with the second one, because amateurs enjoy doing sports, and they can train and make themselves fit. The main purpose of sports is to make people healthier, not to make money.

Sorry! I'd just like to say I disagree with the second opinion. Because to do well in a sport, say at national or international level, you have to do it full-time, so it's like a job and you should be paid. Of course, that doesn't mean that amateurs can't enjoy it - it's the same in music and the arts, isn't it? There are both professionals and amateurs, so why not in sports?

Reference:

Student A: I really think all professional sportspeople are brilliant, whether they are NBA players, Olympic athletes, professional football and tennis players or Formula One drivers. Think about the training they have to face every day. Well, I don't think ordinary people can face the hardship they have gone through. That's why I really believe they deserve all the glory, high pay and celebrity status, as long as they achieve high-quality results.

Student B: I'm not sure I can fully agree with you. There's no doubt that they work hard and they are talented in their particular sport. But surely you agree that other professionals, like scientists, teachers, workers or chefs, are also working extremely hard to make their living. But they don't receive the same pay and respect, do they? Why should these sportspeople get special attention and such high pay that no one could imagine how to spend all the money? To a certain extent, I would say they are rather greedy. What do you think, Student C?

Student C: Erm, I think you both have got some good points. Sportspeople do work hard, and of course they are entertaining people and achieving something viewers would love to experience. I guess this is one of the reasons they are paid so highly - there is a market for the entertainment they provide. People are willing to pay to watch them, just like they want to see film stars. So I certainly don't think the high pay is entirely the fault of the sportspeople. We, the viewers, give them the audience and a market value through TV, newspapers, and so on. Do you agree?

Student B: Well, that's a good point that we are actually allowing them to get such high pay. If we don't watch them, they are nobody. So it's our fault, isn't it?

Pronunciation > 1 2

Pronunciation > 1 2

Unit test

Keys:

1-5 CDABC 6-8 BCA 9-11 CAC 12-14 BBD

Unit4

Outside view > 1 2 3 4

Keys:1 3 5

Outside view > 1 2 3 4

1. Ivory and rhino horn, trophy animals and Chinese medicines, it's a multimillion pound (black-market industry / black markrt industry).

2. This year, Sky News has (1) (filmed) with rhinos in South Africa, clearly seeing the damage done by poachers, and it's thought the number of rhinos killed there might (2) (reach a record high) this year.

3.... they're anticipating 1,000 rhinos to be slaughtered in South Africa, er, (this year alone).

4. The items held in this warehouse have also been smuggled illegally, often (in the form of packages) sent by courier or parcel post ...

5. There's (a huge trade) in reptiles, tortoises for example are enormous problems, and turtles, often confiscated.

6. But the rhino horn will be destroyed, and prevented from ever (hitting) the black market again.

Outside view > 1 2 3 4

The trade in endangered animals is on the increase. For example, a thousand rhinos will be shot in South Africa this year because their horns are used in alternative medicine. UK customs officials have confiscated (1) (2.5 million) items, (2) (10) times more than the year before. They include (3) (4,000 kilos) of illegally imported medicines, (4) (93) endangered live animals, such as reptiles, tortoises and turtles, and over (5) (300) items made from ivory. The items are sent by post or by courier and are intercepted at the UK's ports and airports. Endangered animals brought in alive are rehomed across the country, but (6) (tortoises and turtles) in particular are difficult to find homes for. Education and research benefit from many of the items, but the rhino horn will be destroyed, to stop it going back onto the black market.

News report > 1 2

Keys:B B

News report > 1 2

Keys:A D

Passage 1 > 1 2

Keys:

1-F 2-D 3-E 4-B 5-C 6-A

Passage 1 > 1 2

Keys: 2、4

Passage 2 > 1 2

Factfiles

• 1. Name of the victim

The name is _(Anna Black).

• 2. Date the attack took place

The attack took place _(just over a week ago / Just over a week ago).

• 3. Time of day the attack took place

Factfiles

The attack took place _(about seven / about 7 / About seven / About 7) in the daytime.

- **4. Gender of the attacker**

The attacker was a _(male / man / Male / Man).

- **5. Item the mugger tried to steal**

The mugger tried to steal a _(mobile phone / cell phone / Mobile phone / Cell phone).

- **6. Gender and number of the people who helped the victim**

_(2 men / Two men / two men) helped the victim.

- **7. Time the police took to arrive**

The police came in _(5 minutes / five minutes / Five minutes).

Passage 2 > 1 2

Keys: 1-5 BAABD

Presentation skills > Practice

Reference:

Hello, everyone. My name's XXX. I'm from the local police station and I've been invited here by the college to talk about some of the most common crimes against students. After ten years in a station near a college and having heard a lot of sad stories from students over the years, I certainly know quite a lot about the topic and have a number of tips for you all.

First of all, I'd like to talk about the theft of personal possessions. There are pickpockets and street thieves around all the time. Don't make life easy for them. Always make sure your bags are closed. Keep your wallet in a safe place, not just sticking out of a back pocket. Never forget to keep your property in sight. When you're shopping, don't put down your mobile phone while looking at goods. Be careful in cafés. People often report their bag was stolen from under a table. They couldn't see it, so the thief had a chance to remove it. To sum up, never forget to be alert. Carelessness is soon punished.

A lot of you use bicycles, but bicycles are one of the most frequently stolen items. Hardly a day passes without a report of a stolen bike. There are people waiting for you to make a mistake. Yet people reporting bike theft often tell us they hadn't locked their bicycles. Use a strong lock and chain. If they can be broken, they will be. Always check you've fastened the bike as securely as possible to something which can't be moved. I would also advise you not to have too nice a bike. The better the bike, the more criminals are attracted to it.

Then we come to street crime and mugging. If a thief can see you wearing a gold chain or using an expensive mobile phone, he'll want it. Be very careful about displaying valuable items in public. It only takes a second for a thief to run up to you, bang into you, grab whatever he wants and run off. Mugging can happen anytime, but at the station we find the streets get more dangerous late at night. Beware of walking along dark roads on your own - especially in areas you know to be rough. Girls in particular must be

careful. Ask someone to accompany you or take a taxi. It's better to be safe than sorry. Crime is a part of city life, but you can do a lot to protect yourself by being sensible and careful. I hope what I've said is useful. And now if there are any questions, I'd be happy to try and help.

Unit Test

Keys: 1-5 DBACB 6-8 CDB 9-11 BCD 12-14 CDC

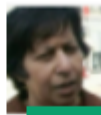
Unit 5

Outside view > 1 2 3 4



Speaker 1

- ☐ comedies
- ☐ automotive programmes
- ☐ cooking shows
- ☐ dramas



Speaker 2

- ☐ comedies
- ☐ dramas
- ☐ murder mystery programme
- ☐ quizzes



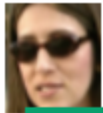
Speaker 3

- ☐ cooking shows
- ☐ dramas
- ☐ movies
- ☐ talk shows



Speaker 4

- ☐ news
- ☐ soap operas
- ☐ sports
- ☐ talk shows



Speaker 5

- ☐ news
- ☐ quizzes
- ☐ science fiction
- ☐ soap operas



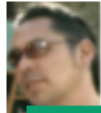
Speaker 6

- ☐ comedies
- ☐ cooking shows
- ☐ cop shows
- ☐ documentaries



Speaker 7

- ☐ cop shows
- ☐ documentaries
- ☐ dramas
- ☒ science fiction



Speaker 8

- ☐ automotive programmes
- ☐ documentaries
- ☐ sports
- ☐ movies

Outside view > 1 2 3 4

Keys:

1-E 2-A 3-C 4-D 5-B

Outside view > 1 2 3 4

Keys:

1-E 2-C 3-F 4-B 5-D 6-A

Outside view > 1 2 3 4

| | | | |
|---|-------------------------------------|---|--|
| 1 | (careful negotiation) | 5 | there's nothing on / there is nothing on |
| 2 | (favourite movie / favorite movie) | 6 | (putting up with) |
| 3 | You're so sweet / You are so sweet) | 7 | watch the basketball game |
| 4 | (too many times). | 8 | |

News report > 1 2

Keys: B D

News report > 1 2

Keys: C D

Passage 1 > 1 2

| | |
|---|-----------------|
| 1 | music) |
| 2 | exhibitions |
| 3 | movies |
| 4 | music |
| 5 | classical music |
| 6 | movies |
| 7 | movies |

Passage 1 > 1 2

Keys: 1-5 DAABC

Passage 2 > 1 2

| | The US | Russia | Australia |
|------------------------|---|---|--|
| 1. sports | baseball, basketball, American football, (1) <u>(ice hockey)</u> | football, ice hockey | Australian rules football, rugby, cricket, (10) <u>(association)</u> football, horse racing |
| 2. indoor activities | martial arts eg tae kwon do, (2) <u>(bowling)</u> , movies, watching (3) <u>(television)</u> | chess, television, (7) <u>(dancing)</u> | television, (11) <u>(movies)</u> |
| 3. outdoor activities | cycling, tennis, walking, (4) <u>(jogging)</u> soccer | collecting mushrooms, (8) <u>(skiing)</u> , ice hockey | cycling, golf, (12) <u>(tennis)</u> , lawn bowls, sailing, (13) <u>(surfing)</u> , swimming, fishing |
| 4. cultural activities | concerts, (5) <u>(book clubs)</u> | ballet, opera, watching (9) <u>(films)</u> | (14) <u>(aboriginal)</u> music, dancing, art |

| | The US | Russia | Australia |
|-----------------------------------|--|------------------|--------------------------------------|
| 5. weekend and holiday activities | hunting, camping, hiking, (6) <u>(volunteering)</u> | going to a dacha | barbecues, (15) <u>(bushwalking)</u> |

Passage 2 > 1 2

| What's on | Where | When | How much |
|--|---------------------------|--|-----------------------------|
| Beethoven's <i>Ninth Symphony</i> | Westgate Concert Hall | (1) <u>(Friday)</u> evening | £10 |
| (2) <u>(The House of the Flying Daggers / The House of the Flying Daggers)</u> | Arthouse Cinema | (3) <u>(7 pm / seven pm / Seven pm)</u> on Saturday night | (4) £ <u>(12 / twelve)</u> |
| <i>Lord of the Rings</i> | (5) <u>(Globe Cinema)</u> | (6) 7.30 pm on <u>(Friday)</u> and Saturday | £8 |
| (7) <u>(The Art of Venice)</u> | Smith Museum | (8) <u>(10 am / ten am)</u> to 6 pm on Saturday and Sunday | (9) £ <u>(free)</u> |
| Open mic night | (10) <u>(George Inn)</u> | 8.30 pm Friday night | No entrance fee |
| Steve Reid Trio | Jam Factory | (11) <u>(10 pm / ten pm / Ten pm)</u> , Saturday night | (12) £ <u>(20 / twenty)</u> |

Presentation skills > Practice

Keys:

1-A 2-B 3-K 4-I 5-G 6-E 7-D 8-H 9-F 10-C 11-J

Reference:

Dancing, the rhythmic movement of the body to music, is one of our oldest and most satisfying leisure activities. You can dance in so many different ways and at so many different levels.

You can dance in your own personal style just to express your feelings. Put on some music and dance away, use your energy, and just be glad to be alive, filled with the beat of the music.

You can dance for the sake of your health. Join an aerobics class and be shown how different dances can improve different muscles and strengthen your body.

You can join a folk dance group and learn the discipline of dancing in a group, moving as one. The dances express the feelings of the people, celebrate festivals and bring us

closer to our history and culture.

Dance can also be high art. You can explore the world of ballet and classical dance. Even if you do not become a great dancer yourself, you will learn to appreciate the great beauty of the ballet dancer's movements.

Dance can also be deeply social. Learn to waltz, to tango, to rumba, to move in perfect step with your partner.

Whoever you are, and whatever your level is, you will enjoy dancing.

Pronunciation > 1 2 3 4 5

Pronunciation > 1 2 3 4 5

Pronunciation > 1 2 3 4 5

Pronunciation > 1 2 3 4 5

Pronunciation > 1 2 3 4 5

Unit test

Keys: 1-5 BDBCA 6-8 DCD 9-11 DCB 12-14 BAD

Unit 6

Outside view > 1 2 3

| Uses of computers | Places where computers are used |
|---|---|
| <input type="checkbox"/> to provide travel updates | <input type="checkbox"/> offices |
| <input type="checkbox"/> to operate airplanes | <input type="checkbox"/> homes |
| <input type="checkbox"/> to operate trains | <input type="checkbox"/> airports |
| <input type="checkbox"/> to analyze evidence | <input type="checkbox"/> cinemas |
| <input type="checkbox"/> to analyze statistics | <input type="checkbox"/> police stations |
| <input type="checkbox"/> to control buildings | <input type="checkbox"/> shopping centres |
| <input type="checkbox"/> to switch on lights | <input type="checkbox"/> libraries |
| <input type="checkbox"/> to provide entertainment | <input type="checkbox"/> supermarkets |
| <input type="checkbox"/> to control robots | <input type="checkbox"/> sports centres |
| <input type="checkbox"/> to control the temperature | <input type="checkbox"/> cars |
| <input type="checkbox"/> to open windows | <input type="checkbox"/> laboratories |
| <input type="checkbox"/> to close blinds | <input type="checkbox"/> schools |
| <input checked="" type="checkbox"/> to provide emergency alerts | <input type="checkbox"/> universities |

Outside view > 1 2 3

Keys ADCAD

Outside view > 1 2 3

Computers are a very important part of most (1) (areas of life) in Britain - libraries, the police and in school. But they are becoming more important (2) (in our homes) as well. They'll even control the way we live - in "smart homes" or (3) (computer-controlled) houses. The smart home is now a real possibility. It will become very common. A central computer will (4) (adjust the temperature), act as a burglar alarm and switch on lights, ready for you to come back home. And of course you will be able to (5) (give new instructions) to the computer from your mobile phone. So if your plans change, your home will (6) (react to match). Many homes have got lots of televisions and

several computers. The smart home will provide (7) (TV and Internet) sockets in every room, so you'll be able to do what you want wherever you want. If the temperature (8) (outside changes), the smart home will adjust the temperature levels inside. The computer will also close the blinds when it gets dark or to stop too much (9) (sun from entering) a room. And if you want to eat when you get home, the computer will (10) (turn the oven on) for you!

Outside view > 1 2 3 4

Reference:

Computers play a major role in the daily lives of people in Britain. They are important for the operation of the transport network, assist the police in their duties, and control many buildings. The young are very keen on computers, and particularly enjoy computer games, their number one leisure activity.

Soon computers may even run the homes of ordinary people. In smart homes, a central computer, which can be accessed through a mobile phone, will control the temperature, maintain security, and operate electrical appliances throughout the building. Blinds will be lowered when it gets dark or to reduce the amount of light, and it will be possible to have dinner waiting for one when one gets home after work.

This worries some people who think the British spend too much time on their electronic devices, but the young are happy with their computers, and indeed cannot go without them!

News report > 1 2

Keys A C B

News report > 1 2

Keys B A

Passage 1 > 1 2

Keys:2、5

Passage 1 > 1 2

1. dunking biscuits

2. held together

3. absorb liquid

4. travel through

5. hold the biscuit

6. producing a table

Passage 2 > 1 2

| | Peter | Louise |
|--|---------------------------------------|--------------------------|
| 1. ... look at this book about crop circles – some of the photos are absolutely unbelievable. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I'm not saying I believe in UFOs and things, but some of the formations are fascinating. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. ... they showed how a group of hoaxers made an elaborate crop circle in a field at night ... | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The first records of crop circles go back as far as the 17th century. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. But surely that's just because they get so much media coverage these days ... | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. ... how do you explain the fact that the actual chemical composition of the grains of crops inside the circles changes? | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. ... I'm pretty sceptical about all these so-called paranormal explanations. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. ... that still leaves a lot which is unexplained! | <input checked="" type="checkbox"/> ✓ | <input type="checkbox"/> |

Passage 2 > 1 2

1~5 BBDAC 6 B

Passage 3

| | | | | | | |
|------------------|-------|----------|--------------|-------------|-------------|-------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| behind the pilot | climb | take off | cool-looking | appointment | heading for | trick |

Presentation skills > Practice (仅供参考)

Reference:

In favour of the proposal

We don't need computers. How true is that? As the first speaker for the motion I'm going to give you three very strong reasons why you should agree with us about this.

Our opponents will try to tell you how wonderful it is that we can work from home, send emails all round the world, and communicate more and more easily with anyone we like. Somehow they think this is an improvement on people actually meeting in their workplaces and getting to know one another and working together, and an improvement on going out and meeting our own real friends face to face.

So please give us your support, support for a better, more human world without computers!

Against the proposal

While it's true that computers have caused a lot of pollution, things are improving fast. More and more of the materials are safely recyclable. And although it's true that computers need electrical power, the ease with which people can now work from home and communicate over great distances has resulted in the saving of a great deal of energy. Sending a file by a click is far more energy-efficient than posting it across the world. Every step forward has been greeted by doomsayers who are frightened by any change. Quite simply, modern society couldn't function without computers. We need them to run power grids, railways, airports, banking - in fact, our basic infrastructure. The Earth's population is now too big to manage without information technology. A vote against computers is a vote for some imaginary world of contented farmers and small towns.

Unit test

Keys: 1-5 BADCA 6-8 CBA 9-11 CCB 12-14 CAC

Unit7

Outside view > 1 2 3 4

Keys:

2-5-4-6-1-3

Outside view > 1 2 3 4

1. We're here now at the Australian War Memorial at the start of the (dawn service).

2. We will (1) (remember) them.

Lest we (2) (forget).

3. This is the grave of a soldier whose identity is not known and it represents all those soldiers who (1) (died in battle) but were not (2) (identified).

4. Through it all the (one unshakable truth) has been a steadfastness, born of the traditions of the Australian servicemen.

5. They fought in the Second World War and other (1) (conflicts) since then that have happened (2) (around the world).

6. Well, it means (1) (remembering) not only those who didn't (2) (go home) but the, the fact that you keep in touch with a lot of your ... friends.

Outside view > 1 2 3 4

Keys ABCA

News report > 1 2

Keys:CB

News report > 1 2

Keys:BD

Passage 1 > 1 2

| | ① | ② |
|---|---------------------|---------------------------------|
| 1 | businessman | 11 years old / eleven years old |
| 2 | first name | his second name / his 2nd name |
| 3 | the same age as | |
| 4 | terrible four years | survives |
| 5 | his Japanese friend | |
| 6 | strength | courage |

Passage 1 > 1 2

Keys BDADE

Passage 2 > 1 2

| | | | |
|-----|-------------|-----|-----------|
| 1 | agriculture | 3-1 | transport |
| 2-1 | No | 3-2 | tracking |
| 2-2 | although | 3-3 | support |

Passage 2 > 1 2

| | | | | |
|----------|----------|-----------------|--------|-------------|
| 1 | 2 | 3 | 4 | 5 |
| physical | uniforms | fighter station | bombed | contributed |

Presentation skills > Practice

Reference:

There never was a good war or a bad peace.

For the motion

Student A: First, we need to define "war" and "peace". I will define "war" as a legal situation resulting from a declaration of war between states - the exception to this is civil war, which is between groups within a country. "Peace" seems to me to be more than the absence of war, so I define it as a stable situation over a period of time when

there is no war or violence and people agree that there is peace. In this definition "armed conflict" is not peace, but is something between war and peace.

When people talk about "good" wars in the past, they usually refer to the reasons for going to war, say, to defend the homeland from aggression, although many wars may have mixed reasons, including some bad ones. My main point is that, even in cases of wars for good reasons, the process and result of the war include bad things to an extent that the war cannot be reasonably described as good, even if it has good aspects. We must recognize that war brings the 3 Ds of Death, Damage and Destruction for many people. This is true both for winners and losers. Was there ever a war without the 3 Ds in the process and result for some or many people on both sides? Logically and historically the process and result of any war includes the 3 Ds. Therefore, ladies and gentlemen, you must support the motion: No war is purely good, all wars have the 3 Ds, and hence there was never a good war. My teammate, Student C will speak about a bad peace later.

Against the motion

Student D: My teammate Student B has spoken eloquently about the nature of war and peace and about how we might think of a good war and a bad peace. To reject the motion, as we must, let us now turn to the word "never". "Never" means at no time in the past (or future), so to reject the motion we simply have to find an example - one will be enough - of a good war or a bad peace. Whatever the other speakers have said - and they made interesting points - for this debate and this motion, we reject it if we find a single example of a good war or a bad peace, and this must be logically true whatever our general feelings and beliefs about war or peace are.

"Never" means at no time ... so we must consider the time, situation and circumstances of a war. We have to consider the views of the people at that time. Think of the example of the Japanese invasion and occupation of Beijing, Shanghai, Nanjing and elsewhere in China in 1937. At that time, given the Japanese atrocities against Chinese women and children, from the Chinese point of view, a war against Japan was a good thing, to resist aggression, defend our people, and free our country. This justifiable defensive war outweighs the 3 Ds mentioned by Student A. Even though the Chinese people knew there would be sacrifices, hardship and suffering, we also knew that not to resist through war would be much worse. So it was a good war.

Now, an example of a bad peace. We do not have to look far. Just look at the Arab countries and Israel. There were wars in 1956, 1967, and 1973, and so-called peace in between and later, but as we know, this "peace" has included invasions, occupations, attacks with missiles, bombings, shootings, lots of fighting, lots of refugees, and so on. This is not war because as Student A said, war is a legal matter. Yet this situation continues when peace agreements have been signed, so it is not war. Yet no one can say this is "peace". But you can say it is "a bad peace", because there are a lot of bad feelings, a lot of insecurity, a lot of disagreements, and a lack of trust ... and we commonly see the 3 Ds in this "bad peace". So, this is an example of a bad peace, and with one example, ladies and gentlemen, you must reject the motion.

Pronunciation > 1 2 3

To get started with Internet dating, || there are four steps. || The first one is to || find the service || that works for you. || Second step || is to create your profile. || Find a great picture of yourself || that shows you doing || something || that you enjoy. || Write about || who you are || and who you're looking for. || Third step || is to start searching || for that special someone. Use the search function on the site || to identify people || in your area || that you may want to || hook up with. || Fourth step || is to reach out to those people. || You write them a nice short letter. || Show

|| that you' re interested in them || and off it goes. || After that, || sit back, || cross your fingers, || and hope for the best.

Unit test

Keys: 1-5 BCDAB 6-8 DAC 9-11 CAB 12-14 DBC

Unit 8(Fianl)

Outside view > 1 2 3

| 1 | 2 | 3 | 4 | 5 | 6 |
|----------|------------|-----------|---------------|-----------|-----------|
| 17 to 25 | 100 people | ten weeks | environmental | community | adventure |

Outside view > 1 2 3

Keys DDBBA

Outside view > 1 2 3

Every year, millions of young people take time out to help others as volunteers. Many of them do this during (1) (a gap year) between finishing school and starting in higher education. Volunteers learn to solve problems, work together as a team and develop their personalities. (2) (Communities in need) get help they couldn' t afford to pay for. In Britain, one of the main agencies for voluntary work is Raleigh International. It (3) (arranges for) thousands of people, aged between 17 and 25, to help out in their own country or abroad. This group of 100 people has just arrived at the base camp in Costa Rica. In the next ten weeks, they are (4) (taking part in) three different projects. One of the projects is environmental, one community-based and one an adventure project. But first, they have training for the conditions they will encounter. For the environmental project at Curu, the volunteers are going to help to build an artificial reef from recycled materials. This forms a (5) (protective environment) for the fish to (6) (breed and feed). It helps the local economy of commercial fishing and protects the natural reefs from overfishing and destruction. The community project is in one of the poorest rural areas in the world. In the village of El Porvenir, volunteers are going to make bricks. They' re going to help to (7) (build a storehouse) for the important sesame crop. If they have more storage, the villagers will be able to make more money from selling sesame. Volunteers also take part in (8) (a survival activity). Tomorrow, this group is trekking to the summit of Costa Rica' s highest mountain, Mount Chirripo. At the end of the ten weeks, the volunteers are proud that their efforts have helped to improve the lives of the people and the environment of Costa Rica and Nicaragua.

Outside view > 1 2 3 4

Reference:

The video clip is about student volunteers, who are perhaps between school and university. It features a group of volunteers going to Costa Rica. They take part in three projects. One is environmental, and consists of building an artificial reef to increase the number of fish in the area, and so help the local fishermen. The second is a community project. The volunteers build a storehouse for village farmers so they can store some of their crops and sell them. They also have an adventure activity, in this case, climbing a famous mountain. As a result of their experiences, the young people should benefit by improving their problem-solving and teamwork skills, developing their characters and gaining satisfaction from helping others.

News report > 1 2

Keys: AB

News report > 1 2

Keys: BC

Passage 1 > 1 2

Keys: 1、2、4、7、8

Passage 1 > 1 2

Keys:

1-B 2-A 3-E 4-D 5-C 6-H 7-F 8-G

Passage 2 > 1 2 3

| | Lucy | Jessica | Patrick | Harry |
|------------------|--------------------------|---------------------------------------|--------------------------|--------------------------|
| 1. Spain | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Brazil | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Rome, Italy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Venice, Italy | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Tokyo, Japan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Mexico | <input type="checkbox"/> | <input checked="" type="checkbox"/> X | <input type="checkbox"/> | <input type="checkbox"/> |

Passage 2 > 1 2 3

| | Lucy | Jessica | Patrick | Harry |
|--|---------------------------------------|--------------------------|--------------------------|--------------------------|
| 1. enjoys travelling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. enjoys teaching | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. enjoys travelling, enjoys teaching and wants a career | <input checked="" type="checkbox"/> X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Passage 2 > 1 2 3

Keys ADCA

Presentation skills > Practice

1. Yes, we will have far more opportunities to get the right sort of qualifications and experience.

2. Yes, the economy and job market change too quickly for early planning. It is better to improve oneself in general and be ready for anything.

3. Yes, we will be doing it for many years, so it is important to make sure we will be happy.

4. Yes, with a good income we can lead a pleasant life, enjoy travel and look after the ones we love.

Reference:

Ann: Good afternoon, everyone. Today we're going to discuss how important early career planning is. We have here to give us their views, on my right Jim and Ken, and over on my left Zoe and May. So let's get down to it right away. What's your view of this, Jim?

Jim: I think early planning is essential. Getting a good job is a very competitive business and we need every possible advantage. Frankly, we cannot have that if we don't have a target and plan in advance.

Ann: That sounds pretty convincing to me. Does anyone want to argue against it? Yes, thank you, Zoe.

Zoe: I guess Jim's idea works for some careers which are pretty stable, but the world changes too quickly nowadays for it to be good general advice. We can't foresee what opportunities there will be in a few years' time, so it's far better to prepare ourselves for everything. In other words, develop our personalities and make ourselves adaptable and ready to take on any challenge.

Ann: Yes, thank you, Zoe. I think May wants to come in here.

May: Thanks. I think Zoe is exaggerating the role of change. Yes, if we simply learn how to be a mobile phone technician and suddenly mobile phones are replaced by some entirely new product, we're in trouble. But if we want to go into some form of finance, a good external qualification in accountancy is going to be an advantage.

Zoe: Well. I think May is ...

Ann: Sorry, but can we hear from Ken next?

Ken: Well, I was going to stress internships. They've become very important recently, and we can't really choose a suitable job unless we have a career objective. But I do also see Zoe's point. Being a leading actor in a major play clearly shows you're going to be good at presentations and public events. It should impress employers.

Ann: Yes, so we're moving closer to one another. We need a target. It must not be too narrow. We need to do things that are useful to reach our target, but they don't all have to be immediately connected to it.

Unit test

Keys: 1-5 BADAC 6-8 DBA 9-11 DCB 12-14 CBA

编者按：答案到这里就完结了，由于个人精力有限，难免会有错误。如有错误可以联系群主。制作答案费时费力。有一些地方标蓝是主观性极强的答案，有一些地方没有标出也是这种。希望做题时大家注意一下。需要什么答案也可以找群主咨询下，我会适当的查找一下是否有这个答案。谢谢大家的配合和理解。另外视听说第二版已经较第一版降低了难度和题量，大家还是可以尝试自己去做。2016.12.2