**Exercises for Senior II Practice 13**

**Name \_\_\_\_\_\_\_\_\_ Class \_\_\_\_\_\_\_\_\_\_**

**I. Listening Comprehension**

**Section A**

**Directions:** *In Section A, you will hear ten short conversations between two speakers. At the end of each conversation, a question will be asked about what was said. The conversations and the questions will be spoken only once. After you hear a conversation and the question about it, read the four possible answers on your paper, and decide which one is the best answer to the question you have heard.*

1. A. Atagasstation. B. Atagarage.

C.Inapark. D.Inanemergencyroom.

2. A. Clean the backyard. B. Wash something.

C.Sit in the backyard. D. Do some shopping.

3. A. He finds his present job boring.  B. He is too foolish to do the present job.

C.He has got a better position.     D. He doesn’t get on well with the others.

4. A. She has a tight schedule. B. She has lost interest in sports.

C. The training is too hard. D. She is only interested in routine work.

5. A. Rules restricting smoking. B. Ways to quit smoking.

C. Smokers’ health problems. D. Dangers of smoking.

6. A.He’sgoingtovisitaphotostudio. B. He’sjusthadhispicturetaken.

C. He’sonthewaytothetheater. D. He’sjustreturnedfromajobinterview.

7. A.He had to reject their request. B.Hefelt sorry for the other students.

C.He agreed to consider their request. D.He regretted that he had said “Yes”.

8. A. She is trying to find a good-looking chair.

B. She thinks it is a well-designed chair.

C. She thinks the chair is actually comfortable.

D. She’s never sat in that chair before.

9. A. She used to be in poor health. B. She was popular among boys.

C. She was somewhat overweight. D. She didn’t do well at high school.

10. A. Review the details of all her lessons.

B. Compare notes with his classmates.

C. Talk with her about his learning problems.

D. Focus on the main points of her lectures.

**Section B**

**Directions:** *In Section B, you will heartwo passages and a longer conversation, and you will be asked several questions on each of the passages and the conversation. The passages and conversation will be read twice, but the questions will be spoken only once. When you hear a question, read the four possible answers on your paper and decide which one is the best answer to the question you have heard.*

**Questions 11 to 13 are based on the following passage.**

11. A. The excitement of nerve activities in the brain.

B. The difference between complex music and simple music.

C. The effects of music on the results of math tests.

D. The classical music and reasoning ability.

12. A. Because it stimulates your nerve activity.

B. Because it keeps you calm.

C. Because it strengthens your memory.

D. Because it interferes your reasoning ability.

13. A. Rock music might help improve your math test scores.

B. The effects of music on tests do not last long.

C. Listen to music just before you take a test.

D. The more you listen to music, the better your reasoning ability will be.

**Questions 14 to 16 are based on the following passage.**

14. A. It is the most unlucky day in a year. B. It is the busiest shopping day now.

C. It is the day after Thanksgiving. D. It is the day before Christmas.

15. A. Check out the latest price reduction online.

B. Look round for items in the physical stores.

C. Order the products from the online stores.

D. Wait in queue outside the stores overnight.

16. A. 100 million dollars. B. 670 million dollars.

C. 20 billion dollars. D. 25 billion dollars.

**Questions 17 to 20 are based on the following conversation.**

17. A.Their attitudes about work. B. Different forms of work.

C. Importance of work for oneself. D. Balanced life and work.

18. A. The most hopeful. B. The most challenging.

C. The most creative. D. The most enjoyable.

19. A. His negative attitude towards work.

B. His unwillingness to do something for others.

C. His selfishness in doing things.

D. His misunderstanding about publishing work.

20. A. The work is worth doing if it is challenging and competitive.

B. The work should be very creative leading to a wonder.

C. One should like his work and stick to it as long as he takes it.

D. One should find satisfaction in his work if it is necessary.

**II. Grammar and Vocabulary**

**Section A**

**Directions:** *After reading the passage below, fill in the blanks to make the passages coherent and grammatically correct. For the blanks with a given word, fill in each blank with the proper form of the given word; for the other blanks, use one word that best fits each blank.*

Honesty, my mum always used to tell me, is the best policy. But when it comes to medicine, I had assumed it was important to always be honest with my patients. After all, the doctor-patient relationship is based on trust, and therefore honesty is essential, or so I thought.

     I had just started working in *geriatrics* (老年病科). Mr. McMahon (21)\_\_\_\_\_\_\_\_(bring) in when his body was found very *swollen* (浮肿的). I took a medical history (22)\_\_\_\_\_\_\_\_ his daughter who had accompanied him in the ambulance. She’d been his main carer for years. I stood (23)\_\_\_\_\_\_\_\_(look) at him as she gave a detailed history. “Has he lost any weight recently?” I asked, “Well, it’s funny you should mention that, but yes.” She said slowly. There was silence for a few moments.“Why? What are you worried about?” she asked. She was obviously very involved in his care and it was only fair that I told (24)\_\_\_\_\_\_\_\_ the truth. “Well, we need to prove it’s not cancer.” I said and talked briefly about some of the tests I was going to order.

     Half an hour later, a nurse called me: “Mr. McMahon’s daughter broke down－she said you told her he had cancer.” My heart sank. By the time I arrived at the ward, my consultant was already there, explaining that we still had to run lots of tests and that it was by no means confirmed (25)\_\_\_\_\_\_\_\_ he had cancer. I stood silently at the end of the bed. My consultant was obviously angry with me and as we left Mr. McMahon, she turned to me.“Why on earth did you do that?” she asked in disbelief. I looked at her and bit my lip.“She asked me what I was worried about and I told her.” I said, hanging my head. “And give her more (26)\_\_\_\_\_\_\_\_(worry) about?”replied my consultant. “You don’t say the word ‘cancer’until it’sconfirmed. (27)\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_ you suspect it, think very carefully before you tell people.”

(28)\_\_\_\_\_\_\_\_ it turned out, it wasn’t cancer. But I did learn that when someone is stressed and worried about their loved one they’re sometimes selective in (29)\_\_\_\_\_\_\_\_ they hear－and as a doctor it’s important to be mindful of this. In being truthful, I’d made the situation (30)\_\_\_\_\_\_\_\_(bad).

**Section B**

**Directions:***Complete the following passage by using the words in the box. Each word can only be used once. Note that there is one word more than you need.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A. demanding | B. addiction | C. quarreling | D. feedback | E. socializing |
| F. distraction | G. wrongly | H. escape | I. originally | J. blame |
| K. responsibility |  |  |  |  |

How many times have parents had to argue with their young son or daughter about getting their face out of their phone and focusing on the world around them? It’s completely normal for parents of growing children to be concerned about their child’s safety, but is their  
31 to social media really harming them?

Social media was created to connect people with others online and has recently been added to smartphones, making it far more accessible than it 32 was. This new way to easily be able to use social media has encouraged children and teens to begin to use sites such as Facebook, Twitter, and Instagram frequently. Maturing teens and children are usually very timid when it comes to 33 with their families, which they sometimes view as“annoying”. So, what do these kids use as a solution or a(n)“34 ”? The answer is simple: social media.

However, when they use social media for a large amount of time, parents tend to show concern for their child and blame social media for 35 their attention.

The word, “social”, was entered into the term, social media, for a reason. Parents of growing teens don’t seem to understand that. When they see their child using Twitter or Instagram they think that they are using it to get away from real world 36. The truth, however, is that they are using it to connect with their close friends, make new friends, and receive information about what is currently happening in the modern world.

Children and teens are 37 accused for using social media only for entertainment purposes and for huge amounts of time. Sure everyone who uses social media enjoys contacting their friends and viewing entertaining things, but how come children receive all of the 38 for abusing it? Parents should really think about how social media can help children and teens learn and grow in the real world rather than it just being another 39 .

Social media as a whole has both positive and negative aspects, but after all of the 40   
from pre-teens, teens, and parents is put together, it shows that media is actually helping the newer generations in their lives.

**III. Reading Comprehension**

**Section A**

**Directions:** *For each blank in the following passage there are four words or phrases marked A, B, C and D. Fill in each blank with the word or phrase that best fits the context.*

Your boss tells you that you did a bad job. Your coworker criticizes you in front of your whole team. Ouch! It’s not easy to take criticism, no matter who it comes from. But, it is easy to 41 the blow when you offer criticism to someone in English. Merely by altering your wording and your attitude, you can help someone grow instead of making them feel 42 .

Phrases like “You’re wrong!” and “Your presentation was terrible!” have no place in effective 43 . In fact, it’s best to leave the word “you” out, if at all possible. 44   
attacks make people feel defensive, and then they won’t really listen to anything you have to say.

Before starting with the criticism, warm the person up with 45 . If you are discussing their work, find several things you truly like about what they have done. For example, “I enjoyed your presentation today. You presented a lot of good and helpful information in it, and I can tell you put a lot of effort into it. I appreciate your hard work.” This will lower their 46 and make them feel appreciated.

However, a short, 47 compliment followed by “but” such as “It was a helpful talk, but you really need to improve your presentation skills” won’t do much to help the process. After you’ve shared your compliments, allow them time to be 48 .As a matter of fact,  
 49following your compliment with a “but” will destroy all you’ve tried to accomplish by making your 50 seem false and insincere.

Remember that the goal of constructive criticism isn’t to make the person feel terrible; it’s to help them grow. Instead of directly 51 the person, try to get the message through to them in the form of light-hearted advice. Phrases like, “Next time you might want to…” or “I find it helpful to…” can 52 the blame while still leaving an impact: “Next time you might want to give a little more attention to the audience. I find it helpful to look people in the eyes while I am speaking.”

People can’t change overnight, especially if they don’t get detailed 53 .As you might have known, 54 saying “you need to work on your presentation skills” won’t help a soul! Be detailed in your advice! Showmoderation when you criticize anyone and keep in your mind that over-criticism can easily 55 people. Remember, you want them to keep trying and improving. Don’t leave them feeling defeated!

41. A. suffer B. accept C. soften D. ignore

42. A. defeated B. encouraged C. motivated D. disturbed

43. A. discussion B. argument C. explanation D. criticism

44. A. Immediate B. Personal C. Accurate D. Continuous

45. A. interactions B. impressions C. personalities D. compliments

46. A. defense B. spirit C. moral D. position

47. A. decisive B. serious C. vague D. concrete

48. A. corrected B. challenged C. debated D. absorbed

49. A. carefully B. reluctantly C. immediately D. occasionally

50. A. praise B. attitude C. assistance D. achievement

51. A. helping B. accusing C. praising D. dismissing

52. A. make up B. focus on C. lead to D. take away

53. A. command B. comment C. instruction D. information

54. A. sincerely B. simply C. politely D. unwillingly

55. A. overload B. promote C. inspire D. stimulate

**Section B**

**Directions:***Read the following passages. Each passage is followed by several questions or unfinished statements. For each of them there are four choices marked A, B, C and D. Choose the one that fits best according to the information given in the passage you have just read.*

**(A)**

Korean Americans at GBS High School

Glenbrook South (GBS) High School is in a suburb of Chicago, Illinois, in the United States. It is an award-winning school with a highly competent teaching staff. It has over 400 Asian Pacific American students—over 17 percent of the students in the school. Of these, the majority are Korean American. This is very unusual in a state where Korean Americans are less than 1 percent of the population. The interactions of the Korean American students at GBS were the subject of an article in *Asian Week* magazine.

Different Korean American students react differently to being in a high school where most students are white. Professor Pyong Gap Min, an expert on Korean life in America, believes that Korean Americans in this situation can sometimes feel inhibited or ashamed of their Korean identity. Asian Week interviewed a number of GBS students, and each had a different attitude.

|  |  |
| --- | --- |
| **Alice18 years old**  *I used to spend time only with Korean American friends. Although I felt secure with those friends, I found myself motivated to form closer relationships with non-Koreans, too. I felt I was missing out on new experiences and challenges.* | **Paul 16 years old**  *I have some Korean American friends, but I spend most of my time with my white friends. I’m often the only Asian American in the group, but I don’t mind. What I like about the white culture is that I can be more* ***radical****—I can be as loud and funny as I want to be. I don’t see as much of that among the Asian students.* |
| **John 17 years old**  *In junior high school, most of my friends were white. After coming to GBS, my sense of my Korean American identity was restored, and I decided to have mainly Korean American friends. I feel that my Korean American friends and I understand each other better. For example, we understand about severe parental pressures to succeed at school; I felt my white friends couldn’t really understand.* | |

Without *belittle* (轻视) the importance of what these students had to say, it’s important to remember that their opinions at this phase of their lives are bound to change as they grow into adulthood. But these honest opinions can help us better understand issues of cultural relations, and their honesty might help Americans from different cultural groups to get along better in the future.

56. The passage mainly discusses \_\_\_\_\_\_\_\_\_\_.

A. how Korean American students interact among themselves and with others

B. why Illinois is a very special state

C. how an Illinois high school welcomes Korean American students

D. different opinions of the friends of Korean American students

57. Which statement best summarizes Alice’s attitude?

A. She feels that her white friends don’t really understand her.

B. She likes her Korean American friends but wants to have non-Korean friends, too.

C. She feels she is missing out on experiences with her Korean American friends.

D. She doesn’t feel secure in her relationships with non-Koreans.

58. The underlined word“***radical***”most probably means “\_\_\_\_\_\_\_\_\_\_”.

A.timid B. expressive C. considerate D. sensitive

**(B)**

The documentary Blood Lions shows South Africa’s cruel canned lion hunting industry. In canned hunts, lions are raised by humans and kept in enclosed spaces on private hunting areas. Hunters can get *trophy*(战利品)easily in exchange for fees of up to $ 50,000. There are about 8,000 ranch lions in South Africa. So the country’s hunt operators can make a fortune.

Ian Michler was a lead character in the film. He talked about Blood Lions last July when it was shown in Durban, South Africa. The film has since been viewed in 185 countries. More than 50 screeningshave been held at film festivals and in meetings of special interest groups. This year, Blood Lions will be shown at every major tourism conference in Europe and Africa.

Outside the film, Michler and the team are running a global campaign. They are aiming at ending canned hunts and other cold-blooded activities involving lions and other large animals.

Australia became the first country, in February 2015, to forbid imports of lion trophies. It was followed by France in November. That month, Blood Lions was shown in the European Parliament. As a result, the governments of Finland, Italy, and Spain decided to hold their own screenings. There are a number of other countries likely to do the same.

At the same time, at the end of last year, the world’s leading group of African lion researchers offered an important suggestion. They advised that any analysis of the present state of wild lions in South Africa should not include its thousands of ranch lions. Wild lions in South Africa now number some 3,000. There are around 20, 000 wild lions in Africa.

“The great majority of lion populations in Africa have been reduced,” says Hans Bauer, lion researcher at Oxford University’s Wildlife Conservation Research Unit. “It’s important to stress that South Africa’s ranch lions are horror that has nothing to do with lion protection. These lions should never be taken into account in any serious analysis of the state of lions in Africa.”

59. What do we learn about the documentary Blood Lions?

A. It has an international influence.

B. It has attracted many tourists.

C. It tells the story of a lion fighter.

D. It has brought the producer lots of money.

60. Michler and his team’s campaign \_\_\_\_\_\_\_\_\_\_.

A. was first started in Australia B. has won little support in Europe

C. has achieved noticeable effects D. aims to save endangered animals

61. Whatcan we infer about Hans Bauer?

A. He suggests analyzing lions properly.

B.He has seen an increase of African wild lions.

C. He may be a strong supporter of trophy hunting.

D. He hopes that there will be more ranch lions in Africa.

62. What is the main purpose of the passage?

A. To explain the main idea of a new film.

B. To report an animal protection campaign.

C. To encourage farmers to raise ranch lions.

D. To advertise South Africa’s hunting industry.

**(C)**

One of the main challenges facing many countries is how to maintain their identity in the face of globalization and the growing multi-language trend. “One of the main reasons for economic failure in many African countries is the fact that, with a few important exceptions, mother-tongue education is not practiced in any of the independent African states.” said Neville Alexander, Director of the Project for the Study of Alternative Education in South Africa at the University of Cape Town.

In response to the spread of English and the increased multi-language trends arising from immigration, many countries have introduced language laws in the last decade. In some, the use of languages other than the national language is banned in public spaces such as advertising posters. One of the first such legal provisions was the 1994 “Toubon law” in France, and the idea has been copied in many countries since then. Such efforts to govern language use are often considered as ***futile*** by language experts, who are well aware of the difficulty in controlling fashions in speech and know from research that language switching among bilinguals is a natural process.

It is especially difficult for native speakers of English to understand the desire to maintain the “purity” of a language by law. Since the time of Shakespeare, English has continually absorbed foreign words into its own language. English is one of the most mixed and rapidly changing languages in the world, but that has not been a barrier to acquiring superiority and power. Another reason for the failure of many native English speakers to understand the role of the state regulation is that it has never been the Anglo-Saxon way of doing things. English has never had a state-controlled authority for the language, similar, for example, to the Academic Francaise in France.

The need to protect national languages is, for most western Europeans, a recent phenomenon—especially the need to ensure that English does not unnecessarily take over too many fields. Public communication, education and new ways of communication promoted by technology, may be key fields to defend.

63. Neville Alexander believes that \_\_\_\_\_\_\_\_\_\_.

A. mother-tongue education is not practiced in all African countries

B. globalization has resulted in the economic failure of Africa

C. globalization has led to the rise of multi-language trend

D. lack of mother-tongue education can lead to economic failure

64. The underlined word “***futile***” (in paragraph 2) most probably means “ \_\_\_\_\_\_\_\_\_\_”.

A. workableB. practical C. useless D. unnecessary

65. Why do many English-speaking countries not support the language protection efforts described in the passage?

A. They think language protection laws are ineffective.

B. They want their language to spread to other countries.

C. They have a long history of taking words from other languages.

D. It reduces a language’s ability to acquire international importance.

66. What can we infer from the last paragraph?

A. English has taken over fields like public communication and education.

B. Many aspects of national culture are threatened by the spread of English.

C. Most language experts believe it is important to promote a national language.

D. Europeans have long realized the need to protect a national language.

**SectionC**

**Directions:** *Read the following passage carefully. Fill in each blank with a proper sentence given in the box. Each sentence can be used only once. Note that there are two more sentences than you need.*

|  |
| --- |
| A. But the brain is also very plastic. |
| B.Most importantly, geniuses all seem to have a mission beyond their individual identity. |
| C. She is establishing habits of thought she can call upon in order to understand or solve  future problems. |
| D. Practicing ambitiously would be a driving force of women approaching the success. |
| E. This contact would give the girl a vision of her future self. |
| F. Instead, it’s deliberate practice. |

The latest research suggests that the key factor separating geniuses from the merely accomplished is not I.Q., a generally bad predictor of success. (67)\_\_\_\_\_\_\_\_\_\_ Top performers spend more hours practicing their craft. If you wanted to picture how a typical genius might develop, you’d take a girl who possessed a slightly above average verbal ability. It wouldn’t have to be a big talent, just enough so that she might gain some sense of distinction. Then you would want her to meet, say, a novelist, who coincidentally shared some similar biographical traits. Maybe the writer was from the same town, had the same ethnic background, or, shared the same birthday.

(68)\_\_\_\_\_\_\_\_\_\_It would give her some idea of a fascinating circle she might someday join. It would also help if one of her parents died when she was 12, giving her a strong sense of insecurity and fueling a desperate need for success. Armed with this ambition, she would read novels and life stories of writers without end. This would give her a primary knowledge of her field. She’d be able to see new writing in deeper ways and quickly perceive its inner workings.

Then she would practice writing. Her practice would be slow, painstaking and error-focused. By practicing in this way, she delays the automatizing process. Her mind wants to turn conscious, newly learned skills into unconscious, automatically performed skills. By practicing slowly, by breaking skills down into tiny parts and repeating, she forces the brain to internalize a better pattern of performance. Then she would find an adviser who would provide a constant stream of feedback, viewing her performance from the outside, correcting the smallest errors, pushing her to take on tougher challenges. By now she is redoing problems—how do I get characters into a room—dozens and dozens of times. (69)\_\_\_\_\_\_\_\_\_\_

The primary trait she possesses is not some mysterious genius. It’s the ability to develop a purposeful, laborious and boring practice routine. The latest research takes some of the magic out of great achievement. But it underlines a fact that is often neglected. Public discussion is affected by genetics and what we’re “hard-wired” to do. And it’s true that genes play a role in our capabilities. (70)\_\_\_\_\_\_\_\_\_\_We construct ourselves through behavior.

**V. Translation**

**Directions:** *Translate the following sentences into English, using the words given in the brackets.*

72. 这个专家所推荐的方法被证明是十分有效的。(prove)

73. 对国家来说，保护生态环境和保持经济增长同样重要。(as….as)

74.如果有朝一日，学生能亲自参与到课程开发中，那该有多棒啊！(involve)

75. 这本新发行的杂志不仅会影响青少年对时尚的看法，还会开启健康饮食的新潮流。  
(Not only)