



# Unit 1

## Passage 1

**Directions:** Read the following passage, and then answer the questions by choosing the best answer from the four choices marked A), B), C) and D).

### 快速阅读自查表

阅读和练习建议用时：10分51秒
实际用时：
正确答题数记录：

### Going Home to Work

Today fewer people in the United States drive to work. They have stopped commuting to work. They stay home. They have not lost their jobs or started their own companies—they are a new type of employees: the telecommuter (通过与办公室连接的电脑终端在家工作的人). Over five million working people in the US divide their work between home and the office. Some work mostly at home, some work mostly in the office, and some work at home half the time and in the office half the time. Today, with a modern system of communications, many people can work anywhere. An individual only needs a supportive boss and an office with a telephone and an answering machine, a computer and a printer, a copier, a fax machine, and a modem. Researchers predict that, in just a few years, 41 percent of workers in the United States will telecommute. Driving to work may soon become something of the past.

#### For Employees

Employees like telecommuting because they can have a freer working schedule. They can start to work whenever they want to. They can work in the evening and go out in the morning or in the afternoon. They don't have to spend as much time sitting in highway traffic. They can take advantage of the fresh air. Moreover, telecommuting gives working mothers and fathers more time with their families.

But telecommuting is not the cure for all working people who feel stressed in their jobs. People who work at home alone often feel isolated. They seldom see people face-to-face. With less time in the office, they may spend most of their working hours alone. They usually spend more time in contact with machines rather than with human beings, so they sometimes feel lonely. In fact, not everyone makes a good telecommuter. People who telecommute need to make their own work schedule. Some telecommuters report that they work more hours when they are in the comfort of their own homes. In fact, they sometimes think their home is their workplace, and this makes them feel confused. When home and workplace get confused, people feel as if they never leave work. Some families have problems coping with work at home. For example, the children may not understand why they cannot talk to mom (or dad) when she (or he) is working. In addition, not all jobs allow telecommuting. A magazine editor may be able to spend most of his time working at home, while a hospital nurse or a school teacher, however, may not.

### **For Employers**

Employers may not accept the idea of telecommuting, either. They may feel a loss of control over employees who work at home. Also, employers often believe that the best work gets done when people work with their associates. Face-to-face meetings are not possible with telecommuters. Meetings on the phone are not the same. The subtle messages of body language get lost in phone discussions. In addition, when employees work at home, it is not possible to solve problems that require immediate attention. The biggest problem, in fact, may be trust. Can an employer trust his employee to do his work without a manager watching around? The employer must choose the right person to telecommute.

Yet if employers can manage feeling a loss of control over employees, they may find many advantages. Telecommuting can save money for a business. Running an office will be less expensive if people work at home. Employees will be happier and, as a result, more productive. A California study showed that telecommuters were 20 percent more productive than office workers. Actually, many telecommuters report working ten hours each day, rather than eight hours, when they work at home. Another advantage for employers is that they can hire more employees who cannot relocate their homes. If an employee cannot move to where the company is, he then can telecommute. They can also keep employees who might want to leave the company because of the great distance from home. When a company succeeds in keeping its employees, it saves the money that would be needed to train new employees.

### **For Society**

The benefits of telecommuting may be even greater for society. If more people work at home,



## Unit 1

there will be fewer cars on the highways. If there are fewer cars on the highways, there will be less gasoline used and less pollution produced. In addition, if people are able to work at home, more women and disabled workers can be hired. As families balance the demands of work and family life, they will be happier and more productive.

But again, is telecommuting the perfect solution? As people have more opportunities to work at home, many may move to the suburbs or to rural areas. As they move out of the cities, the cities will be left without a heavily employed population. Since the unemployed who stay in the cities will not pay taxes to the cities, there will be less money to support the cities' roads, water supply, electric supply, and so on.

There is one more serious problem than lacking in money for cities. As people become more comfortable working alone, they may become less social. It's easier to stay home in comfortable exercise clothes than to get dressed for yet another business meeting!

Both the breaking-down of our cities and the worsening social habits of people are not small problems as we consider the possibility of telecommuting.

( 901 words )





# Unit 1

## Passage 2

**Directions:** Read the following passage, and then complete the sentences with the information given in the passage.

### 快速阅读自查表

阅读和练习建议用时：11分30秒
实际用时：
正确答题数记录：

### Animal Education

Animals perform many useful and entertaining jobs. Dogs are particularly valuable in guiding the blind, protecting property, finding the missing, and searching for criminals. Horses are used in guarding other animals, carrying men where there are no roads, and helping farmers work on their farms. Pigeons have long been used to carry messages. Wild animals from the forests and seas are very popular performers in various shows and movies. People realize that, although animals may not be as smart as human beings, they are smart enough to learn certain things.

The first thing a dog is taught is to obey. It will not take too long for him to learn commands. Simple orders, such as “sit”, “lie down”, “stay there”, and “come here”, can even be taught by a child.

Training a dog to be a watchdog often produces surprising results. Some dogs quickly learn the difference between unwanted people and friends. This is because their masters welcome friends and invite them into their houses. However, some dogs will always attack the postman who comes to deliver letters. One explanation for this behavior is that, although the postman comes to the house often, he never enters the house. Therefore, the dog thinks he is someone who is not wanted, but keeps coming back anyway.

Masters of the dogs that attack postman can easily show the dog that he is a friend and that the dog does not need to treat him as an unwanted person. A dog is quite ready to do what his master wishes. And a dog is always happy when he is praised for understanding it correctly.

Dogs can be taught to obey commands when the sound of a word is connected with a certain act. Two important factors in teaching a dog to obey commands are: using the same word each

time for the same act, and teaching only one act at a time. Dogs can learn not only to sit, lie down, come, and stay in the place when their masters go away, but also to jump, carry, and fetch things.

After a dog learns to carry an object, he can learn to bring it back from a distance. A stick can be thrown far away, and the dog enjoys running after it, and searching for it until he finds it. After a lot of practice, the dog can return with a stick (or other objects) even when he has not seen it thrown. To teach a dog this skill, the master makes a simple trail by walking some distance in a straight line. Then he leaves the stick at the end of the trail. The dog learns to follow the straight line at first. Then, later, he learns to follow more irregular lines. Eventually, he can learn to follow a smell. With this skill he can be very useful in tracking down lost people or criminals.

Dogs are very helpful as companions for blind people. When a dog has been properly trained, he will always lead his blind master in the right direction and keep him out of danger. For example, seeing-eye dogs (导盲犬) learn never to cross a busy road when cars are coming, even if their masters command them to do so.

Horses are also able to learn many things. Horses that are used for guard or police duty must learn never to be frightened of noises, traffic, and other things. Race horses are able to run much faster than other horses, but they are also quite high-strung (易激动的). Therefore, it is necessary for those people who train them to be very patient and understanding.

Pigeons have a natural instinct to return home, even if they are very far away and the trip is hard or dangerous. Men utilize this homing instinct to send messages on small pieces of paper which are tied to the pigeons' backs or legs. In war time, pigeons have been known to fly as fast as 75 miles per hour and to cover distances of 500 to 600 miles. These homing pigeons begin their training when they are about four weeks old. After a few weeks they begin flying and carrying messages. If all goes well, their flying career lasts about four years.

Animals can learn to do many things that, while not all necessarily useful, are very interesting to watch. Lions and tigers can be taught to leap when told to do so, or to stay in place on command. Elephants learn to walk in line, to stand on their back legs, to lie on their sides, or to stand on their heads. They can also learn to dance.

Once a trainer had an elephant and a tiger. After many weeks of living in the same cage, the two animals became used to each other. Then the tiger was taught to jump on the elephant's back. Both animals became so interested in the act (as well as the praise and food they received after the act) that they forgot they were natural enemies. Later on a lion was added to the act. This also took a lot of patient training. When the three animals grew used to each other they made a most successful show.

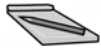
Movies and televisions can use trained animals too. Some animals, such as dogs and foxes, are easy to film. All you have to do is to hang something that smells good in front of the camera. These animals will follow it, which may lead them straight to the camera so they can be photographed. Big



## Unit 1

animals, such as lions and tigers, can be photographed as they jump happily back to their families or food. Even if a movie actor is nearby, the well-trained animal will pay no attention to him. However, the audience may imagine that the actor just barely escaped a terrible death.

(973 words)



1. People realize that animals are \_\_\_\_\_ to be trained to perform certain jobs.
2. Some dogs may be suspicious of the postman because the postman never \_\_\_\_\_.
3. When teaching dogs to obey commands we have to bear in mind two factors: 1) using the same word for the same act; 2) teaching \_\_\_\_\_ at a time.
4. Dogs can guide blind people and keep them out of danger when the dogs have been \_\_\_\_\_.
5. Patience and understanding are necessary for trainers of \_\_\_\_\_.
6. Pigeons are known to be able to fly as far as \_\_\_\_\_ miles in war time.
7. An elephant and a tiger were able to work together in an act when they \_\_\_\_\_.
8. In movies and televisions, when you see a big animal jumps at an actor, the animal may be actually jumping back to \_\_\_\_\_.







# Unit 1

## Passage 3

**Directions:** Read the following passage, and then answer the questions. For questions 1-7, choose the best answer from the four choices marked A), B), C) and D). For questions 8-10, complete the sentences with the information given in the passage.

### 快速阅读自查表

阅读和练习建议用时：11分12秒
实际用时：
正确答题数记录：

### Different Ways of Talking

A few hours after Joy Fisher's birth, her parents took pictures of her. Joy's mother put a pink hat on Joy's head, so that everyone who saw the pictures would know that the new baby was a girl. Even before she was born, Joy's parents knew that she was going to be female when the doctor said, "I'm sure you have a little lady in there." Joy's parents told all their relatives and friends that their baby was a girl. Gifts soon arrived, including pink dresses and dolls. Joy's parents painted her room pink and white.

A few years later, Joy's brother, Tommy, was born. His room was painted blue, and he received books and a football as gifts. Joy enjoyed helping her mother take care of the new baby. She also enjoyed playing with other girls at school. Now, Tommy has also entered school, where he plays with other boys. The games Joy and Tommy play are quite different. Joy loves jumping rope with her two best friends. Tommy likes to play ball with a large group of boys. Sometimes when they play a game, he is made captain. He enjoys telling the other boys what to do. Joy, on the other hand, doesn't like it when new girls join her friends and try to change the way they jump rope. She thinks that some of these girls are too bossy (专横的).

Both Joy and Tommy are growing up in American culture and values. They are learning what it means to be a girl and to be a boy in this culture. Their sex at birth, female and male, is now

becoming a gender (性别)—a way of thinking, speaking, and acting that is considered woman or man. Each culture has its own way of defining gender, and very early in life gender becomes a basic part of a person's identity.

According to Deborah Tannen, a professor at Georgetown University, gender differences are even reflected in the ways that men and women use language while they play. Boys often use commands when they talk to each other. For instance, when Tommy is captain he might say, "You go first. Don't wait for me." As the leader of the other boys, he tells them exactly what to do. But when Joy wants to influence her friends, she uses different forms of language. Instead of using commands, she will say, "Let's try it this way. Let's do this." This is how she tries to direct the other girls without sounding bossy. By using the form "let's", she also emphasizes the fact that the girls all belong to the same group.

As Joy and Tommy grow up, they will continue their different ways of speaking. In junior high school, Joy's status will depend on her circle of friends. If her friends are popular, then Joy may enjoy high status at school. For this reason, Joy and many other girls are interested in gossips (闲话). If Joy has some information to share about a popular girl at school, this proves that she has a friendship with that girl. In this way Joy can use gossip to gain more status in her school.

Tommy, on the other hand, may be less interested in gossips. His status does not depend on who his friends are at school. Tommy gains status through his own ability to play sports well or earn high grades. Later in life, Joy may continue to be interested in talking about other people and their lives. Tommy will be less interested in personal talks and be more concerned with discussions of sports and news. These give him a chance to gain status by showing others his knowledge.

Different ways of speaking are part of gender. As adults, men and women sometimes face difficulties in their communication with each other. Studies of communication show that if a woman tells her husband about a problem, she will expect him to listen and offer sympathy. She may be angry when he simply tells her how to solve the problem. Similarly, a husband may be angry when his wife wants to stop to ask a stranger for directions to a park or a restaurant. Unlike his wife, he would rather use a map and find the way by himself.

Language is also part of the different ways that men and women think about friendship. Most American men believe that friendship means doing things together, such as camping or playing tennis. Talking is not an important part of friendship for most of them. American women, on the other hand, usually identify their best friend as someone with whom they talk frequently. Unlike most women, men often speak more directly, giving direct commands such as "Close the door." Many women, however, use more polite forms such as "Could you please close the door?"

These differences seem to be part of growing up in American culture and following its rules of gender. If men and women can understand that many of their differences are cultural, not personal,



# Unit 1

they may be able to improve their relationships. They may begin to understand that because of gender differences in language, there is more than one way to communicate.

(867 words)



1. Joy's room was different from Tommy's room in that \_\_\_\_\_.  
A) Tommy's room was blue                      B) Tommy's room was pink and white  
C) Tommy's room contained gifts              D) Tommy's room contained dolls
2. Both Joy and Tommy are learning \_\_\_\_\_.  
A) the meaning of American culture          B) the meaning of life  
C) the meaning of being an American        D) the meaning of being a girl or a boy
3. Compared with girls, boys often use \_\_\_\_\_ to influence others while playing.  
A) similar forms of language                  B) body language  
C) polite expressions                              D) commanding expressions
4. According to the passage, the way of thinking, speaking, and acting may \_\_\_\_\_.  
A) develop as the children grow up          B) remain the same throughout the life  
C) remain the same in different cultures      D) develop as the society is improving
5. Joy gains status at school through her \_\_\_\_\_.  
A) friends' influence                              B) own abilities  
C) family background                            D) interest in gossip
6. Talks about sports and news will give Tommy chances to \_\_\_\_\_.  
A) gain status                                      B) obtain knowledge  
C) become social                                 D) become personal
7. When a woman talks about a problem to her husband, she expects him to \_\_\_\_\_.  
A) get angry                                        B) ask a stranger  
C) listen and be sympathetic                  D) solve the problem
8. For most American men, \_\_\_\_\_ is not seen as an important part of friendship.
9. Instead of using polite forms, men often give \_\_\_\_\_.
10. Men and women may improve their relationships if they realize that the differences between them are \_\_\_\_\_.





# Unit 1

## Passage 4

**Directions:** Read the following passage, and then answer the questions. For questions 1-7, mark Y (YES) if the statement agrees with the information given in the passage, mark N (NO) if the statement contradicts the information given in the passage, or mark NG (NOT GIVEN) if the information is not given in the passage. For questions 8-10, complete the sentences with the information given in the passage.

### 快速阅读自查表

阅读和练习建议用时：11分30秒
实际用时：
正确答题数记录：

## Helping Your Kids to Manage Money

Feeling a little like a money machine these days? Get the kids off your back and start giving them a regular allowance (零用钱). By giving them an allowance, instead of giving them money whenever they ask for it, you will be well on your way toward escaping those “I’m the bank” blues. You’ll also be helping them understand the value of money, as well as how to use it wisely—knowledge that lasts a lifetime.

### Show Them the Money

An allowance can help kids learn to manage money, be responsible, set goals and plans for the future. At the same time, it can provide you with a better grasp on how much your kids really spend. But before you start handing out the money, consider the following:

- Why do you want to give an allowance? What goals would you like to achieve?
- How often will you pay the allowance (weekly, monthly, etc.)?
- How much do you think your child needs (and can handle)?

- What financial habits do you want to pass on to your child?
- What will you do if your child wants something that his allowance won't cover?

Most kids are ready for an allowance at age five or six, but it's up to you to decide when the time is right.

### Decide What Your Child Needs

An allowance can be based on your child's age, your own financial resources, the expenses it will cover and the goals you and your child wish to accomplish. Basically, you want to come up with a realistic, agreed-upon amount that your child can manage with confidence.

To set an amount, sit down with your child and create a list of expenses (lunches, after-school spending, weekend activities, savings, and so on) to help each other understand what the money needs to cover. Be open to your child's needs and wants. Consider short-term and long-term goals, such as special events or savings plans, and be honest about any specific rules you want to set.

Ask yourself the following questions before you sit down with your child:

- Will the child be allowed to spend freely, or will you expect a record of purchases?
- Will you encourage savings? Will you require it?
- Do you want to provide ways for your child to earn extra money?
- Will you allow advances for special occasions? How will they be paid back?
- Will you limit what your child can and can't buy?
- What type of reasons will you consider when it comes to increases?

Kids at different ages will want to use their allowance for different reasons. It's up to you to help them set limits and goals. After that, it's up to them to stay within those limits and reach their goals, and also to learn from mistakes when they don't.

### Pick Out Your Payday

Since an allowance is meant to help your child deal with a regular income, it's important to keep that income consistent. Talk with your child to develop a schedule that works for you both. Make it clear that once the money is spent, you won't give him any more until your child's next "payday", especially when advances or extra earning potential are out of the question.

Consider marking paydays on your family calendar, and then crossing them off once the money changes hands. The important thing is to have the allowance ready on the expected day, just like your own paycheck.

You might consider monitoring your child's spending habits at first to make sure a Friday payday doesn't mean empty pockets by next Monday, or a Monday payday doesn't mean the same when the weekend finally rolls around. Provide input on how your child can make money last, but



## Unit 1

remember overspending and making unwise purchases can be a positive learning experience in the long run.

### **Help Your Child Budget**

Managing money within one's means takes practice. Obviously five-year-olds aren't going to understand detailed budgeting, but they can learn from the examples you set. You can help them count and make change or put their money in a piggy bank (猪形储蓄罐). But don't be surprised when all they want to spend their allowance on is candy and toys.

By eight to ten years old, many children become more reasonable about their spending. Sometimes they even save up for something or offer to do extra things, like new chores to earn more money. Eventually they begin to truly understand how budgeting, savings and interest work. When this understanding is attained will depend on the individual, so don't be discouraged if your teenager is still spending excitedly.

When children are ready to begin budgeting, you can help start a system that will show them how to keep track of what goes where, when and why. The basic goal is to help your child understand that responsible behavior, including making budgeting a habit, gets great rewards. Many kids welcome a written budget, such as a chart or even a notebook where they can keep track on their own. You can also show them how to divide and spend the money for specific purposes (such as using different envelopes to hold lunch money, personal expenses, savings and so forth).

When kids know how to handle their finances, they can better prepare themselves for future goals. An allowance—complete with guidance and a willingness to let them make mistakes—can guide them in the right direction.

(900 words)



- ( ) 1. According to the passage, giving children money whenever they ask for it is not a good practice.
- ( ) 2. It is the author's view that giving children allowance benefits both parents and their children.
- ( ) 3. When their child is five or six, parents should know it is time to give him or her allowance.
- ( ) 4. When something unusual happens, parents should be allowed to spend their child's allowance in advance.
- ( ) 5. Overspending is a negative experience that is bad for children in the long run.
- ( ) 6. Detailed budgeting is something that even a five-year-old can understand.
- ( ) 7. Many children start spending money more reasonably when they're eight to ten years old.
- 8. The time children truly understand how budgeting works depends on \_\_\_\_\_.
- 9. As a basic goal, children should be helped to understand that they can benefit from their \_\_\_\_\_.
- 10. Many kids like to have a \_\_\_\_\_ to keep track of their money themselves.