

New

Practical English Course

新编 (第2册) 英语实用教程

■ 主 编 李 敏



ZHEJIANG UNIVERSITY PRESS

浙江大学出版社

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图书在版编目(CIP)数据

新编英语实用教程. 第2册 / 李敏主编. —杭州: 浙江大学出版社, 2010.9

ISBN 978-7-308-07787-3

I. ①新… II. ①李… III. ①英语—终生教育—教材
IV. ①H31

中国版本图书馆 CIP 数据核字(2010)第 125018 号

新编英语实用教程(第2册)

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责任编辑 诸葛勤

封面设计 刘依群

出版发行 浙江大学出版社

(杭州市天目山路 148 号 邮政编码 310007)

(网址: <http://www.zjupress.com>)

排 版 杭州求是图文制作有限公司

印 刷 杭州杭新印务有限公司

开 本 787mm×1092mm 1/16

印 张 17

字 数 580 千

版 印 次 2010 年 9 月第 1 版 2010 年 9 月第 1 次印刷

书 号 ISBN 978-7-308-07787-3

定 价 42.00 元(含光盘)

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浙江大学出版社发行部邮购电话 (0571)88925591

前

言

作为一套供网络教育专升本以及高升本学生使用的英语教材,《英语实用教程》自出版以来一直得到广大师生的热情支持。在出版近十年之际,我们对原有教材进行了内容和形式上的全面更新,根据国家网络教育考试委员会制定颁布的网络教育统考课程考试大纲,编写了《新编英语实用教程》。

《新编英语实用教程》充分考虑网络教育的特点,即成人学习、业余学习和网络学习。在教程的编写中,结合网络教育学生的实际水平,针对自学为主的需求,充分利用多媒体教学手段,帮助学生掌握相关词汇和语法知识,培养和训练读、写、译、说的技能。教程共四册,包括:《新编英语实用教程》(配有光盘)(1、2册)和《新编英语实用教程学习指导书》(1、2册),教学PPT课件及其他相关参考资料也将陆续推出。

《新编英语实用教程》紧扣新颁布的统考大纲,重点突出,内容精炼。

●按照大纲词汇表编排教材词汇:以大纲中大学英语C级词汇作为学生已掌握的基本词汇,在此基础上,分别列出大学英语B级词汇以及超纲词(带*的单词)。标识清楚,词义全面,例句充分,方便学生学习、掌握大纲所要求的词汇、短语及其用法。

●大纲中所包含题型——交际英语、阅读、完形填空、词汇语法、翻译、写作——在本教程各单元练习中均有体现,既使学生熟悉统考题型,也训练学生掌握各种技能,并在此基础上熟练运用解题技巧。

《新编英语实用教程》采用主题教学模式,即每个单元的课文设置围绕一个主题,提供大量相互联系的语言样本,语汇的复现率高。根据语言认知理论,反复的、同一主题的语言输入有助于学生对所学语言内容的消化和吸收。本教程选材新颖,内容丰富,趣味性、知识性强,能激发学生的自学兴趣。

本书为《新编英语实用教程》学生用书第2册, 共分为十个单元, 每单元由四个部分组成, 即 Focus on Reading, Focus on Grammar, Focus on Writing 和 Focus on Speaking。第一部分 Focus on Reading 包括三篇文章: Basic Reading(基本阅读课文), Extensive Reading(泛读课文)和 Supplementary Reading(补充阅读)。Basic Reading 为主课文, 是每个单元学习的重点, 包括生词表、注释、课文理解练习、词汇语法练习、翻译练习以及完形填空练习。Extensive Reading 作为主课文的补充, 同样配有课文理解练习、词汇语法练习、翻译练习。Supplementary Reading 采用一篇短文配五个阅读理解选择题的形式, 可用作学生对自己阅读理解能力的自测。本教程根据网络教育学生的特点和需要, 增设 Focus on Grammar, 即语法知识体系的介绍以及配套的练习。其后的 Focus on Writing 提供作文题目以及中英文的参考词汇; Focus on Speaking 则按照交际功能划分, 各单元该部分内容由一段对话和数道交际英语练习题组成。

《新编英语实用教程》系列教材由李敏担任主编, 王海虹任副主编, 参加编写的还有(按姓氏笔画为序): 史占泓、李航、陈献、张兴刚。伊海科负责本教程的词表统计工作, 美籍专家 Karen Port 博士仔细审核了本书, John Meny 博士与 Danielle Elizabeth 女士为本书的全部阅读材料、生词与词组, 以及会话制作了精美的录音。浙江大学继续教育学院张劲、陈海观、稽建琴对本书的出版给予了极大支持, 谨在此致以衷心的感谢。

编者

2010年9月于杭州

CONTENTS 目 录

| | |
|-----------------------------|----------------------------------|
| Unit 1 Entertainment | 1 |
| Focus on Reading | 1 |
| Basic Reading | Can Music Tell Your Personality? |
| Extensive Reading | TV—A Thief of Time? |
| Supplementary Reading | |
| Focus on Grammar | 20 |
| Grammar Review | 宾语从句 |
| Grammar Practice | |
| Focus on Writing | 23 |
| Topic | My Favorite TV Program |
| Focus on Speaking | 23 |
| Easy Cool Dialogue | Likes and Dislikes |
| Communicative Practice | |
| Unit 2 people | 25 |
| Focus on Reading | 25 |
| Basic Reading | Stephen Wozniak |
| Extensive Reading | The Other Senses |
| Supplementary Reading | |
| Focus on Grammar | 43 |
| Grammar Review | 主语从句、表语从句、同位语从句 |
| Grammar Practice | |
| Focus on Writing | 47 |
| Topic | My English Teacher |
| Focus on Speaking | 47 |
| Easy Cool Dialogue | Bikini Day |
| Communicative Practice | |

| | |
|--------------------------------|------------------------------------|
| Unit 3 Success | 49 |
| Focus on Reading | 49 |
| Basic Reading | Self-doubt: An Obstacle to Success |
| Extensive Reading | Run, Patti, Run! |
| Supplementary Reading | |
| Focus on Grammar | 69 |
| Grammar Review | 定语从句 |
| Grammar Practice | |
| Focus on Writing | 72 |
| Topic | The Way to Success |
| Focus on Speaking | 73 |
| Easy Cool Dialogue | Which Is Your Favorite? |
| Communicative Practice | |
| Unit 4 Time | 75 |
| Focus on Reading | 75 |
| Basic Reading | Growing Old at the DMV |
| Extensive Reading | Have You Ever Had a Time Shift? |
| Supplementary Reading | |
| Focus on Grammar | 92 |
| Grammar Review | 状语从句(1): 时间、地点 |
| Grammar Practice | |
| Focus on Writing | 96 |
| Topic | How Do I Spend My Spare Time |
| Focus on Speaking | 96 |
| Easy Cool Dialogue | Doing Sports |
| Communicative Practice | |
| Unit 5 Money | 99 |
| Focus on Reading | 99 |
| Basic Reading | Money Can Really Buy Happiness |
| Extensive Reading | Children and Money |
| Supplementary Reading | |
| Focus on Grammar | 118 |
| Grammar Review | 状语从句(2): 原因、目的、结果、条件 |
| Grammar Practice | |
| Focus on Writing | 121 |
| Topic | Is Money Everything? |
| Focus on Speaking | 121 |
| Easy Cool Dialogue | Yes, We Can! |
| Communicative Practice | |

| | |
|--------------------------|---|
| Unit 6 Travel | 123 |
| Focus on Reading | 123 |
| Basic Reading | A Beginner's Guide to Cave Exploring |
| Extensive Reading | Passenger Space Travel "by Middle of Next Decade" |
| Supplementary Reading | |
| Focus on Grammar | 141 |
| Grammar Review | 状语从句(3) 让步、比较、方式 状语从句的省略用法 |
| Grammar Practice | |
| Focus on Writing | 145 |
| Topic | Travelling |
| Focus on Speaking | 145 |
| Easy Cool Dialogue | Making Reservations |
| Communicative Practice | |
| Unit 7 Language | 147 |
| Focus on Reading | 147 |
| Basic Reading | Americans Show Interest in Learning Chinese |
| Extensive Reading | Immigration and Learning a New Language |
| Supplementary Reading | |
| Focus on Grammar | 166 |
| Grammar Review | 倒装结构 |
| Grammar Practice | |
| Focus on Writing | 169 |
| Topic | Tips on Learning English |
| Focus on Speaking | 169 |
| Easy Cool Dialogue | Taking a Vacation |
| Communicative Practice | |
| Unit 8 Gender | 171 |
| Focus on Reading | 171 |
| Basic Reading | Men and Women—Are They Equal or Not? |
| Extensive Reading | Gender and Internet Research |
| Supplementary Reading | |
| Focus on Grammar | 188 |
| Grammar Review | 强 调 |
| Grammar Practice | |
| Focus on Writing | 191 |
| Topic | Post-school Qualifications in Australia 1999 |
| Focus on Speaking | 191 |
| Easy Cool Dialogue | How Much Is It? |

Communicative Practice

| | |
|--|---|
| Unit 9 History | 193 |
| Focus on Reading | 193 |
| Basic Reading | Hard Times, Tough Choices |
| Extensive Reading | Before History |
| Supplementary Reading | |
| Focus on Grammar | 214 |
| Grammar Review | 主谓一致 |
| Grammar Practice | |
| Focus on Writing | 218 |
| Topic | A Letter |
| Focus on Speaking | 219 |
| Easy Cool Dialogue | Are You Referring To... |
| Communicative Practice | |
| Unit 10 Food | 221 |
| Focus on Reading | 221 |
| Basic Reading | Fast-Food Nation |
| Extensive Reading | Why Are We Growing Food to Feed Cars Instead of People? |
| Supplementary Reading | |
| Focus on Grammar | 239 |
| Grammar Review | 虚拟语气 |
| Grammar Practice | |
| Focus on Writing | 244 |
| Topic | Foreign Fast Food |
| Focus on Speaking | 244 |
| Easy Cool Dialogue | Disappointment |
| Communicative Practice | |
| Appendix I New Words | 247 |
| Appendix II Phrases and Expressions | 258 |

UNIT 1

Entertainment

Focus on Reading

Basic Reading

Can Music Tell Your Personality?

1 New research from around the world suggests that an individual's favorite music genre is closely linked to his or her personality.

2 Professor Adrian North of Heriot-Watt University, Edinburgh, UK, has carried out the largest study so far of musical tastes and personality type. He is an expert on music psychology and has carried out a lot of research on the psychology of music, in particular the relationship between pop music culture and behaviors of youth, music and consumer behavior, and the role of musical preference in everyday life.



3 Over the course of three years, Professor North asked more than 36,000 people in more than 60 countries to rate a wide range of musical styles in order of preference. Certain aspects of personality were also measured by questionnaire.

4 The results showed:

Blues fans have high self-confidence, are creative, outgoing, gentle and at ease.

Jazz fans have high self-confidence, are creative, outgoing and at ease.

Classical music fans have high self-confidence, are creative, introverted and at ease.

Rap fans have high self-confidence and are outgoing.

Opera fans have high self-confidence, are creative and gentle.

Country and western fans are hardworking and outgoing.

Dance fans are creative and outgoing but not gentle.

Rock/Heavy-metal fans have low self-confidence, are creative, not hard-working, not outgoing, gentle, and at ease.

Soul fans have high self-confidence, are creative, outgoing, gentle, and at ease

5 North said he wanted to study why music is such an important part of people's identity.

6 "People do actually define themselves through music and relate to other people through it, but we haven't known in detail how music is connected to identity," he said. "We have always suspected a link between music taste and personality. This is the first time that we've been able to look at it in real detail. No one has ever done this on this scale before." 25

7 People may define their musical identity by wearing particular clothes, going to certain clubs, and using certain types of slang. So it's not so surprising that personality should be related to musical preference. "We really got the sense that people were selecting musical styles that match their own personality¹," North said. 30

8 He believes that his results show why people can get defensive about what they like to listen to, as it is likely to be closely linked to their outlook on life.² The study also shows the "tribal function" of musical taste that can explain why people often bond over music.³

9 North noted that classical and heavy-metal music both attracts listeners with similar personalities but different ages. Younger members of the personality group seem to go for heavy metal, while older members prefer classical. However, both have the same basic motivation: to hear something dramatic and theatrical, a shared "love of the grandiose,"⁴ he said. 35

10 "The general public has always believed that heavy-metal fans are usually unhappy and are a danger to themselves and society in general," he said, "but that is not true. Aside from their age, they're basically the same kind of person [as a classical music fan]. Lots of heavy-metal fans will tell you that they also like Wagner, because it's big, and loud. There's also a sense of theater in both heavy-metal and classical music, and I suspect that this is what they're really trying to get at when they listen⁵." 40

11 North is now seeking participants for an online questionnaire exploring the same topic. To take part in the research visit <http://peopleintomusic.com>. 45

(603 words)

Proper Names

Adrian North /'eidriən 'nɔ:θ/ (人名) 艾德里安·诺斯

blues /blu:z/ 蓝调, 布鲁斯(美国南部一种缓慢而伤感的乐曲)

country and western /'kʌntri ənd 'westən/ 乡村和西部音乐

dance /'dɑ:ns/ 舞曲

Edinburgh /'edinbərə/ (地名) 爱丁堡(英国城市)

heavy metal /'hevi 'metl/ 重金属摇滚

Heriot-Watt University /'heriət-wɒt ju:ni'vɜ:siti/ 赫尔瓦特大学

rap /ræp/ 饶舌乐, 说唱

rock /rɒk/ 摇滚乐

soul /səʊl/ 灵魂音乐

Wagner /ˈvɑːɡnər/ (人名) 瓦格纳 (德国歌剧家, 作曲家)

New Words

aside /ə'saɪd/ *adv.* 在一边

e.g. I laid my book aside, turned off the light and went to sleep.

aspect /'æspekt/ *n.* 方面

e.g. Which aspect of the job do you like most?

behavior /bi'heɪvjə/ *n.* 行为, 举止

e.g. Their behavior towards me shows that they do not like me.

*bond /bɒnd/ *v.* (与某人) 培养一种特殊的关系

e.g. Four months away from work gives new mothers a chance to bond with their babies.

classical /'klæsɪkəl/ *adj.* 古典音乐的; 古典的

e.g. I) Some young people like pop music, while still others like classical music.

II) He enjoys reading classical Chinese poetry.

*consumer /kən'sjuːmə/ *n.* 消费者

e.g. We need more feedback from the consumer in order to improve our goods.

*creative /kri'eɪtɪv/ *adj.* (人) 有创造力的; 创造性的

e.g. I) You are so creative! I could never make my own clothes.

II) The job is so boring. I wish I could do something more creative.

*defensive /di'fensɪv/ *adj.* 防备批评的, 有戒心的; 防御性的

e.g. I) When asked to explain her behavior, she gave a very defensive answer.

II) Our army took up defensive positions on high ground overlooking (俯瞰) the river.

ease /iːz/ *n.* 轻松自在; 容易, 轻易

e.g. I) My parents are retired (退休的) and now live a life of ease.

II) I was surprised by the ease with which I had got the tickets.

explore /ɪks'plɔː/ *v.* 研究, 探讨; 探险, 勘察

e.g. I) You should explore ways of solving the problem.

II) Let's explore this town and find out what's around here.

*genre /'ʒɑːnrə/ *n.* 类型, 体裁

*grandiose /'grændiəs/ *adj.* 宏伟的, 宏大的

*identity /aɪ'dentɪti/ *n.* 身份

e.g. There is no clue to the identity of the thief.

individual /ˌɪndɪ'vɪdʒuəl/

n. 个人, 个体

e.g. Most churches were built with donations (捐款) from private individuals.

adj. 个别的; (属于) 个人的, 独有的

e.g. I) Each individual leaf on the tree is different.

II) Children get more individual attention in small classes.

***introverted** /'intrəʊ.və:tɪd/ *adj.* 性格内向的

e.g. Jane is introverted. She doesn't like talking to strangers.

link /lɪŋk/

v. 连接, 联系

e.g. Television stations around the world are linked by satellites (卫星).

n. 联系

e.g. Is there a link between smoking and lung disease?

measure /'meɪʒə/

v. 测量, 计量

e.g. The rainfall (降雨) was measured over a three-month period.

n. 措施, 方法; 度量(单位)

e.g. I) Measures are being taken to reduce crime in the city.

II) The meter is a measure of length.

***motivation** /ˌməʊti'veɪʃən/ *n.* 动机

e.g. Competition can sometimes increase students' motivation to learn.

musical /'mju:zɪkəl/

adj. 音乐的

e.g. The mother found that her son had a musical talent.

n. 音乐剧, 歌舞片

e.g. They are preparing to put on a new musical.

opera /'ɒpərə/ *n.* 歌剧

***outgoing** /'aʊtɡəʊɪŋ/ *adj.* 好交际的, 外向的

e.g. It's easy to communicate with the boy. He is outgoing.

***participant** /pɑ:'tɪsɪpənt/ *n.* 参加者, 参与者

e.g. Participants in the race will receive a T-shirt as a small gift.

particular /pə'tɪkjʊlə/ *adj.* 特别的; 特定的; 讲究的, 挑剔的

e.g. I) The teacher showed particular concern for the disabled child.

II) Most students choose one particular area for research.

III) Martin is very particular about his food.

pop /pɒp/ *adj.* 流行的, 通俗的

e.g. Her wish is to become a pop singer.

preference /'prefərəns/ *n.* 偏爱

e.g. I must say I have strong preference for classical music.

psychology /saɪ'kɒlədʒi/ *n.* 心理学

e.g. Child psychology is a required course in teacher training.

***questionnaire** /ˌkwɛstʃə'nɛə/ *n.* 问卷调查

e.g. We would like to invite you to spend some time to do this questionnaire.

range /reɪndʒ/

n. 批, 组, 类; (数、量、年龄等的)变化范围

e.g. I) The drug is effective against a range of bacteria (细菌).

II) Several cars are available within this price range.

v. (价格、水平、温度等)在某范围内变化

e.g. There were 120 students whose ages ranged from 10 to 18.

rate /reit/

v. 对……作评估, 评价

e.g. The company seems to rate him very highly.

n. 比率, 率; 费用, 价格

e.g. I) The unemployment (失业) rate is rising in that country.

II) Some hotels offer special rates for children.

scale /skeil/ **n.** 规模, 范围, 程度; (用于计量强度、速度、数量等的)标准, 级别

e.g. I) Whatever the scale, the process is the same.

II) The force of the wind is measured on a standard scale of 0-12.

select /si'lekt/ **v.** 选择, 挑选

e.g. She selected a diamond ring from the collection.

***self-confidence** /,self'konfidəns/ **n.** 自信

e.g. How can my child become more outgoing and have better self-confidence?

***slang** /slæŋ/ **n.** 俚语

suspect

/səs'pekt/ **v.** 猜想, 料想; 怀疑(某人)有罪(of / that)

e.g. I) I suspect our team will finally win the game.

II) Peter was suspected of giving away government secrets to the enemy.

/ˈsʌspekt/ **n.** 犯罪嫌疑人

e.g. The police persuaded the suspect to talk.

theater /'θiətə/ **n.** 戏剧表演; 戏院, 剧院

e.g. I) I'm taking a theater class at the college.

II) I ran to the theater all along and was out of breath.

***theatrical** /θi'ætrikəl/ **adj.** 戏剧性的, 夸张的

e.g. The actress's laugh in the play was anything but natural; it was simply theatrical.

***tribal** /traibəl/ **adj.** 部落的, 种族的

Phrases & Expressions

a wide range of 形形色色的

e.g. She also discussed a wide range of topics with the king.

aside from 除……以外

e.g. Aside from the manager, who has had the biggest influence on your career?

at ease 不拘束, 放松

e.g. What you have said makes me feel completely at ease.

be related to 有关系的, 相关的

e.g. Long-term goals may be related to our dreams of the future.

get at 得到; 触及

e.g. I) The files are locked up and I can't get at them.

II) I could see the ring stuck under there, but I couldn't get at it.

go for 喜爱; 争取得到

e.g. I) I tend to go for bright colored ties.

II) He is going for his second gold medal in swimming.

in detail 详细地

e.g. The reporter described the accident in detail.

in particular 特别, 尤其

e.g. The whole meal was good but the wine in particular was excellent.

over the course of 在……过程中

e.g. Over the course of seven weeks, the patient had at least three operations.

relate to 认同, 产生共鸣; 有关, 涉及

e.g. I) Laurie finds it difficult to relate to children.

II) How does this job relate to your career goals?

Notes

1. We really got the sense that people were selecting musical styles that match their own personality...
句中的第一个 *that* 引导同位语从句, 说明 *sense* 的内容。第二个 *that* 引导定语从句, 修饰 *musical styles*。
这句话可译为: “我们的确感到人们选择一些能与他们自身性格相吻合的音乐风格。”

2. He believes that his results show why people can get defensive about what they like to listen to, as it is likely to be closely linked to their outlook on life.

主句中 *why* 引导从句, 作 *show* 的宾语。 *what* 引导名词性从句, 作介词 *about* 的宾语, *as* 引导原因状语从句。 *it* 指代 *what they like to listen to*。这句话可译为: 他相信他的研究成果能说明为什么人们会对他们所乐意听的音乐进行辩护, 这是因为这些音乐与他们的生活观是紧密联系的。

3. The study also shows the “tribal function” of musical taste that can explain why people often bond over music.

句中 *that* 引导的部分为定语从句, 修饰 *the “tribal function” of musical taste*, 而定语从句中又有一个从句 *why people often bond over music*, 作 *explain* 的宾语。其中, *bond* 为动词, 表示 “结合, 团结在一起”, 而介词 *over* 表示 “通过……媒介”。此句可译为: 这项研究也说明了音乐品味的 “部落功能”, 它解释了为什么人们会因为音乐而产生特殊的关系。

4. ...both have the same motivation: to hear something dramatic and theatrical, a shared “love of the grandiose,”...

冒号后面的部分是对 *the same motivation* 的说明, *a shared “love of the grandiose”* 可看成是对 *to hear something dramatic and theatrical* 的补充说明。这句话可译为: 这两个年龄段的人都拥有同样的基本动机, 即听一些戏剧性的和夸张的音乐, 也就是说他们都拥有 “对宏大的事物的

热爱”。

5. ...and I suspect that this is what they're really trying to get at when they listen

这部分的句子由三个从句构成：首先是 *that* 引导的宾语从句，作 *suspect* 的宾语；在这个宾语从句中，*what they're really trying to get at* 为表语从句，作 *is* 的表语，而 *when they listen* 为时间状语从句。整个句子可译为：而且我怀疑这正是这些乐迷们在聆听音乐时真正想要得到的感受。*get at* 在这里表示“得到，领会”。

Post-reading Exercises

Reading Comprehension

1. **Directions:** Choose the best answer for each of the following questions or incomplete statements according to the text.

- 1) Which of the following is the best title for the passage?
A) Consumer Behaviors and Personality B) Musical Preference and Personality
C) Young People and Pop Music Culture D) A Study on Music Styles
- 2) How did Professor North find out about the participants' personality?
A) He asked them to complete a questionnaire on this subject.
B) He asked them to rate a wide range of personality styles.
C) He asked them to put different personalities in order of preference.
D) He asked them to describe their own personality types.
- 3) People can define their musical identity by _____.
A) driving certain brands of cars
B) associating with certain groups of people
C) going to certain types of restaurants
D) wearing certain types of clothes
- 4) Why would people defend music that they like to listen to?
A) Because they have already formed a bond with that music.
B) Because what they listen to is related to how they look at life.
C) Because they believe it has something to do with their tribes.
D) Because they think what they listen to is determined by their personality.
- 5) What do fans of classical music and heavy-metal music have in common?
A) Their family background. B) A shared love of something big.
C) A shared love of the opera. D) Their educational background.
- 6) The public has always believed that fans of heavy-metal music are _____.
A) the same kind of people as classical music fans
B) the worst type of people in the whole society
C) potential criminals who are usually unhappy
D) the type of people who can't be pleased

2. **Directions:** Match personality traits with fans of different music genres.

- | | |
|-----------------------------|---|
| 1) country and western fans | A) outgoing, high self-confidence |
| 2) rock fans | B) creative, outgoing, at ease, high self-confidence |
| 3) jazz fans | C) creative, introverted, at ease, high self-confidence |
| 4) rap fans | D) hardworking, outgoing |
| 5) dance fans | E) creative, gentle, at ease, low self-confidence |
| 6) classical music fans | F) outgoing, not gentle |

Vocabulary

1. **Directions:** Each of the following sentences is incomplete and followed by four choices. Choose the ONE that best completes the sentence.

- This is only one _____ of the problem.
A) control B) way C) aspect D) cent
- They are preparing for war on a large _____.
A) bank B) size C) degree D) scale
- I'm surprised by the sense of _____ he has with children.
A) easiness B) ease C) rest D) alarm
- In considering people for jobs, we give _____ to those with some experience.
A) conference B) review C) preference D) apology
- I really hope to discuss and _____ the problems with you.
A) explain B) explore C) experience D) export
- There was nothing in the letter of _____ importance.
A) peculiar B) necessary C) basic D) particular
- Beethoven (贝多芬) is regarded as one of the immortals (不朽者) of _____ music.
A) popular B) classical C) expensive D) powerful
- All kinds of human experience prove that there is a close _____ between love and fear.
A) article B) touch C) link D) humor

2. **Directions:** Fill in each of the blanks with an appropriate preposition (介词).

- Describe the project and list its accomplishments _____ detail.
- If you read just one book a week, you will be able to finish 52 books _____ the course of a year.
- I don't like this novel because there is not a single character that I can relate _____.
- Peter was lying on the sofa doing nothing _____ particular.
- Your first preference _____ dealing with trash should be to pack it out.
- Is there a woman here aside _____ me that weighs more than a 100 pounds?