



全国英语等级考试(PETS)规划系列丛书

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全国英语等级考试 (PETS)综合教程

(第三级)

依据《全国英语等级考试考试大纲》所提出的各项语言基本要求，覆盖《考试大纲》中所要求的所有指数，包括听力、语法、词汇、阅读、写作、口语。

旨在给读者提供PETS培训的一个载体，指明了培训的内容和方向，同时也给教师提供了教学的方法、手段和测试的题材，为读者和培训教师带来方便。

既符合学校教学规律，又符合培训机构的培训要求和特点，同时考虑到职业类教育的需要，在素材的选取、内容的编排上尽量做到与职业教育衔接。



配听力录音、课件等

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前 言

全国英语等级考试(PETS)从开考以来已经有十几年的时间了。随着时间的推移,PETS 在全国的影响力不断扩大,参加考试的人数也逐年递增,现在每年全国参加考试的人数已达数百万,PETS 考试成绩也被社会所接受,成为学历考试和其他考核的有力依据,该项考试成绩的可信度、有效度也越来越被社会所公认。

全国英语等级考试(PETS)是一项社会考试,考生来自企业、事业、行政等单位 and 在校学生。大部分考生在考前没有完整的时间进行系统学习,他们往往在工作和正常学习之余靠自学来掌握必备的知识和考试技巧,用自己的勤奋和智慧取得考试的成功。因此,他们迫切需要一套知识比较全面、质量比较上乘的 PETS 培训教材和教学辅导用书来帮助他们系统地、有效地复习自己已经学过的英语知识,给予他们必要的、富有成效的指导。通过教材的讲解、辅导和做练习,他们能掌握考试要求的词汇、语法、口语等英语知识和一系列的应试技巧。

为了满足 PETS 考生的需求,为我国教育事业作出贡献,苏州大学出版社组织了全国部分高校的一线专业教师 and 全国著名的教育培训机构对 PETS 考试大纲进行认真学习和研究,并对 PETS 考生做了一系列的社会调查,进而了解他们需要什么样的教材,在此基础上着手梳理出《全国英语等级考试(PETS)规划丛书编写大纲》,花了大量时间对编写人员进行培训、学习,让他们吃透编写的要点、重点,有针对性地选材、组合和分类。《全国英语等级考试(PETS)规划系列丛书》总主编为全国英语等级考试(PETS)资深专家、上海教育考试院 PETS 专家组组长、上海应用技术学院蒋秉章教授。

《全国英语等级考试(PETS)规划系列丛书》包括《综合教程》和《实战攻略》辅导用书。《综合教程》包括课文、课文理解和练习;语法讲解和练习;考试分项练习(听力理解、阅读理解、英语运用和写作)。《实战攻略》辅导用书主要是解题技巧指导、模拟试题及讲解。《综合教程》和《实战攻略》辅导用书提供了所有练习的答案、听力录音、听力材料等,《综合教程》还配备了课件。

该套丛书可供各类学校、培训机构培训时教学使用,也可供自学者自学使用。

该教材在编写和出版过程中得到了苏州大学出版社领导、外籍专家和专职编辑的大力指导和帮助,在此我们深表感谢。

由于编者本身的水平有限,书中错误之处在所难免,请各位同仁和读者不吝赐教,我们表示万分感谢。

编 者

2012 年 1 月

考试大纲内容简介

(第三级)

(一) 概述

关于答题时间

PETS 第三级考试的答题时间分配如下表所示:

部分和时间 考试形式	部 分	时间(分钟)
笔 试	听 力	25
	英语知识运用	15
	阅读理解	40
	写 作	40
	总 计	120
口 试	10	

关于试卷的题型与采分点(原始赋分)

PETS 第三级考试各部分的题量与采分点(原始赋分)如下表所示。除特殊情况外,原则上每题一分。

部 分	题 量	原始赋分	备 注
听 力	25	25	
英语知识运用	20	20	
阅读理解	20	35	A 节中的 15 道多项选择题每题 2 分
写 作	1 + 1	30	A 节原始赋分满分为 10 分 B 节原始赋分满分为 20 分
笔试(合计)	65 + 2	110	
口 试		5	

笔试成绩是听力、英语知识运用、阅读理解和写作四部分原始得分的总和,考生成绩 60

分以上(含60分)为合格。

口试成绩单独计算,不列入笔试总分。PETS第三级的口试采取5分制评分,3分以上(含3分)为合格。对PETS第三级而言,口语并非必考。这主要取决于用人单位以及考生的需求。

(二) 笔试试卷内容与结构

PETS第三级考试笔试(120分钟)的全部试题都在一份试卷中,包括听力、英语知识运用、阅读理解和写作四部分。

第一部分 听力

A节(10题):考查考生理解事实性信息的能力。要求考生根据所听到的10段简短对话(总长约400词,总持续时间约3'30"),从每题所给的4个选择项中选出最佳选项。每题有15秒答题时间(5秒用做听前读题,10秒用做听后答题)。每段录音材料只播放一遍。

B节(15题):考查考生理解总体和特定信息的能力。要求考生根据所听到的4段对话或独白(每段平均约200词,持续1'40"~2'10",总长约800词,持续8'30"),从每题所给的4个选择项中选出最佳选项。每题有15秒答题时间(5秒用做听前读题,10秒用做听后答题。每篇对话或独白的听前读题和听后答题时间均按题数累计给出)。每段录音材料只播放一遍。

问题不在录音中播放,仅在试卷上印出。

听力考试进行时,考生将答案标在试卷上;听力部分结构结束前,考生有3分钟的时间将试卷上的答案转涂到答题卡1上。该部分所需时间约为25分钟(含转涂时间)。

第二部分 英语知识运用

该部分考查考生对语法结构、词汇知识和表达方式的掌握情况。

该部分共20题。在1篇200~250词的短文中留出20个空白,要求考生从每题所给的4个选择项中选出最佳选项,使补足后的短文意思通顺、前后连贯、结构完整。其中有13~15道题考查词汇和表达方式,5~7道题考查语法结构。

该部分所需时间约为15分钟。考生在答题卡1上作答。

第三部分 阅读理解

该部分由A、B两节组成,考查考生理解书面英语的能力。

A节(15题):考查考生理解总体和特定信息的能力。要求考生根据所提供的3篇的内容(平均长度约350词),从每题所给的4个选择项中选出最佳选项。

B节(5题):考查考生理解文章(约长350词)的主旨要义的能力。考生须从7个选择项中排除两个干扰项,将正确的概括与5段文字逐一搭配成对。

该部分所需时间约为40分钟。考生在答题卡1上作答。

第四部分 写作

该部分由A、B两节组成,考查考生的书面表达能力。

A节:考生根据所给情景(英文/中文)写出约100词(标点符号不计算在内)的简单信件、便笺等。

B节:考生根据所给情景(英文),写出1篇不少于120词(标点符号不计算在内)的文章。提供情景的形式有图画、图表、文字等。

该部分所需时间约为40分钟。考生在答题卡2上作答。

PETS 第三级笔试试卷结构如下表所示:

部 分	节	为考生提供的信息	指导语言	考查要点	题 型	题目数据	采分点	权重 (%)	时间 (分钟)
I. 听力 (接受)	A	10 段短对话 (约 400 词) (只放一遍)	英语	事实性信息	多项选择题 (四选一)	10	10	30	25
	B	4 段长对话或独白 (约 800 词) (只放一遍)	英语	总体与特定信息	多项选择题 (四选一)	15	15		
II. 英语知识运用 (接受)		1 篇文章 (200~250 词)	英语	词法和词汇	完形填空、多项选择题 (四选一)	20	20	15	15
III. 阅读理解 (接受)	A	3 篇文章 (每篇约 350 词)	英语	总体与特定信息	多项选择题 (四选一)	15	30	30	40
	B	1 篇文章 (约 350 词)	英语	理解主旨要义	搭配题	5	5		
	A	中文/英文提示信息	英语	写简单信件与便笺等	应用文	1	10		
IV. 写作 (产出)	B	英文提示信息	英语	写短文	记叙文或议论文	1	20	25	40
总 计						65+2	110	100	120

(三) 口试试卷内容与结构

口试分为三节,考查考生用英语进行口头交际的能力。考试时间约为 10 分钟。

每次口试采取两名口试教师和两名考生的形式(本大纲附有口试实例录音)。一名口试教师不参与交谈,专事评分;另一名主持口试,随时与考生交谈并评分。专事评分的教师所给分数的权重占考生口试成绩的三分之二,主持口试的教师所给分数的权重占考生口试成绩的三分之一。

A 节:考查考生提供个人信息、回答有关他们日常生活、家乡、家庭、工作、学习等问题的能力。

该节约需 3 分钟时间。

B 节:考查考生就信息卡上的图片或文字讨论有关问题的能力。

该节约需 3 分钟时间。

C 节:要求考生就信息卡上的图片或文字作简短描述,之后另一考生就同一话题阐述个人观点。

该节约需 4 分钟时间。

PETS 第三级口试试卷结构如下表所示:

节	时间(分钟)	形式	为考生提供的信息	考查要点	考生需提供的信息	分数
A	3	口试教师与考生对话	口试教师提出的问题(使用标准语言)	<ul style="list-style-type: none"> ● 回答询问 ● 提供个人信息 	<ul style="list-style-type: none"> ● 提供个人信息 ● 谈论过去及现在的经历 ● 谈论将来的打算 	5
B	3	两位考生对话	信息卡(图片或文字)	<ul style="list-style-type: none"> ● 与他人交流 ● 讨论一般性质的问题 	<ul style="list-style-type: none"> ● 交换信息 ● 表达观点 ● 提出建议 	
C	4	考生连续表达	信息卡(图片或文字)	<ul style="list-style-type: none"> ● 描述事物 ● 阐述观点或论证 	<ul style="list-style-type: none"> ● 事物的描述 ● 观点的阐述或论证 	

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		1	2	6	7
2	Environment	Living Alone and the Environment	The Infinitive of the Verb	<ul style="list-style-type: none"> • Listening • Vocabulary and Structure • Cloze • Writing 	Be Vegan! Go Green!
		17	18	22	23
3	Sports	The Benefits of Doing Sports	The Gerund	<ul style="list-style-type: none"> • Listening • Vocabulary and Structure • Cloze • Writing 	The Advantages for Youths in Sports
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4	Transportation	Needing More Public Transportation	Present Participle and Past Participle	<ul style="list-style-type: none"> • Listening • Vocabulary and Structure • Cloze • Writing 	Technology Changes Our Lives
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Unit 1 People



Getting Ready

A



B



Task

Questions for Discussion

1. Look at Picture A.
☐ Who is your idol, if you have one?
2. Look at Picture B.
☐ What qualities should one have if he/she wants to succeed?

Text A

My Late Father

Pre-Reading Tasks

1. Who do you think have the greatest influence on you? Why?
2. Describe your father to your classmates. What is he like? What does he do? What do you think of him?

My late father, who was a doctor of traditional Chinese medicine, had the greatest influence on my life. I am a first generation Chinese-American and have experienced other cultures, with their many virtues as well as their shortcomings. I assume that many of the virtues of my heritage are true without questioning them. My perception of cultural strengths and weakness was distorted. As far as I know, assertive people prevailed; the meek failed. I always frowned when reminded of our ethnic stereotypes. I admire the western-like strength and assertiveness of movie stars and sports figures. They are opposite to my father, a patient, adjusting, humble, industrious gentle man.

My father was a respectable man who was invariably trusting of others. As a teenager, I failed to appreciate these personalities; instead, perceived many of his habits to be symbolic of weakness. If a regular customer was short of cash, my father would say, "No problem, pay me tomorrow." If he found money not belonging to himself, he would, unhesitatingly, search for its rightful owner and give the money back. He always did so much for other people, asking for so little in return.

I was wondering what kind of business sense that was and how he would ever make his fortune. What a foolish man I thought him to be, always giving, and seldom taking. As the years passed, I gradually realize how special he was not only to his own family, but also to those with whom he came into contact. My father rarely lectured; instead, he set an example with his own conduct.

Although it is not surprising that I've grown to be much like my father, I still swell with pride when people mention that I resemble him. I desire to be the positive example to others that my father was to me. I, as a guidance counselor at Brooklyn Technical High School, am in a position to shape young minds. I expect to make a difference, not only for my community but also for the wider educational community. Much of our hope for change is dependent upon the attitudes of our young people. Then, how can I make a beneficial influence on the leaders of tomorrow?

To a great extent, the best way to begin is to set a good example, and to be as

genuine as possible. The rest of it caring and sympathy—will come naturally. What I propose young people to do is seek and follow proper models. They may be much closer than you realize. Respect others, work hard and treasure honesty and loyalty. No matter what your endeavor is, set a good example for yourself as well as others. Maybe it sounds somewhat corny, but in these dark and difficult times, a breath of fresh air is in order.

All my worthwhile deeds and accomplishments, however modest or impressive, are credited to my late father. True, as a youngster in the inner city, I was far from being a model citizen. Time and wisdom deriving from a source greater than I, has enabled me to appreciate life's great virtues and from where they originate.

New Words

influence	/ˈɪnfluəns/	<i>n.</i>	影响
generation	/ˌdʒenə'reɪʃn/	<i>n.</i>	一代人
virtue	/ˈvɜ:tʃu:/	<i>n.</i>	优点
assume	/ə'sju:m/	<i>vt. & vi.</i>	假定
heritage	/ˈherɪtɪdʒ/	<i>n.</i>	继承物, 遗产
perception	/pə'sepʃn/	<i>n.</i>	观念
distort	/dɪ'stɔ:t/	<i>vt.</i>	歪曲
assertive	/ə'sɜ:tɪv/	<i>adj.</i>	果敢而自信的
prevail	/prɪ'veɪl/	<i>vi.</i>	占优势
meek	/mi:k/	<i>adj.</i>	温顺的
frown	/fraʊn/	<i>vi.</i>	皱眉
		<i>n.</i>	皱眉
ethnic	/ˈeθnɪk/	<i>adj.</i>	民族的, 种族的
stereotype	/ˈsteriətaɪp/	<i>n.</i>	模式化观念(或形象)
humble	/ˈhʌmbəl/	<i>adj.</i>	谦逊的
industrious	/ɪnˈdʌstriəs/	<i>adj.</i>	勤奋的, 勤劳的
respectable	/rɪˈspektəbl/	<i>adj.</i>	体面的; 得体的; 值得尊敬的
invariably	/ɪnˈveəriəbli/	<i>adv.</i>	始终如一地, 一贯地
perceive	/pə'si:v/	<i>vt.</i>	认为
unhesitatingly	/ʌnˈhezɪteɪtɪŋli/	<i>adv.</i>	毫不犹豫地
rightful	/ˈraɪtfl/	<i>adj.</i>	正确的; 公正的
swell	/swel/	<i>vt. & vi.</i>	(使)膨胀
resemble	/rɪˈzembl/	<i>vt.</i>	像
beneficial	/ˌbenɪˈfɪʃəl/	<i>adj.</i>	有益的
genuine	/ˈdʒenjʊm/	<i>adj.</i>	真诚的

sympathy	/ˈsɪmpəθi/	n.	同情
honesty	/ˈɒnəsti/	n.	诚实, 正直
loyalty	/ˈlɔɪəti/	n.	忠实, 忠实
endeavor	/ɪnˈdevə/	n.	努力
corny	/ˈkɔːni/	adj.	老套的
derive	/dɪˈraɪv/	vt.	来自
accomplishment	/əˈkʌmplɪʃmənt/	n.	成就, 成绩; 才艺, 技艺
originate	/əˈrɪdʒɪneɪt/	vi.	起源于

Phrases and Expressions

as far as 就……而言
opposite to 与……相反的
remind of 使……回想起
be short of 缺少
belong to 属于
give back 归还

make a fortune 赚钱
come into contact 接触
make a difference 有影响
to a great extent 在很大程度上
far from 远没有
derive from 来自



Notes

1. As a teenager, I failed to appreciate these personalities; instead, perceived many of his habits to be symbolic of weakness. 作为一个青少年,我体会不到这些品质;相反,认为他的很多习惯是懦弱的象征。

as 在此处是介词,词义是“作为”,as a teenager 作为句子的状语,置于句首是为了突出强调。instead 作为副词,在此处只表示语义的转折。perceived many of his habits to be symbolic of weakness 是个省略分句,承前省略了主语“I”。

2. As the years passed, I gradually realize how special he was not only to his own family, but also to those with whom he came into contact. 随着岁月的流逝,我逐渐意识到,对于他的家人和他所接触的人们而言,他是多么的特殊。

as 在此处是引导时间状语从句的从属连词,译为“随着”。not only ... but also ... 是表达并列关系的连接词,可以连接主语、谓语、宾语、宾语补足语、状语等,在这里引导的两个介词短语在句中作状语。

3. All my worthwhile deeds and accomplishments, however modest or impressive, are credited to my late father. 我所有有价值的行为和成就,不管多么谦虚或是多么感人,都应感谢我已故的父亲。

however modest or impressive 是个省略句,补充完整为“however modest or impressive

they are”,这里的 however 是个副词,意思是“不管怎样”,用来修饰 modest 和 impressive,这样用的 however 其实具有连词的功能,用以引导让步状语从句。

4. Time and wisdom deriving from a source greater than I, has enabled me to appreciate life's great virtues and from where they originate. 时间和智慧的来源比我伟大,它们使我能够体会到生命的美德和它们的源泉。

句中的 deriving from ... 是现在分词短语作为后置定语修饰 time 和 wisdom。



Exercises

I. Answer the following questions according to the text.

1. Why did the writer say that his father had the greatest influence on his life?
2. What would his father do if a regular customer was short of money? What kind of personality did his behavior reflect?
3. How did the writer perceive many of his father's habits when he was a teenager?
4. What would father do if he found money not belonging to himself?
5. How did the writer feel when people mentioned that he resembles his father?

II. Fill in the blanks with the words given below. Change the form where necessary.

influence	resemble	perceive	beneficial
assume	heritage	generation	humble

1. She _____ her sister in character but not in appearance.
2. Work experience is usually highly _____ for university students.
3. I _____ you can speak English fluently.
4. There is a _____ gap between our parents and us.
5. Those beautiful old palaces are part of their national _____.
6. Knowledge makes _____; ignorance makes proud.
7. Who _____ you to choose a career in engineering?
8. If Mike does not _____ himself as disabled, nobody else should.

III. Translate the following Chinese sentences into English.

1. 我们应该提醒我们自己,感恩是真正的美德。(virtue)
2. 在国外工作期间他接触到许多新的思想。(come into contact)
3. 你的朋友今天或明天来没有多大关系。(make a difference)
4. 我们将从优秀的书籍中获得很大好处。(derive from)
5. 我对遭受水灾的灾民深表同情。(sympathy)



Grammar

不定代词 (Indefinite Pronoun) 和形容词、副词的比较级、最高级 (Comparative and Superlative Form of the Adjective/Adverbs)

1. 不定代词

不定代词	例句	作用
one	Could you show me a sweater? I mean, a blue one.	作代词可替代前文中出现的单数可数名词以避免重复,相当于“a (n) + 名词”,具有泛指意义,ones表示复数形式。
some, any 以及 与-one, -body, -thing复合成的不定代词; no one, nobody, nothing	Is there anyone here who knows Chinese? Jean said something in a low voice and I couldn't help laughing.	
every one, everyone (body), each	Each/ Every one of us has got the opportunity to visit the museum. There came a school of boys. Each carried a bag on his back.	指某些人或物中的每一个。each侧重于两个或两个以上的人或事物。everyone/everybody 侧重于三个或三个以上的任何事物。
another, others, the other	In winter vacation, some likes to travel, and others like to have part-time job. Girls got to school at six, but others didn't get back until 12 o'clock.	another 指三个以上不定数目中的“另一个,类似的一个”。the others 特指“两者中的另一个”; 同时特指另外一些人或物。others 表示另外的人或事物,泛指。

2. 形容词、副词的比较级和最高级

等级	结构	例句
原级	as + 形容词原形/副词原形 + as not so (as) + 形容词原形/副词原形 + as	The concert hall was as old as it appeared in the photo. Flight MU789 from Hong Kong arrived as late as it had been announced.
比较级	谓语 + 形容词/副词的比较级 + than + 对比成分	My grandpa can walk farther than a younger man. I remember the country more impressively than that when I last came.

(续表)

等级	结构	例句
最高级	the + 形容词/副词最高级 + (名词) + 表示范围的短语或从句	Chau is the oldest of the five children of her parents. Of all the four pens, this one writes most smoothly.



Exercises

I. Fill in the blanks with the correct forms of the adjectives and adverbs.

- The river is as _____ (long) as that one, but it is _____ (wide) than that one.
- Xiao Xiong is _____ (short) and _____ (thin) than his father.
- The Nanjing Road is _____ (crowded) street in Shanghai.
- Among the colors I am looking at, I like green _____ (well).
- They have _____ (little) sunshine this year than last year.

II. Choose the answer that best completes each sentence.

- Give the souvenirs to _____ who are fond of collecting stamps.
A. anyone B. those C. some D. somebody
- I wanted some thread but there was _____ in the drawer.
A. none B. no thing C. no one D. not thing
- If you don't want _____ of those two trains, there is _____ one at 10:30.
A. any, another B. either, an other
C. both, the other D. either, another
- _____ of the first three runners will receive a prize.
A. Each B. Every C. Everyone D. Anyone
- You don't want _____ cakes, do you? I want to save _____ for tomorrow.
A. some other, some B. any more, some
C. some, some more D. any of, something

Comprehensive Exercises

Part 1 Listening

Directions: This section is designed to test your ability to understand spoken English. You will hear a selection of recorded materials and you must answer the questions that accompany them. There are two parts in this section, Task A and Task B.