



普通高等教育“十五”国家级规划教材

★ 教育部大学外语推荐教材

新视野

NEW HORIZON COLLEGE ENGLISH

大学英语

综合训练

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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新视野大学英语

综合训练 预备 1 级

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前言

大学英语的发展历程,可追溯到20世纪80年代初期。我国的外语教育家们博采古今中外之长、精心研究、推出了《大学英语教学大纲》和大学英语四、六级考试,编写了一套套各具特色的精品教材,创造了大学英语教学蓬勃发展、满园春色的今天!

新旧世纪的交替,不是一个简单的更迭,而是事物不断发展、循序渐进的过程。新世纪带来的是新的起点,新的追求,新的开拓。在教育战线上,我们看到了宏伟壮观的“面向21世纪教育振兴行动计划”、“新世纪高等教育改革工程”、“新世纪网络课程建设工程”等一系列新世纪的大手笔。

“新世纪网络课程建设工程”是经国务院批准的、由教育部实施的“面向21世纪振兴行动计划”的重点工程。“新世纪网络课程建设工程”计划用两年左右的时间,建设200门左右的基础性网络课程。《新视野大学英语》便是其中之一,它像一枝刚刚破土而出的幼苗,沐浴着新世纪的曙光,带着思索与遐想,来到了大学英语教师和学生的身旁。它是教育部普通高等教育“十五”国家级规划教材,也是教育部大学外语推荐教材。我们作为《新视野大学英语》的作者,怀着无限的诚挚,愿与广大高校英语界的同仁们共同探讨大学英语再上一个新台阶的思路。

一、《新视野大学英语》的探索

《新视野大学英语》的设计、编写和制作过程是一个向同仁学习的过程,一个上下求索的过程。这种探索主要体现在以下几个方面:

1. 传统的课本与光盘、网络课程

《新视野大学英语》这套教材同步提供课本、光盘与网络课程。传统的课本是几千年文化的承袭,为人类培养了一代又一代的社会栋梁。课本有其特有的编写体系,摈弃课本会严重影响长期形成的教学理念。课本仍然是不可取代的、行之有效的根本性教学工具。课本与光盘、网络课程的同步推出,有助于拓宽教学内容,使教学内容可以从课本开始,通过因特网这一媒介,延伸到多元化的信息世界;课本与光盘、网络课程的同步推出,有助于广大教师对教与学的思维转化和手段更新,使传统的“灌注式教学”能逐步演化到自主选择、参与式的教学;课本与光盘、网络课程的同步推出,会引起教学模式的转变,既可以实现由教师现场指导的实时同步学习,也可以实现在教学计划指导下的非实时自学,还可以实现通过使用电子邮件、网上讨论区、网络通话等手段的小组合作型学习等。

2. 课堂教学与网络教学

《新视野大学英语》不仅继承了传统课堂教学的优良传统,还兼有网络课程的许多长处:不仅包括教学内容的传输,还有学生学业管理模块;不仅跟踪学生的学与练的过程,还自动记录学习的情况,提供平时学习成绩的查询。此外,网络课程还为教师提供了试题库及实施考试的工具和环境。《新视野大学英语》充分利用了网络实时和异时交互的工具,在网络课件内量身定做了自己的网上讨论区和电子邮件及邮件列表系统,使学生在《新视野大学英语》网站上方便快捷地实现互动交流,开展小组合作型学习。然而这一切只是对课堂教学的延伸、补充和加强,绝对不是取代课堂教学。面对面的课堂教学仍然是师生交互的重要手段。在网络课程内容日益丰富的情况下,教师应适量减少内容的重复讲解,同时要加强面授形式的课堂教学与辅导。

3. 基本教学内容与教学内容的拓宽

《新视野大学英语》的网络课程提供了极为详尽的教学内容，其中包含了传统教学模式中最基本的东西。同时，网络课程还提供了网上工具，便于教师自行制作教案或修改网络已提供的教案，以便丰富和完善教学内容。此外，网络课程还利用互联网的便捷，提供了与课文内容相关的网址，为学生提供了个性化学习的空间。但有一点不可忽视，即面对基本教学内容与拓宽的教学内容之间的选择，教师应以基本教学内容作为教学的主战场。

4. 语言学理论与教学实践

从20世纪80年代开始，许多语言学、应用语言学的著作开始被陆续引进我国，广大高校英语教师在教学实践的同时，潜心研读理论，主动将理论应用于教学实践和教学科研。《新视野大学英语》的编委在设计、编写和制作的过程中，就十分注意理论对实践的指导作用。

著名的语言学家Widdowson指出：“以交际为目的的语言教学要求一种教学方法，即把语言技能和交际能力结合在一起。”他又指出，“从课堂教学的角度来说，尽管在课堂中有些练习或活动可能会侧重于某一种技能的训练，可是其成功往往需要学习者使用到其他的交际技能。”《新视野大学英语》就体现了这样一种以应用为本，听、说、读、写多位一体的教材设计理念，把提高学生综合应用能力放在首位。其配套的《读写教程》与《听说教程》在内容上联系紧密，听、说、读、写练习互为补充，浑然一体。

根据第二语言或外语习得理论，阅读文章的长度和生词量之间应该有一定的比例关系。课文长度是一个值得注意的问题：课文过长，会造成课堂教学操作上的困难；课文过短，会使生词相对集中，生词量过多，造成学习者理解上的困难，而频繁的查阅生词会挫伤学习者的阅读积极性。《新视野大学英语》对阅读课文的长度有适当的控制，如《读写教程》一级的课文一般在700词左右，《读写教程》二级的课文在800词左右，《读写教程》三、四级的课文在900词左右，快速阅读则每篇控制在300词左右。每篇课文出现的单词的数量控制在课文总词量的5%至7%左右。

*A University Grammar of English*的作者之一Quirk曾经指出：“我们的眼光……应该重点放在词汇的共核上，该共核构成了任何英语语体——无论多么专业的语体——的主要部分。不掌握词汇的共核，对于任何语体来说，都无法达到比学舌水平稍好一点的流利程度。”著名的语言学家、Cobuild系列词典的主编John Sinclair也提出：“在没有特定指导方针的前提下，我们可以建议任何英语学习者把学习的重点放在：(a)语言中的最常见词形；(b)词汇的核心用法；(c)它们构成的典型组合搭配。”《新视野大学英语》教材的编写也体现了对核心词汇的关注和重视，《新视野大学英语》第一级的起点为1,800单词，在1-4级教材中覆盖全部的核心词汇四级词汇，在5-6级教材中覆盖全部的六级词汇。

语言学家Harmer指出：“如果我们希望学生学到的语言是在真实生活中能够使用的语言，那么在教材编写中接受性技能和产出性技能的培养也应该像在生活中那样有机结合在一起，注重各分项能力训练之间的衔接和互补及篇章层次上的一体化技能培训，孤立地发展某项技能显然是荒谬的。”《新视野大学英语》所有栏目和练习的编写，均紧扣课文进行，彼此衔接和补充。语篇分析、写作、阅读技能、内容概要等全部取材于课文。我们认为课文是最佳的语篇分析素材和写作范本，也是阅读技能分析和操练的素材。

5. 教学与测试

测试是教学的重要检测和评估手段。测试理论与实践的发展，为我们提供了各种不同性质、不同目的的测试。在教学过程中，我们选择以学业测试为主线，引导学生在教材学习上

多下功夫。《新视野大学英语》同步提供了每级教材的试题库。教师可以根据教学进度和学生的学习情况,选择某一个或几个单元,选择某一个或几个题型作为测试内容。测试的时间也可以根据需要进行五分钟的小测验,或两个小时的综合测试。教师既可以从题库中选择试题,也可以删改或增加试题。试题库提供的试题可以在学校局域网上进行测试,组织几个甚至更多的教室同步测试,也可以在不联网的情况下组织测试,或在计算机上实现无纸化测试。当然也允许教师从试题库获取试卷、录音,在打印之后,用传统的方式组织小测验或测试。

6. 教学与科研

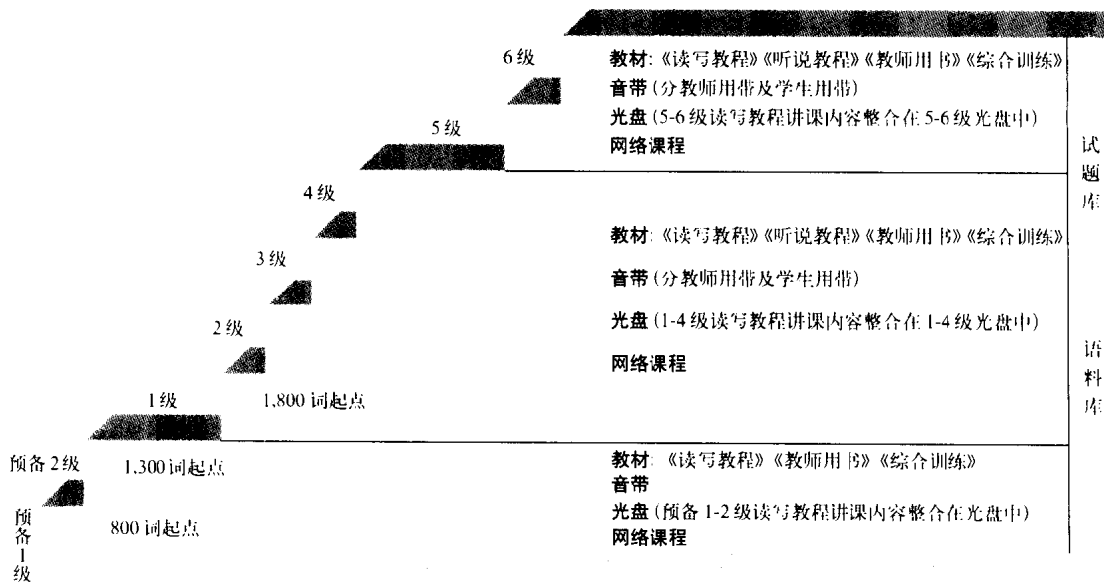
《新视野大学英语》的设计、编写和制作过程是一个教学与科研相结合的探索过程,反过来它又为高校外语教学科研提供了交流和探讨的园地。在编写过程中,我们同时设计和制作了配套专用的语料库。根据目前情况,估计语料库的最终规模可达到150万左右,相当于国外著名的Brown和LOB语料库的最初规模,也相当于最近国外学术界推出的Cobuild TEFL的规模,可以适用于各种不同用途的研究。语料库的建立既为本套教材的编写提供了素材,也为对本套教材作评估的有识之士提供了依据。

7. 《读写教程》、《听说教程》与《综合训练》的关系

《新视野大学英语》的《读写教程》以题材为中心组织单元,但每个单元的三篇课文的体裁形式不一定完全相同。《听说教程》配合《读写教程》的中心话题展开并组织听、说训练,《综合训练》则配合《读写教程》对词汇、语法、结构、翻译、阅读等多方面提供进一步操练的内容。《新视野大学英语》通过《读写教程》这一主线,以培养读、写、译的能力为主,同时结合《听说教程》与《综合训练》,全面培养听、说、读、写、译的能力。

二、《新视野大学英语》的框架结构

《新视野大学英语》拥有课本、光盘与网络课程三种不同的载体,既可以选择使用,也可以组合使用。《新视野大学英语》的主教材每一级分别有《读写教程》、《听说教程》、《综合训练》以及《教师用书》。现把《新视野大学英语》全套教材的框架结构图示如下:



注: 试题库只以软件包形式向使用院校或单位提供。

三、《新视野大学英语》的编写和制作队伍

《新视野大学英语》项目总负责人、教材总主编为上海交通大学郑树棠教授。

《新视野大学英语》顾问有胡文仲、杨惠中、汪榕培、Frank Borchardt(美国)、Joyce Wilkinson(加拿大)。

参加《新视野大学英语》编写、制作的单位有：上海交通大学、清华大学、东北大学、哈尔滨工业大学、同济大学、北京师范大学、华东理工大学、北京理工大学、北方交通大学、上海大学、上海师范大学、北京工业大学、天津大学、南开大学、石油大学等。

《新视野大学英语》编委会成员有(以姓氏笔画为序)：王亚平、王基鹏、王焱华、毛忠明、许建平、李思国、乔梦铎、辛丁、陈永捷、吴江、吴树敬、陆伟忠、汪家树、罗立胜、金启军、周国强、周俊英、郑树棠、胡全生、顾大喜、徐玲、徐钟、黄跃华、嵇纬武。

参加《新视野大学英语》编写、制作的有全国十余所大学的几十名资深教授和中青年骨干教师。

新世纪的到来标志着一个新的开端。《新视野大学英语》带给我们的是辛勤的耕耘，无尽的探索。它像一枝刚刚破土而出的幼苗，需要我们去灌溉和呵护；它提供给广大教师的是教学、实践、再创造、再发展的园地。岁月的交替，不是我们追求的终结，而是新的追求的开始，《新视野大学英语》在实践中能否成功，关键在于我们是否辛勤地付出。我们愿以自己的汗水来浇灌这块园地的鲜花，使之更加绚丽多彩。

《新视野大学英语》编委会

2002年12月

编写及使用说明

《综合训练》预备一级是《新视野大学英语：读写教程》预备一级的配套用书，供学习《新视野大学英语》预备一级的学生使用。

本书共 10 个单元。每单元均由三部分组成：第一部分为 Reading Passage A 的配套练习，第二部分为 Reading Passage B 的配套练习，第三部分为快速阅读训练。

第一部分包括以下八类练习：1. *Exercises for New Words*; 2. *Exercises for Vocabulary Enlargement*; 3. *Exercises for Prepositions or Adverbs*; 4. *Exercises for Phrasal Verbs*; 5. *Exercises for Distinguishing Word Meanings*; 6. *Exercises for Translation*; 7. *Exercises for Grammar*; 8. *Cloze*。

第二部分包括以下七类练习：1. *Exercises for New Words*; 2. *Exercises for Vocabulary Enlargement*; 3. *Exercises for Prepositions or Adverbs*; 4. *Exercises for Phrasal Verbs*; 5. *Exercises for Distinguishing Word Meanings*; 6. *Exercises for Translation*; 7. *Cloze*。

第三部分包括三篇 250 词左右的短文，每篇后面均有五道阅读理解选择题。短文内容与读写教程课文相关，以增加《读写教程》所含词汇的重现率，并方便学生复习和巩固在《读写教程》中所学的内容。

《综合训练》的内容并不是《读写教程》中已有练习的重复。由于容量所限，《读写教程》不可能将所有必要的练习全部包含进去。本书编者与《读写教程》诸编者反复考虑后，确定了分别编入《读写教程》及《综合训练》的内容和练习形式。使用《新视野大学英语》系列教材的教师可根据学生的具体情况，使用《综合训练》的全部或部分内容。

《新视野大学英语》总主编为上海交通大学郑树棠。

《新视野大学英语：综合训练》预备一级主编为南开大学黄跃华，参加编写的主要人员有南开大学史逢阳、谭福红、魏芳，石油大学徐淑仙、连松青、冼锋、邓岚，上海交通大学俞理明、胡开宝等。郑树棠与美籍专家 Carol Du Faix 审定了全稿。

上海交通大学陈庆昌、冯宗祥、赵勇、管博、朱一凡、杨敏敏、阮东生等在从事材料整理、计算机处理的方面做了大量工作，在此一并表示感谢。

编者

2002 年 5 月

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UNIT 1

Part I

Exercises for Passage A

Exercises for New Words

I Complete the following sentences with the words given below. Change the form where necessary.

prize information spend save remember
destroy continue decision perfect trade

1. Should you trade in your own name or through a company (公司)?
2. The only question was how long the talking could continue.
3. Many people spend much of their lives thinking about what is going to happen or what has happened.
4. These things will be looked at before a decision is made.
5. This report has given me a lot of information about their needs.
6. The city was destroyed by the earthquake (地震) last night.
7. Francis turned and greeted her in perfect English.
8. Nothing could save them; the cars had passed over them and life had gone.
9. He'd seen a film about it and he could remember it very well.
10. There was a free holiday as the first prize.

Exercises for Vocabulary Enlargement

II Complete each of the following sentences with the proper form of the word given in the brackets.

1. (decision) The owners have decided to trade in the cars for new models after years or 60,000 miles whichever is sooner.
2. (add) In addition, there was a crop failure (失败) in many countries.
3. (develop) What are the latest (最新的) development in medicine?
4. (destroy) It would prevent (阻止) the destruction of rain forests.
5. (peaceful) Grandmother loves the peace of the countryside.
6. (perfect) Yet the North Pole is a perfectly ordinary point on the earth.
7. (die) After his wife's death Mr. White went to live with his son.
8. (invent) Telephone is a great invention.
9. (chemistry) A chemical change takes place in paper when it burns (燃烧).

10. (medicine) This is a medical matter (事情) best left to doctors to decide.

Exercises for Prepositions or Adverbs

III Fill in each of the blanks in the following sentences with a correct preposition or adverb.

1. They trade in fruit and vegetables.
2. Just as I put the telephone receiver down, the bell rang.
3. I learned of your new telephone number from your parents.
4. He is unable to go to work as a result of his illness.
5. Cancer (癌症) can be cured (治愈) if discovered in time.
6. My mother was worried about my health.
7. That skirt does not suit (适合) you at all.
8. Don't tell me Helen is still thinking of that red-haired boy!
9. At last, man has reached the moon.
10. This place has attracted (吸引) people all over the world.

Exercises for Phrasal Verbs

IV Study the following phrasal verbs and do the corresponding exercises.

call + ad. / prep.

A. Match the definitions in Column B with the phrasal verbs in Column A.

A		B
1. call back	(D)	A. order to be stopped
2. call for	(F)	B. cause to meet together
3. call in	(G)	C. make a telephone call
4. call off	(A)	D. return a telephone call to someone
5. call out	(H)	E. visit (sb.) formally (正式地), either socially (社交性地) or on business
6. call on	(E)	F. ask for
7. call together	(B)	G. ask to attend (参加), as to give some advice
8. call up	(C)	H. shout loudly

B. Fill in the blanks with the correct prepositions or adverbs.

1. How many people called up when I was out?
2. The sports meet was called off because of the heavy rain.
3. Grandfather was so ill last night that we had to call the doctor for.
4. He called out for help.
5. I'm busy now. Can I call you back after dinner?
6. When I am unwell I find it difficult to call my thoughts together.
7. Call on me any time when you are in town.
8. They called in a show of hands.

Exercises for Distinguishing Word Meanings

A. There are three pairs of words below that are easily confused (混淆). Fill in the blanks in Column A with these words with the help of the corresponding meanings given in Column B.

invent	spend	prize
discover	pass	award

- | A | B |
|----------------------|--|
| 1. (<i>invent</i>) | make sth. that had no existence (存在) before |
| (<i>discover</i>) | find sth. that is already in existence but not known about |
| 2. (<i>pass</i>) | use time, esp. so that it should not seem so long |
| (<i>spend</i>) | use time |
| 3. (<i>award</i>) | sth. given as the result of a decision |
| (<i>prize</i>) | sth. one wins in a game or competition (竞赛) |

B. Fill in the blanks with the proper form of these words.

- One of chemists' major aims is to discover how these particular compounds work.
- He had even won a writing prize when in prison for a story on Joplin's last days.
- The new machine was invented by a worker.
- She spent quite a lot of time doing that.
- He won the award for the best student of the year.
- She passed the time by watering flowers.

Exercises for Translation

VI Translate the following into English.

- 称他为与死亡进行交易的人
- 使他成为一个富有的人 *let him become a rich man*
- 犯错误
- 花费一生的时间为世界和平而工作
- 爱好和平的人
- 与他同时代的人们
- 计划去北极旅游 *organise a traveling to ...*
- 授予奖金 *give a prize*
- 增加一项经济学奖项
- 做出决定 *make decision*

Exercises for Grammar

VII Complete the following sentences by using suitable infinitives.

- The German language is difficult to learn (learn).
- Jobs are hard to find (find) nowadays.
- The book is easy to read (read).
- The water is too hot to drink (drink).
- The question is hard to answer (answer).

6. The needs are impossible _____ (meet).
7. Drugs can be dangerous _____ (use).
8. The food is good _____ (eat).

Cloze

VIII Fill in each of the following blanks with one word. In each case, use the exact word that appears in your textbook.

Alfred Nobel invented his explosive at a (1) perfect moment in time. Many countries were beginning to (2) build roads through mountains, and needed a (3) safe, strong explosive. Alfred Nobel's explosive was developed (4) for such peaceful uses. He (5) also thought that if all countries had (6) the same great weapons, they would see (7) no impossible war was — that (8) any country fighting a war would (9) certainly be destroyed. There would be no (10) more wars. Many people of his day also thought this way.

Part II

Exercises for Passage B

Exercises for New Words

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

- | | | | |
|-----------|-------------|----------|----------|
| material | degree | cause | ray |
| expensive | comfortable | research | care |
| condition | realize | prove | terrible |

1. These books are expensive, but you could ask your library to order them.
2. There are people in this world who cause trouble because it makes them feel important.
3. What's the point in saving everything for a comfortable old age if you're in trouble now?
4. My wife has got a degree in teaching English, but she loves to teach children history.
5. Facing the fear of tigers helped prove to himself that he was still a man.
6. He had to buy a lot of books to do his research.
7. It takes some time for an author to realize that his book has been a complete (完全的) failure.
8. We have to make better use of material resources (资源), with lighter and smaller cars.
9. All the cars are in good condition, and we can offer (提供) cheaper ones for the poor.
10. It's hard to accept that the people we care for may not feel the same way about us.

11. Do you think it holds out a ray of hope among the problems which trouble us today?
12. The wind was terrible and his friends tried to dissuade (劝阻) him from going alone.

Exercises for Vocabulary Enlargement

II Complete each of the following sentences with the proper form of the word given in the brackets.

1. (success) The company (公司)'s films were increasingly expensive, but less and less commercially (商业地) successful.
2. (interest) They were interested in what was going on in the art world.
3. (discovery) I cannot believe it took two weeks to discover that three of our athletes (运动员) had taken drugs (药物).
4. (realize) I came to a fuller realise of the seriousness of the condition.
5. (arrive) He sent his girl friend a telegram (电报) upon his arriving in Paris.
6. (pure) She was a woman of pureness.
7. (achieve) The book represents (代表) the highest achievement of the art.
8. (science) Certainly there is no scientific evidence (证据) that living together increases the chance of sickness.
9. (difficult) The students have great difficulties with this type of sentences.
10. (comfortable) I am very comfortably sitting on this hard, cold chair.

Exercises for Prepositions or Adverbs

III Fill in each of the blanks in the following sentences with a correct preposition or adverb.

1. The food gave off a bad smell (气味).
2. When you meet someone who cares deeply about something, you probably will want to ask them why they care so much.
3. I'm looking for a cheap hotel. Can you suggest (建议) one?
4. When you fall in love in London or New York or whatever it's a different experience (经历).
5. Suddenly, he realized that they had nothing in common with each other.
6. Please change the sentence _____ the active.
7. You should live in peace with your neighbors (邻居).
8. However, the degree to which this is happening is very low.
9. Many people die every year of illness.

Exercises for Phrasal Verbs

IV Study the following phrasal verbs and do the corresponding exercises.

look + *ad.* / *prep.*

A. Match the definitions in Column B with the phrasal verbs in Column A.

- | A | | B |
|--------------------|-------|-------------------------------------|
| 1. look after | (B) | A. long for or hope to enjoy sth. |
| 2. look back | (E) | B. take care of |
| 3. look for | (F) | C. try to find the truth about sth. |
| 4. look forward to | (A) | D. examine or read quickly |
| 5. look in | (H) | E. think about the past |
| 6. look into | (C) | F. try to find |
| 7. look through | (D) | G. respect (尊敬) someone |
| 8. look up to | (G) | H. pay a short visit |

B. Fill in the blanks with the correct prepositions or adverbs.

- I spent hours looking for the watch that I had dropped.
- Schoolboys usually look up to great football players.
- I thought I'd look in on you when I was passing.
- Looking through a magazine (杂志) in the doctor's waiting room, I found a photograph of my friend.
- Mr. Jones said he was looking into the possibility (可能性) of buying a house.
- When we look back, we can now understand what caused the difficulty.
- I have been looking forward to hearing from you.
- Who will look after the children when you go out to work?

Exercises for Distinguishing Word Meanings

V A. There are two pairs of words below that are easily confused. Fill in the blanks in Column A with these words with the help of the corresponding meanings given in Column B.

hurt	achieve
wrong	reach

- | A | B |
|-----------------------|-------------------------------------|
| 1. (<u>hurt</u>) | cause a feeling of pain |
| (<u>wrong</u>) | do sth. bad to someone |
| 2. (<u>achieve</u>) | get as the result of an action (行动) |
| (<u>reach</u>) | arrive at; get to |

B. Fill in the blanks with the proper form of these words.

- She was angry because she thought he had greatly _____ her.
- The news _____ me only yesterday.
- He _____ his arm when he fell.
- At last, it was possible for them to _____ great success.

Exercises for Translation

VI Translate the following into English.

- 将她的名字改为法国式的

2. 搬到学校附近一套不太贵的住所里
3. 有许多共同点
4. 既不在乎金钱也不在乎生活是否舒适
5. 即将取得重大发现
6. 两种放出 X 射线的新元素
7. 第一位获得理科博士学位的女性
8. 在一场车祸中丧生
9. 继续危害她的生命
10. 在她的领域中取得重大成就

Cloze

VII Read the following passage carefully and choose one of the words in the brackets to fill in each of the blanks.

Alfred Nobel was born in Stockholm and (1) lived (lived, stayed) from 1833 to 1896. Besides (除了) making valuable (有价值的) chemical research, Nobel (2) spoke (spoke, talked) several languages, traveled widely and wrote many poems (诗). He thought that literature and science were the most important in human progress (人类进步). When he died, Nobel (3) left (gave, left) a fund of \$ 9,000,000. The money was to be used in giving prizes to those (4) that (that, who) made great contributions (贡献) in physics, chemistry, medicine, literature, and the advancement (促进) of world peace. A prize in (5) economics (economics, economy) has been given since 1969. The prizes averaged (平均) about \$ 40,000 (6) each (each, one) and were (7) first (first, firstly) given on December 10, 1901, the anniversary (周年纪念日) of Nobel's death. The Nobel's Prizes are (8) among (between, among) the most important prizes a person can (9) receive (take, receive). Many (10) great (strong, great) people have won Nobel Prizes; among them are Albert Einstein, George Bernard Shaw, Marie Curie, etc.

Part III

Fast Reading

In this exercise, there are three passages followed by some multiple-choice questions. Read the questions first, and then the passage. Don't worry about any new words as long as you understand the meaning well enough to answer the questions. Then answer the questions by making the best choice for each one.

Passage 1

When Alfred Nobel died on December 10, 1896, it was discovered that he had left a will, written on November 27, 1895, which said that most of his money was to be used for five prizes, including (包括) one for peace. The prize for peace was to be awarded to the person who "shall have done the most or the best work for friendship between nations, for the abolition (废除) or reduction (削减) of standing armies and for the holding (召集) of peace congresses

(会议)”。 “The prize was to be awarded by a committee (委员会) of five persons to be elected (选举) by the Norwegian Storting (国会).”

Nobel left no explanation (解释) as to why the prize for peace was to be awarded by a Norwegian committee when the other four prizes were to be awarded by Swedish committees. On this point, therefore, we can only make *educated inferences*. These are some of the most possible ones: Nobel, who lived most of his life in other countries and who wrote his will at the Swedish-Norwegian Club (俱乐部) in Paris, may have been influenced (影响) by the fact that, until 1905, Norway was in union (联盟) with Sweden. Since the scientific prizes were to be awarded by the most suitable, i.e. Swedish committees, at least the fifth prize for peace should be awarded by a Norwegian committee. Nobel may have noticed the strong interest of the Norwegian Storting in the peaceful settlement of international disputes (国际争端) in the 1890s. He might have, in fact, seen Norway as a more peace-loving and more democratic (民主的) country than Sweden.

(254 words)

- Nobel wrote his will in A.
A. France B. Norway C. Sweden D. Switzerland
- In his will Nobel hoped that the prize for peace could be awarded by a Norwegian committee most probably because D.
A. he believed that the Norwegian committee was more able than the Swedish ones
B. Norway and Sweden were two parts of one country
C. he spent most of his life time in Norway
D. of Norway's great interest in peaceful solutions (解决方案) to international disputes in the last few years of the 19th century
- The expression “educated inferences” (in Line 3, Paragraph 2) most probably means inferences that B.
A. only learned people can make
B. are based on experience
C. are about one's education
D. none of the above
- Scientists who study C will never have a chance of being awarded a Nobel Prize.
A. chemistry B. physics C. economics D. mathematics
- Which of the following sentences is not true?
 A. The Norwegian-Swedish Union broke up in 1905.
B. Nobel died in 1896.
C. The scientific prizes were to be awarded by a Swedish committee.
 D. The Norwegian committee consisted of five people.

Passage 2

I have been very lucky (幸运的) to win the Nobel Prize twice. It is, of course, very exciting to have such an important recognition (认可) of my work, but the real pleasure was in the work itself. Scientific research is like an exploration (探险) or a voyage (航行) of discovery. You are continually trying out new things that have not been done before. Many of them will take you nowhere and you have to try something different, but sometimes an experiment (试验) does work and tells you something new and that is really exciting.