



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

<http://www.nhce.edu.cn>

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

4

# 新视野

## NEW HORIZON COLLEGE ENGLISH

# 大学英语

## 综合训练

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## **新视野大学英语**

### **综合训练 4**

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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,摒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

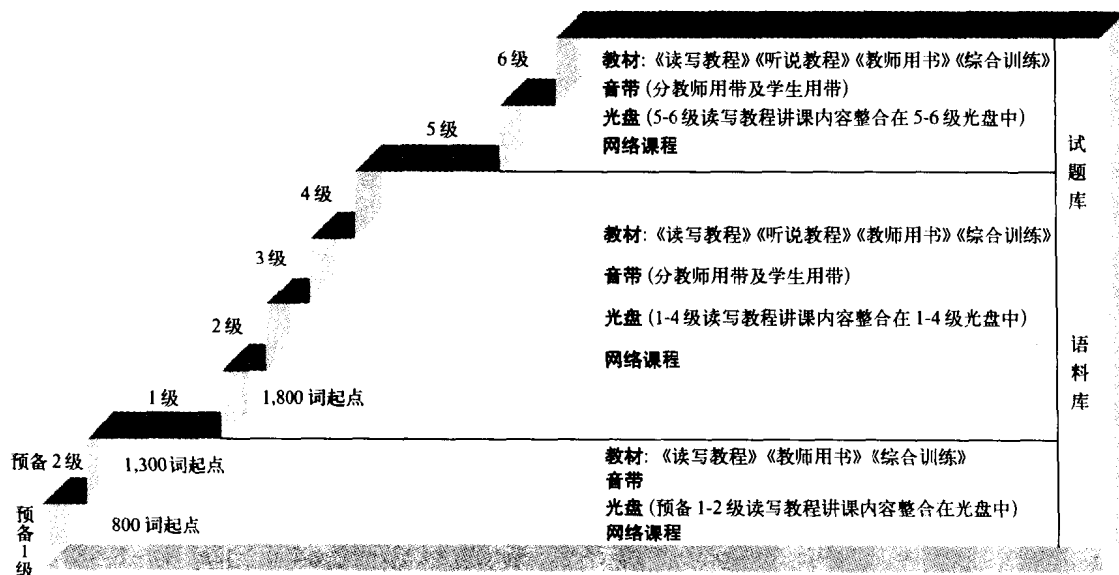
《新视野大学英语》的设计、编写和制作过程是一个教学与科研相结合的探索过程,反过来它又为高校外语教学科研提供了交流和探讨的园地。在编写过程中,我们同时设计和制作了配套专用的语料库。根据目前情况,估计语料库的最终规模可达到150万词左右,相当于国外著名的Brown和LOB语料库的最初规模,也相当于最近国外学术界推出的Cobuild TEFL的规模,可以适用于各种不同用途的研究。语料库的建立既为本套教材的编写提供了素材,也为对本套教材作评估的有识之士提供了依据。

## 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 Borchartd(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

《新视野大学英语: 综合训练 4》是《新视野大学英语: 读写教程 4》的配套用书, 供学习大学英语的学生使用。

本书共有 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。

本书第一、二部分包括以下六类练习: 1. 单词填空; 2. 动词时态和语态; 3. 构词; 4. 短语动词和习语; 5. 完形填空; 6. 翻译。

第三部分包括六篇 300 词左右的短文, 每篇后面均有五道阅读理解选择题。短文内容大多与读写教程课文相关, 以增加《读写教程》所含词汇的复现率, 并方便学生复习、巩固在《读写教程》中所学的内容。

《综合训练》内容不是《读写教程》中已有练习的重复。本书编者与《读写教程》编者反复讨论后, 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》中的全部或部分内容。

《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 4》主编为哈尔滨工业大学乔梦铎、刘文瑛, 参加编写的主要人员有哈尔滨工业大学李景艳、宋飞炎、张瑾、郑淑明、詹晶辉; 石油大学王基鹏、连松青、冼峰、邓岚等。

《新视野大学英语: 综合训练 4》由郑树棠教授和英籍专家 Steven McMath 审定全稿。

在从事材料整理、计算机处理等方面上海交通大学陈庆昌、冯宗祥、赵勇、管博、王秀文、袁小辉、胡海燕、孙华萍等做了大量工作, 在此一并表示感谢。

编者

2003 年 4 月



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# UNIT 1

## Part I

### Exercises for Passage A

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

upright	lap	farewell	sheer	porter	fabric
depart	trunk	tender	mill	nuisance	
sleeve	waist	plantation	nonsense	wit	

- Bark protects the \_\_\_\_\_ and branches of trees from extremes of temperature.
- She stroked the cat \_\_\_\_\_ behind the ears.
- His sharp \_\_\_\_\_ comes through strongly in his writing.
- Stand \_\_\_\_\_ when you are being spoken to.
- I wore that black mini-dress with short \_\_\_\_\_.
- The trousers are a bit tight around my \_\_\_\_\_.
- We saw people moving behind the \_\_\_\_\_ curtains.
- Our \_\_\_\_\_ was delayed because of bad weather.
- We must invest in the \_\_\_\_\_ of our hospitals and start rebuilding them.
- \_\_\_\_\_. I shall never see you again.
- A \_\_\_\_\_ is also a factory where a particular substance is produced.
- He said the report was \_\_\_\_\_ and nothing but a waste of paper.
- Local residents claimed that the noise from the concert was causing a public \_\_\_\_\_.
- Potato farmers \_\_\_\_\_ 83,000 acres this year.
- He finished the last, \_\_\_\_\_ twice by the leading runners.
- There are not any \_\_\_\_\_, so we'll have to find a trolley for the luggage.

**II** Complete each of the following sentences with a proper verb form.

- (penetrate) Karl interrupted, his eyes bright and \_\_\_\_\_.
- (gaze) The people stood \_\_\_\_\_ at the beautiful picture.
- (melt) He looked back, briefly, but she \_\_\_\_\_ already \_\_\_\_\_ away into the darkness.
- (yawn) The shop was open and George was there but still \_\_\_\_\_.
- (propose) The \_\_\_\_\_ changes will not have the effects intended.
- (overcome) Charles \_\_\_\_\_ with grief; he felt shocked, frightened and lonely.

7. (dislike) She suddenly felt in a great hurry to escape, instinctively \_\_\_\_\_ this pretty, richly-dressed young American.
8. (deserve) The reputation of the famous British sense of humor \_\_\_\_\_ well \_\_\_\_\_ after all.
9. (breeze) The nurse knocked on my door and, without waiting for an answer, \_\_\_\_\_ into the room.
10. (annoy) She \_\_\_\_\_ to discover that her husband had taken her car keys.

**III Complete each of the following sentences with an appropriate form of the word given.**

1. honorable
  - A. They acted \_\_\_\_\_ and returned the wallet.
  - B. They are fighting for things like \_\_\_\_\_, reputation and pride.
  - C. She received an \_\_\_\_\_ doctorate from Oxford University.
  - D. He was \_\_\_\_\_ for his services to the community.
2. vigorous
  - A. They set about their work with youthful \_\_\_\_\_ and enthusiasm.
  - B. The people who have been arrested have \_\_\_\_\_ denied the charges.
  - C. She launched into a \_\_\_\_\_ defense of her son's actions.
3. wholly
  - A. She wants to sell the living-room furniture as a \_\_\_\_\_ and not piece by piece.
  - B. I was \_\_\_\_\_ convinced by her explanation.
  - C. The \_\_\_\_\_ town was destroyed by the earthquake.
4. presence
  - A. Your \_\_\_\_\_ at the wedding is important to the bride and groom.
  - B. The mayor \_\_\_\_\_ him with an award for good citizenship.
  - C. All students were \_\_\_\_\_ in today's class.
  - D. The jewelry store has a \_\_\_\_\_ of new watches in the window.
5. idle
  - A. There is an old saying, "\_\_\_\_\_ is the parent of all vices."
  - B. The manufacturing plant lies \_\_\_\_\_, with no workers.
  - C. She lets her car engine \_\_\_\_\_ to warm it up.
  - D. He glanced \_\_\_\_\_ through the book.
6. observation
  - A. My friend made an \_\_\_\_\_ that I seemed nervous today.
  - B. The parade was \_\_\_\_\_ to all except those far from the street.
  - C. We \_\_\_\_\_ Memorial Day by going to church and praying for the dead.
  - D. Foreign governments sent \_\_\_\_\_ to watch the US military exercises.

7. bat

- A. When the dog barked at him, he ran away like a \_\_\_\_\_ out of hell.
- B. I asked her to help us, and right off the \_\_\_\_\_ she said yes.
- C. She \_\_\_\_\_ her eyes when dust got in them.

8. hesitate

- A. He \_\_\_\_\_ to criticize the child who was trying so hard.
- B. Each \_\_\_\_\_ in his speech bored the audience even more.
- C. She has a rather \_\_\_\_\_ manner, as though she is slightly unsure of herself.

9. merry

- A. We made \_\_\_\_\_ at my brother's wedding.
- B. Ellen tried not to laugh, but her eyes sparkled \_\_\_\_\_.
- C. The eating, drinking and \_\_\_\_\_ making went on late into the night.

10. suspicion

- A. He treated her with \_\_\_\_\_ after he learned about her past.
- B. She was very bothered by her husband's \_\_\_\_\_ behavior.
- C. She is \_\_\_\_\_ of murder.

**IV** Fill in the blanks with the phrases or expressions given. Change the form where necessary.

run into    reach out    impose on    count upon    run down  
reveal to    object to    count off    count down    count in

- 1. He \_\_\_\_\_ the number of seconds, "... 5, 4, 3, 2, 1, blastoff." And the rocket went up into the sky.
- 2. That concert sounds like fun, so \_\_\_\_\_ me \_\_\_\_\_ when you book tickets.
- 3. The students \_\_\_\_\_ by three to form groups of three people.
- 4. I really need a break, so I'm \_\_\_\_\_ getting away for a few days next week.
- 5. In his poetry, he seems to be \_\_\_\_\_ for help.
- 6. Taking care of those children \_\_\_\_\_ him \_\_\_\_\_.
- 7. He \_\_\_\_\_ the secret \_\_\_\_\_ his friend.
- 8. Relatives \_\_\_\_\_ us when they stayed for a whole week.
- 9. I \_\_\_\_\_ an old friend of mine at the airport in Seattle.
- 10. She asked me to give up smoking — she \_\_\_\_\_ the smell of it.

**V** Cloze.

One minute to six... Blandford's heart leaped.

A young woman was coming toward him. Her figure was long and   1  ; her blond hair lay back in curls   2   her delicate ears. Her eyes were as blue as flowers, her lips and chin had a   3   firmness. In her pale-green suit, she was like springtime coming

4. He started toward her, forgetting to notice that she was wearing 5. rose, and as he moved, a small smile 6. her lips.

“Going my way, soldier?” she murmured. He 7. one step closer to her. Then he saw Hollis Meynell.

She was standing almost directly behind the girl, a woman well 8. 40, with her gray hair under a 9. hat. She was fat; her thick feet were thrust into low-heeled shoes.

But she wore a red rose on her rumpled (褶皱的) coat.

The girl in the green suit was walking quickly.

Blandford felt as though he were being 10. into two, so keen was his desire to follow the girl, yet so deep was his 11. for the woman whose spirit had truly 12. and upheld his own; and there she stood. He could see her pale, plump face was gentle and sensible; her gray eyes had a warm twinkle.

Blandford did not hesitate. His fingers 13. the worn copy of *Human Bondage* which was to identify him to her. This would not be love, but it would be something 14., a friendship for which he had been and must ever be 15.

He squared his shoulder, saluted (敬礼), and held the book out toward the woman, although even 16. he spoke he felt the bitterness of his 17. “I’m John Blandford, and you — you are Miss Meynell. May — may I 18. you to dinner?”

The woman smiled. “I don’t know what this is all about, son,” she answered. “That young lady in the green suit begged me to wear this rose on my coat. And she said that if you 19. me to go out with you, I should tell you she’s waiting for you in that 20. across the street. She said it was some kind of a test.”

- |                    |               |                 |                   |
|--------------------|---------------|-----------------|-------------------|
| 1. A. smile        | B. slim       | C. skim         | D. slam           |
| 2. A. up           | B. above      | C. around       | D. over           |
| 3. A. gentle       | B. soft       | C. mild         | D. tender         |
| 4. A. living       | B. lively     | C. alive        | D. live           |
| 5. A. one          | B. no         | C. a            | D. the            |
| 6. A. bent         | B. bowed      | C. bounded      | D. twisted        |
| 7. A. made         | B. stepped    | C. paced        | D. walked         |
| 8. A. passed       | B. last       | C. fast         | D. past           |
| 9. A. won          | B. wore       | C. worn         | D. worm           |
| 10. A. slip        | B. split      | C. spite        | D. spit           |
| 11. A. longing     | B. long       | C. length       | D. log            |
| 12. A. competed    | B. complained | C. compared     | D. companioned    |
| 13. A. grasped     | B. gripped    | C. greeted      | D. granted        |
| 14. A. precious    | B. previous   | C. conscious    | D. various        |
| 15. A. graceful    | B. grateful   | C. respectful   | D. tasteful       |
| 16. A. though      | B. what       | C. which        | D. while          |
| 17. A. appointment | B. separation | C. disagreement | D. disappointment |
| 18. A. get         | B. bring      | C. take         | D. make           |
| 19. A. carried     | B. asked      | C. told         | D. led            |
| 20. A. restaurant  | B. hotel      | C. cinema       | D. theatre        |

**VI Translate the following into English.**

1. 我们需要就我们在办公室做事的方式建立某种秩序。(impose... on, order)
2. 难道你不认为我们很快就会识破他的伪装吗?(penetrate, disguise)
3. 在任何紧急情况下你总是可以依靠彼得。(count on)
4. 自从他接了那项额外工作以来,他真的把自己累垮了。(extra, run down)
5. 你反对吸烟吗?不,我一点也不反对。(object to)
6. 在学校时他就表现出了在科学方面的天赋。(reveal, gift)
7. 她把一段红色绸带围在腰上扭起了秧歌。(a length of)
8. 十月份举行的那次选举根本不公平。(in no sense)
9. 他们绝不向敌人投降,并决心继续战斗下去。(yield to, fight on)
10. 她工作干得那么好,每一分钱都受之无愧。(deserve, penny)

**Part II**

**Exercises for Passage B**

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

bond            hollow            afterwards            pursue            glue            stadium  
virtue            scheme            tide            maximum            procession  
concession            refugee            passion            gamble            glory

1. People went in and out of her home in a never-ending \_\_\_\_\_.
2. Her father had been the \_\_\_\_\_ holding the family together, and when he died, it quickly fell apart.
3. There is a strong \_\_\_\_\_ between the two sisters.
4. Race cars speed at the \_\_\_\_\_ speed.
5. To sell our house, we made a \_\_\_\_\_ to the buyer by agreeing to put on a new roof.
6. His friends lent him money to \_\_\_\_\_ him over until he found a new job.
7. A police officer \_\_\_\_\_ the speeding car and stopped it.
8. The tree \_\_\_\_\_ was hollow from insects feeding inside.
9. We went to the football \_\_\_\_\_ on Sunday to watch the game.
10. During the war, many \_\_\_\_\_ went to safer countries nearby to try to live better lives.
11. They separated, and soon \_\_\_\_\_ Jane left the country.
12. There is a new \_\_\_\_\_ in our town for recycling (再循环) plastic bottles.
13. By \_\_\_\_\_ of the fact that the medicine is inexpensive, it has a big market.
14. She spoke with \_\_\_\_\_ about the love of freedom.
15. She took a \_\_\_\_\_ that it would not rain when she decided to go camping in cloudy weather.
16. The Empire State Building is one of New York City's \_\_\_\_\_.

**II Complete each of the following sentences with a proper verb form.**

1. (quiz) The teacher had the pupils \_\_\_\_\_ each other to satisfy their surplus enthusiasm.
2. (guarantee) America believes that the future prosperity and security of Eastern Europe are nothing like \_\_\_\_\_.
3. (worship) The idea, however, has been in existence for as long as man \_\_\_\_\_.
4. (scatter) He has been threatened by gangs, his fences have been cut, his ewes (母羊) \_\_\_\_\_.
5. (acknowledge) We have to communicate: we have a need \_\_\_\_\_ by others.
6. (regulate) Since its birth in the 1920s, air travel has been one of the world's most heavily \_\_\_\_\_ industries.
7. (saddle) "Well, Bewdsley, since I appear \_\_\_\_\_ with this place, perhaps it is time you told me precisely what I am worth?"
8. (mold) In fact she's young enough \_\_\_\_\_ into whatever you think she ought to be.
9. (sustain) We must make a \_\_\_\_\_ effort to get this task finished this week.
10. (interpret) During our trip abroad he offered \_\_\_\_\_ for us.

**III Complete each of the following sentences with an appropriate form of the word given.**

1. offense
  - A. I was terrified that if I criticized him he would take \_\_\_\_\_ and leave me.
  - B. Her \_\_\_\_\_ words made her friend cry.
  - C. She was \_\_\_\_\_ that we didn't accept her invitation to dinner.
2. relevant
  - A. Are these observations \_\_\_\_\_ to the European Union?
  - B. The actions that the government takes to increase employment have a close \_\_\_\_\_ to a healthy economy.
  - C. Our teacher \_\_\_\_\_ our class discussions to real life.
3. transmission
  - A. Radio waves, like light waves and sound, are a means of \_\_\_\_\_ energy.
  - B. A short-wave radio \_\_\_\_\_ can send signals for thousands of miles.
  - C. The \_\_\_\_\_ of germs can occur by contact, breathing, and eating.
4. sacrifice
  - A. Too much hope, too much \_\_\_\_\_, has been invested in it.
  - B. The father worked hard and made a lot of money, but he \_\_\_\_\_ his health.
  - C. Needless to say it has so far proved difficult to find any \_\_\_\_\_ lambs among the building trade.
5. investment
  - A. The government accepted the argument, and approved the \_\_\_\_\_.

- B. We \_\_\_\_\_ in a hamburger restaurant and became rich when it was expanded to Europe.
- C. We need three more \_\_\_\_\_ before we can buy that computer company.
6. classification
- A. There are four social \_\_\_\_\_ in the USA, namely the upper class, middle class, working class, and lower class.
- B. The \_\_\_\_\_ of steel is as a metal.
- C. The biologist \_\_\_\_\_ that big plant as a flower, and not a tree.
7. transportation
- A. The beautiful music \_\_\_\_\_ the audience.
- B. \_\_\_\_\_ by road, air, and rail is readily available in that country.
- C. My husband is using my car, so I have no means of \_\_\_\_\_.
- D. Most of our goods \_\_\_\_\_ by trucks to our customers.
8. faithful
- A. I have \_\_\_\_\_ that my surgery will turn out well.
- B. The wife rejected her \_\_\_\_\_ husband.
- C. Churchgoers are \_\_\_\_\_ to their religious beliefs.
- D. If a man is \_\_\_\_\_ to me I'd leave him no matter what the circumstances are.
9. obligation
- A. He felt \_\_\_\_\_ to work on weekends.
- B. In order to get a driver's license, it is \_\_\_\_\_ to first pass an eye test.
- C. She had a family \_\_\_\_\_ to visit her sick aunt.
10. continuity
- A. People in the State Department change so often that there is no \_\_\_\_\_ in how the USA treats foreign nations.
- B. Our homes and offices need a \_\_\_\_\_ supply of electricity.
- C. The movie on TV \_\_\_\_\_ after the commercial break.
- D. Doctors take \_\_\_\_\_ education on new advances in medicine.

**IV** Fill in the blanks with the phrases or expressions given. Change the form where necessary.

take on	relate to	consist of	subject to	come apart
leave behind	move on	result in	get out of	look back

- The car is so old that it is \_\_\_\_\_.
- It is no good \_\_\_\_\_ — it's too late to change it now.
- He \_\_\_\_\_ a lot both at work and in civic (市民的) affairs.
- The boss is an unkind man and he \_\_\_\_\_ his workers \_\_\_\_\_ his anger every day.



5. Environmental pollution is \_\_\_\_\_ the forests dying.
6. There is some anxiety that we'll be \_\_\_\_\_ in technology.
7. Many parents find it hard to \_\_\_\_\_ their children when they are teenagers.
8. If the information isn't available locally, \_\_\_\_\_ to secondary data from overseas sources.
9. The prisoner \_\_\_\_\_ jail by hiding in a truck.
10. It is a simple dish to prepare, \_\_\_\_\_ mainly \_\_\_\_\_ rice and vegetables.

**V Cloze.**

Recently, research indicates that parental divorce increases the risk that offsprings (儿女) will see their own marriages end in divorce. If divorce is transmitted 1 generations, it seems likely that marital discord (婚姻不和) is similarly transmitted (传播). This conclusion, however, is premature (过早的). 2 marital discord increases the likelihood of marital dissolution (解散), not 3 divorces are caused by 4 pattern of obvious conflict (矛盾) between 5, and some continuously stable marriages are slowly discordant (不和谐的). A test of the intergenerational transmission hypothesis (两代传播假设) requires collecting 6 from married parents while children are living at home and 7 the same children after they have left home and 8. Because few studies have talked with members of two generations, the range of 9 between parents' and children's marriages has rarely been examined.

The study reported here 10 on interviews with a national sample of married individuals in 1980 and their married offspring in 1997. We used these data to answer five questions:

- Does parents' marital quality 11 offspring's marital quality?
- Does the association 12 parents' and offspring's marital quality 13 when we control for a variety of parental characteristics that might produce an unreal association?
- What processes mediate the intergenerational transmission of marital quality?
- Which aspects of the parents' marriage are most 14 for offspring?
- Are offspring's marriages affected by changes in parents' marital quality?

Although some researchers 15 the term marital quality to spouses' (配偶) reports of satisfaction, we extend the term to include spouses' reports of a range of marital processes: 16 with the marriage, the amount of 17 interaction, the frequency of arguments and violence, the number of 18 problems in the marriage, and thoughts or actions 19 to divorce. This method makes it possible to decide 20 parents' and children's marriages are linked.

- |                |               |             |              |
|----------------|---------------|-------------|--------------|
| 1. A. with     | B. by         | C. in       | D. across    |
| 2. A. Because  | B. After      | C. Although | D. When      |
| 3. A. some     | B. all        | C. few      | D. many      |
| 4. A. short    | B. short-term | C. long     | D. long-term |
| 5. A. partners | B. parents    | C. couple   | D. wives     |
| 6. A. ideas    | B. data       | C. news     | D. material  |
| 7. A. of       | B. from       | C. at       | D. after     |
| 8. A. married  | B. divorced   | C. marrying | D. divorcing |