

# Integrative English



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## 综合教程 1



西安交通大学出版社  
XI'AN JIAOTONG UNIVERSITY PRESS

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# 1



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New Frontiers College English

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# 新空间大学英语

New Frontiers College English

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## 总序

在中国,英语的教与学,无论是教师或是学生,不可谓不重视,各方面的投入也很多,然而其效果之差,人皆知之。相当多的人在学了几年英语之后便陷入了一种尴尬的局面:单词认识了不少,语法规则背了不少,可是英语却读不懂,说不出,写不成,无法用英语进行真正的交际,因而由厌倦变灰心,继而最终放弃,不但浪费了宝贵的年华,而且当需要使用英语时又常常会后悔不已。

面对这种情况,作为英语教育工作者,我们一直在探求提高英语教学效果的有效途径,比如如何针对中国学生英语学习的特点和规律,创新教材体系,激发学生和教师的积极性和主动性,营造良好的语言实践环境,促进学生语言综合运用能力的提高。“新空间大学英语”系列教材就是为此所作的一次尝试。

“新空间大学英语”系列教材编写依据是教育部《全国大学英语教学基本要求(课程标准)》,同时参考教育部《高职高专教育英语课程教学基本要求》,并根据发展的需要有一定的前瞻性。

“新空间大学英语”系列教材的对象为大学本科、专科院校非英语专业对英语综合应用能力要求较高的专业及高职高专英语专业等相关专业。

“新空间大学英语”系列教材从中国学生的实际出发,注重培养学生的扎实语言技能,全面提高学生的英语综合运用能力。将英语阅读和交际性相结合,正确处理听、说、读、写、译的关系,听说与读写并重,强调英语教学应从实际出发,博采众长,讲究实效。

“新空间大学英语”系列教材的编写吸收了当代语言学和教学理论研究的最新成果,它是一套开放性的、立体式的现代化教材。其《综合教程》在词汇量等方面略有超越,选取有一定难度的文章来激发学生的学习热情,增加学生的语感,为启发学生深入思考提供充裕的素材,帮助学生提高阅读能力、分析和解决问题的能力。《泛读教程》选材难度控制严格,有助于提高学生的阅读速度,扩大学生的知识面,增强其对英语国家文化的了解。《听说教程》以系统的训练方法帮助学生打牢听说基础,激发学生的学习兴趣,提高学生的整体语言水平。“新空间大学英语”系列教材在教学理念方面走的是综合创新之路,使教师在教学上有更大的弹性,有助于发挥教师的潜力,培养教师的创造力,为教师施展才能提供了广阔的空间,创造出各种新颖的教学法。

“新空间大学英语”系列教材包括:《综合教程》、《泛读教程》、《听说教程》,并配有相关教师参考书。

《综合教程》全书共分四册,每册使用一学期。《综合教程》既继承传统的英语精读的优点,又强调英语语言知识和技能的综合训



## 总序

练,全面培养学生的听、说、读、写、译的能力。全套教材以阅读材料为主线,配合课文设计了形式各异,内容生动的练习和活动。学生可以把学习过程中获得的信息和语言知识在活动和练习中运用,达到熟练掌握英语的目的。

《泛读教程》全书共分四册,每册使用一学期。其题材广泛,文字新颖,思想性好。旨在使学生通过大量阅读来扩充词汇,提高阅读技能,培养学生获取信息的能力,提高人文素质。

《听说教程》全书共分四册,每一册使用一学期。通过听说能力的综合训练,着重提高学生的听力和口头表达能力,以适应用英语进行交际的需要。

与“新空间大学英语”系列教材配套的教材还有:

《全新英语语法》编写角度新颖,语法体系完整,面向教学需求,重在语言运用,其目的是帮助学习者系统学习语法,打好语法基础,提高语言运用能力。

《全新英语写作》(国家级“十一五”规化教材)力求理论从简,首次提出实践类写作和翻译类写作的观点;强调写作实践和表达能力的培养,使学生在例文分析和仿写的过程中学会根据不同的目的而采用恰当的语篇体裁和写作技巧,从而达到准确地表达思想,流畅地进行交际。

《全新英语语音》从中国人学习英语语音的难点和特点入手,将语音学习与英语听力、口语和语法、词汇结合起来。本书教学设计新颖,练习多样,生动活泼,实用高效,有助于学生积极参与课堂活动和教师组织教学,使学生学会用地道的语音语调进行自然流畅的交际。

本系列教材是解放军外国语学院英语教师和其他大专院校的教师通力合作的成果。西安交通大学出版社对教材的编写和出版投入了很大的力量,给予了大力的支持,解放军外国语学院音像出版社总编赵小江同志作了大量的前期工作。对此,我们全体编写人员表示衷心的感谢。

本系列教材的编者怀着为中国英语教学尽力的心情,编写了这套教材。教材的编写是一项开创性工作。由于我们经验不足,水平有限,缺点在所难免。我们诚挚地希望广大师生和读者提出批评和建议,使本教材在今后的修订中得到进一步完善。

丛书总主编

2007年3月



# 前言

《综合教程》是“新空间大学英语”系列教材的主干教材之一。全套教材共四册，可供四个学期使用。

《综合教程》以精选课文为主要语言输入渠道，配以各种练习和课堂活动，形式各异，内容丰富，信息量充足，便于学生将学习过程中获得的语言知识系统化，并达到熟练运用英语的目的。

每册12课。每课围绕课文设置热身活动、生词表、注释、课后练习和补充练习。

热身活动包括三个部分：(1)以校园生活为主线，结合当课学习内容而设计的简短日常对话；(2)选择与课文内容有关材料，以听的形式引导学生了解本课主题；(3)设计若干思考题，让学生了解与课文有关的一些背景知识和相关话题，为更好地理解课文做必要的准备。

生词表汇集当课的新词以及常用短语的英汉双解。注释是对课文中的语言难点和相关背景知识做必要的解释和介绍。课后练习是为巩固和复习所学课文的重点内容和语言知识而设计，包括课文内容理解选择题，目的是培养和训练学生对课文的整体把握和对关键细节的理解；词汇练习采用词语替换和填空两种形式，对课文中出现的高频词和短语进行强化训练；完形填空和改错是为训练和检验学生英语水平而配备的综合练习；中译英句子翻译主要训练学生使用新学词汇和短语的能力。说写练习引导学生拓宽思路，保证在有话可说和充分讨论的基础上，提高口头和笔头表达能力。

补充练习包括：(1)语音。将必要的语音练习进行分项和综合训练，如元音、辅音、重音、连读、失去爆破等，目的是让学生打好语音基础，为进一步学好英语创造更好的条件。(2)词汇。由构词法和词汇辨析组成。构词法主要通过词根、词缀的学习来了解英语的构词规律，扩大词汇量，提高猜测词义的能力。词义辨析主要取与课文有关的词汇，将近义词、形近词等进行用法辨析，提高用词的精确性。(3)语法。将英语语法知识分项进行全面讲解，包括动词时态、词类、名词、代词、动词等。(4)结构。主要将课文中出现的具有实用价值的英语结构和句型进行讲解和练习，以便学生能使用地道的英语句式来表达思想。每课最后还有英语学习的小贴士，相信读者会有意外的收获。

本教材具有以下特色：

# 前言

1. 注重实用性。教材体系及内容由知识型向能力型转变,以加强学生综合运用英语的能力。如每个单元增加了情景对话部分;各项练习也是围绕培养学生语言技能和交际能力而设计。

2. 内容的前瞻性。本书内容的选材多为上世纪90年代的作品,部分为本世纪的文章,内容新,贴近现代生活。虽然有些单词和短语超出了大纲范围,但我们学习的目的是掌握英语,对于这些生难词我们刻意予以保留,不作处理,这样就能保持原作的特色,也使得文章具有前瞻性的特点,使学生走出校门后所将要接触到的材料更接近。

3. 发挥主观能动性。课文生动、内容丰富、内涵深刻,能激发学生的学习兴趣,有助于学生就某些问题运用所学的语言知识发表自己的看法。如写作和口语相结合,学生可以进行讨论,易于上口,易于操练。

4. 注重语言基础知识的学习和训练。如语言、语法和词汇在每个单元中进行单独操练,以使学生在语言基础知识的掌握上积少成多,集腋成裘。

5. 与各种语言考试挂钩。虽然学生在校的学习成绩不与任何英语统考挂钩,但很多学生为了在寻找工作时增加竞争力,他们在上学期间会参加各种英语考试,如CET, TOEFL, IELTS, PETS等,因此本套教材在练习设计上考虑到了各种英语考试的题型特点。

6. 便于自主学习。为方便自学和教学,本教材还编写了教学参考书,内容和编排上与课堂教学同步,阅读教学参考书如同身临课堂。教参内容包括课前准备、相关背景知识、语言点、长难句解析、课文译文、练习答案等。

《综合教程》由解放军外国语学院、浙江工商大学、郑州经贸职业学院等院校经验丰富的老师参与编写。本册部分练习的原作者为郑庆珠、李志钦、张金凤、刘孜群、陈存军,在此向他们表示衷心的感谢。

编写教材是一项十分艰巨和复杂的劳动,囿于编者的水平和经验,错误之处在所难免,恳请使用者不吝赐教。

编者

2007年3月



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# 1

## The Fear of Uncertainty

Listening Task

Asia European seriously graduate school tuition combination



Pre-reading Task

### Warming-up Activities

#### Oral Task

Dialogue 1 Two freshmen meet on campus.

Peter Lake: Hello, My name is Peter Lake.

John Smith: How do you do, Mr. Lake. I am John Smith.

Peter Lake: Nice to meet you. Are you a student?

John Smith: Yes, I am.

Peter Lake: Are you American?

John Smith: No, I am not.

Peter Lake: Are you learning English?

John Smith: Yes, I am.

Peter Lake: Where are you going?

John Smith: I am going to buy a book for our English course.

**Dialogue 2** Peter Lake: Good morning, John.

John Smith: Good morning, Peter.

Peter Lake: This is Helen Taylor, my girl friend. She is from Los Angeles, California. And Helen, this is John Smith, my classmate.

Helen Taylor: How do you do, Mr. Smith. Glad to meet you!

John Smith: How do you do, Miss Taylor? Glad to meet you, too.

## Listening Task

Asia European seriously graduate school tuition combination

*Listen to the passage and answer the following questions.*

1. What happens when an American student enters a college or university?
2. What's the condition in our country?
3. Is it true that many American students work very hard so as to pay for their education expenses?

*Listen to the passage again and fill in the blanks with the appropriate words from the recording.*

In many \_\_\_\_\_ and European countries, it is often more \_\_\_\_\_ for students to pass the college exams than to do the \_\_\_\_\_ work when they are \_\_\_\_\_ in college. In contrast, students can easily get into an American or Canadian college—at \_\_\_\_\_ more easily than in other countries.

## Pre-reading Task

1. As a freshman, what difficulties do you have after entering the university? And what difficulties do your classmates have? Discuss it with your classmates.
2. Do you have any idea about the freshmen in the United States today? What are their worries, puzzles and stress? Do the Chinese freshmen and American freshmen have difficulties in common?
3. What academic or personal obstacles do you have in the transition from a high school student to a college student?

**Text** .....

## The Fear of Uncertainty

*Barbara Lantin*

- 1** When September comes, thousands of parents in America will escort



their offspring to university. Inside vehicles carrying the country's new students, expectations will be high since these youths have been told that the next few years will be the best of their lives.

**2** So why, after eagerly anticipating this moment, do so many of them feel slightly uneasy at the thought of this new adventure? And why will some of them find the next few months much tougher than they have imagined?

**3** According to Dr Terri Apter, a social psychologist at Cambridge University, teenagers see themselves as being constrained by their families and anxious to get away. Legally, they are adults and they believe they can function as adults, so the realisation that they still have a very strong emotional dependency on their family can come as a shock. Parents may be unaware of what is happening. As a result, they may not realise that their children still need a lot of contact and reassurance.

**4** As it has been pointed out, the transition into adulthood is a difficult psychological phase, complicated by the move from home. Young people are seeking independence and everything that goes with it, but in some ways they are quite naive about what independence really means. It brings with it responsibility.

**5** Responsibilities come thick and fast in the first few weeks of university. Students are living away from family, among strangers in an unknown city. There may be worries about whether the course is right and about accommodation, especially for those unable to secure a place in a university residence.

**6** Many parents are worried about their children starting university with no potential friends around. Even when things go according to plan, it is not always easy to settle in and make friends. Some feel comfortable from the first week and never look back, but for others, it takes the whole of the first term to settle in.

**7** Late nights, poor food, too much alcohol and plenty of stress can mean some young people flounder emotionally. It is hard for them to strike the right balance of eight hours each of work, rest and play. They have a new set of problems and nobody to talk to about them, because they are removed from their usual network of family and friends. When all these factors are combined, they are more likely to become depressed.

**8** Another issue is that many students will have come from schools where they were among the brightest. When they get to university with others who

are brighter, they feel untalented and wonder if they will be able to cope.

**9** Although a vast majority of students have only minor problems, research suggests that those in higher education report more symptoms of mental ill health than others of the same age, and that the proportion of students with severe mental distress, though small, is growing each year.

**10** There are many confidential sources of help for those who are struggling, including university counselling services and medical centres, personal tutors and student unions. However, the large increase in student numbers has not been matched by extra funding to counselling services.

**11** “Young people may be too proud to say they need their parents, but they still want some contact,” says Dr. Terri Apter. “Stay in touch with them through non-intrusive means such as texts and e-mail. Give them bits of home news that act as reminders of continuity. Show your care by practical means.”

## ★ Notes

1. Barbara Lantin is a famous reporter for *Telegraph*, a well-known British newspaper. This article was published in *health.telegraph.com* on Sept. 24, 2004.
2. In order to help the freshmen to get accustomed to the new life on campus as quickly as possible, many universities offer counseling services and personal tutors. Students can consult the professionals there about everything they come across in life, ranging from mental problems to living matters.

## ★ Proper Names

Terri Apter(人名) 泰雷·爱伯特

Cambridge University (英国)剑桥大学

## ★ New Words

uncertainty /ʌn'sɜ:tənti/ *n.* the state or quality of being uncertain 不确定

escort /ɪ'skɔ:t/ *v.* go with someone as a guard or as an honour 护送

offspring /'ɒfsprɪŋ; 'ɔ:f-/ *n.* a child or children 子孙, 后代

vehicle /'vi:kl/ *n.* any wheeled conveyance for goods or passengers on land 车辆

anticipate /æntɪ'sɪpɪt/ *vt.* look forward to 期望, 盼望

adventure /əd'ventʃə/ *n.* strange or unusual happening, esp. an exciting or dangerous journey or activity 奇遇, 冒险的经历

tough /tʌf/ *adj.* hard to carry out, difficult 困难的

psychologist /sə'kɒlədʒɪst/ *n.* a person who has studied or is skilled in the science of the mind or the way it works 心理学家

constrain /kən'streɪn/ *vt.* make someone do something by force or by strongly persuading 强迫, 压制

contact /'kɒntækt/ *n.* state of being in communication 接触, 联系

reassurance /ri:ə'ʃuərəns/ *n.* being made free from fear 放心

transition /træn'zɪʃən, -sɪʃən/ *n.* change from one condition or set of circumstances to another 转移, 变化, 转变

phase /feɪz/ *n.* stage of development 阶段, 时期



<p>complicate /'kɒmplɪkeɪt/ vt. make complex; make sth. difficult to do or understand 使……变复杂</p> <p>naive /naɪ:v/ adj. having or showing no experience, esp. because one is young 天真, 无经验</p> <p>accommodation /ə'kɒmədeɪʃən/ n. lodgings 住所</p> <p>secure /sɪ'kjʊə/ vt. get 得到</p> <p>residence /'rezɪdəns/ n. place where one lives 住处, 住宅区</p> <p>potential /pə'tenʃəl/ adj. that can or may come into existence or action 可能的, 潜在的</p> <p>flounder /'flaʊndə/ v. struggle or stagger helplessly or clumsily in mud or water; struggle mentally; show or feel great confusion 挣扎; [喻]不知所措</p> <p>remove /rɪ'mu:v/ vt. take off or away from the place occupied 取掉, 移开</p> <p>network /'netwɜ:k/ n. a group or system whose members are connected in some way 网络, 网状系统</p> <p>depressed /dɪ'prest/ adj. low in spirits; sad 抑郁的, 沮丧的</p> <p>wonder /'wʌndə/ v. express a wish to know; ask oneself 极想知道</p> <p>cope /kəʊp/ vi. manage successfully 应付, 对付</p>	<p>symptom /'sɪmptəm/ n. change in the body's condition that indicates illness 症状, 症候</p> <p>mental /'mentl/ adj. of or in the mind 心智的; 心理的</p> <p>proportion /prə'pɔ:ʃən/ n. relation of one thing to another in quantity, size, etc. 比, 比率</p> <p>severe /sɪ'vɪə/ adj. (of the weather, attacks of disease, etc.) rigorous; violent 严重的, 剧烈的</p> <p>distress /dɪ'stres/ n. pain, discomfort or sorrow 痛苦</p> <p>confidential /kən'fɪdənʃəl/ adj. of confidence 信任的</p> <p>counsel /'kaʊnsəl/ v. give advice 建议, 提供咨询</p> <p>tutor /'tju:tə/ n. private teacher; university teacher 私人教师; 大学指导老师</p> <p>match /mætʃ/ vt. be equal to or corresponding (with) 相等, 相当; 匹配</p> <p>fund /fʌnd/ v. provide money for 拨款, 资助</p> <p>intrusive /ɪn'tru:sɪv/ adj. forcing sth. upon sb.; entering without invitation 强迫的; 侵入的</p> <p>reminder /rɪ'maɪndə/ n. sth. that helps sb. to remember sth. 令人回想起某事或某物的东西</p> <p>continuity /,kɒntɪnju(:)tɪ/ n. the state of being continuous 连续性</p>
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### Phrases and Expressions

to get away 离开, 逃脱

to be unaware of 不知道

as a result 结果

to point out 指出

thick and fast 大量而急速地; 快速地

to settle in (在新居) 安顿下来; 适应新环境等

never look back 前进, 进步

to strike a balance 保持平衡

to be likely to 有可能

to stay(keep) in touch with 保持联系

bits of (作定语用, 修饰名词) 一群, 一堆

## Post-reading Exercises



### Understanding the Text

Choose the best answer to each of the following questions.

- The students are much surprised when they find that \_\_\_\_\_.
  - they are still so dependent on their families
  - they have been eager to get away from their families
  - they have been constrained by their families.
  - they can function as adults
- According to the author, \_\_\_\_\_.

- A. students know clearly what independence really means  
 B. parents know clearly what their children really want  
 C. college students are not old enough to be called adults  
 D. independence is not alone, but goes with responsibility
3. College students bear responsibilities mainly because \_\_\_\_\_.
- A. they have part-time jobs  
 B. they work in student unions  
 C. they have to mentally support their parents  
 D. they have to mentally support themselves
4. Which of the following statements is true?
- A. All the students have the same worries in the university.  
 B. Those who feel comfortable in the first few weeks will have the same worries later that others now have.  
 C. Those unable to get a place in a university residence tend to have more worries.  
 D. Most of the students will spend the whole of the first term to settle in.
5. Which of the following is not one of the characteristics of some college students that the author mentions in this article?
- A. Stay up late.      B. Play too much computer games.  
 C. Drink much alcohol.      D. Live a stressful daily life.
6. By "they are removed from their usual network of family and friends", the author indicates that \_\_\_\_\_.
- A. the students fail to make friends in the university  
 B. families are worrying that their children have no potential friends around  
 C. the new environments make the students feel lonely  
 D. the students and families don't have much contact
7. On entering the university, it is possible that \_\_\_\_\_.
- A. the brightest students in high schools will always remain bright  
 B. untalented students will become the brightest  
 C. the brightest students in schools find it hard to accept the fact that they are not the bright in university  
 D. the brightest students in schools are ready to become untalented ones
8. According to research, college students tend to be \_\_\_\_\_.
- A. more mentally healthy than those of the same age outside university  
 B. more physically healthy than those of the same age outside university  
 C. more mentally ill than those of the same age outside university  
 D. more physically ill than those of the same age outside university
9. According to Dr. Terri Apter, \_\_\_\_\_.
- A. college students don't need their parents any longer  
 B. college students will feel embarrassed if they admit that they still need their parents  
 C. parents should ask their children to seek help from counseling services  
 D. parents should stay together with their children to provide necessary help
10. In Para. 10, the sentence "There are many confidential sources of help . . ." is closest in meaning to \_\_\_\_\_.



- A. There are resources that can make people confident.  
 B. There are secret means.  
 C. There are organizations that can give people courage.  
 D. The counseling services are quite confident of themselves.

## ★ Vocabulary

### 1. Replace the italicized parts with words from the text that best retain the original meaning.

- After having been out of job for two months, he finally *found* himself a good job.
- The traveling students found *lodgings* at moderate terms.
- The country girl gave *ingenuous* answers to all the stranger's questions.
- For the sake of safety, Tom *accompanied* his girl friend to a television station.
- My shoes *taken off*, I entered a low-ceilinged room, treading cautiously on the soft tatami matting.
- But if it gives me a little clarity and a little confidence in this uncertain and *embarrassing* world, then I'm okay with it.
- The Kingdom of Saudi Arabia today expressed mental *sufferings* at and condemnation of the inhuman and humiliating treatment of Iraqi prisoners.
- In face of tragedy, children need *confidence* that the world will continue to function, and that there will be a tomorrow.
- The old man told the boys about his *experiences* in the deep forest in Africa 40 years ago.
- The fish *bounced up and down* desperately on the river bank, struggling to breathe.

### 2. Fill in the blanks with suitable words or phrases from the list given below. Change the form where necessary.

majority	thick and fast	be in touch with	look back	settle in
proportion	get away	complicated	symptom	a set of

- As government officials, they must \_\_\_\_\_ what is happening in foreign countries.
- There is \_\_\_\_\_ rules that you must follow if you're going mountain-climbing.
- The \_\_\_\_\_ of the doctors agree that smoking is extremely harmful to health.
- He seemed able to put \_\_\_\_\_ thoughts into simple words.
- Complaints of the ineffective heating system came to the property management committee \_\_\_\_\_ since it is getting colder and colder.
- He borrowed \$ 10,000 to start his Hollywood restaurant and never \_\_\_\_\_.
- I haven't yet \_\_\_\_\_ in my new job; I still find it all rather strange.
- I was really up to my neck in work today, I couldn't \_\_\_\_\_ from the office till six-thirty.
- The affair is a \_\_\_\_\_ of a global marital disturbance; it is not the disturbance (itself).
- With the improvement of the living standards, the \_\_\_\_\_ of people's income spent on food has decreased while that spent on education has increased.