



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

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新视野大学英语

综合训练 1

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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世纪教育振兴行动计划”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,同时要加强对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

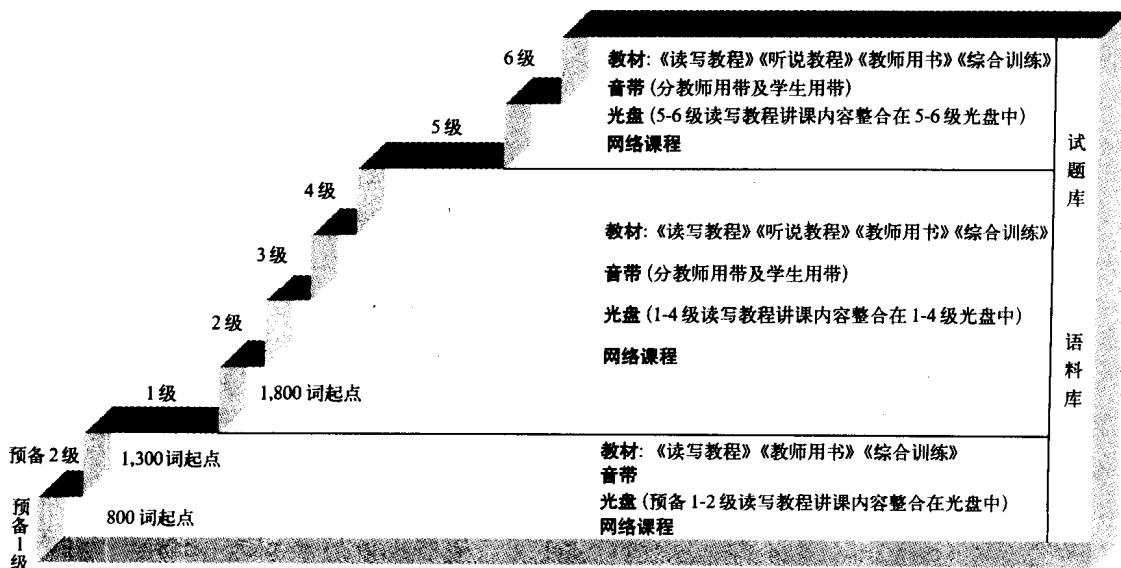
《新视野大学英语》的设计、编写和制作过程是一个教学与科研相结合的探索过程,反过来它又为高校外语教学科研提供了交流和探讨的园地。在编写过程中,我们同时设计和制作了配套专用的语料库。根据目前情况,估计语料库的最终规模可达到150万词左右,相当于国外著名的Brown和LOB语料库的最初规模,也相当于最近国外学术界推出的Cobuild TEFL的规模,可以适用于各种不同用途的研究。语料库的建立既为本套教材的编写提供了素材,也为对本套教材作评估的有识之士提供了依据。

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 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、顾大僖、徐玲、徐钟、黄跃华、嵇伟武。

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1》是《新视野大学英语：读写教程1》的配套用书，供大学英语一年级学生使用。

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。

第一部分包括以下七类练习：1. 拼写与词义；2. 构词；3. 介词与副词的用法；4. 短语动词；5. 容易混淆的词；6. 短语与词组翻译；7. 完形填空。

第二部分主要包括以下七类练习：1. 单词填空；2. 构词；3. 介词与副词的用法；4. 短语动词；5. 容易混淆的词；6. 短语与词组翻译；7. 完形填空。

第三部分包括三篇300词左右的短文，每篇后面均有五个阅读理解选择题。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、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》中已有练习的简单重复。《读写教程》因为容量所限，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》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1》主编为东北大学李思国、金启军，参加编写的主要人员有东北大学高丽新、李欣、姜焱、刘卓、金敬红等。

《新视野大学英语：综合训练1》由郑树棠、Joyce Wilkinson 审定全稿。

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

编者

2001年9月



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UNIT 1

Part I

Exercises for Passage A

A. Spell the following words with the help of their meanings and the first letters.

1. repay v. give or receive sth. in return for work or services
2. frustrate v. defeat (one's effort)
3. former a. of a time before now
4. minimum a. the smallest size, quantity or number that is possible
5. embarrass v. cause to feel ashamed or uncomfortable
6. gap n. a/the distance or difference between things
7. assignment n. homework
8. commitment n. state of being devoted to sth.
9. favorite a. most liked
10. benefit n. sth. that is good or helpful

B. Now complete the following sentences with some of the words you spelled in A. Change the form where necessary.

1. It was said that some of them strongly attacked their former friends.
2. It is very frustrating when you can't say what you mean in a foreign language.
3. Rebuilding the major watercourse has already brought many incorrectly to our national wealth. tube
4. He couldn't join the police, because he was below the minimum height allowed by the rules.
5. The senior woman was embarrassed when they asked her age.
6. Now the gap between the rich and the poor countries has become even wider.
7. The student's assignment was to write a book report.
8. We're looking for someone with a real sense of commitment to the job.

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

1. (eager) We knew by the boys' interest to start that they were looking forward to an exciting holiday.
2. (frustrate) _____ by his father in regard to his wish to become a doctor made the young man very unhappy.
3. (correctly) He slept in class, so he answered the teacher's question _____.

4. (communicate) Speech and writing are man's most important methods of _____.
5. (forget) We went to a beautiful town and spent an _____ day.
6. (wonder) What a _____ party it has been! I've enjoyed every minute of it.
7. (continue) Language is a living and _____ changing thing.
8. (like) This book is quite _____ anything I've ever read before.
9. (active) He has many _____ that take up his time when he's not working.
10. (instruct) When the visitor entered the classroom, the pupils were being _____ in drawing.

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

- The teacher praised the girl in class _____ her hard work.
- I longed to have the opportunity of participating _____ the activities.
- I'll trade you five comic books _____ your knife.
- The teacher had uncommon insight _____ children's feelings.
- The friends haven't communicated _____ each other for years.
- People must have a reason _____ saying such things.
- You'll have to be patient _____ my mother, because she's going deaf.
- Students have access _____ the library during the vacation.
- One of the boys was pointing his finger _____ something in the garden.
- The show was far _____ hopeless; it was a great success.

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

1. *come + ad. / prep.*

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

A	B
1) come about ()	A. appear; be made public; be produced or printed
2) come across ()	B. think of (a plan, answer, reply, etc.); produce
3) come down ()	C. continue to live after (sth. dangerous)
4) come out ()	D. happen
5) come through ()	E. become lower
6) come to ()	F. meet or find by chance
7) come up to ()	G. reach (a suitable level or standard)
8) come up with ()	H. be equal to; add up to

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

- Scientists will have to come up _____ new methods of increasing the world's food supply.
- I didn't expect those few books to come _____ so much.
- With such a weak heart, she was fortunate to come _____ the operation.
- I've just come _____ a beautiful poem in this book found in a secondhand bookshop.

- 5) They didn't know how the change had come about.
 6) The price of meat has come down this week.
 7) Your recent work hasn't come up to your earlier standards.
 8) The news has just come out that the Queen is going to have a baby next March.

2. give + ad. / prep.

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

- | A | B |
|--------------------|--|
| 1) give away (1) | A. come to an end; give to each of several people; send out (esp. a noise) |
| 2) give back (A) | B. allow oneself to be defeated (by sb.); hand in |
| 3) give in (B) | C. stop trying to do sth. |
| 4) give off (E) | D. give sth. to sb. without getting money for it; tell a secret |
| 5) give out (C) | E. send out (esp. a liquid, gas or smell) |
| 6) give up (D) | F. return sth. to the person who owns it |

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

- 1) Look through your old clothes and see if you have anything to give away.
 2) I must call at the library to give back this book.
 3) After Billy proved that he could ride a bicycle safely, his father gave in to him and bought him one.
 4) The fire doesn't seem to be giving off much heat.
 5) After two days our food gave out, and we had to return to camp.
 6) She has also given up all hopes of seeing me again.

V A. There are four pairs of words below that are easy to use incorrectly. Fill in the blanks in Column A with these words with the help of the corresponding meanings given in Column B.

require	request	eager	anxious
continual	continuous	opportunity	chance

- | A | B |
|--------------------------|--|
| 1. (<u>request</u>) | ask sb. in a polite way to do sth. |
| (<u>require</u>) | demand that you must do sth. |
| 2. (<u>anxious</u>) | worried or afraid |
| (<u>eager</u>) | full of interest or desire |
| 3. (<u>continuous</u>) | continuing without stop |
| (<u>continual</u>) | repeated, frequent (often annoying or undesirable actions) |
| 4. (<u>chance</u>) | a fortunate or lucky time when you can do sth. |
| (<u>opportunity</u>) | a suitable time to do sth. |

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

1. She was tired of the continual noise of the clock while she was trying to sleep.
 2. _____ plays a big part in many board games.

3. Now she was back, and she was _____ to see her friends.
4. We were in Paris for two days, so we took the _____ of visiting the Louvre.
5. Visitors are kindly _____ not to touch the paintings when they are in the art museum.
6. She is _____ to know the results of the examination.
7. After three days of _____ travel, they arrived in Tibet.
8. The police _____ the traveler to unlock his case.

VI Translate the following into English.

1. 最困难但却有最大收获的经历之一
2. 非常值得付出
3. 从不太担心犯错误
4. 在班里名列前茅
5. 渴望继续学英语
6. 跟上课程进度
7. 达到课程所要求的最低标准
8. 想要放弃
9. 一切努力工作的回报
10. 对另一种文化的深入了解
11. 对所有学生有耐心
12. 跨越不同语言和文化之间的鸿沟

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

Learning a foreign language has been a most (1) _____ experience for me, but (2) _____ that I wouldn't trade for anything. Not (3) _____ did learning another language teach me the value of hard work, but it also gave me insights into another culture, and my mind was opened (4) _____ new ways of (5) _____ things. The most wonderful result of having learned a foreign language was (6) _____ I could communicate with many more people than before. Talking with people is one of my favorite activities, so (7) _____ able to speak a new language lets me meet new people, participate in (8) _____, and form new, unforgettable friendships. (9) _____ that I speak a foreign language, (10) _____ of staring into space (11) _____ English is being spoken, I can participate and make friends. I am able to reach out to others and bridge the gap (12) _____ my language and culture and theirs.

Part II

Exercises for Passage B

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

unique
normally
following

barrier
likely
essential

vital
community
absolutely

commit
expand
environment

1. Life in a small fishing _____ is very different from life in a big city.
2. The small pocket dictionary was _____ into a larger book.
3. I came back from holiday on Sunday and went to work on the _____ day.
4. Why are you *longing for* money so much? Is money _____ to happiness?
5. We're _____ our time and energy to the task of turning the sun into energy.
6. He felt _____ free; he was allowed to do whatever he wanted to do.
7. A happy family provides a loving _____ for its children.
8. One _____ result of this heavy rain is the rising of the river.
9. A child _____ begins to lose his first teeth at six years of age.
10. The relationship (关系) between teacher and student is of _____ importance.
11. Poor health and lack of money may both be _____ to the educational program.
12. I am in a rather _____ position, as my job is different from anyone else's.

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

1. (comfort) It was pleasant and comfortable to sit here.
2. (explain) Is there any explanation for his strange way of doing things?
3. (require) The new pills met all the requirements set by the government.
4. (commit) What is needed is a total commitment to the best interests of the people.
5. (able) The child's reading _____ was advanced for his age level.
6. (mean) She gave her husband a meaningful look.
7. (effect) His efforts to improve the school have been very effective.
8. (person) I would like to see her personally. It would be better.
9. (discover) The discovery of oil on their land made the family rich.
10. (succeed) She wanted this meeting to be a success.

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

1. Would you be kind enough to explain the meaning of this word for me?
2. Experience in this field is a requirement for this job.
3. It was several minutes before I was aware of what was happening.
4. If you don't like what your classmates are doing, why don't you speak out?
5. The old man reflected about the changes that had taken place since his youth.

易. 11.

6. Why don't you learn from my mistakes?
7. The film we saw yesterday is based on a true story.
8. The song reminds me of my youth spent in France.
9. The headmaster plays an important role in helping the school to run well.
10. The man made him work 16 hours a day and beat him _____ addition.

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

keep + ad. / prep.

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

A		B
1. keep at	(<u>3</u>)	A. continue doing sth.
2. keep back	(<u>4</u>)	B. refuse to tell sb. sth.
3. keep from	(<u>7</u>)	C. move or progress at the same speed (as sb. /sth.); learn about (the news, etc.)
4. keep off	(<u>6</u>)	D. cause sb. /sth. not to come near to
5. keep on	(<u>1</u>)	E. continue to work at sth.
6. keep up with/to	(<u>5</u>)	F. prevent sb. from doing sth.
7. keep to	(<u>2</u>)	G. follow (a plan, etc.), stick to sth.

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

1. How could she keep you as at believing that she was changing her mind?
2. If he will only keep on his work, he will soon finish it.
3. The international situation changes so quickly nowadays that you can not keep up with it.
4. She kept on working although she was tired.
5. She told us most of the story, but kept back the bit about her uncle.
6. They lit a fire to keep wild animals off the grounds.
7. Whatever the rule is, you may be sure he will keep from it.

V A. There are four pairs of words below that are easy to use incorrectly. Fill in the blanks in Column A with these words with the help of the corresponding meanings given in Column B.

question	problem	arise	rise
accept	receive	job	labour

A	B
1. (<u>question</u>) (<u>problem</u>)	a sentence or phrase which asks for information a (serious) difficulty that needs attention and thought
2. (<u>arise</u>) (<u>rise</u>)	appear go up; become higher or more
3. (<u>receive</u>) (<u>accept</u>)	get sth. that someone has given or sent to you say "yes" when someone asks you to have or do sth.
4. (<u>job</u>) (<u>labour</u>)	regularly paid position or post hard work that you do with your hands and body

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

1. In those years, the cost of living rises by nearly 4 percent.
2. Thousands of workers lost their jobs when the factory closed.
3. Much labour went into the building of the palace.
4. At a later stage, there appeared new problems which seemed difficult to solve.
5. Could you tell me whom you received that postcard from?
6. Between them serious disagreements immediately arise.
7. The students asked the foreign visitor a lot of questions about his stay in Europe.
8. Since I was free, I accepted the request to attend his party.

VI Translate the following into English.

1. 了解网上教育
2. 取得成功的特殊品质 special.
3. 回答前仔细考虑答案
4. 保持网上公开、友好的氛围
5. 用文字表达自己的想法
6. 从同龄人中得到很大启发
7. 巩固自己在计算机方面的知识
8. 需要更多的投入
9. 根据事实和经验作出决定
10. 准备接受挑战
11. 全面考虑自己的想法
12. 愿意大胆地说出来

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

The term "netiquette" (网礼) (1) refers (reminds, refers) to an understood agreement of rules for Internet communications. When we (2) communicate (communicate, speak) through the Internet, it is necessary to follow the rules in order to keep good relationships with other netizens (网民). (3) While (When, While) the rules of netiquette are not binding (有法律约束力的), it is important to learn and obey them in order to reach better understandings. With the (4) growing (growing, reducing) number of people who (5) depend (depend, defend) on Internet communications to do business and keep up (6) human (human, personal) relations, netiquette is more important than ever.

Many rules of netiquette are (7) based (based, rooted) on good manners (礼貌). When you are online, communicate with others in a respectful way just (8) like (as, like) you would while communicating in (9) to people (people, person). The (10) ability (ability, inability) to see or hear your fellow netizens does not mean you do not have personal responsibility (责任).

As the Internet develops and changes, there will be new rules of netiquette. They are simple to follow, so (11) spend (spend, take) the time to learn them. If you do, you will find your Internet experiences to be (12) pleasant (pleased, pleasant), fun and interesting.

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 choosing the best answer to each one.

Passage 1

If you've been joining in chat room conversations, or trading e-mail with net pals (网友), you have become one of the millions who write in a special, short form of English.

Throughout the world, every night children and their elders are "talking" online — many of them are talking at the same time.

It's fast: trying talking to six people at once. It's convenient: three or four words per exchange (交流). It takes cleverness, concentration (注意力集中) and quick fingers.

And it requires very simple language. There's neither time nor space for explanations. Why waste precious key-strokes (键盘敲击) telling six friends you have to leave for a moment to take care of your little brother when BRB (= be right back) will do?

Want to enter a conversation? Just type PMFJI (= pardon me for jumping in).

Interested in whom you're talking to? Type A/S/L, the common request to know your pal's age, sex and location (地点). You may get 15/M/NY as a reply from your pal.

If something makes you laugh, say you're OTF (= on the floor), or LOL (= laughing out loud), or join the two into ROTFL (= rolling on the floor laughing).

And when it's time to get back to work or go to bed, you type GTG (= got to go) or TTYL (= talk to you later).

People want to write as fast as possible, and they want to get their ideas across as quickly as they can. Capital letters are left in the dust, except when expressing feelings, as it takes more time to hold down the "shift" key and use capitals. Punctuation is going, too.

(278 words)

1. When people are online, they talk by _____.
 - A) using body language
 - B) drawing some strange pictures
 - C) making phone calls
 - D) making use of an especially short form of English
2. Internet makes many people in the world _____.
 - A) talk at the same time
 - B) discover their friends and relatives
 - C) pick out good things to buy
 - D) find out about some problems in society