

新编大学英语

NEW COLLEGE ENGLISH

活 页

浙江大学 编著



2

abrupt /ə'brʌpt/ *adj.* seeming rude and unfriendly 唐突的, 鲁莽的

e.g. He was abrupt to the point of being rude.

accompany /ə'kʌmpəni/ *v.* go a long way with or exist at the same time or place as something else 伴随

e.g. This volume of essays was designed to accompany an exhibition in London.

accomplish /ə'kʌmplɪʃ/ *v.* succeed in doing something 完成

e.g. We should all work together. I think we could accomplish our goal.

accomplishment /ə'kʌmplɪʃmənt/ *n.* something that is accomplished

e.g. It was a great accomplishment for her to finish the project.

accuse /ə'kjuːz/ *v.* tell somebody that something is wrong with them

e.g. He accused her of stealing the money.

accuse /ə'kjuːz/ *v.* tell somebody that something is wrong with them

e.g. He accused her of stealing the money.

one in order to make the first step

e.g. Bob contributed one of my new ideas.

confusion /kən'fjuːʒən/ *n.* a state of being confused

e.g. There has been some confusion about the constantly changing rules.

总是

e.g. She was always very kind.

corporation /kɔːpə'reɪʃən/ *n.* a company or organization

culture /'kʌltʃə/ *n.* the beliefs, customs, and arts of a particular society

that are shared by a group of people

e.g. The culture of the United States is very different from that of Japan.

contrast /kən'træst/ *v.* to be very different from something

e.g. The contrast between the two cultures is very obvious.

contribute /kən'tribjuːt/ *v.* to give something to a group or organization

e.g. He contributed a lot of money to the charity.

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Unit 1 Food

Food and Culture

1 We all have ideas about what kinds of foods are good to eat. We also have ideas about what kinds of foods are bad to eat. As a result, people from one culture often think the foods that people from another culture eat are disgusting or nauseating. When the famous boxer Muhammad Ali¹ visited Africa, for example, one member of his group became quite sick when he saw someone pick up a butterfly and eat it. Many people would find it disgusting to eat rats, but there are forty-two different cultures whose people regard rats as appropriate food. 5

2 Some people in Africa think African termites make² a delicious meal. Many other people would probably be sick if they had to eat termites, but one hundred grams of termites contain more than twice as many calories and almost twice as much protein as one hundred grams of cooked hamburger.³ 10

3 However, food likes and dislikes do not always seem related to nutrition. For example, broccoli is first on a list of the most nutritious common vegetables, but it is twenty-first on a list of vegetables that Americans like most to eat. Tomatoes are sixteenth on the list of most nutritious vegetables, but they are first on the list of vegetables that Americans like most to eat. 15

4 But dislike is not the only reason why some cultures will not eat a certain food. In some cultures, certain foods are taboo. Taboo is a word from the language of the Fiji Islands that is used to describe something that is forbidden. Some foods are taboo in certain religions, but there are also other food taboos that are not connected to a religion. We do not usually think about why certain things are taboo in our culture. We may not even know why they are taboo. Anthropologists try to discover the hidden reasons for taboos. For example, the sacred cows of India are well-known. Cows can go wherever they want to in the streets of India, and they can eat anything they want from the supplies of the foodsellers on the street. As a result, the cows are a problem. However, no one in India will kill them or eat them. It is taboo to do so. This custom seems strange to other people, but anthropologists believe that there are reasons for it. First, cows are valuable because the farmers need them to help plow their fields. Second, cow manure is used as a fertilizer on the fields. In India, many farmers cannot afford to spend money on fertilizer. Third, the cow manure can be dried and burned to make cooking fires. Therefore, farmers that kill their cows for meat 20 25 30

soon find that they cannot plow or fertilize their fields or make a cooking fire.

5 Another example is that Americans do not eat dogs, although people from some other cultures regard them as good food. In the United States, dogs are very important to people as pets. They are usually regarded as part of the family, almost like a child in some cases. In addition, dogs have value as protection against criminals. Thieves will not usually enter 35 a house where there is a dog because the dog will bark and possibly attack a stranger who is trying to get into a house. Apparently, the dog's place in society as a companion and as a protection against criminals makes the dog taboo as food.

6 The taboo against eating pork occurs in more than one culture. There is some evidence that some ancient Egyptians did not eat pork. The ancient Israelites also regarded 40 pork as taboo. One explanation for the pig-eating taboo is that pork that is not cooked sufficiently may spread a disease called *trichinosis*. However, most people no longer think that this is a good explanation for the pork taboo. Another explanation is that the Israelites were nomads—they were always moving from place to place. People have to stay in one place to raise pigs. The Israelites did not want to stay in one place because they did not want to 45 change their culture. As a result, they did not eat pigs.

7 Anthropologists believe that most food likes and dislikes are a result of the ways of life of different people. Some people live in areas where there are both large animals and many insects. It is difficult for these people to kill large animals, and it requires a lot of energy. It is easier for them to use insects for food because it is not difficult to catch insects and it 50 does not require a lot of energy. Nomadic people who move around⁴ will not want to keep pigs for food. People will not eat pets such as dogs. Americans eat a lot of beef because there is plenty of land for raising cattle and their meat can be shipped cheaply for long distances by railroads. (813 words)

Time taken: _____ minutes

Proper Names

Fiji /'fi:dʒi:/ (地名)斐济

Israelite /'iz:riəlait/ 犹太人, 希伯莱人; 古以色列人

Muhammad Ali /mu'hæməd 'ɑ:li:/ (男子名)穆罕默德·阿里

the Fiji Islands 斐济群岛(位于南太平洋)

Quiz 1

1. Directions: *Fill in each of the blanks with an appropriate word from the box.*

as	about	matter	dependent	those
follow	excess	result	relevant	distinctive

The Chinese way of eating is characterized by the ideas and beliefs about food, which actively affect the ways in which food is prepared and taken. The overriding (最重要的) idea 1) _____ food in China is that the kind and the amount of food one takes is 2) _____ to one's health. Food not only affects health as a(n) 3) _____ of general principle, the selection of the right food at any particular time must also be 4) _____ upon one's health condition at that time. Food, therefore, is also medicine. The regulation of diet as a disease prevention or cure is certainly the same case as in the West 5) _____ it is in Chinese. Common Western examples are the diet for arthritis (关节炎) and the recent organic food craze (绿色食品热). But the Chinese case is 6) _____ because of its underlying principles. The bodily functions, in the Chinese view, 7) _____ the basic *yin-yang* principles. Many foods are also classifiable into those that possess the *yin* quality and 8) _____ the *yang* quality. When *yin* and *yang* forces in the body are not balanced, problems 9) _____. Proper amounts of food of one kind or the other may then be administered (i.e. eaten) to counterbalance the *yin* and *yang* disequilibrium (不均衡). If the body is normal, overeating of one kind of food would result in a(n) 10) _____ of that force in the body, causing diseases.

2. Directions: *Complete the following article with words from the groups listed below.*

Some nutrition writers suggest that 1) _____ nature man is a hunter who, since the dawn of our species, has lived on a diet 2) _____ in animal proteins and fats. These writers, mostly North American or European and affluent, cite 3) _____ of primitive hunting spears, arrows, animal bones, and other artifacts 4) _____ around remnants of fire pits in archaeological sites 5) _____ all continents. They use historical records of the past to 6) _____ their personal preference for diets high in meats.

Equally vociferous (叫嚣的, 喧嚷的), and giving a similarly impressive 7) _____ of evidence, are writers who claim that man was always a 8) _____ of seeds, grains,

roots, nuts, berries, and herbs. Seeds and 9) _____ for crushing and preparing seeds have also been found in archaeological digs. Three-10) _____ of the world's present population lives on a diet based on vegetables and grains, including rice, millet (黍米), corn and beans, buckwheat (荞麦), wheat, rye (黑麦), oats (燕麦), barley (大麦), spelt (斯佩尔特小麦, 二粒小麦), triticale (黑小麦), sorghum (高粱), quinoa (昆诺阿藜), and amaranth (苋属植物). These people 11) _____ few animal products. Eggs, meat, blood, or milk products are special treats for festive or religious 12) _____.

It is not clear why these two sets of writers insist that man should have been rigidly one 13) _____ the other. Survival is a practical matter, and it makes 14) _____ that during millions of years of history, climatic changes, and migrations, our ancestors ate whatever they found in their environment and climate. In a state of affluence, we can 15) _____ to speculate. In a state of hunger, we eat what we can find and catch.

- | | | | |
|------------------|--------------|--------------|---------------|
| 1) A. in | B. by | C. from | D. on |
| 2) A. full | B. plentiful | C. high | D. nutritious |
| 3) A. evidence | B. example | C. proof | D. witness |
| 4) A. sought | B. buried | C. dug | D. found |
| 5) A. on | B. beyond | C. at | D. from |
| 6) A. affirm | B. infirm | C. confirm | D. conform |
| 7) A. group | B. set | C. line | D. way |
| 8) A. picker | B. taker | C. harvester | D. gatherer |
| 9) A. implements | B. equipment | C. machines | D. furniture |
| 10) A. quarter | B. forth | C. quarters | D. fourth |
| 11) A. resume | B. assume | C. presume | D. consume |
| 12) A. occasions | B. times | C. events | D. situations |
| 13) A. and | B. rather | C. than | D. or |
| 14) A. reason | B. sense | C. sensation | D. logic |
| 15) A. afford | B. pay | C. prepare | D. relax |

Unit 2 Personality

The Misery of Shyness

1 Shyness is the cause of much unhappiness for a great many people. All kinds of people describe themselves as shy: short, tall, dull, intelligent, young, old, slim, overweight. Shy people are anxious and self-conscious; that is, they are excessively concerned with their own appearance and actions. Worrisome thoughts are constantly swirling in their minds: What kind of impression am I making? Do they like me? Do I sound stupid? I'm 5 ugly. I'm wearing unattractive clothes.

2 It is obvious that such uncomfortable feelings must affect people adversely. A person's self-concept is reflected in the way he or she behaves, and the way a person behaves affects other people's reactions. In general, the way people think about themselves has a profound effect on all areas of their lives. For instance, people who have a positive sense of self- 10 worth or high self-esteem usually act with confidence. Because they have self-assurance, they do not need constant praise and encouragement from others to feel good about themselves. Self-confident people participate in life enthusiastically and spontaneously. They are not affected by what others think they "should" do. People with high self-esteem are not hurt by criticism; they do not regard criticism as a personal attack. Instead, they view a 15 criticism as a suggestion for improvement.

3 In contrast, shy people, having low self-esteem, are likely to be passive and easily influenced by others. They need reassurance that they are doing "the right thing". Shy people are very sensitive to criticism; they feel it confirms their inferiority. They also find it difficult to be pleased by compliments because they believe they are unworthy of praise. A 20 shy person may respond to a compliment with a statement like this one: "You're just saying that to make me feel good. I know it's not true." It is clear that, while self-awareness is a healthy quality, overdoing it is detrimental, or harmful.

4 Can shyness be completely eliminated, or at least reduced? Fortunately, people can overcome shyness with determined and patient effort in building self-confidence. Since shy- 25 ness goes hand in hand with lack of self-esteem, it is important for people to accept their weaknesses as well as their strengths. For example, most people would like to be "A" students in every subject. It is not fair for them to label themselves as inferior because they have difficulty in some areas. People's expectations of themselves must be realistic. Dwelling on the impossible leads to a sense of inadequacy, and even feelings of envy, or 30 jealousy. We are self-destructive when we envy a student who gets better grades.

5 If you are shy, here are some specific helpful steps toward building self-confidence and overcoming shyness:

6 1. Recognize your personal strengths and weaknesses. Everyone has both. As self-acceptance grows, shyness naturally diminishes. 35

7 2. Set reasonable goals. For example, you may be timid about being with a group of strangers at a party. Don't feel that you must converse with everyone. Concentrate on talking to only one or two people. You will feel more comfortable.

8 3. Guilt and shame are destructive feelings. Don't waste time and energy on them. Suppose you have hurt someone's feelings. Feeling ashamed accomplishes nothing. Instead, 40 accept the fact that you have made a mistake, and make up your mind to be more sensitive in the future.

9 4. There are numerous approaches to all issues. Few opinions are completely right or wrong. Don't be afraid to speak up and give your point of view.

10 5. Do not make negative comments about yourself. This is a form of self-rejection. 45 Avoid describing yourself as stupid, ugly, a failure. Accent¹ the positive.

11 6. Accept criticism thoughtfully. Do not interpret it as a personal attack. If, for example, a friend complains about your cooking, accept it as a comment on your cooking, not yourself. Be assured that you are still good friends, but perhaps your cooking *could* improve. 50

12 7. Remember that everyone experiences some failures and disappointments. Profit² from them as learning experiences. Very often a disappointment becomes a turning point for a wonderful experience to come along. For instance, you may be rejected by the college of your choice. However, at the college you actually attend, you may find a quality of education beyond what you had expected. 55

13 8. Do not associate with people who make you feel inadequate. Try to change their attitude or yours, or remove yourself from that relationship. People who hurt you do not have your best interests at heart.

14 9. Set aside time to relax, enjoy hobbies, and re-evaluate your goals regularly. Time spent this way helps you learn more about yourself. 60

15 10. Practice being in social situations. Don't isolate yourself from people. Try making one acquaintance at a time; eventually you will circulate in large groups with skill and self-assurance.

16 Each one of us is a unique, valuable individual. We are interesting in our own personal ways. The better we understand ourselves, the easier it becomes to live up to our full potential. Let's not allow shyness to block our chances for a rich and fulfilling life. 65

(820 words)

Time taken: _____ minutes

Quiz 2

1. Directions: *Complete each of the following sentences with an appropriate form of the word in brackets.*

- 1) We need to encourage the disabled and help them live more _____ lives.
(worth)
- 2) A free _____ of ideas is of great importance in the knowledge economy. (circulate)
- 3) A _____ habit may be hard to get rid of, but with effort, we are likely to improve. (confirm)
- 4) Nothing can shake our _____ to fight against international terrorism. (determine)
- 5) He is out of work now. He just has odd jobs which offer _____ support for his family. (adequacy)
- 6) A pessimist is ready to get a sense of _____ once he hits a setback. (inferior)
- 7) This problem is _____ from the main one since they are so closely related to each other. (separate)
- 8) I found comfort in his words, and _____ that I made the right decision. (assure)
- 9) _____ thoughts prevent us from expressing ourselves smoothly. (connect)
- 10) _____ in behavior reflect instability in thoughts. (irregular)
- 11) He was knocked _____ by the sudden blow. (sense)
- 12) Writing a paper for the top journal is a _____ task. (challenge)
- 13) This cloth will not _____ if given reasonable care. (color)
- 14) He _____ his secretary because she was continually late. (dismiss)
- 15) Too many mistakes in writing are _____. (forgive)
- 16) Thunder is often _____ of storms in the summer season. (prophecy)
- 17) He was impatient with himself for his _____ in failing to understand what was going on. (competent)
- 18) Her _____ in language study established her fame in linguistic circles. (accomplish)
- 19) As he had contracted a contagious (传染的) disease, he was immediately sent to a(n) _____ hospital. (isolate)
- 20) The first of the year Peter did well in school, but then he started moving in

_____. (reversal)

2. Directions: Complete each of the blanks in the passage with a word from the groups listed below.

Chris Peterson was teaching a class in abnormal psychology at Virginia Tech when he told his students to 1) _____ out an Attributional Style Questionnaire — a carefully designed test that determines a person's 2) _____ of optimism and pessimism. The students also answered 3) _____ about their general health, including how often they went to a doctor.

Peterson followed the health of his students the 4) _____ year and discovered that the pessimists had twice as many infectious diseases and made twice 5) _____ many trips to the doctor as the optimists. Later, Martin Seligman of the University of Pennsylvania and two of his colleagues, using interviews and blood 6) _____, found that optimists have better immune function than pessimists. Studies 7) _____ other researchers show the same thing. Why? One big factor is that "Pessimistic individuals," as Seligman writes, "get 8) _____ more easily and more often." When a person is depressed, certain brain hormones (荷尔蒙) become depleted (大大减少), 9) _____ a chain of biochemical events that end 10) _____ slowing down the activity of the immune system. For example, two key players in our immune systems are T cells and NK cells.

T cells recognize invaders (like viruses) and make more copies of themselves to kill 11) _____ the invaders. Pessimists' T cells don't multiply as quickly as 12) _____, allowing invaders to get the upper 13) _____.

NK cells 14) _____ in the blood and kill whatever they come across that they 15) _____ as foreign (like cancer cells). Pessimists' NK cells can identify foreign entities, but they don't 16) _____ them as well as the optimists' NK cells.

- | | | | |
|----------------|--------------|--------------|--------------|
| 1) A. fill | B. read | C. examine | D. check |
| 2) A. standard | B. amount | C. level | D. quantity |
| 3) A. problems | B. questions | C. reply | D. response |
| 4) A. next | B. later | C. previous | D. following |
| 5) A. as | B. / | C. of | D. so |
| 6) A. tests | B. samples | C. subjects | D. models |
| 7) A. through | B. with | C. in | D. by |
| 8) A. excited | B. worried | C. depressed | D. annoyed |
| 9) A. produced | B. creating | C. leading | D. raised |
| 10) A. with | B. by | C. off | D. up |
| 11) A. in | B. at | C. off | D. across |

- | | | | |
|-------------------|--------------|-------------|---------------|
| 12) A. optimists' | B. optimists | C. optimism | D. optimist's |
| 13) A. side | B. wind | C. hand | D. rank |
| 14) A. circulate | B. blend | C. melt | D. approach |
| 15) A. clarify | B. identify | C. classify | D. isolate |
| 16) A. destroy | B. invade | C. clean | D. sweep |

Unit 3 Career Planning

Career Planning

1 Career planning does not necessarily follow routine or logical steps. Each of us places weight on different factors and may consider certain phases of career planning at different times. Career planning includes gathering information about ourselves and about occupations, estimating the probable outcomes of various courses of action¹, and finally, choosing alternatives that we find attractive and feasible. 5

2 Many observers have pointed out that students are not very efficient career planners. They cite evidence that (1) most students choose from among a very narrow group of occupations; (2) as many as 40 to 60 percent choose professional occupations, when in reality only 15 to 18 percent of the work force is engaged in professional work; (3) young men show a striking lack of interest in clerical, sales, and service occupations, although these 10 fields offer many job opportunities; and (4) as many as a third of the students are unable to express any choice of occupation.

3 In their book *Decision Making*², Irving Janis and Leon Mann identify serious flaws in the ways many people make decisions. These flaws seem to be associated with the patterns people use to cope with problems. The first flaw is *complacency*. People who ignore chal- 15 lenging information about the choices they make demonstrate complacency. People who take the attitude that "It won't affect me" or "It will never happen" use complacency as a dominant pattern of behaving. Of course, complacency is appropriate for any decision in which nothing much is at stake, but that does not describe career decisions.

4 A second flaw in the way people cope with decisions is *defensive avoidance*. When 20 confronted with a decision and unable to believe they can find an acceptable solution, some people remain calm by resorting to wishful thinking or daydreaming. Students who fail to think about the implications of their career choices often engage in rationalization (deceiving oneself with self-satisfying but incorrect explanations for one's behavior) or procrastination (putting off or delaying). Facing the situation may produce anxiety, but examining 25 alternatives could also bring relief.

5 A third flaw is *hypervigilance*³. This occurs in career decision making when people believe there is not enough time to find a solution and they panic. They search frantically for career possibilities and seize on hastily invented solutions, overlooking the consequences of their choice as well as other alternatives. People who are in a panic sometimes do not 30 think clearly or logically.

6 The best coping behavior is *vigilance*. Vigilant decision making occurs when people believe that (1) a choice should be made, (2) they can find a solution, and (3) there is enough time. Under these conditions, students can conduct an effective search for alternative careers, carefully evaluate each alternative, and work out contingency plans in case 35 one or another risk appears.

7 Following are the keys to career planning.

8 1. *Study yourself*. This is the key to career planning. Understanding what you are like, what you value, and what you want to become is the foundation for all career planning. In studying yourself, you examine your strengths and weaknesses, your goals, 40 and the trends in your personal development. The self-understanding that you gain enables you to imagine how certain occupations may best fit your personality, interests, abilities, and goals. All career decisions require us to learn both about ourselves and about work, and to integrate these two kinds of knowledge.

9 2. *Write your career goals down*. A technique useful for organizing ideas about your career development is actually to write them down by time blocks⁴ in your life. Writing something down forces you to crystallize your thinking and to recognize unclear and half-formed⁵ ideas. It may lead to new insights into your possibilities and may help you to see new relationships, patterns, and trends, or to identify gaps in your thinking about your career development. 50

10 3. *Review your plans and progress periodically with another person*. Every so often, take stock of your situation and consider what steps have to be taken next. Taking inventory of progress and planning further steps can help you cope with the changes that you undergo and the changes that take place in the labor market. Talking over your plans with a college counselor, your parents, and your friends helps you define your goals and im- 55 prove your career plans or make them work.

11 4. *If you choose a career that does not fit you, you can start over*. Today, growing numbers of men and women are changing careers or getting second starts in careers that have greater appeal to them. Many of those who find that their line of work⁶ is unsatisfactory restrain themselves for a different occupation. Often their new occupation is 60 one that they overlooked when they were young or that they did not have an opportunity to pursue at that time for financial or other reasons.

12 Sociologists say that there are few changes in careers that involve “downward” movement; most involve the traditional business of “getting ahead”.⁷ Society no longer attaches the stigma of “instability” to the idea of career hopping, as it once did.⁸ 65

13 Job changes and career shifts occur at all ages. It has been estimated that as many as one out of four male workers between the ages of twenty and twenty-five change their lines of work. About half that number do so between the ages of twenty-five and forty-four.

14 Career planning does not guarantee that all the problems, difficulties, or decision-making situations that face you in the future will be solved or made any easier. No formula 70
can be given to do that. But career planning should help you to approach and cope better with new problems, such as deciding whether or not to enter educational or training programs, deciding whether or not to change jobs, and analyzing the difficulties you are having with a situation or a person.

15 Nobody can foresee what the future holds for any of us.⁹ There are social, emotional, 75
and moral considerations in our future that cannot be foreseen. But the most important lesson of this often unhappy modern world is that progress comes from planning. Ignorance about one's career is not bliss¹⁰; reason is better than chance and fate. Although there is no sure way to make career plans work out, there are things that you can do now to shape your career possibilities. (1,047 words) 80

Time taken: _____ minutes

Proper Names

Irving Janis /'ɜːvɪŋ 'dʒænis/ (男子名) 欧文·贾尼斯

Leon Mann /'liːən mæn/ (男子名) 利昂·曼

Quiz 3

1. Directions: *Choose the appropriate word(s) to complete each of the following sentences.*

- 1) The hero's funeral is the most _____ scene in the play.
A. domineering B. adjoining C. sweeping D. striking
- 2) For the real look of Hawaii, you should _____ one of these original tropical shirts.
A. try out B. try on C. try out for D. try for
- 3) The nurses do all they can to make the patients feel _____.
A. at stake B. at ease C. at hand D. at random
- 4) Short-term sufficiency lulled them into _____ about the long-term threat.
A. constancy B. reluctance C. complacency D. contentment
- 5) I'm sure Harry will remember, but why not give him a ring _____ he forgets?
A. in the case B. in case of
C. in case D. in the case of
- 6) A doctor should be _____ to treat any emergency.
A. compete B. competent C. appetite D. repetition
- 7) The talks had been _____ but much remained to be done.
A. fruitful B. effective C. advantageous D. valid
- 8) Only under special circumstances _____ to take make-up tests.
A. freshmen are permitted B. are freshmen permitted
C. permitted are freshmen D. are permitted freshmen
- 9) People have little information on the _____ of air pollution near the factory.
A. extent B. range C. grade D. limit
- 10) We are in _____ of extra pay for extra work.
A. favor B. general C. view D. terms
- 11) There were no tickets _____ for Friday's concert.
A. achievable B. accessible C. available D. acceptable
- 12) The present _____ in the region have caused much concern among neighboring countries.
A. unstable B. stabilities C. unstabilities D. instabilities
- 13) This middle school is _____ to a key university.
A. attained B. attacked C. attached D. attracted

- 14) Farmers will have a bumper harvest, _____ that the weather is favorable.
A. consuming B. assuming C. assuring D. resuming
- 15) This might explain the _____ feeling I have long had about pop music.
A. intuitive B. instructive C. inventive D. incentive

2. Directions: *Complete the following sentences with the appropriate forms of the words in brackets.*

- 1) Swimming is prohibited if there is no _____. (guard)
- 2) He made a polite _____ that he was going to leave. (imply)
- 3) Paul is amazingly _____ in trying to get Gina to go out with him. (persist)
- 4) The way was blocked, so we went by a(n) _____ road. (alter)
- 5) He finally found a job as a(n) _____ in a joint venture. (account)
- 6) No one has yet come up with a satisfactory _____ of terrorism. (define)
- 7) This problem should be discussed first, as it takes _____ over all the others. (precede)
- 8) Mr Brown is a(n) _____ pianist, and gives concerts all over the world. (accomplish)
- 9) Young people were in the _____ at this meeting. (major)
- 10) Are your opinions _____ of the views of all the students? (represent)
- 11) The plan involves the _____ of both the young and the old. (operate)
- 12) I think that is a very _____ suggestion. (sense)
- 13) The machine was used in ways that could not have been _____ by its inventors. (see)
- 14) All _____ of the company were asked to participate in the training. (person)
- 15) Government _____ are going through the financial records. (investigate)

3. Directions: *Fill in the blanks with appropriate prepositions or adverbs.*

- 1) The bullet struck his head and he was killed _____ the spot.
- 2) They are saving _____ for their wedding next year.
- 3) Don't worry, we have plenty of time to talk it _____.
- 4) She has a real aptitude _____ singing and dancing.
- 5) Only 3% of the blacks were registered voters _____ 97% of the white residents.
- 6) He studied the contract _____ detail before signing it.
- 7) He is seen _____ the most promising tennis player in the university.
- 8) Nobody knows when the universe came _____ being.
- 9) She volunteered _____ the job as co-ordinator of the fund-raising campaign.
- 10) The UN negotiators have worked _____ a set of compromise proposals.