



普通高等教育“十一五”国家级规划教材

# NEW ESSENTIAL COLLEGE ENGLISH

## 新起点

[修订版]

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## 大学基础英语教程

总主编：杨治中 主编：韩旭 王晓明



1

自主  
综合训练

外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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# 1

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外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS  
北京 BEIJING

## 图书在版编目(CIP)数据

新起点大学基础英语教程. 自主综合训练. 1/ 杨治中主编; 韩旭, 王晓明分册主编; 方小兵等编. — 修订本. — 北京: 外语教学与研究出版社, 2008.9 (2011.2 重印)  
ISBN 978-7-5600-7588-4

I. 新… II. ①杨… ②韩… ③王… ④方… III. 英语—高等学校: 技术学校—习题  
IV. H31

中国版本图书馆 CIP 数据核字 (2008) 第 079109 号

出版人: 于春迟

项目负责: 王建平 聂海鸿

责任编辑: 史丽娜

封面设计: 孙莉明

版式设计: 黄蕊

出版发行: 外语教学与研究出版社

社址: 北京市西三环北路 19 号 (100089)

网址: <http://www.fltrp.com>

印刷: 北京国防印刷厂

开本: 787×1092 1/16

印张: 12.75

版次: 2011 年 3 月第 2 版 2011 年 3 月第 6 次印刷

书号: ISBN 978-7-5600-7588-4

定价: 19.90 元

\* \* \*

购书咨询: (010)88819929 电子邮箱: [club@fltrp.com](mailto:club@fltrp.com)

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物料号: 175880101

## 前言

高职高专教育是我国高等教育的一个重要组成部分，高职高专学生是我国大学生中一个十分重要的群体。针对这一学生群体的特点，教育部于2000年颁布了《高职高专教育英语课程教学基本要求》（试行）。该《基本要求》明确指出，高职高专的英语教学应该以培养学生实际运用语言的能力为目标，突出教学内容的实用性和针对性。

根据《基本要求》的这一指导思想，外语教学与研究出版社组织编写了《新起点大学基础英语教程》系列教材。这套教材自2004年出版以来，被众多高职高专院校采用，作为提高学生英语综合应用能力的主要教材，受到师生的广泛好评。近年来，随着我国社会与经济的发展，国家对高职高专院校人才培养提出了更明确的要求，高职高专院校的英语教学改革也在不断深入。面临新的发展和新的要求，《新起点大学基础英语教程》的编者遵循教育部的指导方针，结合实际使用中的反馈意见，经过认真细致的调研、策划与筹备，对教材进行了认真修订，以满足新形势下高职高专英语教学的需求。

为配合高职高专院校的教学安排，《新起点大学基础英语教程》（修订版）每册调整为10个单元，删除并更换了部分选篇。其中《读写教程》还重新编写了语法内容，应用英语写作的教学从第一册开始。此外，《读写教程》和《听说教程》还配备了助学光盘，使该套教材更加立体化。

《新起点大学基础英语教程》（修订版）设1—4级，供两个学年使用。每一级别均由《读写教程》、《听说教程》、《学习方法与阅读》和《自主综合训练》组成。与教材配套的还有录音带、助学光盘、电子课件和试题库，各院校可根据实际需要选择使用。

编者

2008年2月

## 编写说明

本书是《新起点大学基础英语教程》（修订版）系列教材的同步自学练习用书，供学习《新起点大学基础英语教程》（修订版）的学生使用，旨在帮助学生进一步消化和巩固在该系列教材《听说教程》和《读写教程》中所学的知识。

为了与主教材密切配合，形成一个有机的整体，本书延续与主教材相关的话题，巩固和扩展相应的语言基本技能、功能意念和实用性语言技能训练，并提高主教材所含词汇的复现率。本书的选文内容丰富、体裁多样、语言鲜活，具有可读性、趣味性和针对性，以帮助学生开阔视野，提高学习兴趣。

本书共分10个单元，每个单元均由五个部分组成：第一部分为听说训练，第二部分为词汇与结构训练，第三部分为阅读训练，第四部分为翻译训练，第五部分为写作训练。

本书板块		与本系列教材的关联	
Listening & Speaking Practice	Guided Conversations		训练内容与《听说教程》同步
	Listening Practice	Word Dictation	交际功能训练与《听说教程》同步；语言技能训练以《读写教程》Text A和Text B为素材
		Sentence Comprehension	
		Dialogues	与系列教材同一个话题
		Passages	
		Listening for Fun	
Text-based Practice	Vocabulary & Structure		以《读写教程》中的Text A和Text B为训练素材
	Grammatical Exercises		训练内容与《读写教程》同步
Reading Practice	Passage 1		与系列教材同一个话题
	Passage 2		
	Passage 3		
Translation			
Writing Practice	Guided Writing		基础写作训练：句子——段落
	Applied Writing	Sample	应用文体写作系统训练（第二册、第三册的应用文体写作将覆盖《高职高专教育英语课程教学基本要求》所规定的B级层次的写作技能）
		Simulation Writing	

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# Unit One

## Listening & Speaking Practice

### Guided Conversations

#### ◀ Sample Conversations ▶▶▶

Read the following conversations and pay attention to the underlined parts. Then practise the conversations with your partner.

1. A: Hi, Linda, it's great to see you. How's everything?

B: Very good, Bill. How are you?

A: Not so good. I'd like you to meet my sister Monica Gilbert.

C: Hi! Nice to meet you.

B: Nice to meet you, too, Mrs. Gilbert.

C: Please call me Monica.

2. A: How can I improve my listening, Professor Yang?

B: You'd better listen to English radio programmes regularly.

A: What radio programmes should I listen to?

B: Why not try *Radio English on Sunday*? It's excellent.

A: How about listening to tapes?

B: That's a good way too. *New Concept English* may be a good choice.

#### ◀ Bank of Useful Expressions ▶▶▶

Introduction and Self-introduction	Enquiry and Request
1. This is...	1. Can you give me any explanations?
2. I'd like you to meet...	2. What is the meaning of...?
3. Come and meet...	3. Do you have any suggestions on...?
4. This is my colleague, Mr. ...	4. Excuse me, but can you tell me...?
5. May I introduce you to...?	5. Can you do me a favour?
6. Hi, I'm...	6. Would you mind...?
7. Excuse me, my name is...	7. Are you free this weekend?
8. I don't think we've met before. I'm...	8. Do you want me to get a doctor?

## ◀ Mini Role-play ▶▶▶

*Make up conversations with your partner according to the following situations. Try to use the expressions in the Bank.*

**Situation 1:** Your partner is a librarian. Ask him/her how to borrow books from the library.

**Situation 2:** Your partner failed in the examination and looks very unhappy. Show your sympathy with him/her and encourage him/her to do better next time.

## Listening Practice

### ◀ Word Dictation ▶▶▶

*Listen carefully. Fill in the blanks with the words you hear.*

1. Learning a foreign language is for the purpose of \_\_\_\_\_.
2. The quickest \_\_\_\_\_ of travel is by plane.
3. He is planning to go \_\_\_\_\_ to study English for a few years.
4. There are a lot of foreign language films, radio and TV programmes, tapes, \_\_\_\_\_ coming into China nowadays.
5. \_\_\_\_\_ will make you a good musician.
6. Active students often ask questions or ask for further \_\_\_\_\_ from teachers.
7. You must take an active part in the learning \_\_\_\_\_.
8. While learning, try to \_\_\_\_\_ on English sounds and sentence patterns.
9. Foreign language learners must \_\_\_\_\_ native speakers' speaking.
10. You should remember that no one in an English-speaking country speaks \_\_\_\_\_ English.

### ◀ Sentence Comprehension ▶▶▶

*In this task, you will hear five sentences. There are three choices for each sentence. Decide which is closest in meaning to the sentence that you've heard.*

1. A. Can you tell me why you were late?  
B. Would you explain the word "late"?  
C. Do you feel sorry for being late?
2. A. People in the community know the boy very well.  
B. The boy is shy when talking with his classmates.  
C. The boy is too shy to talk with others.
3. A. You cannot learn how to play basketball unless you watch others play.  
B. It's a good way to learn how to play basketball by watching others play.  
C. You must practise in order to learn how to play basketball.



4. **A.** Some good teachers can read others' thoughts.  
**B.** Some excellent teachers can read very fast.  
**C.** Some outstanding teachers have a quick mind.
5. **A.** He has not decided where to spend his holidays.  
**B.** He has made up his mind to have a holiday.  
**C.** He's not sure whether he'll have a holiday.

## ◀ Dialogues ▶▶▶

### Dialogue 1 I Have to Write an English Composition

*Listen to the dialogue and then choose the best answer to each of the following questions.*

**1. What is the man's problem?**

- A.** He is sick.  
**B.** He cannot decide which country he should visit.  
**C.** He doesn't know what to write for his composition.  
**D.** He is too busy to finish the composition.

**2. What does the woman suggest?**

- A.** Asking his teacher for advice.  
**B.** Writing about his trip.  
**C.** Visiting Egypt.  
**D.** Taking a picture.

**3. What did the man do last week?**

- A.** He took some pictures of camels.  
**B.** He travelled to Egypt.  
**C.** He showed the woman some pictures.  
**D.** He visited some historical places.

**4. When should the composition be handed in?**

- A.** Next week.  
**B.** Next morning.  
**C.** That afternoon.  
**D.** Twenty minutes later.

**5. What would the man probably do next?**

- A.** Take some pictures.  
**B.** Buy a ticket.  
**C.** Tell the woman his plan.  
**D.** Organise his composition.

## Dialogue 2 English Language Centre

*Listen to the dialogue and then answer the following questions in the fewest words possible.*

1. What kind of students is the basic communication course for?  
\_\_\_\_\_
2. How many months does the basic communication course cover?  
\_\_\_\_\_
3. Besides Wednesday evening, when will the students have classes for the basic communication course?  
\_\_\_\_\_
4. How much does the course cost?  
\_\_\_\_\_
5. Where is the student going to get the application form?  
\_\_\_\_\_

## ◀ Passages ▶▶▶

### Passage 1 Why Is the Native Language Learnt So Well?

*Listen to the passage and then choose the best answer to complete each of the following sentences.*

1. Compared with children, \_\_\_\_\_.
  - A. adults have less language learning experience
  - B. adults have less knowledge of language
  - C. adults have fully developed mental powers
  - D. adults can learn foreign languages more quickly
2. \_\_\_\_\_ reasons are provided to explain why a child learns his mother tongue so well.
  - A. Two
  - B. Three
  - C. Four
  - D. Five
3. When learning his mother tongue, a child \_\_\_\_\_.
  - A. has a lot of practice in listening and speaking
  - B. always uses the right words and right structures
  - C. has each week a limited number of hours
  - D. always works hard
4. A child learning the native language has all the advantages except \_\_\_\_\_.
  - A. hearing the language in all natural situations
  - B. hearing the language spoken all day long
  - C. being able to learn the proper body language
  - D. talking about ice and snow in June

5. The last explanation for children's success is that \_\_\_\_\_.

- A. their language teachers are usually experts
- B. they have close relationship with their language teachers
- C. their language teachers never give them unnatural lessons
- D. their language teachers speak correctly from morning till night

### Passage 2 Ms. in English Language

Listen to the passage and then complete each of the following statements with no more than three words.

1. Miss was first used for \_\_\_\_\_.
2. The word Mr. doesn't show a man's marital status, so many women think this is \_\_\_\_\_ for men.
3. People use Ms. before a woman's name when they don't know \_\_\_\_\_.
4. Some women don't like Ms., for they find the word is difficult to \_\_\_\_\_.
5. Generally speaking, \_\_\_\_\_ like Ms. better than older ones.

### ◀ Listening for Fun ▶▶▶

Listen and see how well you can understand the story.

## Text-based Practice

### Vocabulary & Structure

① Complete the following sentences by using some of the words from Texts A and B with the help of the first few letters given.

1. What is the nor \_\_\_\_\_ temperature of the human body?
2. There is nothing parti \_\_\_\_\_ in today's newspaper.
3. As you know, it is now quite com \_\_\_\_\_ for women to become managers.
4. We gene \_\_\_\_\_ go to France for our holidays, but last year we went to America.
5. Talking with friends is not only rela \_\_\_\_\_, but also very interesting.
6. The Great Wall is full of tour \_\_\_\_\_ at this time of the year.
7. The little boy of only five years old can imi \_\_\_\_\_ the actor's voice perfectly.
8. There is a good rea \_\_\_\_\_ for me not to go to the meeting.
9. Have they deter \_\_\_\_\_ where the new school will be built?
10. The girl said that she could give an exp \_\_\_\_\_ why she didn't want to go to school that day.

**II** Fill in each of the blanks in the following sentences with a proper preposition or adverb from Texts A and B.

1. Finally he managed to get into contact \_\_\_\_\_ the local people in the village.
2. Young people sometimes complain of not being able to communicate \_\_\_\_\_ their parents.
3. You'll solve the problem if you concentrate \_\_\_\_\_ it.
4. Look! The train is going \_\_\_\_\_ full speed.
5. \_\_\_\_\_ what purpose do you want to go to Japan?
6. It will save time if we go by taxi \_\_\_\_\_ walking.
7. Some of the students are learning English \_\_\_\_\_ listening to tapes and getting online.
8. You must make good use \_\_\_\_\_ your spare time to practise English.
9. The teachers were invited to take part \_\_\_\_\_ the discussion.
10. She made up her mind to finish the task, and refused to give \_\_\_\_\_.

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

1. (explain) From this \_\_\_\_\_ you will easily understand the new rule.
2. (translate) This poem \_\_\_\_\_ from Chinese into several foreign languages.
3. (enjoy) The boys must have had a(n) \_\_\_\_\_ holiday; they look so happy and healthy.
4. (cook) \_\_\_\_\_ for the family is not only fun, but also a way of showing love.
5. (what) \_\_\_\_\_ he did, his mother praised him.
6. (overcome) Ann's mother told us that she was very proud of Ann's \_\_\_\_\_ her shortcomings.
7. (able) I'm afraid the little girl will be \_\_\_\_\_ to open the heavy door.
8. (understand) Mrs. Johnson's pronunciation and intonation is so poor that she can hardly make herself \_\_\_\_\_.
9. (relax) He lay back and let his mind \_\_\_\_\_.
10. (improve) My purpose is \_\_\_\_\_ my English.

**IV** Translate the following English expressions into Chinese or vice versa.

## A

1. find oneself unable to understand  
\_\_\_\_\_
2. as closely as you can  
\_\_\_\_\_
3. an active rather than a passive student  
\_\_\_\_\_
4. unless you ask a question  
\_\_\_\_\_

## B

1. 发现这个问题很难回答  
\_\_\_\_\_
2. 尽可能快速地  
\_\_\_\_\_
3. 抓住而不是失去这个机会  
\_\_\_\_\_
4. 除非下雨  
\_\_\_\_\_

5. whatever your reason is

\_\_\_\_\_

6. communicate with foreign guests in China

\_\_\_\_\_

7. make oneself understood

\_\_\_\_\_

8. help the teacher by asking questions

\_\_\_\_\_

5. 不管我们有什么样的目的

\_\_\_\_\_

6. 与自己的子女沟通

\_\_\_\_\_

7. 让别人听得见自己的话

\_\_\_\_\_

8. 通过模仿别人学会说话

\_\_\_\_\_

**V** Translate the following sentences into English.

1. 如果你听从我的劝告，你就能成功。(follow..., and...)

\_\_\_\_\_

2. 外面的噪音使我不能专心工作。(concentrate on)

\_\_\_\_\_

3. 除窗子外，屋子的其他部分都很好。(other than)

\_\_\_\_\_

4. 照看那些人是我的工作。(用动名词作主语)

\_\_\_\_\_

5. 他们没有乘公共汽车而是步行到那里去的。(instead of)

\_\_\_\_\_

## Grammatical Exercises

**I** Choose the right words in brackets to complete the following sentences. Consult "Writing Practice" Exercises I, II and III in your textbook if necessary.

- Gymnastics \_\_\_\_\_ my favourite sport. (is/are)
- The trousers you bought for me \_\_\_\_\_ fit me. (doesn't/don't)
- The police \_\_\_\_\_ to interview two men about the robbery last week. (want/wants)
- Fortunately the news \_\_\_\_\_ as bad as we expected. (wasn't/weren't)
- Where \_\_\_\_\_ your family live? (does/do)
- Three days \_\_\_\_\_ long enough for a good holiday. (isn't/aren't)
- I don't like very hot weather. Thirty degrees \_\_\_\_\_ too warm for me. (is/are)
- The government \_\_\_\_\_ to increase taxes. (want/wants)
- So far neither the teachers nor the students nor everybody else \_\_\_\_\_ launched a protest against the local government. (has/have)

10. Where to find him and how to find him \_\_\_\_\_ known to us. (aren't/isn't)
11. Not only Ricky but also the Browns \_\_\_\_\_ going to take their children to Disneyland this vacation. (is/are)
12. Whether he succeeds or fails \_\_\_\_\_ not concern me. (do/does)
13. Writing stories and articles \_\_\_\_\_ what I enjoy most. (are/is)
14. No teacher and no student \_\_\_\_\_ seen the film. (has/have)
15. Neither of the young men who had applied for a position in the university \_\_\_\_\_ accepted. (was/were)
16. In the room there \_\_\_\_\_ a big table and a great many chairs. (are/is)
17. Many a student \_\_\_\_\_ (has/have) realised the importance of learning English, and now the students of the class \_\_\_\_\_ taking notes when listening to the teacher. (is/are)
18. Each of the students, working hard at his or her lessons, \_\_\_\_\_ to go to university. (hope/hopes).
19. All but Tom \_\_\_\_\_ present at the meeting last night. (were/was)
20. The population of China \_\_\_\_\_ (is/are) very large, 80% of which \_\_\_\_\_ farmers. (is/are)

**U** *Combine each pair of sentences into a single sentence, using the word given in brackets. Consult "Writing Practice" Exercises I, II and III in your textbook if necessary.*

1. (and)                      Our knowledge grows.  
                                    The universe develops.
2. (but)                        I bought this blouse here last week.  
                                    There seems to be something wrong with it.
3. (because)                 She went to the doctor.  
                                    Her back hurt.
4. (if)                         You jump the queue.  
                                    Other people will not be pleased.
5. (or)                         You may do it yourself.  
                                    You may ask someone else to do it.
6. (so... that... )         You were very absorbed in the moment.  
                                    You lost all self-consciousness.
7. (which)                    His mother finally hurried him into the house.  
                                    The house swallowed him for the evening.
8. (whether)                    Will he speak at the meeting or not?  
                                    This is very important to us.

# Reading Practice

## Passage 1

### How to Be a Good Language Learner

Linguists (语言学家) have given us many suggestions on how to learn a new language quickly and effectively. But probably the most important piece of advice can be summarised (总结) in one word: Reflect (细想)! By this I simply mean that you should think about your learning; that you should come to understand your own strengths and weaknesses, your likes and dislikes. If you find something difficult, you should ask yourself why and try to find ways to do better next time. If you always get low scores in vocabulary tests, you should analyse your methods of studying words. If you don't like to study grammar from grammar books, you should find some other methods of learning the rules of the language. An excellent way to reflect on your learning is to keep a language journal in which you write about your daily experiences in learning English.

A good way to use the study notes on this website is to first reflect on (and maybe write down) your own strategies in listening and in learning vocabulary, etc. Then you can read the notes in these pages and compare what you do with the advice given there. (If you don't know how to start, just look at the sub-headings within the note pages. These may give you a good idea of the different issues connected with the particular topic.)

Remember that everyone has his or her own learning style. So if you do something different and it works well for you, don't feel you have to follow the advice given in the notes.

*The passage above is downloaded from a website. It gives some advice on how to learn a new language quickly and effectively. After reading it, you are required to complete the outline below.*

1. The advice for learning a new language quickly and effectively:

\_\_\_\_\_.

2. The things a language learner should understand:

his own \_\_\_\_\_ and \_\_\_\_\_;

his \_\_\_\_\_ and \_\_\_\_\_.

3. An excellent way to reflect on one's learning: \_\_\_\_\_.

4. The last step of suggested actions in using the study notes on the website: making a comparison between \_\_\_\_\_ and \_\_\_\_\_.

## Passage 2

## How to Learn Words

Once you have chosen which words to learn, the next to decide is how you are going to learn them. Here are a few ideas:

- ◆ write the words in a notebook (with their definitions or translations)
- ◆ write the words and their definitions on small cards
- ◆ read the words aloud many times (if you have an electronic dictionary you can hear how the word is pronounced)
- ◆ put the words into different groups (you could use a graphic organiser)
- ◆ write them in a file for use with a computer program
- ◆ make associations (in pictures or with other words)
- ◆ ask someone else to test you
- ◆ use the words in your own speaking or writing exercises

Some students put a tick or cross in their dictionary next to each word they look up. The next time they turn to a page with a marked word, they quickly check to see if they remember the meaning of that word.

In all of the ways above, you are doing something with the words. It is usually not enough to just read through a list of words with their definitions or translations and try to remember them. Most students find that they memorise words better if they do something with them. Even better is to try and learn the word in a typical combination with other words. Learning that to apologise means to say sorry is a good start, but it's much better to learn a whole expression containing the word, e.g. He apologised for being late. Not only is this often easier to remember, but you are also learning some very important information on how the word is used.

*The passage above contains some suggestions about how to learn words. After reading it, you are required to give brief answers to the five questions below.*

**1. What should you first decide to do if you want to learn words?**

We should \_\_\_\_\_ the words we want to learn.

**2. Which method would you choose to learn words?**

We would choose \_\_\_\_\_.

**3. What do some students usually do when they use a dictionary?**

They put \_\_\_\_\_ next to the word they look up.

**4. How can one memorise a word better?**

He can try and learn it \_\_\_\_\_ with other words.



## 5. What does the example in the last paragraph suggest?

It suggests that it is important to know \_\_\_\_\_.

## Passage 3

## VOA (Voice of America, 美国之音) Special English

Special English programmes are designed primarily for listeners who are studying English or who speak English as a foreign language. Three elements form the basis of every broadcast: Vocabulary—scripts (短篇) are written in about 1,500 words; Style—sentences are short and grammatically simple; Speed—passages are read one-third slower than regular VOA broadcasts. When it started in October 1959, Special English was an experiment. A basic vocabulary and format were developed. Next came a test programme broadcast worldwide. Non-native speakers found the pace comfortable and the English easy to understand. For many of them, English was the language they need to learn to realise their goals. Listening to Special English was one way to learn.

VOA made some Special English programmes available outside the United States for English teaching purposes. Publishers and educational institutions have used them to reach large numbers of students. Teaching materials based on Special English programmes have been published in China, Germany, Italy, Japan, Poland, Romania, and South Korea.

The following are some Special English programs reporting on activities and trends in education, politics, arts and American society. Monday “Science in the News” is a collection of recent developments in science. Tuesday “Space and Man” reports about outer space and the space in which we live and work. Wednesday “The Making of a Nation” tells the story of America from the late 1700s to the 1980s. Thursday “American Mosaic” is a radio magazine with reports about music, movies, and the students’ life. Friday and Saturday “American Stories” are adaptations of stories written by American authors. Saturday and Sunday “Words and Their Stories” explain words and expressions used in American English. Saturday “Science, Agriculture, Development and Environment Reports” describe the research in those fields. Sunday “In the News” describes issues, organisations, and people that are the subject of news stories.

*The following five questions or unfinished statements are based on the passage above. For each question or unfinished statement there are four choices marked A, B, C and D. You should make the correct choice after reading the passage.*

1. When Special English started it was mainly intended for those \_\_\_\_\_.
  - A. whose native language was English
  - B. who were learning English
  - C. who were native Americans
  - D. whose English was very good