



高等学校英语专业教材



# 致用英语 综合教程

学生用书

总主编◎宋天锡 总主审◎许渊冲 本册主编◎罗 永

Practical Integrated Course  
for English Majors

华东师范大学出版社

3



高等学校英语专业教材

# 致用英语 综合教程

学生用书

Practical Integrated Course  
for English Majors

编辑委员会◎宋天锡 李恒平 李鹏飞 孙怀庆  
王 晶 陈晓峰 高文艳 罗 永  
杨都林 杨 龙 陈 晰

总主编◎宋天锡


总主审◎许渊冲

副总主编◎孙怀庆 王晶

审 阅◎李鹏飞 李景琦 Ian Ernest Kenneth Nclairin (英)

本册主编◎罗 永

本册副主编◎张 滢 余 茜 陈 晰 胡琳娜 郝旭贞

 华东师范大学出版社

3

## 图书在版编目(CIP)数据

致用英语综合教程. 3/宋天锡等编. —上海:华东师范大学出版社, 2010. 6

高等学校英语专业教材. 学生用书

ISBN 978-7-5617-7860-9

I. ①致… II. ①宋… III. ①英语—高等学校—教材  
IV. ①H31

中国版本图书馆 CIP 数据核字(2010)第 108458 号

## 致用英语综合教程 学生用书 3

总主编 宋天锡  
本册主编 罗永  
责任编辑 李恒平  
项目编辑 孔凡  
审读编辑 张锸  
装帧设计 卢晓红

出版发行 华东师范大学出版社  
社址 上海市中山北路 3663 号 邮编 200062  
网址 [www.ecnupress.com.cn](http://www.ecnupress.com.cn)  
电话 021-60821666 行政传真 021-62572105  
客服电话 021-62865537 门市(邮购)电话 021-62869887  
地址 上海市中山北路 3663 号华东师范大学校内先锋路口  
网店 <http://ecnup.taobao.com/>

印刷者 宜兴德胜印刷有限公司  
开本 787×1092 16开  
印张 22  
字数 559千字  
版次 2011年4月第1版  
印次 2011年4月第1次  
印数 3100  
书号 ISBN 978-7-5617-7860-9/H·528  
定价 43.00元

出版人 朱杰人

(如发现本版图书有印订质量问题,请寄回本社客服中心调换或电话 021-62865537 联系)

编辑委员会：宋天锡 李恒平 李鹏飞 孙怀庆  
王 晶 陈晓峰 高文艳 罗 永  
杨都林 杨 龙 陈 晰

总 主 编：宋天锡

总 主 审：许渊冲

副 总 主 编：孙怀庆 王 晶

审 阅：李鹏飞 李景琦

Ian Ernest Kenneth Nclaurin(英)

本 册 主 编：罗 永

本册副主编：张 滢 余 茜 陈 晰 胡琳娜 郝旭贞

# 前 言

《致用英语综合教程》(共四册)是一套新生代英语专业教材,弹力于语言的学能培养,供攻读英语专业的一、二年级大学本科生以及具有相应水平的英语学习者使用,特别荐引于应用型英语专业的教学。

在我国的英语教学改革中,教材的改革本来就显得有些滞后。近几年,英语专业的教学创新与教材编写无论在理论与实践的探讨上、在教学界的关注度上、在学术的活跃度上,以及在教材的更新频度上,又都不够活跃。现有的英语专业教材存在的主要问题是:有些失之于“经院式”,偏重于文学作品或20世纪以前经典作家的作品,与现实生活中真实的、鲜活的语境以及学生未来职场的实际需求相去甚远,致使学生的“书本知识”同“实际技能”不相匹配;有些则失之于凸显教师的“学术权威性”,而忽视了学生的感受,把他们置于完全被动接受的地位,表现为信息量过大、知识点过繁、练习量过多,形成了“满书灌”的局面,使学生眼花缭乱,疲于应付。单元内容大大超过规定学时的负荷,在教学实践中很容易引发“满堂灌”的弊端。针对这些问题,我们对英语专业的教学现状进行了大量调研,对国内外同类教材进行了对比、分析、思辨,认为对英语专业教材进行积极的探索与改革势在必行,于是向社会奉献出此套教科书。

## 一、编写理念

一套较好的教材应该满足以下条件:选材新而且涵盖面广;知识点的介绍重点突出、模块链接、贴近实用;项目设计以“任务型”为主,陈述简约,突出“实战”;体例力求多样化、趣味性、助推式,这也是本套教材所力求实现的特色。在教材编写的过程中,我们始终把体现学能培养与潜质开发作为编书的核心理念,多方面地帮助学生掌握学习策略、求知方法论、思辨能力、实践动口动手能力、语言应用的创新能力。本教材之所以冠以“致用”二字,志在引导学生“学以致用”和“学以致用”也。英国著名诗人托马斯·莫尔(Thomas Moore)曾说:“One of the greatest problems of our time is that many are schooled but few are educated... Education is not the piling on of learning, information, data, facts, skills, or abilities — that’s training or instruction — but is rather making visible what is hidden as a seed.”莫尔的话从一个侧面道出了对教育的本质要求。的确,教育的功能不能局限于灌输具体的知识,核心的问题是要培育“种子”并造就它释放出自己的全部潜能。教材的编著也应该具备这样深邃的认知和多维的视角。

在微观层面,我们力图在教材中既融入语言学的语用学、英汉语对比、认知语言学、二语习得、语块理论里与教学相关的智慧,又吸收交际法、任务型教学、自主学习等理论的精华,让英语教学更有效果。

## 二、总体框架

1. 四册书所选用的材料都是英、美近几年最新发表的文章,涵盖政经、哲学、人文、人生、社科、科技、企业文化、商务、时事、文学、历史、旅游、教育、军事等 30 多个领域,由易至难,梯度递升。

2. 整套书兼顾听、说、读、写、译五个方面的系统培训,重在対实际运用能力的培养与开发。在五种技能之中,又把说、读、译的能力培养作为重中之重。

3. 第一册和第二册旨在帮助学生激活并发展中学英语知识,进一步夯实基础,纠正误点,加强语感,增进悟性,逐渐由“逼迫型”学习向“自主型”学习转变;由被动式学习向主动式学习过渡;由“负重型”学习向“欣赏型”学习升华。前两册的练习集中于听力、口语、阅读、语块链接、基础语法的操练,同时设计了较为浅易的影视光盘,以期激发学生的学习兴趣。第三册和第四册侧重于帮助学生全面提升基本技能,特别是提升句法技能以及写与译的技能。同时,适当引进一些英语专业四级和八级考试的内容,指导学生提高必要的应试能力。阅读练习和影视材料逐步增加难度。

4. 每册书包括 15 个单元(第 8 课之后设计了“Review”作为独立的单元,对前 8 课书进行复习性练习与巩固提高)。

## 三、单元设计及使用建议

### 1. 单元设计

第一册的单元设计(共分四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);阅读理解技巧学与练;文化背景

第三部分:基础语法学与练(词法、句法、语气);高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

第二册的单元设计(共分四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);阅读理解技巧学与练;文化背景

第三部分:基础写作学与练(包括应试作文和应用文);高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

第三册的单元设计(共分四大部分):

第一部分:听说(1. 短文听写与跟读;2. 命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);人文知识介绍;文化背景

第三部分:英译汉技巧学与练;高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

第四册单元设计(共分四大部分):

第一部分:听说(1.短文听写与跟读;2.命题会话)

第二部分:阅读理解(Text A 为精读课文;Text B 为泛读课文;Text C 用于改错以及回答 True/False 问题);人文知识介绍及如何写文章摘要;文化背景

第三部分:汉译英技巧学与练;高频语块表达;文化词

第四部分:作业;美文背诵;影视欣赏

## 2. 使用建议

(1) 每个单元用 6 个学时完成,其中建议听说部分用 1.5 学时完成,阅读部分用 2.5 学时完成,练习(含指导学生观看影视)用 2 个学时完成。

(2) 一个学期如果完成不了 15 个单元的教学,建议挑着讲,但最好不要落下“Review”。

(3) “Review”单元,最好布置学生先自己做题,然后再有针对性地进行讲解。还可以设计一次小测验。

我们对教材中所引用的所有资料和图片的原创者及相关机构表示深切的谢意。感谢何自然教授(广东外语外贸大学)和责任教授(上海外国语大学)的支持与建议。我们还对华东师范大学出版社外语编辑部主任李恒平先生心怀一份特别的感激之情,没有他的全程悉心指导与襄赞,此书的成功编写和出版是不可能的。

我们随时欢迎英语界的专家们以及广大使用者对本书提出批评和建议。

宋天锡

2010年3月于北京



# Bookmap

Unit	Mini Oral Task	Cultural Background
1. A Cross-Cultural Context: Americans, Germans, and English	Group Discussion: Culture Shock	Four Stages of Adjustment in Cross-Cultural Communications
2. Living near Traffic Pollution Tied to Heart Deaths	News Broadcast (to be a news anchor): Healthcare	Cardiovascular Diseases
3. The Advent of Nuclear Weapons	Discussion: Measures to Ensure National Security	Military
4. The Tragedy of Great Power Politics	Mini-lecture: Peace and Development	What Is a War?
5. Special Residents in White House	Debate: Keeping Pets	White House
6. Counter-Violence Alone Can't Curb Terror	Discussion: Why Should Terrorism Be Fought Globally?	Islam and the West
7. Attention Chinese Shoppers: No More Free Plastic Bags	Group Discussion: Science and Technology Are the Primary Productive Force.	What Is Culture?
8. The Fringe Benefits of Failure	Mini-speech: Failure Is the Mother of Success.	J. K. Rowling
Review		
9. Housing Market Faces Lost Decade as Upturn Runs out of Steam	Conversation: Social Security in China	Employment in China
10. An Earlier Date for When Humans Began Acting "Human"	Presentation: Chinese Food and Festivals	Human Evolution
11. In the House of Tom Bombadil	Dialog: A Movie or TV Program That Appeals to You Most	J. R. R. Tolkien and <i>The Lord of the Rings</i>
12. Retail Stores	Debate: Online Shopping	Major Types of Store Retailers
13. Fifty Years of Musical Memories	Speech: Pressure in Modern Society	Popular Music
14. The Great Gatsby	Television Interview: Life Experience	Francis Scott Key Fitzgerald
15. Sifting Through the Controversy: Reading <i>The Color Purple</i>	Group Work: Movie Appreciation and Evaluation	About <i>The Color Purple</i>



Translation Focus	Highly-recommended Words	Behind the Word	Movie Appreciation
Changing part of speech of the English word	help, home, hot	corner office	<i>Avatar</i>
Changing grammar roles of the English word	ill, imagine, incline	domino effect	<i>Sicko</i>
Conveying some meaning-intensive English words with comparatively more Chinese expressions	insight, insist, judge	to drop the other shoe	<i>Gladiator</i>
Free translation	keep, key, kill	feet of clay	<i>Waterloo Bridge</i>
Angle variation in English-Chinese translation	know, last, learn	flea market	<i>Philadelphia</i>
Translationese	liable, lie, love	four-letter word	<i>Leon — the Professional</i>
The translation of English noun clause	lure, make, market	University of Adversity	<i>World Trade Center</i>
The translation of English attributive clause	mean, meet, memorize	Sphinx's riddle	<i>The Pursuit of Happiness (I)</i>
The translation of English adverbial clause	mind, mirror, mistake	red tape	<i>Princess Protection Program</i>
The translation of English "double negative" (1)	model, modern, multiply	quantum leap	<i>Life After People</i>
The translation of English "double negative" (2)	need, nurture, object	pour oil on troubled waters	<i>Jane Eyre</i>
The translation of such unique expressions as "can not ... too much", "can not be over-" etc.	observe, occupy, offend	paint the lily	<i>The Pursuit of Happiness (II)</i>
The translation of some unique sentence patterns in English	opportunity, optimism, organize	DIY	<i>Copying Beethoven</i>
The translation of English long sentences	out, overlook, pass	salad days	<i>The Phantom of the Opera</i>
English-Chinese Translation Involved in TEM - 8	pay, perfect, perform	paint the town red	<i>Pride and Prejudice</i>

# Contents

<b>Unit 1</b>	<b>A Cross-Cultural Context: Americans, Germans, and English</b> .....	<b>1</b>
<b>Unit 2</b>	<b>Living near Traffic Pollution Tied to Heart Deaths</b> .....	<b>21</b>
<b>Unit 3</b>	<b>The Advent of Nuclear Weapons</b> .....	<b>43</b>
<b>Unit 4</b>	<b>The Tragedy of Great Power Politics</b> .....	<b>62</b>
<b>Unit 5</b>	<b>Special Residents in White House</b> .....	<b>82</b>
<b>Unit 6</b>	<b>Counter-Violence Alone Can't Curb Terror</b> .....	<b>103</b>
<b>Unit 7</b>	<b>Attention Chinese Shoppers: No More Free Plastic Bags</b> .....	<b>124</b>
<b>Unit 8</b>	<b>The Fringe Benefits of Failure</b> .....	<b>145</b>
<b>Review</b>	.....	<b>166</b>
<b>Unit 9</b>	<b>Housing Market Faces Lost Decade as Upturn Runs out of Steam</b> .....	<b>175</b>
<b>Unit 10</b>	<b>An Earlier Date for When Humans Began Acting "Human"</b> .....	<b>196</b>
<b>Unit 11</b>	<b>In the House of Tom Bombadil</b> .....	<b>215</b>
<b>Unit 12</b>	<b>Retail Stores</b> .....	<b>235</b>
<b>Unit 13</b>	<b>Fifty Years of Musical Memories</b> .....	<b>255</b>
<b>Unit 14</b>	<b>The Great Gatsby</b> .....	<b>275</b>
<b>Unit 15</b>	<b>Sifting Through the Controversy: Reading <i>The Color Purple</i></b> .....	<b>295</b>
<b>Glossary</b>	.....	<b>317</b>
<b>Phrases and Expressions</b>	.....	<b>332</b>
<b>References</b>	.....	<b>337</b>

# Unit 1 A Cross-Cultural Context: Americans, Germans, and English

## Snapshots of This Unit

- \* Dictation for Listening and Imitation Show: The Bell
- \* Mini Oral Task; Group Discussion: Culture Shock
- \* Text A (for intensive reading): A Cross-Cultural Context: Americans, Germans, and English
- \* Text B (for reading skill training): Pride Goes Before a Fall
- \* Text C (for language acquisition by spotting grammatical errors and making True / False choice): Modern Etiquette: Holidaying in Polite Style
- \* Cultural Background: Four Stages of Adjustment in Cross-Cultural Communications
- \* Translation Focus: Changing part of speech of the English word
- \* Highly-recommended Words to Be Mastered: help, home, hot
- \* Behind the Word: corner office
- \* For Your Recitation: Smile at Strangers, Look into Their Eyes, and Say Hello
- \* Movie Appreciation: *Avatar*

## Part One



## Listening and Speaking

### A. Dictation

(1) Listen to the following passage four times and write down everything you hear.

Tips:

1. make sure 确保, 保证
2. conductor *n.* 售票员
3. annoyed *adj.* 恼火的, 生气的
4. incident *n.* 事变, 事件, 插曲

(2) Read aloud after the speaker in the disc for at least three times and try to imitate his or her pronunciation and intonation.

### B. Mini Oral Task

#### Group Discussion: Culture Shock

Read the following passage and then have a discussion on the topics designed accordingly.

Culture shock is precipitated by the anxiety that results from losing all familiar signs and symbols of social intercourse. These signs are the thousand and one ways in which we orient ourselves to the situations of daily life; when to shake hands and what to say when we meet people, when and how to give tips, how to give orders to servants, how to make purchases, when to accept and when to refuse invitations, when to take statements seriously and when not.



way, privacy is granted whether it is actually present or not. The second pattern has to do with the exact point at which a person is experienced as actually having crossed a boundary and entered a room. Talking through a **screen**<sup>6</sup> door while standing outside a house is not considered by most Americans as being inside the house or room. If one is standing on the **threshold**<sup>7</sup> holding the door open and talking to someone inside, it is still defined informally and experienced as being outside. Just holding on to the **door-jamb**<sup>8</sup> when one's body is inside the room still means a person is not quite inside the other fellow's territory. None of these American spatial definitions is valid in northern Germany. The following experience brought the conflict between these two patterns into focus.

It was a warm spring day. I was standing on the doorstep of a converted carriage house talking to a young woman who lived in an apartment upstairs. The first floor had been made into an artist's studio. The arrangement, however, was **peculiar**<sup>9</sup> because the same entrance served both tenants. The **occupants**<sup>10</sup> of the apartment used a small **entryway**<sup>11</sup> and walked along one wall of the studio to reach the stairs to the apartment. As I stood talking on the doorstep, I **glanced**<sup>12</sup> to the left and noticed that some fifty to sixty feet away, inside the studio, the Prussian artist and two of his friends were also in conversation. He was facing so that if he glanced to one side he could see me. I had noted his presence, but not wanting to **interrupt**<sup>13</sup> his conversation. I unconsciously applied the American rule and assumed that the two activities — my quiet conversation and his conversation — were not involved with each other. As I was soon to learn, this was a mistake, because in less time than it takes to tell, the artist had **detached**<sup>14</sup> himself from his friends, crossed the space between us, pushed my friend aside, and with eyes **flashing**<sup>15</sup>, started shouting at me. By what right had I entered his studio without greeting him? Who had given me permission?

I felt hurt and **humiliated**<sup>16</sup>, and even after almost thirty years, I can still feel my anger. Later study has given me greater understanding of the German pattern and I have learned that in Germany, there is no such thing as being inside the room without being inside the zone of intrusion particularly if one looks at the other party, no matter how far away.

### The English

It has been said that the English and the Americans are two great

6. **screen** /skri:n/ *n.* sth. tall and wide that hides a place or thing

7. **threshold** /'θreʃhəʊld/ *n.* the entrance to a room or building, or the area of floor or ground at the entrance

8. **door-jamb** /'dɔ:rdʒæm/ *n.* vertical post at the side of a doorway

9. **peculiar** /pɪ'kju:liə/ *adj.* strange, unfamiliar, or a little surprising

10. **occupant** /'ɒkjʊpənt/ *n.* someone who lives in a house, room etc.

11. **entryway** /'entri:weɪ/ *n.* a door, gate, room, or passage that you go through to enter a place

12. **glance** /glɑ:ns/ *vi.* to quickly look at someone or sth.

13. **interrupt** /'ɪntə'rʌpt/ *v.* to stop someone from continuing what they are saying or doing by suddenly speaking to them, making a noise etc.

14. **detach** /dɪ'tætʃ/ *vt.* if you detach sth., or if it detaches, it becomes separated from the thing it was attached to

15. **flash** /flæʃ/ *vi.* if your eyes flash, they look very bright for a moment, especially because of a sudden emotion

16. **humiliate** /hju:'mɪliət/ *vt.* to make someone feel ashamed or stupid, especially when other people are present



people separated by one language. If there ever were two cultures in which differences of the proxemic details are marked, it is in the educated (public school) English and the middle-class Americans. One of the basic reasons for this wide difference is that in the United States we use space as a way of classifying people and activities, whereas in England it is the social system that determines who you are. In the United States, your address is an important **cue**<sup>17</sup> to status (this applies not only to one's home but also to the business address as well). The Englishman, however, is born and brought up in a social system. He is still Lord — no matter where you find him, even if it is behind the counter in a **fishmonger**<sup>18</sup>'s **stall**<sup>19</sup>. In addition to class **distinctions**<sup>20</sup>, there are differences between the English and ourselves in how space is assigned.

The middle-class American growing up in the United States feels he has a right to have his own room, or at least part of a room. American women who want to be alone can go to the bedroom and close the door. The closed door is the sign meaning “Do not disturb” or “I’m angry”.

The middle-and upper-class Englishman, on the other hand, is brought up in a **nursery**<sup>21</sup> shared with brothers and sisters. The difference between a room of one's own and early conditioning to shared space has an important effect on the Englishman's attitude toward his own space. He may never have a permanent “room of his own” and seldom expects one or feels he is **entitled**<sup>22</sup> to one. As a consequence, the English are puzzled by the American need for a secure place in which to work, an office. Americans working in England may become annoyed if they are not provided with what they consider appropriate enclosed work space. In regard to the need for walls as a screen for the **ego**<sup>23</sup>, this places the Americans somewhere between the Germans and the English.

(957 words)

## Notes to TEXT A

- proxemics** (Para. 2) 空间关系学; 人际距离学  
Introduced by anthropologist Edward T. Hall in 1966, it is the study of spatial distances between individuals in different cultures and situations.
- Prussia** (Para. 4) 普鲁士  
a historic state originating out of the Duchy of Prussia and the Margraviate of Brandenburg, which for centuries had substantial influence on German and European history.

17. **cue** /kju:/ *n.* an action or event that is a signal for sth. else to happen

18. **fishmonger** /'fɪʃmɒŋgə/ US -mɑŋgə/ *n.* (BrE) someone who sells fish

19. **stall** /stɔ:l/ *n.* a table or a small shop with an open front, especially outdoors, where goods are sold

20. **distinction** /dɪ'stɪŋkʃən/ *n.* a clear difference or separation between two similar things

21. **nursery** /'nɜ:səri/ *n.* a place where young children are taken care of during the day while their parents are at work

22. **entitle** /ɪn'taɪtl/ *vt.* to give someone the official right to do or have sth.

23. **ego** /'egəʊ US 'i:gəʊ/ *n.* self-esteem; the opinion that you have about yourself

## Glossary in Chinese

- |                   |                    |                |
|-------------------|--------------------|----------------|
| 1. 相当数量的; 意义重大的   | 9. 奇怪的; 特别的        | 17. 暗示; 信号     |
| 2. 一部分; 一份        | 10. 居住者            | 18. 鱼商; 鱼贩     |
| 3. 侵入; 闯入; 打扰     | 11. 入口             | 19. 货摊; 摊位     |
| 4. 空间关系学的; 人际距离学的 | 12. (粗略地) 看一眼      | 20. 差别; 不同     |
| 5. 利害关系; 赌注       | 13. 打断, 打扰; 中止, 阻碍 | 21. 托儿所, 保育室   |
| 6. 屏; 幕; 帘        | 14. 使分开, 使分离       | 22. 给……权利(或资格) |
| 7. 门槛; 开端; 入口     | 15. (眼光等) 闪耀       | 23. 自尊; 自我     |
| 8. 门侧柱            | 16. 羞辱, 使丢脸        |                |

## Phrases and Expressions in TEXT A

- lack of:** not having or not having enough of sth. 没有; 不足; 缺乏  
e. g. Lack of data will bog the work down.  
缺乏资料将会拖这项工作的后腿。
- at stake:** if sth. that you value very much is at stake, you will lose it if a plan or action is not successful; at risk 濒于险境; 处于胜败关头  
e. g. Thousands of lives are at stake if a war is not avoided.  
如果战争不能避免, 成千上万的人就可能丧生。
- take ... for granted:** to expect that the things or advantages that you have will always exist, and so not pay much attention to them 视……为理所当然  
e. g. She takes it for granted that a man should sustain the family.  
她认为男人养家糊口是理所当然的事。
- detach oneself from sb. / sth. :** to try to be less involved with or less concerned about someone or sth. 使自己少卷入(少关注)某人/某事物  
e. g. In order to do her job during the war, she detached herself from her feelings.  
为了在战争中专注于工作, 她很少顾及到自己的情感问题。
- be entitled to:** to give someone the official right to do or have sth. 有……的资格; 有……的权利  
e. g. Full-time employees are entitled to receive health insurance.  
全职雇员都有资格获得健康保险。
- in/with regard to sb. /sth. :** in connection with sb. /sth. 关于某人/某事物  
e. g. We have reached an agreement with them in regard to the shipment.  
我们已经就装运问题同他们达成了协议。

## Exercises for TEXT A

## 1. Answer the following questions according to Text A.

- What are the two basic proxemic patterns for the Americans?
- Why did the Prussian artist shout at the author?
- Where have the differences of the proxemic details been marked in the American and English cultures?
- What is the meaning of a closed door in the American culture?
- What does the last sentence of the text mean?

## 2. Choose the best word or expression for the following sentences.

- More than 3,000 demonstrators \_\_\_\_\_ with police on Sunday.



- A. confronted                      B. clashed                      C. competed                      D. protested
- (2) \_\_\_\_\_ a consequence of the heavy rain, many areas have been flooded.  
A. By                      B. In                      C. As                      D. With
- (3) His bold behaviors put himself \_\_\_\_\_ stake.  
A. at                      B. on                      C. in                      D. of
- (4) We crossed the river into enemy \_\_\_\_\_.  
A. land                      B. territory                      C. terror                      D. terrorists
- (5) The train service was \_\_\_\_\_ for about ten hours.  
A. intersected                      B. interspersed                      C. intertwined                      D. interrupted
- (6) Workers \_\_\_\_\_ the power lines from the old, rotting poles.  
A. detached                      B. demanded                      C. distracted                      D. disturbed
- (7) I never felt so \_\_\_\_\_ when my boss scolded me in front of the clients.  
A. humble                      B. humiliated                      C. humorous                      D. huge
- (8) Sometimes, your address is an important cue to your social \_\_\_\_\_.  
A. statue                      B. status                      C. environment                      D. work
- (9) Mr. Smith has applied for \_\_\_\_\_ residence in the US.  
A. permanent                      B. permanence                      C. prudent                      D. prominent
- (10) This ticket doesn't \_\_\_\_\_ you to travel first class.  
A. make                      B. take                      C. have                      D. entitle
- (11) My pain \_\_\_\_\_ apparent the moment I walked into the room, for the first man I met asked sympathetically, "Are you feeling all right?"  
A. must be                      B. must have been                      C. had been                      D. had to be
- (12) It is only when you nearly lose someone \_\_\_\_\_ fully conscious of how much you value him.  
A. do you become                      B. then you become                      C. that you become                      D. have you become
- (13) Just as the soil is a part of the earth, \_\_\_\_\_ the atmosphere.  
A. as it is                      B. so is                      C. the same as                      D. and so is
- (14) While driving along the treacherous road, \_\_\_\_\_.  
A. my right rear tire blew out                      B. my right rear tire had a blowout  
C. I had a blowout on my right rear tire                      D. I had my right rear tire blowout
- (15) \_\_\_\_\_ there is little we can do to modify the weather, we can at least know what kind of weather to expect.  
A. Since                      B. When                      C. While                      D. Unless
- (16) But the Swiss discovered long years ago that constant warfare brought them \_\_\_\_\_ suffering and poverty.  
A. anything but                      B. nothing but                      C. none other than                      D. no more than
- (17) After \_\_\_\_\_ seemed an endless wait, it was her turn to step into the doctor's office.  
A. it                      B. that                      C. what                      D. which
- (18) The board deemed it's urgent that these files \_\_\_\_\_ right away.  
A. had to be printed                      B. should have been printed  
C. must be printed                      D. should be printed
- (19) The sale usually takes place outside the house, with the audience \_\_\_\_\_ on benches, chairs or boxes.  
A. having seated                      B. seating  
C. seated                      D. having been seated
- (20) As always when she sang in the bathroom, she \_\_\_\_\_ the high notes in a special way.  
A. spanned out                      B. belted out                      C. spread out                      D. stretched out

### 3. Cloze

Architectural design influences how privacy is achieved as (1) \_\_\_\_\_ as how social contact is made in public places. The concept of privacy is not unique to a particular culture (2) \_\_\_\_\_ what it

means is culturally determined.

People in the United States tend to achieve privacy by (3) \_\_\_\_\_ separating themselves from others. The expression "good fences make good neighbors" (4) \_\_\_\_\_ a preference for privacy (5) \_\_\_\_\_ neighbors' homes. If a family can (6) \_\_\_\_\_ it, each child has his or her own bedroom. When privacy is needed, family members may (7) \_\_\_\_\_ their bedroom doors.

In some cultures when individuals need privacy, it is acceptable for (8) \_\_\_\_\_ simply to look (9) \_\_\_\_\_ themselves. That is, they do not need to remove themselves physically from a group in (10) \_\_\_\_\_ to achieve privacy.

Young American children learn the (11) \_\_\_\_\_ "knock before you enter" which teaches them to (12) \_\_\_\_\_ others' privacy. (13) \_\_\_\_\_, too, often follow this rule (14) \_\_\_\_\_ to entering their children's rooms. When a bedroom door is (15) \_\_\_\_\_, it may be a sign to others (16) \_\_\_\_\_, "I need privacy," "I'm angry," or "Do not (17) \_\_\_\_\_. I'm busy." For Americans, the physical division of space and the use of (18) \_\_\_\_\_ features permit a sense of privacy.

The way space is used to help the individual to achieve privacy, to build homes (19) \_\_\_\_\_ to design cities is culturally influenced. Dr. Hall summarizes the relationship between individuals and their physical surroundings:

Man and his extensions (20) \_\_\_\_\_ one interrelated system. It is a mistake to act as though man were one thing and his house or his cities, or his language were something else.

- |                        |                    |               |                  |
|------------------------|--------------------|---------------|------------------|
| (1) A. that            | B. well            | C. good       | D. deep          |
| (2) A. but             | B. and             | C. so         | D. because       |
| (3) A. psychologically | B. quietly         | C. physically | D. patiently     |
| (4) A. indicated       | B. indicating      | C. indicates  | D. indicate      |
| (5) A. at              | B. with            | C. on         | D. from          |
| (6) A. afford          | B. alter           | C. alternate  | D. alert         |
| (7) A. push            | B. pull            | C. open       | D. lock          |
| (8) A. him             | B. he              | C. them       | D. they          |
| (9) A. into            | B. at              | C. forward    | D. for           |
| (10) A. that           | B. order           | C. addition   | D. them          |
| (11) A. proverb        | B. saying          | C. rule       | D. expression    |
| (12) A. watch          | B. respect         | C. have       | D. retrospect    |
| (13) A. People         | B. Persons         | C. Parents    | D. Adults        |
| (14) A. prior          | B. so              | C. in order   | D. as            |
| (15) A. open           | B. opened          | C. close      | D. closed        |
| (16) A. say            | B. saying          | C. says       | D. said          |
| (17) A. delay          | B. direct          | C. disturb    | D. distract      |
| (18) A. anthropology   | B. anthropological | C. architect  | D. architectural |
| (19) A. or             | B. and             | C. but        | D. yet           |
| (20) A. makes          | B. constitute      | C. is         | D. constitutes   |

## TEXT B

### Pride Goes Before a Fall

I arrived in Guangzhou, China, to begin teaching English, full of **enthusiasm**<sup>1</sup> and energy, and with two goals in mind. I was determined, first, to be a great teacher of English and, second, to learn and use the Chinese language whenever I could.

There were several things I had to learn very quickly, such as basic numbers, the names of certain foods, and where to buy food. My Chinese

1. **enthusiasm** /ɪn'tju:ziæzəm/ *n.* a strong feeling of interest and enjoyment about sth. and an eagerness to be involved in it