



教育部高职高专规划教材（非英语专业用）

第二版获全国普通高等学校优秀教材一等奖

# Practical English

(Third Edition)

## 实用英语 综合训练与自测

教育部《实用英语》教材编写组 编

(第三版)



高等教育出版社  
Higher Education Press

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1

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## 内容提要

《实用英语》是一套专科层次的公共英语教材,是教育部规划的高职高专英语教材。本套教材 1995 年正式出版发行,1999 年至 2000 年进行了第一次修订。为了更加有利于学生英语应用能力的培养,结合这几年《实用英语》的教学使用反馈,修订组以教育部 2000 年颁发的《高职高专教育英语课程教学基本要求(试行)》为依据,对《实用英语》进行了第二次修订。

本书是《实用英语综合训练与自测 1》第三版。全书共有 8 个单元和 5 套模拟试题。每单元包括读译写技能训练、听说技能训练、词汇结构训练三部分;模拟试题包括 1~4 单元和 5~8 单元模拟试题各两套,以及 1~8 单元模拟试题一套。

本书第二版曾获 2002 年全国高等学校优秀教材一等奖。

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## 第三版修订说明

《实用英语》系列教材是一套供高职高专英语课程使用的教材。自1995年正式出版发行以来，它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时，他们本着爱护和培育这块英语教学园地的精神，希望《实用英语》在发扬其优点的同时，能及时对其存在的不足进行适当的修订，使之更加完善，更加符合当前高职高专层次英语教学的需要。为此，我们根据近年来广大师生提出的改进意见，再次对《实用英语》的《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》进行了修订。同时，我们还把原《实用英语》的业务英语接续篇《实用业务英语》纳入到《实用英语》的体系中来，变成《实用英语》的第四册，从而使这次修订的《实用英语》成为一套既含基础英语又含业务英语的完整的实用英语教程。

修订后的《实用英语》（第三版）仍然分为《综合教程》、《泛读教程》、《综合训练与自测》和《教师参考书》。根据当前高职高专英语教学的实际情况，各册教程均由原来的10个单元修订为8个单元，对技能训练部分的项目作了少量调整，并调换了部分单元的课文。修订后的《实用英语》按照《高职高专教育英语课程教学基本要求（试行）》（2000年）中的词汇表重新对课文的分课词汇表进行了标记和增删。

《实用英语综合训练与自测1》（第三版）删减了原第7单元和原第10单元，并对部分词汇作了相应的调整。同时此次修订还对书中的Test 5按“高等学校英语应用能力考试”B级进行了修订和补充。本书的修订工作由重庆大学余渭深教授和重庆石油高等专科学校的刘寅齐教授负责。

《实用英语》（第二版）系列教材曾获2002年全国高等学校优秀教材一等奖。为了使《实用英语》不断完善，编者希望使用本书的教师和学生在使用过程中继续提出宝贵意见。

编 者  
2004年2月



## 第二版修订说明

《实用英语》自1995年正式出版发行以来,它所坚持的内容的实用性、教学的针对性和编写教材的科学性受到了使用者的热烈欢迎。广大师生把它看作我国专科层次英语教学自己的教材。与此同时,他们本着爱护和培育这块英语教学园地的精神,希望《实用英语》在发扬其优点的同时,能及时对其存在的不足进行适当的修订,使之更加完善,更加符合当前专科层次英语教学的需要。为此,我们根据近年来广大师生提出的改进意见,对《实用英语》的《综合教程》、《教师参考书》和《综合训练与自测》进行了如下调整和修订:

### 一、《综合教程》

#### 1. 对每单元的结构进行了如下调整:

调整前	调整后
课文A (Text A)	课文A (Text A)
课文B (Text B)	课文B (Text B)
● 阅读技能实践 (Reading Skills)	技能训练 (Skills Development and Practice)
综合练习 (Comprehensive Practice)	● 阅读技能实践 (Reading Skills)
● 写作实践 (Guided Writing)	● 翻译实践 (Translation Practice)
● 翻译实践 (Translation Practice)	● 写作实践 (Guided Writing)
● 听与说 (Listening and Speaking)	● 听与说 (Listening and Speaking)

#### 2. 对听说训练部分进行了较大的调整:

- 1) 听力训练:适当降低了难度,主要是Listening Passage部分。修订后的听力训练文章短小精悍,生动有趣,且尽可能与Conversation Practice所涉及的话题相关,使听与说的训练更紧密结合;
- 2) 会话练习按功能和情景两大类进行了局部调整,第一、二册以功能为主线,第三册以情景为依托,并把话题情景加以具体化,使之尽可能适合中国学生在国内可能会遇到的涉外交际场景,以增强会话训练的针对性和实用性。

#### 3. 对写作练习部分进行了局部调整:

原书的写作部分分为“基础训练”和“实用英语写作”两个小模块,这是本书的特色之一,受到师生们的好评。但基础训练部分有的练习偏长偏难,这次作了适当简化或更新。对部分应用文进行了删换,删除了部分内容偏专的商业信函,增补了传真、求学信、成绩单和公证书等专科学生可能会实际使用的涉外应用文。

#### 4. 把《综合教程》中的部分综合练习与《综合训练与自测》中的相关内容合并统一编排,使练习更加紧凑合理。

#### 5. 调整了个别课文与相应练习。

### 二、《教师参考书》

依照《综合教程》的调整和修订,《教师参考书》也相应调整和修订了练习答案、录音脚本、课文译文等内容。

### 三、《综合训练与自测》

增加了构词法的例示,修订了词汇练习部分。

修订工作由孔庆炎教授总负责,《综合教程》和《教师参考书》中的听说部分由姜怡、姜辛修订编写,应用文部分由安晓灿、刘然修订编写,课文部分由向前进修订编写,《综合训练与自测》由余渭深、刘寅齐、安晓灿修订编写。

本修订版承蒙《实用英语》第一版总主编吴银庚教授和华南理工大学郭杰克教授审阅,在此谨表示衷心地感谢。

修订后的《实用英语》在保持了第一版注重基础,强调实用特点的同时,练习更加紧凑,结构更加合理。它不仅适用于高等专科的学生,也适用于高等职业教育的学生。希望广大师生在使用过程中继续提出宝贵意见。

编 者  
1999年4月

## 第一版 前 言

《实用英语综合训练与自测》第一册是《实用英语》教材第一册的同步自学练习用书。《实用英语》教材是由高等教育出版社出版、国家教委推荐使用的普通高等专科学校通用英语教材。《实用英语综合训练与自测》第一册根据《普通高等专科学校英语课程教学基本要求》的精神,紧扣《实用英语》第一册教材各单元的的教学内容,力求扩展和巩固教材所涉及的读、写、译、听、说等语言技能和词汇、语法等语言知识。

本书共由10个自学练习单元和5个自测练习单元组成。自学练习各单元由读、写、译,听与说,词汇与结构三部分构成。自测练习各单元有听、读、词汇与结构、综合填空、翻译、写作6大类题目。

本书篇章选材新颖,题材广泛,内容丰富,风格各异,短小精悍,难度适中,集趣味性、知识性、实用性于一体。学生在提高语言能力的同时,亦可了解英语语言国家的经济文化及社会风俗等多方面的知识,有助于提高学生的文化教养。

全书练习突出语言技能和语言知识的综合训练,强调在阅读训练的基础上展开写和译技能的训练;强调在听力训练的基础上进行口头表达的训练。听写、词汇等练习与教材密切配合,以期达到复习巩固教材学习内容的目的。每单元的结构练习突出一个语法项目,注意归纳、拓展和加深教材所展现的语言知识。

练习形式丰富,学学、练练、测测结合,生动活泼,能激发学生课外自学英语的积极性。

本书除可用作《实用英语》第一册的课外练习外,也可作为大学英语一年级的辅助教材和具有大学一年级相应水平的英语爱好者的自学教材。

《实用英语综合训练与自测》总主编为孔庆炎。

《实用英语综合训练与自测》第一册的主编为余渭深,编者为伍忠杰、李正农、刘寅齐、陈泽蓉、谢祖全。

本书在编写过程中曾受到在重庆大学中英ELT教学合作项目工作的英国专家Dorothy Humphrey女士的支持和帮助,我们在此深表感谢。

编 者  
1997年5月

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# Unit 1

## I. Reading, Writing & Translating

### 1. Practice through reading

#### Passage 1

##### ● Pre-reading questions

1. How many universities and colleges are there in China?
2. Which of them are the most famous ones? Why?
3. What are the major differences between universities and colleges in China?

The following is a short passage with some information about British universities you will probably be interested in. At the end of this passage there are five short-answer questions you should answer briefly according to the passage.



Are you ready to read? Don't forget your starting time: \_\_\_h\_\_\_m\_\_\_s

### British Universities

British universities can be divided roughly into three groups.

**The old universities:** Oxford (牛津) and Cambridge (剑桥) are the oldest universities.

In the fourteenth and fifteenth centuries, four universities were founded in Scotland: St. Andrew (1411), Glasgow (1450), Aberdeen (1494) and Edinburgh (1583).

**The redbrick universities:** These include all the provincial (地方的) universities of the period 1850—1930, as well as London University. The term “redbrick” is not much used today, but it is a useful way of

describing this group of universities, many of which were built in the favorite (最受喜爱的) building material of the time — red brick.

**The new universities:** These are all the universities founded since the Second World War. Because of their more modern approach (方法) to university courses, some students choose the new universities in preference to other

universities. But Oxford and Cambridge are still the main attraction.

The number of new universities also jumped





considerably in 1992, when polytechnics and some other higher educational establishments were given the freedom to become universities and chose to

exercise it. Altogether, there are now some 90 universities, including the Open University in the United Kingdom.

(205 words)

Ending Time: \_\_\_h \_\_\_m \_\_\_s

Total Time: \_\_\_m \_\_\_s



If you have spent

- a) less than 3.5 minutes, you are a wonderful reader.
- b) around 4 minutes, you are OK at reading.
- c) more than 4.5 minutes, you need more practice in reading.

### ● Comprehension

Try to answer the following questions briefly in accordance with the passage.

1. What are the three main groups of universities in Great Britain?
2. Where is Aberdeen University located, in England, Scotland or Wales?
3. Why is London University called a "redbrick" university?
4. Why do some students prefer to go to the new universities?
5. Why did the number of universities jump considerably in 1992?

### Passage 2

#### ● Pre-reading activity

Find your favorite ways of learning English. You are required to evaluate each item in the table according to your own learning experience.

	most useful	useful	hard to say	not very useful	no use at all
reading through					
listening to radio news					
reading novels					
playing computer games					
talking with your friends					
talking with your teachers					
reading dictionaries					
listening to tape cassettes					



Are you ready to read? Don't forget your starting time: \_\_\_h\_\_\_m\_\_\_s

## New Course for Language Learning

How do you learn English, French, Russian, German or any other languages? Most people go to classes regularly, and study at home with a book. But the problem for adult learners is that they are busy people who find it hard to come to classes at a fixed time. They miss a few classes and then decide that they have fallen too far behind the other students. Eventually they drop out of the class altogether.

The Polytechnic of the South Bank in London had this problem, but now has found a solution. There are no pre-arranged classes. The students come when they have time. This is ideal for businessmen, or anyone who has a busy timetable.



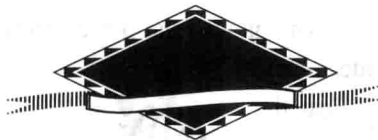
There are various resources available which the students can use alone or in a small group. There is a language laboratory; there are microcomputers with games and other programs designed for language learning; there are videocassettes which teach students about the life and language of a country; and there are individual tutorials (辅导). A tutorial gives students a chance to talk to a teacher on a one-to-one basis. Daniel, a French woman studying English, says: "For me, the most important thing is a tutorial, because I can explain everything I don't understand to the teacher and he can correct my pronunciation."

At present there are few colleges which offer students the chance to study in this way, but the system is so popular that in future there may be many colleges who will try it.

(251 words)

Ending Time: \_\_\_h\_\_\_m\_\_\_s

Total Time: \_\_\_m\_\_\_s



If you have spent

- a) less than 4 minutes, you are a wonderful reader.
- b) around 4.5 minutes, you are OK at reading.
- c) more than 5 minutes, you need more practice in reading.

### ● Comprehension

Which of the following are available for language learning at the Polytechnic of the South Bank? Tick "Yes" or "No".

- A radio programs
- B a language laboratory
- C computer games
- D fixed classes
- E videocassettes
- F regular timetable
- G one-to-one tutorial

Yes	No
√	

### ● Writing practice

Write a short letter to your friend and tell him / her about your English courses and the resources available for learning English in your college. The following words or expressions will help you.

important, difficult, hard-working, learning resources, English  
radio programs, TV programs, sound lab, books, English  
newspapers, English magazines, good teachers

### Passage 3

#### ● Pre-reading question

Do you have any idea about the organization of a lecture (讲课)? The following passage can help you learn something about it.



Are you ready to read? Don't forget your starting time: \_\_\_h\_\_\_m\_\_\_s

## The Organization of a Lecture

In most lectures, several main ideas are presented. These are the concepts (思想) the lecturer wants the students to remember. Often the lecturer has a general idea that serves as an “umbrella” covering the other main concepts. The students’ job, then, is to pick out (挑选出) the main concepts, including the “umbrella” idea.

Lecturers usually begin with an introduction. Sometimes the main concepts and the “umbrella” idea are briefly presented in the introduction; often they are not. Next comes the body of the lecture. It is here that the several main concepts are always

presented. The final part of a lecture, the conclusion, is traditionally (依据传统) a summary of the main concepts. This is also the place where the “umbrella” idea can most easily be repeated, restated, or even introduced for the first time.

When a lecture is well organized, with a clear-cut (轮廓清楚的) beginning, middle, and end, the main ideas are usually easy to pick out. When a



lecture is not well organized, getting the gist (要点) of what is being said is quite difficult. Some lecturers are “long-winded”, taking a long time to come to the point. Others ramble on (杂乱无章地漫谈) and never seem to come to the point at all.

(231 words)

Ending Time: \_\_\_h \_\_\_m \_\_\_s

Total Time: \_\_\_m \_\_\_s



If you have spent

- a) less than 3.5 minutes, you are a wonderful reader.
- b) around 4 minutes, you are OK at reading.
- c) more than 4.5 minutes, you need more practice in reading.

### ● Comprehension

Have you got any idea about the organization of a lecture from the passage now? If you have, please decide whether the following statements are True or False according to the passage.

- ☒ 1. A lecture is usually made up of three parts — the introduction, the body and the conclusion — according to this passage.
- ☒ 2. While listening to a lecture, the students are expected to get the general idea only.
- ☒ 3. In most cases, both the main ideas and the general idea of a lecture are put forward in the introduction.
- ☐ 4. A lecture with a neatly-planned beginning, middle and end is said to be a well organized lecture.
- ☒ 5. The summary is the most important part of a lecture because it is also the place where the “umbrella” idea is mostly mentioned again.

### ● Translation

Translate the underlined parts in the following sentences into Chinese.

- 1. Often the lecturer has a general idea that serves as an “umbrella” covering the other main concepts.
- 2. Sometimes the main concepts and the “umbrella” idea are briefly presented in the introduction.
- 3. This is also the place where the “umbrella” idea can most easily be repeated, restated, or even introduced for the first time.
- 4. When a lecture is not well organized, getting the gist of what is being said is quite difficult.
- 5. Some lecturers are “long-winded”, taking a long time to come to the point.

## 2. Test of reading comprehension

You have done enough practice in reading for this unit. Let's see how well you can read now. You are given 5 minutes to read the following passage. The passage is followed by five questions. For each question there are four suggested answers marked A), B), C) and D). After reading, you should choose the best answer.

When a teacher or lecturer recommends a student to read a book, it is usually for a particular purpose. In many cases, the teacher doesn't suggest that the whole book should be read. In fact, he may just refer to a few pages which have a direct bearing on the matter being discussed.

Unfortunately, when many students pick up a book to read they tend to have no particular purpose in mind other than simply to "read the book". Often they open the book and start reading, page by page, line by line, word by word; in other words, slowly and in great detail. The result is that students frequently don't have an overall view of what they are reading; also, they tend to forget fairly soon what they've been reading.

Students can make their reading much more effective by adopting a strategy (策略) aimed at helping them to understand and to remember what they read. Firstly, they should decide precisely why they're reading the book: perhaps it's to find some information that'll answer a question; perhaps it's to understand a difficult idea or argument, and so on. Then the students should decide exactly what they are going to read; it's seldom necessary to read the whole book. A good starting point is the contents page, the chapter headings, and even the index (索引) at the back of the book. They are very useful in helping to pinpoint the exact pages that need to be read carefully for particular pieces of information.

1. According to the passage, it is rare for a teacher \_\_\_\_\_.  
A) to recommend a whole book for students to read  
B) to require students to read carefully  
C) to assign reading with a certain purpose  
D) to locate books for students to find
2. What is the writer's attitude towards reading slowly and in detail? \_\_\_\_\_.  
A) Positive    B) Critical    C) Neutral    D) Indifferent
3. The result of reading word by word is that \_\_\_\_\_.  
A) students have to read the whole book  
B) students have not enough time to finish the book  
C) students often fail to get the main idea of the book  
D) students usually get more useless information
4. Contents page, chapter headings and index are important for a reader to start his reading with because \_\_\_\_\_.  
A) they cover major points of the book in detail  
B) they may help the reader to better understand the book  
C) they can take readers a lot of time to read every part of the book  
D) they may help the readers find the important parts of the book
5. The passage is mainly about \_\_\_\_\_.  
A) the importance of reading  
B) the effective ways of reading  
C) the difficulties in reading  
D) the incorrect habits of reading



## II. Listening In & Speaking Out

### 1. Dictation

#### • Word dictation

In this part, you will hear 20 words or expressions. You have learned all of them. The words or expressions will be read twice. Let's see how many you can write out correctly. Now let's begin.

- |           |           |           |           |
|-----------|-----------|-----------|-----------|
| 1. _____  | 2. _____  | 3. _____  | 4. _____  |
| 5. _____  | 6. _____  | 7. _____  | 8. _____  |
| 9. _____  | 10. _____ | 11. _____ | 12. _____ |
| 13. _____ | 14. _____ | 15. _____ | 16. _____ |
| 17. _____ | 18. _____ | 19. _____ | 20. _____ |

#### • Sentence dictation

In this part, you will hear 10 sentences. The sentences will be read twice. You may find them easy to understand, but not so easy to write out. Write down or complete the following sentences. Now let's begin.

- I'm away from home, \_\_\_\_\_.
- \_\_\_\_\_ is to skim over the chapter to be read.
- You should make a definite plan \_\_\_\_\_.
- \_\_\_\_\_, so I am going to the park.
- My work goes well, \_\_\_\_\_.
- In the darkness \_\_\_\_\_.
- Independent learners do not depend on the book or the teacher, \_\_\_\_\_.
- A yellow room makes most people \_\_\_\_\_.
- Light and bright colors \_\_\_\_\_.
- \_\_\_\_\_.

#### • Spot dictation

In this part, you will hear a short passage. The passage will be read three times. Listen to it and fill in the following blanks.

Hello, boys and girls! Welcome to my English class!

Now you've come here to study at 1) \_\_\_\_\_. You are away from 2) \_\_\_\_\_ and have been living on the campus(校园) for a 3) \_\_\_\_\_ days. What do you think of 4) \_\_\_\_\_ here? Is college different from 5) \_\_\_\_\_? Have you 6) \_\_\_\_\_ here yet? It's a new and different experience for you, isn't it?

## 2. Dialogue practice

In this part you will hear 5 short dialogues. After each dialogue, there will be a question. Simply answer each question by filling in the blank with what you have learned from the dialogue. Now let's begin.

1. She has \_\_\_\_\_.
2. He asks her not to leave and \_\_\_\_\_.
3. He is going for \_\_\_\_\_.
4. The chair is \_\_\_\_\_.
5. They are \_\_\_\_\_.

## 3. Conversation practice

### ● Pre-listening activity

How do you introduce yourself to someone? How do you introduce another person? What can you say when you are introduced to somebody? Write more expressions in the following table.

Introducing yourself	Introducing another person	Being introduced
1. My name is ....	1. This is ...	1. Nice to meet you.
2. I'm from ...	2. He comes from ....	2. How do you do?
3. I study ...	3. He teaches ....	3. Pleased to meet you.
4. I like ...	4. He enjoys ...	4. _____
5. Call me ...	5. _____	5. _____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### ● Listening in

Now you will hear a conversation between three people. They are greeting one another in the conversation. The conversation will be read twice. While listening, complete the conversation with what you hear. Now let's begin.

**Alice:** Hello, John, good to see you again. How are you?

**John:** \_\_\_\_\_?

**Alice:** Oh, not too bad. John, do you know Jeff William? Jeff, \_\_\_\_\_. He's from England. He \_\_\_\_\_.

**Jeff:** \_\_\_\_\_, Mr. Brown.

**John:** Please \_\_\_\_\_.

**Jeff:** And I'm Jeff.

Alice: Have a seat, John.

John: \_\_\_\_\_.

Alice: \_\_\_\_\_? John?

John: Yes, please. Black with sugar, please.

### ● Speaking out

Try to introduce yourself to your schoolmates with the help of the following.

**Hello, my name is ... I'm from ... I am a freshman here, I came to this college just a few days ago, I study in the Department of ... I live in Room ... on the... floor of the ... students' dorm, I like the college life here because...**

## 4. Passage practice

### ● Listening in

In this part, you will hear a short passage. After the passage, there will be five questions. Both the passage and the questions will be read twice. You are to answer each question by filling in the blank with the information from the passage. Now let's begin.

1. What does Tom do while eating breakfast? \_\_\_\_\_.
2. When does Tom go to work? \_\_\_\_\_.
3. How many hours does he work a day? \_\_\_\_\_.
4. How does he go home? \_\_\_\_\_.
5. What does he usually do in the evening? \_\_\_\_\_.

### ● Speaking out

Describe your daily life in the college according to the following time table.

Time	Activity	Time	Activity
7:00 a.m.	get up	4:30 – 5:30 p.m.	sports
7:10 a.m.	morning exercise	5:30 p.m.	supper
7:30 a.m.	breakfast	6:00 – 7:30 p.m.	read newspaper and watch TV
8:00 – 12:00 a.m.	classes	7:30 – 10:00 p.m.	review and prepare lessons
12:00 – 2:30 p.m.	lunch and rest	10:30 p.m.	go to bed
2:30 – 4:30 p.m.	classes		

## 5. Test of listening comprehension

### Section A

In this section, you will hear five short dialogues. At the end of each dialogue, a question will be asked about

what was said. Both the dialogue and the question will be spoken twice. After you hear each question, choose the best answer from the four given choices.

1. A) George.                      B) Mary.                      C) John.                      D) Hull.
2. A) Fred.                      B) Frank.                      C) Grand.                      D) Glan.
3. A) With whom Jane is leaving.                      B) With whom Janet is leaving.  
C) With whom Janet is living.                      D) With whom Jane is living.
4. A) He walked more than three hours a day.  
B) He had to work very hard every day.  
C) He watered trees and flowers every day.  
D) He watched TV for three hours every day.
5. A) He has had more fruit now.                      B) He has become a fool now.  
C) He has already had enough.                      D) He has bought more food now.

### Section B

In this section, you are going to listen to 2 short conversations. At the end of the conversation, there will be two or three questions. Both the conversation and questions will be read twice. Choose the best answer from the four given choices. Now let's begin.

#### Conversation 1

6. A) Mary Snow.                      B) Jane Snow.                      C) Mary Grace.                      D) Jane Grace.
7. A) To have a look at the great places.  
B) To find some of their classrooms.  
C) To take a walk around the school.  
D) To see some of their classmates.

#### Conversation 2

8. A) Last year.                      B) Last fall.  
C) A few months ago.                      D) Several days ago.
9. A) Three days.                      B) Four days.                      C) Five days.                      D) Six days.
10. A) David and Henry live in the same dormitory.  
B) David and Henry study in the same university.  
C) Both David and Henry study quite hard.  
D) Both David and Henry like to sleep in.

## III. Vocabulary & Structure

### 1. Word study

#### ● Word formation

Write the noun of the following words as in the models.

Model A: assign → assignment

pay → payment

move → movement

measure → measurement

equip → equipment

judge → judgment

improve → improvement