



普通高等教育“十一五”国家级规划教材

曾获全国普通高等学校优秀教材一等奖

Practical English

Workbook

实用英语 综合训练与自测

3

《实用英语》教材编写组 编

第四版

Fourth Edition



高等教育出版社
Higher Education Press



普通高等教育“十一五”国家级规划教

曾获全国普通高等学校优秀教材一等

Practical English

Workbook

实用英语 3 综合训练与自测

《实用英语》教材编写组 编

第四版

Fourth Edition

Shiyong Yingyu Zonghe Xunlian Yu Zice



高等教育出版社 · 北京
HIGHER EDUCATION PRESS BEIJING

内容提要

《实用英语》系列教材是教育部规划的高职高专公共英语教材。本套教材 1995 年正式出版发行,先后进行了两次修订。为了更加有利于学生英语应用能力的培养,结合《实用英语》的教学使用反馈情况,编写组以教育部颁发的《高职高专教育英语课程教学基本要求(试行)》为依据,现对《实用英语》进行第三次修订。

本书为《实用英语综合训练与自测 3》(第四版)。全书共有 8 个单元和 3 套模拟试题。每单元包括读写技能训练、听说技能训练、词汇结构训练和自我测试训练四部分;模拟试题包括 1—4 单元和 5—8 单元模拟试题各一套以及 1—8 单元模拟试题一套。

本书附有 MP3 录音光盘并配有网络资源。网络资源请用防伪码登录中国外语网(www.cflo.edu.cn)获取。

图书在版编目(CIP)数据

实用英语综合训练与自测. 3 / 《实用英语》教材编写
组编. —4 版. —北京:高等教育出版社, 2010. 1
ISBN 978-7-04-028427-0

I. 实… II. 实… III. 英语—高等学校:技术学校—习题
IV. H319.6

中国版本图书馆 CIP 数据核字(2009)第 232702 号

| | | | | | |
|-------|---------|------|---------|------|---------|
| 总 策 划 | 周 龙 | 策划编辑 | 周 龙 闵 阅 | 项目编辑 | 闵 阅 王琳琳 |
| 责任编辑 | 王琳琳 闵 阅 | 封面设计 | 王凌波 | 版式设计 | 刘 艳 |
| 责任校对 | 王琳琳 | 责任印制 | 陈伟光 | | |

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100120
总 机 010-58581000

经 销 蓝色畅想图书发行有限公司
印 刷 中青印刷厂

购书热线 010-58581118
咨询电话 400-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>
网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>
畅想教育 <http://www.widedu.com>

开 本 850*1168 1/16
印 张 13.25
字 数 335 000

版 次 1995 年 12 月第 1 版
2010 年 1 月第 4 版
印 次 2010 年 1 月第 1 次印刷
定 价 29.50 元(含光盘)

本书如有缺页、倒页、脱页等质量问题,请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 28427-00

第四版前言

《实用英语》是国内最早专为高职高专英语教学编写的教材之一。自 1995 年正式出版以来,它所坚持的内容的实用性、教学的针对性和编写的科学性受到了使用者的欢迎,先后被列为“面向 21 世纪课程教材”、“21 世纪高职高专规划教材”、“普通高等教育‘九五’教育部重点教材”,第二版获得全国普通高等学校优秀教材一等奖,第四版被列为“普通高等教育‘十一五’国家级规划教材”。

本教材在编写过程中注意吸收现代外语教学理论中适合我国英语教学实际的内容,结合我国外语教学中行之有效的理论和方法以及我国高职高专英语教学的现状,力求正确处理好打好语言基础和加强语言应用的关系,突出英语实际运用能力的培养,并注意结合学生毕业后实际工作的需要,将语言基础能力与实际涉外交际能力的培养有机结合。

《实用英语》(第四版)系列教材紧扣当前高职高专英语教学改革的发展目标和发展方向,修订了原第三版的《综合教程》1—3、《教师参考书》1—3、《综合训练与自测》1—3 和《泛读教程》1—3。修订后的《综合训练与自测》保留了部分《综合训练与自测》(第三版)的内容,合编了《泛读教程》(第三版)的部分内容,并补编了相关练习和答案。《实用英语综合教程 4》、《实用英语教师参考书 4》、《实用英语综合训练与自测 4》和《实用英语泛读教程 4》未作修订,供广大高职院校师生继续使用。

本书为《实用英语综合训练与自测 3》(第四版),对第三版每单元的第一部分(Reading, Writing & Translating)作了较大的修订,替换了与《实用英语综合教程 3》(第四版)单元主题不够切合的文章,并根据新的内容重新编写了相应的练习和答案。书后附有 MP3 录音光盘和网络资源,供广大师生教学使用。

《实用英语综合训练与自测 3》(第四版)主编为广东韶关学院安晓灿教授,副主编为长春职业技术学院张晓平。

编者对使用本教材的师生表示感谢,感谢他们对本教材编写工作的支持和使用教材后给予的反馈意见,同时也希望广大师生在今后的使用过程中继续提出宝贵意见,以使本教材能得到进一步改进。

编者
2009 年 12 月

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 3》（第三版）删减了原第 9、10 单元，并对答案部分作了相应的调整。本书的修订工作由长春工程学院安晓灿教授负责。

《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 6 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、姜欣修订编写,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3册是《实用英语》教材第3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3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3册教材各单元的教学内容,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3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3册的课外练习外,也可作为大学英语二年级的辅助教材和具有大学二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3册的主编为余渭深,副主编为刘寅齐、邹晓玲,编者为黄玉兰、宋又新、邓仕伦、全冬、晏生宏、黎静。

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

郑 重 声 明

高等教育出版社依法对本书享有专有出版权。任何未经许可的复制、销售行为均违反《中华人民共和国著作权法》，其行为人将承担相应的民事责任和行政责任，构成犯罪的，将被依法追究刑事责任。为了维护市场秩序，保护读者的合法权益，避免读者误用盗版书造成不良后果，我社将配合行政执法部门和司法机关对违法犯罪的单位和个人给予严厉打击。社会各界人士如发现上述侵权行为，希望及时举报，本社将奖励举报有功人员。

反盗版举报电话：(010) 58581897/58581896/58581879

反盗版举报传真：(010) 82086060

E - mail: dd@hep. com. cn

通信地址：北京市西城区德外大街 4 号

高等教育出版社打击盗版办公室

邮 编：100120

购书请拨打电话：(010)58581118

出版物数码防伪说明：

本图书采用出版物数码防伪系统，用户购书后刮开封底防伪密码涂层，将 16 位防伪密码发送短信至 106695881280，免费查询所购图书真伪，同时您将有机会参加鼓励使用正版图书的抽奖活动，赢取各类奖项，详情请查询中国扫黄打非网([http:// www. shdf. gov. cn](http://www.shdf.gov.cn))。

特别声明：

本书配有网络学习资源，请用防伪码登录中国外语网([www. cflo. edu. cn](http://www.cflo.edu.cn))获取。

反盗版短信举报：编辑短信“JB,图书名称,出版社,购买地点”发送至 10669588128

数码防伪客服电话：(010)58582300/58582301

Contents

| | |
|---------------------------------------|------------|
| UNIT 1 | 1 |
| UNIT 2 | 17 |
| UNIT 3 | 33 |
| UNIT 4 | 49 |
| UNIT 5 | 65 |
| UNIT 6 | 81 |
| UNIT 7 | 97 |
| UNIT 8 | 113 |
| TEST 1 (UNIT 1 — UNIT 4) | 129 |
| TEST 2 (UNIT 5 — UNIT 8) | 139 |
| TEST 3 (UNIT 1 — UNIT 8) | 147 |
| Key to Exercises | 155 |
| Key to Tests | 191 |



I. Reading, Writing & Translating

1. Practice through reading

Passage 1

● Pre-reading questions

How important do you think an early love of reading is to a successful career? Did you have such an experience that has developed in you a life-long love of books?

Eudora Welty, a famous U.S. writer, tells her story in the following passage. Read it carefully and make sure you understand the importance of her early love of books in her becoming a writer.



Are you ready to read? Don't forget your starting time: ____ h ____ m ____ s

Moon on a Silver Spoon

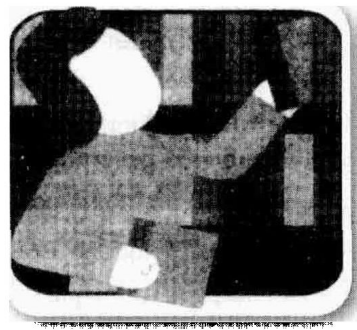
On a visit to my grandmother's in West Virginia, I stood inside the house where my mother had been born and where she grew up.

"Here's where I first began to read my Dickens¹," Mother said, pointing. "Under that very bed. Hiding my candle. To keep them from knowing I was up all night."

"But where did it all come from?" I asked her at last. "ALL that Dickens?"

"Why, Papa gave me that set of Dickens for agreeing to let them cut off my hair," she said. "In those days, they thought very long, thick hair like mine would sap (耗尽) a child's strength. I said *No!* I wanted my hair left the way it was. They offered me gold earrings first. I said *No!* I'd rather keep my hair. Then Papa said, 'what about books? I'll have them send a whole set of Charles Dickens to you.' I agreed."

My mother had brought that set of Dickens to our house in Jackson; those books had been through fire and water before I was born, she told me,



1. 狄更斯(1812—1870), 英国著名小说家, 其作品以对 19 世纪英国社会现实的批判见长, 富有力度。主要作品有《匹克威克外传》、《大卫·科波菲尔》、《双城记》等。

and there they were, lined up — as I later realized, waiting for *me*.

Besides the bookcase in the living room, which was always called the library, there were the encyclopedia (百科全书) tables and dictionary stand (台, 架) in our dining room. There was a full set of Mark Twain and a short set of Ringgold Lardner¹ in our bookcase, and those were the volumes that in time united us as parents and children.

I live in gratitude (感激) to my parents for initiating (使入门, 使初步了解) me — and as early as I begged for it, without keeping me waiting — into knowledge of the word, into reading and spelling, by way of the alphabet. They taught it to me at home in time for me to begin to read before starting school. I believe the alphabet is no longer considered an essential piece of equipment for traveling through life. In my day it was the keynote to knowledge.

In my sensory education I include my physical awareness of the word. Of a certain word, that is: the connection it has with what it stands for. Around age six, perhaps, I was standing by myself in our front yard waiting for supper, just at that hour in a late summer day when the sun is already below the horizon

and the risen full moon in the visible sky stops being chalky and begins to take on light. There comes the moment, and I saw it then, when the moon goes from flat to round. For the first time it met my eyes as a globe. The word “moon” came into my mouth as though fed to me out of a silver spoon. Held in my mouth the moon became a word. It had the roundness of a Concord grape² that Grandpa took off his vine and gave me to suck (吮吸) out of its skin and swallow (吞咽) whole, in Ohio.



(491 words)

Ending Time: ___ h ___ m ___ s

Total Time: ___ m ___ s

If you have spent

- a) less than 7 minutes, you are a wonderful reader.
- b) around 8 minutes, you are OK at reading.
- c) more than 9 minutes, you need more practice in reading.



● Comprehension

Decide whether the following statements are True (T) or False (F) according to the passage.

1. The author's mother loved books more than long hair and gold earrings. ()
2. The author was grateful to her parents because they bought her a set of Dickens. ()
3. Reading is generally considered an important part of modern life. ()
4. Children are not encouraged to learn to read at home before going to school. ()
5. The purpose of the passage is to tell us how the author learned the alphabet. ()

1. 拉德纳 (1885—1933), 美国作家, 善于用口语写幽默讽刺作品。
2. 康科德紫葡萄, 著名葡萄品种, 因产于美国马萨诸塞州的文化名城康科德而得名。

Passage 2

● Pre-reading activity

You may come across some new words or expressions while reading the following passage, but you can guess their meanings through the context clues in the sentences below.

1. You shouldn't drive to Washington, D. C. Your license is due to expire in two days.

The Chinese meaning of **expire** in the sentence is _____.

2. He is really an excellent athlete; he is the recipient of three gold medals.

The Chinese meaning of **recipient** in the sentence is _____.

3. If you are reluctant to do something, you are unwilling to do it.

The Chinese meaning of **reluctant** in the sentence is _____.

4. He's a real video junkie; he watches TV eight hours a day.

The Chinese meaning of **junkie** in the sentence is _____.

5. Tom traded his favorite camera for some computer books.

The Chinese meaning of **traded ... for** in the sentence is _____.



Are you ready to read? Don't forget your starting time: ____ h ____ m ____ s

Me and the Box Queen

I never throw away a key. I know that as soon as I do, I'll discover a piece of locked luggage that will be useless because the key is gone.

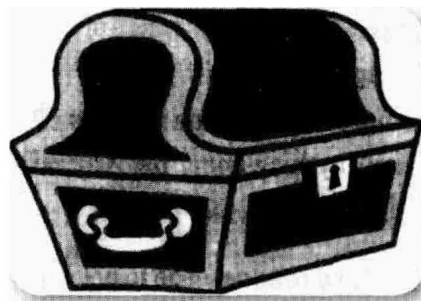
My husband cannot understand why I have a drawer full of eyeglasses I can't see out of anymore.

For some strange reason I have always had a strong, hard-to-control desire to keep things. I'm talking about someone who still has her third-grade report cards, food coupons (票, 券) that have long expired, and a 1987 wildlife calendar because February shows a bear in a party hat. The madness never stops.

It's all part of my mother's laws that I learned at her knee: If you're too full to eat, save it and throw it away later. If it makes you happy when you see it again, put it in the kitchen drawer.

Today, Mother has two cars, owns her own home and carries 35 credit cards. But my family still calls her the Box Queen. For as long as I can remember, she has stood at a gift recipient's elbow while a package is being unwrapped. Once the contents are held up, the box never so much as touches the floor. Mother has grabbed it and hid it away in a closet.

I was reluctant to admit that I, too, was a box junkie until my daughter pointed it out to me at her last birthday party. I found myself at war with Mother over a Nordstrom box. She said it was hers; I said she never stepped foot in a Nordstrom store in her life, and it was mine. She claimed she had traded me two



Sears boxes for it, and I had just forgotten about it.

Later my daughter said I needed help, but believe me I'm nowhere near the fanatic (狂热者) my mother is. But lately I am beginning to wonder.

I was doing housework one afternoon when Mother dropped by. "What are you doing?" she asked.

"I'm ironing old tissue paper and used ribbons (丝带, 彩纸带). See? They're like new."

Smiling at me, she said, "This is the first thing you have ever done that has made me happy."

(362 words)

Ending Time: ____ h ____ m ____ s

Total Time: ____ m ____ s

If you have spent

- a) less than 5 minutes, you are a wonderful reader.
- b) around 6 minutes, you are OK at reading.
- c) more than 7 minutes, you need more practice in reading.



Comprehension

Complete the following sentences with the information from the passage.

1. _____ is referred to as the Box Queen because _____.
2. "Someone" in Paragraph 3 refers to _____.
3. _____, _____, and _____ may indicate that the author's mother is rather rich.
4. The first thing the author had ever done that made her mother happy was _____.
5. The lesson of the passage is to _____.

Passage 3

Pre-reading questions

1. Is your mother strict with you in terms of your study? Does she set high standards for you?
2. Do you know anything about the American value system that greatly favors individual success through hard work?

Now read the following passage to get some idea about the American value system and how great a mother's influence can be on her children.



Are you ready to read? Don't forget your starting time: ___ h ___ m ___ s

A Higher Standard

Last September Ruth Simmons became the president of Smith College, one of the country's most outstanding institutions of higher learning for women.

Simmons, the great-great-granddaughter of slaves, began her journey to Smith on a cotton farm in Grapeland, Texas, where her parents were share-croppers (收益分成的佃农). Later the family moved to a poor section of Houston. There her father went to work in a factory, and her mother cleaned floors for white families.

How did such humble beginnings bring forth a career that led to the top of academic community?

"I had a remarkable mother," says Simmons. "She would sometimes take me with her when I was a little girl, and the thing I remember vividly is how good she was at what she did. She was very demanding in terms of her own work. 'Do it well, do it thoroughly,' she'd say, 'whatever you do.'"



At her inauguration (就职仪式) the new president carried a *Bible* her mother had given her father on the day they were married. "I know the Smith Board of Trustees (史密斯学院董事会) thinks I'm trying to live up to the standards they set for me, and that's okay", she says. But she is aiming toward a higher standard. "Every day that I'm here," Simmons says, "I try to be the kind of person my mother wanted me to be."

(217 words)

Ending Time: ___ h ___ m ___ s

Total Time: ___ m ___ s



If you have spent

- a) less than 3 minutes, you are a wonderful reader.
- b) around 3.5 minutes, you are OK at reading.
- c) more than 4 minutes, you need more practice in reading.

● Translation

A. Translate the following sentences into Chinese.

1. Simmons began her journey to Smith on a cotton farm in Texas, where her parents were share-croppers.
2. How did such humble beginnings bring forth a career that led to the top of the academic community?
3. The thing I remember vividly is how good she was at what she did.

4. She was very demanding in terms of her own work.
5. I know the Smith Board of Trustees thinks I'm trying to live up to the standards they set for me.

B. Translate the following sentences into English by using the structures given below.

6. 我们到过世界上最大的城市之一——纽约。(one of... 结构用做同位语)
7. 要紧的是你得朝着一个目标努力。(aim toward...)

2. Writing practice

Fill in the blanks to complete the following resume so that it is functionally equivalent to that given in Chinese.

简 历

姓 名: 温丽雅
住 址: 中国南京延龄大街 586 号
邮 编: 210999
电 话: 025-9876543

求职意向: 与计算机软件开发有关的工作。

工作经历: 1997—今, 江城电视台技术部助理工程师。
1995—1997, 宁海软件公司编程员。
在大学学习期间, 每年暑期参加若干软件开发项目。

学习经历: 1995—1997, 松岭大学计算机系, 理学学士。
1992—1995, 江城高等专科学校计算机系。

资格证书: 大学英语六级考试合格证书, 1995。
宏坚高级软件编制员证书, 1997。

兴趣爱好: 外语、旅游、阅读、音乐。

松岭大学计算机系薛汀教授 (210888 中国南京学院路 1 号) 和江城电视台许铎总工程师推荐信 (210999 中国南京延龄大街 586 号) 备案。

Resume

Wen Liya
586 Yanling Ave., Nanjing 210999
The People's Republic of China
Tel: 025-9876543

Job objective: To seek a position in 1) _____.

Work experience: 1997 — present, 2) _____, assistant engineer.
1995 — 1997, 3) _____, 4) _____.
Took part in 5) _____
during summer vacations at college.

Education: 1995 — 1997, 6) _____, B.Sc.
1992 — 1995, 7) _____.

Qualifications: 8) _____, 1995.
MacroHard Certificate for Senior Software Developers, 1997.

Interests: 9) _____, 10) _____, 11) _____, and 12) _____.

Reference: References by 13) _____ of Songling University and Mr. Xu Duo,
14) _____ of Jiangcheng TV Station are 15) _____ at the
following addresses: Prof. Xue, 16) _____; Mr. Xu, 586 Yanling
Ave, Nanjing 210999, P.R.China.

II. Listening In & Speaking Out

1. Dialogue practice

● Listening in

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

1. He'll help the woman _____.
2. He _____.
3. She suggested the man _____.
4. He doesn't _____.
5. Because he promised to _____.