高等学校试用教材

大学英語

(文理科本科用)

1

大 学 英 语

(文理科本科用)

精 读

第一册

翟象俊 主编

上海引语教育出版社

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上海外语教育出版社出版 (上海四体育全路1199) 上海外国语学院刷印厂 1986年5月 印刷

787×1092毫米 1/16 8.5印张 200千字 WY(88) 定价:1.30元 (内部交流)

前言

《大学英语(文理科本科用)》试用教材是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程。

本教材重视英语语言基础教学,从各方面保证文、理科的通用性,适用于综合大学、师 范院校和文科院校。

本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册; 语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。

上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求: "培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力"。全套教材由复旦大学、北京大学、华东师范大学和中国人民大学合作编写,复旦大学董亚芬教授审订,同时还聘请两名专职外籍专家参加编写和文字审定工作。

《大学英语(文理科本科用)》精读教程由复旦大学大学英语教学部负责编写,翟象俊、李荫华两位副教授担任主编,程雨民、孙骊两位教授担任主审。

本书为精读教程第一册,由翟象俊副教授主编,张增健、王德明、任建国、赵建、杨晨等同志参加编写,供大学英语一级学生使用。除主审外,还承美籍专家 Janet W·Helfand 协助编写与审阅。

由于时间仓促,编者水平与经验有限,教材中不妥之处在所难免。希望广大读者批评指正。

编 者

一九八六年三月

使用说明

本书为《大学英语(文理科本科用)》精读教程第一册,教学对象为大学英语一级的学 生。他们在学习本册之前应该已经掌握英语的基本语音和语法知识及1,600个英语单词,并 在读、听、写、说等方面受过初步的训练。

第一册共有十个单元,供一个学期使用。每一单元由课文(Text)、生词 (New Words)、 注释 (Notes)、练习 (Study & Practice)、阅读练习 (Reading Practice)和写作练习(Writing Practice) 六部分组成。重点放在培养学生的阅读能力上,并兼顾写和说的能力的培养。

课文全部选用原文材料,但有少量删改。选材力求题材多样,内容丰富有趣,并具有一 定的启发性。课文讲解应从全篇内容着眼,并对一些常用词和词组的用法进行分析,既要防 止只讲语言点而忽略通篇内容, 也要避免只注意文章内容而不重视语言基础训练。

生词释义采用英、汉结合的方式。在一般情况下,尽可能用英语释义,不太明确的加注 汉语,难以用英语解释清楚的则直接以汉语释义。这样做的目的在于逐步培养学生查阅原文 词典的能力。开始时,一部分学生可能感到困难,但坚持下去就会慢慢习惯并有所收益。

基于同样的考虑, 注释均用比较浅近的英语。注释主要介绍有关的背景知识, 说明一些 特殊的语言现象, 供学生预习时参考。

练习一律称为Study & Practice。本册的练习包括朗读 (Reading Aloud)、课文理解(Comprehension of the Text)、词汇 (Vocabulary)、构词 (Word Building)、结构 (Structure)、完 形填空 (Cloze) 和翻译 (Translation) 等部分。朗读练习主要要求学生掌握句重音和意群划 分。 最 初 几 个单元的练习按意群和句重音分别用符号标明; 后几个单元的练习则只注了句 重音而未划意群。课文理解练习要求学生根据课文回答问题或要求学生针对某些内容陈述自 己的看法。有条件的班级可用一定的时间在教师引导下进行讨论。以提高学生的口头表达能 力。词汇练习旨在巩固课文中所学常用词和词组的用法。构词练习要求学生熟悉现代英语中 的主要构词法,熟练掌握一些常用的前缀、后缀,借以扩大词汇量。结构练习的目的是使学 生掌握一些英语常用句型,以提高学生的表达能力。完形练习是一种综合性的练习,本册以 虚词的运用为重点, 也兼顾实词的掌握。这一练习有相当难度, 需要由教师予以启发引导。 翻译练习每课安排八句汉译英,可作为课外书面作业。阅读练习旨在培养学生的阅读技能, 每单元编列一项技能,并配有一篇内容与课文相近但难度较浅的阅读材料。教师应紧扣技能 的培养,不必在语言现象的讲解上花太多时间。写作练习在本册中主要是培养学生连词成句 的能力, 为下一阶段的连句成段打下基础。

总之, 练习是按照教学大纲和本册教程的要求编写的, 练习量较大, 难度适当照顾各类 学生的需要。教师可根据学生的具体情况有选择地加以使用。

者

Writing Practice

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What the teacher will discuss the next day, skim and read that majenOstinU too. This will help you understand thix Txt class. If you review your notes and textbook regueridan Yours Suor avorant of Woh more meaningful and you will remember it longer. Regular review leads to improved per-Perhaps you are an average student with average intelligence. You formance on tests. do well enough in school, but you probably think you will never be a The purpose of a test is to top student. This is not necessarily the case, however. You can receive nov li bne t'now blive and to be to better grades if you want to. Yes, even students of average intelligence don't pass a test, so don't worry excessively about a single test. can be top students without additional work. Here's how: Tests provide grades, but they also let you know what you need to spend 1. Plan your time carefully. Make a list of your weekly tasks. Then the study same and the study same and the study same as a schedule or chart of your time. Fill in committed time such as a schedule or chart of your time. Fill in committed time such as the study same and the study same and the study same and the sa eating, sleeping, meetings, classes, etc. Then decide on good, regular year revosab yidadorg iliw nov .ered-benoitmen need evan well a times for studying. Be sure to set aside enough time to complete your others after you have tried these; Talk with your classmates about their study techniques. Share with them some of the techniques you occupy all of the free time on the schedule. It's important to set have found to be helpful, improving your study habits will improve aside time for relaxation, hobbies, and entertainment as well. This weekly schedule may not solve all of your problems, but it will make you more aware of how you spend your time. Furthermore, it will enable you to plan your activities so that you have adequate time for both average ['a varida] work and play. intelligence (in telfdens). n. ability to learn and understand Find a good place to study. Choose one place for your study area. best; highest It may be a desk or a chair at home or in the school library, but it 题,数 necessarily ['nesisarili] ad inevitably should be comfortable, and it should not have distractions. When you kers not that has really happened, actual condition begin to work, you should be able to concentrate on the subject. 3. Skim before you read. This means looking over a passage quickly (学等) 遊戲 before you begin to read it more carefully. As you preview the mate-.s [las ib e] rial, you get some idea of the content and how it is organized. Later when you begin to read you will recognize less important material and elastemist in [lugbers liurbels] subsection you may skip some of these portions. Skimming helps double your reading speed and improves your comprehension as well. 4. Make good use of your time in class. Listening to what the teacher [it'setra] says in class means less work later. Sit where you can see and hear well. Take notes to help you remember what the teacher says. a. usual; ordinary. is [[emacn'] Ismuon Go over your notes as soon as you can after class. 5. Study regularly. Review important points mentioned in class as well as points you remain question and the points in your textbook. If you know

what the teacher will discuss the next day, skim and read that material too. This will help you understand the next class. If you review your notes and textbook regularly, the material will become more meaningful and you will remember it longer. Regular review leads to improved per-Perhaps you are an average student with average intelligence. You formance on tests.

6. Develop a good attitude about tests. The purpose of a test is to top student, This is not necessarily the show what you have learned about a subject. The world won't end if you better grades if you want to. Yes, even students of average intelligence don't pass a test, so don't worry excessively about a single test. Tests provide grades, but they also let you know what you need to spend .

There are other techniques that might help you with your studying. eating, sleeping, meetings, classes, etc. Then decide on good, regular Only a few have been mentioned here. You will probably discover many times for studying. Be sure to set aside enough time to complete your chers after you have tried these. Talk with your classmand the studying and work assignments. Of course, studying shouldn't normal reading and work assignments of course, studying shouldn't their study techniques. Share with them some of the techniques. occupy, all of the free time on the schedule. It's important to set have found to be helpful. Improving your study habits will improve aside time for relaxation, hobbies, and entertainment as well. This your grades. weekly schedule may not solve all of your problems, but it will make

you more aware of how you spend you brow went urthermore, it will enable

you to plan your activities so that you have adequate time for both ordinary; usual (third s') average ['2 varid3] work and play intelligence [in'telidyens] n. ability to learn and understand 🔏 🔊 2. Find a good place to study. Choose one place for your study area. best; highest It may be a desk or a chair at home or in the school library but it sarily ['nesisrili] ad. inevitably you get to should not have distractions. When you should be what has really happened, actual condition [keis] n. what has really happened, actual condition case began to work, you should be able to concentrate on the subject.

[preid] n. the mark given to a pupil for his work in school grade 3. Skim before you read. This means looking over a passage quickly

before you begin to read it more carefully. As you preview the mateadditional [a'disanl]

rial, you get some idea of the content and how it is orga a. done or happening every week

when you begin to read you will recognize less important material and when you may skip some of these portions. Skimming helps double your readschedule

[t(a:t] n. big drawing or map to give information and improves your comprehension as well.

指定……用于 [ka'mit] vt. commit stening to what the teacher

(Latin, shortened form for et cetera) [it'setra] ad. says in class means less work later. Sit where you can see and hear says meal. Take notes to help ou remember what the teacher says.

4. Make good use of your t

a. usual; ordinary

over your notes as soon as you can after class.

assignment [a'sainmant] n. sth. given out as a task Review important points mentioned in class as well as points you remain confused about. Read about these points in your textbook. If you know

```
vrelaxation [ ri:læk'sei[ n] n. (sth. done for) rest and amusement
                              what one likes to do in one's free time
                     n.
hobby
            ['hobi]
entertainment [ enta tellment] n. show, party, etc. that people enjoy
             A cow (sth.); know (what is happening).
                                                                 Idok ověř
solve [solv] vt.
                              find the answer to (a problem)
furthermore ['fa:3a'ma:]
                                 moreover; in addition 而且;此外
                           ad.
enable [i'neibl]
                             to make (sb.) able (to do sth.)
                  vt.
activity [ &k'tiviti] n. sth. (to be) done % to good at test and . .
                            as much as one needs; enough for at aid? .2
adequate ['& dikwit]
                        a.
     But this is not inevitably true (the actual state of states).

Other examples: if the actual state of states).
distraction [dis trak()n] n. sth. that draws away the mind or
                  -- Is it true that Mary is leaving tomornow morning?
concentrate (on or upon) ['konsantreit] s vi. pay close attention (to)
subject ['sabdjikt] n. sth. (to be) studied, talked or written about
skim deskimb with stangeread quickly to get the main ideas of
passage ['pasid;] n. part of a book, story, speech, etc.
preview ['pri:'vju:] vt. have a general view of sth. beforehand
         ['kantent] n. what is written in a book
organize | ['s:qanaiz] wto form into a wholem # w viras very gu got up of
skip
          [skip]
                  vt.
                           pass over
                           part; share a yours
portion
          ['po:(an]
         ['dabl]
double
                       v.
                           make or become twice as great or as many
                                     ability to understand
comprehension [ kampri'hen[an] n.
mention [men of men of vt. speak or write about sth. in a few words groups and the sentence stress of write about sth.
emain | ri'me:
         'Plan your 'time 'carefully.' Make a list of your 'weekly
confused a [kon'fju:zd] a. atroubled in mind a king has har \ and T'
   'mitted 'time / such as cating sleeping (sleeping sleeping et'c.// 'Then / de'cide the sleeping times for studying // Be
develop ' [di velap] vt. acquire gradually to bis's jes' of exus'
'set a'side 'time / for rela'xation, / 'imimiesn / an[seq:eq'lairesoqruq
as 'well // This 'weekly 'schedule' / nay 'not 'lliwil' weekly 'schedule' / ad. to ware of 'lliwil' wake you 'more a ware of 'now you spend your
permanents [ parmanent ] a a ov lasting for a long time; never changing
technique [tek'ni:k] n. way of doing sth.
```

relaxation [ri:1 Ek sei snoises & Expressions | ist and amusement

write in what one likes to do in one's free no spiseb .n [iden'] yddon set maside on that save for a special purpose with the last passes that be aware (of) know (sth.); know (what is happening) examine (quickly) look over (meldorque) of lewens and bnil go over

furthermore ['Is:38'ma:] ad. moreover; in addition 松起:起路

to ma aston.) abla (to do sth.)

1. This text is adapted from Lado English Series, Book 6.

2. This is not necessarily the case, however. . s [jiwkib 51] staupens But this is not inevitably true (the actual state of affairs). Other examples:

He thought he had found the right answer, but that was not the case. In -- Is it true that Mary is leaving tomorrow morning?
-- No, that's not the case.

3. Fillion committed time such as eating and 1 ((nogu to no) "Committed time" is the time during which a person feels it necessary to do certain things.

4. ... plan your activities so that you have adequate time for both

work and play.

"So that" is used here to introduce an adverbial clause of preview ['pri:'vju:] vt. have a general view of sth. beforeha-scoqruq Other examples: Prof. Smith spoke slowly at first so that we could follow him easily. I got up very early this morning so that I could catch the first bus to town.

Dass over tell

Study & Practice

double [dab1] make or become twice as great or as many

J#

portion ('por(anl.

Reading Aloud comprehension (,kampri'hen(an) n. ability to understain

Read the following paragraph, paying special attention to sense groups and the sentence stress :

'Plan your 'time 'carefully. 7/ 'Make a 'list of your 'weekly 'tasks. # 'Then / 'make a 'schedule or 'chart of your 'time. / Fill 'in com-'mitted 'time / such as 'eating, / 'sleeping, / 'meetings / 'classes, et'c.// 'Then / de'cide on 'good, / 'regular 'times for 'studying.// Be 'sure to 'set a'side e'nough 'time / to com'plete your 'normal 'read-vab ing / and 'work as'signments.// Of 'course, / 'studying 'shouldn't 'occupy 'all of the 'free 'time / on the 'schedule.// It's im'portant / to 'set a'side 'time / for rela'xation, / 'hobbies, / and enter'tainment uq as 'well.// 'This 'weekly 'schedule / may 'not 'solve 'all of your 'problems, / but it will 'make you 'more a'ware of 'how you 'spend your 'time. Had Further more, points will e nable your to 'plan your ac'tivities / so that you have 'adequate 'time / for 'both 'work and 'play lost

Comprehension of the Text

Answer the following questions:

	요즘 이 사용의 사용은 그들의 내용에서 보이라고 되었다. 얼마나는 아이를 모든 것이 되어 먹어 먹었다.
	Do you think an average student will never become a top student?
	Why is it important to plan your time carefully?
3.	Do your spend all your free time studying? If not, what other things
	do you do in your spare time?
4.	Where do you usually study in the evening? In your bedroom, in your classroom or singthe 'library? Why? thouse as at pairoellon-quark of
	What does skimming mean? Why is it important?
э,	Can you say something about it from your own experience?
6	How can you make good use of your time in class?
	Do you think it helpful to take notes while listening to your
	"MOTHO HEAT D SIGHA SITE MOTT CHEEN MADE WASHING ASSAULT TO SELECT THE PROPERTY OF THE PROPERT
8.	Do you think it necessary to write down everything that the teacher
	says? What kind of information do you write down?
9.	What should you do after class? Why is it important to review your
	lessons regularly22225 300m- npi225
10.	What is the purpose of a test?
11.	Which of the six suggestions in the text do you find the most
	helpful for you? Give your reasons. bnedergmoo
12.	Have you any other suggestions to offer to your classmates?
	1. agree 2. announce 3. combine 4. complete
Voca	5. gonnect 6. consider 7. continue 8. dec yaslud
I.	Choose the definition from Column B that best matches each under-
18	lined word or phrase in Column A: . sparmoons . Al volume . &1
	17. examine 18. expect 19; improve 20. recognize
	21: manage 22. Move 23. organize A. produce
1.	an average student jesta. go over again bla 35 1991019 35
	set aside enough time & b. talked about 1000 .08
	occupy all of your free men. enough abrow entwolled ent yours .II
36	time
4.	hobby d. lasting a long time
5.	mentioned in class e. parts annot serve
6.	make your new knowledge f. an activity or interest pursued
	permanent sasisass outside of one's regular work
7.	skim before you read g. ordinary nortibbs bbs
8.	have adequate time for h. put by for a special purpose
Vi.	work
9.	skip some of these i. take up
	portions peaning mean near near
10.	review important points j. look over quickly
II.	Fill in the blanks with the words or expressions given below.
	Change the forms if necessary: doid villidadoid
	1 Care (v) care (n) carelesseed dearent dearent (v) care
	develop concentrate on hobby go over fill in
	solve enable aware confuse lead to
1	This new technique will and them to double their production.
	If you try to learn too many things at a time, you may get +6 confi
	It was several minutes before I became so of what was hap-
	peningbinotherclassroom! J'nblow on
	Too much discussion will annie on the confusion. It s too st of d
	He made a careful study of the problem and it within two
*	7) Spend more time on your work. You did your homework very .ayab
6.	She has the good habit of taking notes while reading.

7.		
7.	1. Do you think an average student will never become a top student	
-	can't what I'm doing because it's so noisy here! at your S	8,11
Spin	ould you please on it your name, address and telephone number .	-
	do you do in your spare time?	
9,00	ne; moorpthe plans again and discovered three mistakes of energy .	
10.	tamp-collecting is an educational Types I've pursued it for many	
	5. What does skimming mean? Why is it important?	
	Can you say something about it from your own experience?	
	6. How can you make good use of your time in class? gnibling	3
I.	tudy the table and then form nouns from the verbs given below,	
	sing the suffixes -ment, -ation, -tion, -sion or -ion, Make	
190	sing the suffixes -ment, -ation, -tion, '-sion or -ion. Make hanges in the spelling where necessary.	5
20	9. What should yourson after claxiffus, is it impodist to review y	4
	assign -ment assignment per incessi	
	relax -ation at a relaxation at a self of the self of	
	1. Which of noisouboranist one noise text do souboranithe most	11
	comprehend sion signal comprehension signal	-
	Cas aconcentrate of the ion another concentration of years.	LI.
1.	gree 2. announce 3. combine 4. complete	-
5.	onnect 6. consider 7. continue 8. decide	2.4
9.	orm dose sell distract a millo divide mortiniil2. suggest	1.
13.	mploy 14. encourage 15 menjoy easing 16. mentertain	- 15
17.	xamine 18. expect 19. improve 20. recognize	
21.	anage 22. move 23. organize 24. produce	
25,	rotect 26. translate 19vo 27. treat 1990 28. act ove no	1
29.	magine 30. confuse de hallet de amit devona ablac de la	2
II.	tudy the following words. Then use them correctly in the sentences	
	tudy the following words. Then use them correctly in the sentences	
	hobby d. lasting a long time wole	3
	elow: Second	4 2
	Verbs Nouns Adjectives Adverbs benotited to make your new telegraph and the property of the pr	4 2
	Verbs Nouns Adjectives Adverbs benotinen de Carefully carefully carefully carefully carefully carefully carefully carefully carefully	4 2 6
	Verbs Nouns Adjectives Adverbs benefit of the careful carefully carefully carelessness careless add addition additional	6 5 4
	Verbs Nouns Adjectives Adverbs benotined carefully carefully carefully carefully additional use sound users a point and to the carefully users.	6 5 4
	Verbs Nouns Adjectives Adverbs benotined care under care to vitvito careful carefully carefully additional use addition additional useless	4 2 3
	Verbs Nouns Adjectives Adverbs young careful carefully carefully careless edd addition young additional use sound use of use of used a useless of used a use	4 2 3
	Verbs Nouns Adjectives Adverbs benotined care under the care to vivito careful carefully carefully carefully addition additional use addition when additional useless qui used meaning meaningful vivito careful some additional additional useless qui used meaning meaningful	8 4 6 5 4 8
	Verbs Nouns Adjectives Adverbs benotined careful scarefully carefully carefully carefully addition additional use addition used used meaning meaningful waited available and addition meaningful meaningless would be additional used meaningful meaningful meaningless	8 7 8 7 10
	Verbs Nouns Adjectives Adverbs benotined care under the care to vivit careful carefully carefully add addition visit additional use and use are to vivit careful carefully carefully carefully additional use soque use a solve useful useless used sead to mean meaning meaningful meaningless comfort of comfort are comfortable to comfortably it is a comfortable to comfortable to comfortably it is a comfortable to comfo	8 7 8 7 10
	Verbs Nouns Adjectives Adverbs benotined careful scarefully carefully carefully carefully addition additional use addition used used meaning meaningful waited available and addition meaningful meaningless would be additional used meaningful meaningful meaningless	8 7 8 7 10
	Verbs Nouns Adjectives Adverbs bending a carefully carefully.	8 7 8 7 10
1.	Verbs Nouns Adjectives Adverbs benotined care under the care to vivit careful carefully carefully add addition visit additional use and use are to vivit careful carefully carefully carefully additional use soque use a solve useful useless used sead to mean meaning meaningful meaningless comfort of comfort are comfortable to comfortably it is a comfortable to comfortable to comfortably it is a comfortable to comfo	8 7 8 7 10
1. *	Verbs Nouns Adjectives Adverbs benotined careful sections careful carefully carefully carefully carefully carefully carefully carefully carefully carefully carelessness of careless carelessly add addition additional use addition additional useless useless useless and used about a section and additional carefully carefully carefully carefully and additional useless and used as a section and additional useless and used as a section and additional useless and used as a section and additional useless and	8 7 8 7 10
1.	Verbs Nouns Adjectives Adverbs: benotined care und to care to vivito careful carefully carefully and addition additional use addition useless useless useless and meaning meaningful meaningless comfort of comfort and addition additional used and to end to	8 7 8 7 10
1.	Verbs Nouns Adjectives Adverbs benotined and the carefully carefully carefully carefully carefully addition additional use addition when additional useless qui used seed to work and the carefully useless and to email additional used to email additional used to email additional used to email additional useless and used to email additional used to email addition	1 6 5 4 5 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
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1.	Verbs Nouns Adjectives Adverbs benotinem care und is care to vivito careful carefully carefully remained addition additional use addition useless mean meaning meaningful comfortably ni ling probability probable as an are probably at probably and probably at probably a	3.2.1 11 10 9 87 65.4 5.4
1.	Verbs Nouns Adjectives Adverbs benotinem care und is care to vivito careful carefully carefully then sming additional useless mean meaning meaningful canditional vivituo probability probable as an area of the probability probable as an area of the probability probable as an area of the probably and probably and probably of probable as an area of the probable as a probably of probable as a probable as a probably of probable as a probably of probable as a probable as a probably of probable as a pr	3.2.1 11 10 9 87 65.4 5.4

2. add, addition, additional that
1) In to English, you'd better learn another foreign
2) Mother needs help in the kitchen on weekends when all of
Chinese and Japanese
3, use (v.) use (n.), useful, useless, used privorted zint .spangas
11.1) Prof. Wang tells us to make good 10 amo of our time in class.
2) My bicycle is broken; it is completely printed are yell
3) May I your English dictionary for an hour or two?
4) This is a very dictionary for beginners of Englishtsland T 5) It's much cheaper to buy a car than a new one.
1、读《数大福刊》(图 3多一卷 4年 200、9 年 100、9 年 100、3 200、
4. mean, meaning, meaningful, meaningless
1) Could you explain the of the title to me? 2) The more you read the poem, the more you will find it
3) As Lenin says, forgetting the past betrayal.
4) It's a waste of time doing such work.
5. comfort (v.), comfort (n.), comfortable, comfortably
1) You can sit very in this new car.
2) I tried to her; but what could I say?
3) Young men should not seek / and enjoyment and shirk
hardship.
4) Sit down, please, and make yourself
6. probability, probable, probably 1) If you go to the park early in the morning, you will find
the old artist taking a walk there. 2) In all he will go with you to the museum.
3) It is that the cost will be greater than we think.
Structure
Complete the following sentences, using so that, as well or as
as one can:
as one can: 1. I took an English book with me (")(AZJJW: -1). The property of the party of the
2. He posted the letter early in the morning (为的是证地下有限战争).
3. Would you speak a little louder (41 it 4 + 4 + 18 9)
4. We'd better get some milk, some bread, ()
5. He is a versatile writer. He writes poems, novels, (378)
6. Last year he visited Japan, Canada, (通有其图).
7. He plays basketball and football, (他还被读情味).
8. You should (人早给他们一个多点).
9. (请《快起这方台元》). I have to return it to the library tomorrow
10. When he left his parents he promised them that he would (3326
second sing to concentrate on the important details. Sometimes a third
reading is necessary - to check items that caused difficulty. scot
Many of you are studying English and you may be wondering why it
is so difficult to learn. It is actually not difficult to learn jeg of gnivit, beed the normal read the following text once, at your normal read the following text once is the sead the following text once is the sead the following text once is the following text o

you know some basic facts the language and the culture
Perhaps the first thing you need know about English is that is made up of several other languages as French, German, Latin. Greek Anglo-Saxon. In addition, there are words
Spanish in English and many American Indian words and names; even some Chinese and Japanese have found their way the English
language. This borrowing of words lead other languages is v)
the key reasons 1 100 1 some of the difficulties that people meet with they are learning English com, it is considered by the difficulties that people meet with
3) May I your English dictionary for an hour or two?
4) This is a very dictionary for beginners of Englineita Translation one one one one one.
5) It's much cheaper to buy a tot beginners of Engineiral Research buy a total than a new one. 4. mean, meaning, meaningful, meaningless
2. 请一定 te wore you read the poem, the mox property of the mox you read the poem, the mox poem poem, the mox poem,
3. 不要为你的儿子过分担心,他已经大了,可以很好地逃淌自己了。
3) As Lenin says, forgetting the past Detrayal 7. 6.
4. 被得已计划好每月留出一些钱来以便明年好买辆旧车。
5. 如果体能充分利用对问。作品是全成为一个大大学的 soy (1
6. 略读不仅可以帮助你时将是阅读的东西有所了解还可以帮
助作该得快些,提高你的阅读理解力。essel down til (4
了:有些人以为男孩子比去孩子聪明。然而:事实未必知此。
8. 即便我们失败一百次 去也不会揭下老 只要我们不来去信
3) It is that the cost will be great 我们终, 实
Structure
Complete the following sencences, sing so that, as well or as
'Reading with understanding depends on the interplay of three 1 .1
factors: vocabulary, structure (grammar), and meaning; in other words, successful comprehension depends on one's actual command of the lan-
quage. But generally a good knowledge of reading techniques or skills
will not only make reading easier, but also help improve reading comprehension to a certain extent.
THE SECOND STRUCK TO BE SECOND TO SECOND STRUCK STR
7. He plays basketbal and look Reading Skill I. 8. You should (
9. (所作教徒是表情景) . I have to return it to the library temorrow

It is advisable to read a comprehension passage at least twice:
the first time, to obtain a global impression of the text, and then a
second time to concentrate on the important details. Sometimes a third
reading is necessary - to check items that caused difficulty.

First Reading removed was you may be wonder gnight of your Many of your man all to learn. It is actually not all liquid to learn. It is actually not Read the following text once, at your normal speed, trying to get

a good general idea of what the passage is about, and then do Exercise

A. according to the passage is about, and then do Exercise

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after they received a letter from the dean of studies. "We are happy to announce that we have started a remedial reading class for college freshmen and strongly advise that your daughter

class for college freshmen and strongly advise that your daughter laura participate in it. If she doesn't, it is our opinion that Laura will not be able to keep up with her studies. The cost will be \$250.

will not be able to keep up with her studies. The cost will be \$250. " Timken read the letter. "I thought Laura could read," he said to his wife.

4: What is the first letter about? What advice did the dear of the So. In think the problem is she can read, but she does not understand what she reads."

"What did they teach her in public school and high school?"

"I have no idea, but if the college says she needs remedial reading we'd better see that she gets it or \$7,000 will be thrown away."

A few days later they got another letter from the dean.

The English Department has informed us that your daughter Laura cannot write. They have suggested that she enroll in the remedial writing class. We started it two years ago when we discovered this was a common problem for most college students. If you agree that Laura should get this special help, please send a check for \$250.

Timken was angry now.

"How did she get sin college of she dan't write resq end beer woll

Mrs. Timken was much more optimistic about it. baura can write. Inst. She just can't write complete sentences. I mai ton are now brown a si erent

"She went to school for 12 years and she can't write a sentence?" Timken said, "They made an illiterate out of my daughter!" 15 935

"Oh, I believe that's a bit strong. I'm sure, anyway, the college can help her learn to write. After all, it is an institution of higher learning."

"So now we have to pay \$250 for something they should have taught her in grammar school?"

"Don't you remember what the principal said years ago? It was the school's responsibility to make good citizens out of the students, and the parents' responsibility to teach the children to read and write. It seems that we're the ones who failed." The seems that we're the ones who failed.

Timken sent in the check, and was not surprised to find another letter waiting for him a week later; show years saw been bed years of

It read: "We have found that no one in the freshman class can add, multiply, subtract or divide simple sums? We feel it is urgent that this deficiency be corrected early in a student's college career. Therefore, we are setting up a special remedial arithmetic course. The fee will be \$250. If you do not want your daughter to take this course we cannot guarantee she will graduate."

Once again Timken flew into a rage. "I thought Laura got A's in d

Mrs. Timken said, "That was conceptional math. She never could add or subtract. Don't you remember when you complained once about it and Laura's teacher told you, 'She can always learn to add and subtract when she gets to college.'?"

— Art Buchward.

19-11