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Contemporary
Business English An Integrated Course

当代商务英语

综合教程 1

练习与测试



华东师范大学出版社

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高职高专“十一五”规划教材

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编者说明

《当代商务英语综合教程》第一至四册为基础阶段精读教材,供高职高专商务英语专业或应用英语专业学生使用,也可供程度相当的自学者使用。

英语语言基础在商务英语教学中的重要地位和作用是显而易见的。在经济全球化浪潮的冲击下,各种涉外工作对外语人才特别是商务英语人才的要求越来越高。这也对教学和教材编写提出了更高的要求。由于高职高专商务英语教学研究起步较晚等多方面原因,出现了相关教材跟不上形势的情况,甚至出现用《大学英语》代替“商务英语综合”或“精读”教学的极端个案。针对这些状况,我们编写本系列教材,希望能对解决这些问题做出我们微薄的贡献。

本教程以高等职业技术学院、独立本科院校商务英语专业学生入学水平的中等程度为起点,即在学习本教程之前,学生已掌握基本的英语语音和语法知识,能认知1900个左右的英语单词(掌握其中1200个),并在听、说、读、写等方面受过初步训练。在学完本教程后,力争做到:中上等水平的学生在英语语言知识和语言的实际运用能力方面,可以达到商务英语中高级、高等学校英语专业第四级结束时的水平,能够从事一般商务英语工作;中等水平的学生能够达到商务英语中级、大学英语六级水平,能够从事使用英语的相关商务工作。

本教程的编写指导思想是全面打好学生英语基础,以课文为中心,由浅入深,循序渐进,进行语音、语法、词汇等基础知识的综合教学;对学生的听、说、读、写、译等基本技能进行全面的训练,培养学生准确运用所学知识进行语言交际的能力。

教材的质量关系到国家人才的培养。为了编写出高质量的教材,本教程编写者怀着强烈的质量意识,踏踏实实、一丝不苟地工作,在整体编写中遵循如下理念:

丰富而实用的选材。精读教材课文的核心地位为英语教学者所公认,因此我们在选材上付出的努力最多。本教程的所有课文力求内容丰富,题材各异,主题贴近生活与商务实际,视角触及面广,关注实用性。实用性体现在既选取语言优美的范文,又选取与商务相关的可读性强的短文。此外,选材的真实性是我们对实用性最好的注解之一。本教程充分利用了国外教材和相关读物以及互联网的丰富资源,其中相当部分数据、图表、商务文件、信函、产品说明书、广告、公告、通知及案例等均来自一些企业、公司或网络,并配有相当数量的练习或交际任务,旨在努力创造条件为学生提供真实的语言输入和输出机会,使学生真切地掌握相应的英语语言基础知识,熟悉商务实践的技能、策略以及相关的现实商务活动的真实场景,从而可以使学生真切地掌握相应的英语及商务实践的技能。

精心而系统的练习。练习设计的重要性不亚于课文。丰富多样的练习活动能体现各种技能训练的要求,可为学生提供更多提高听、说、读、写、译等各项技能的机会,极大地增强学生学习语言的兴趣。本教程特别突出对学生语言交际能力的培养,强调教学过程中的互动性,为学生提供了诸多在现实生活中灵活运用英语语言的场合、情景及任务等,以期达到学以致用、学以致用的教学目的。

结构清晰、易于教学。教程形式活泼多样,与众不同,图文并茂,互动性强。每册教材的侧重点不同,但注意系统性和独立性的有机结合。本系列教程可成套使用,亦可根据使用者的实际情况选择使用;既适合高职商务英语专业的学生,也适用于对商务活动感兴趣的人士。

教材编写中我们还考虑了高职商务英语教学的特点,注意教材与高职教学多方面的需要相适应,考虑两个兼顾问题。一是实用与考试兼顾。本系列教程从选材内容到训练内容都从实用角度出发,选材内容与学生生活及社会生活息息相关;训练过程侧重学生听、说、读、写、译实用技能的培养。各册的语法、词汇、写作训练紧贴现行相关语言考试的要求,有助于学生在提高英语实际交际能力的同时,能顺利地通过大学四、六级英语考试、英语等级考试、英语专业四级等相关语言类考试。二是认知水平、系统性与可读性兼顾。在选材时,我们特别注重科学性与可读性的关系,既不失其科学的严谨性,又要考虑到学生学习心理方面的要求,力求将商务知识用浅显易懂的方式表现出来,使教材的内容具有可读性,教师愿意教,学生愿意学。

此外,与本综合教程配套使用的还有听说教程(1—4)和阅读教程(1—2)。商务英语实践性较强的听说训练均放在听说教材中;听说教程的主题与剑桥商务英语证书(BEC)以及全国商务英语认证考试紧密衔接,有助于学习者通过这些考试。商务英语阅读技能培养与实用文体阅读技巧训练这部分主要放在阅读(泛读)教材中:通过对一些商务上的数据、图表、案例、商务文书等应用性极强的材料进行全面的阅读训练,能增强学生的商务阅读能力,以适应日后所从事的各种商务实践活动。

本教程共分4册,即每学期一册。第一、二册在学生原有基础上,系统安排语音、语法等基础语言知识,其内容主要参考《高等学校英语专业基础阶段教学大纲》所列项目;第三、四册在巩固基本功的基础上,进一步加强语言实际运用能力的培养。每课授课时间可根据教学对象的水平和专业课程总体安排等情况,由教师酌定。每课内容构成如下:

- 精读课文(课文、注释、生词表、课文理解练习、与课文相关的口语活动)
- 课文练习(词汇练习、与课文相关的语法练习,本部分另见练习与测试 workbook)
- 语言在用(听力、语法练习、商务英语综合练习)
- 职业技能(第二至四册)
- 商务文体阅读课文

各部分的编写思路和使用中应注意的问题,分别说明如下:

1. Text A 精读课文

(1) 鉴于学生入学水平不同,我们对课文的起点难度作了适当控制。为便于学生朗读与背诵,课文长度第一册每课一般为 400—600 字;第二册每课一般为 500—800 字;第三册每课一般为 700—1 000 字;第四册每课一般为 900—1 400 字。课文的题材内容,第一、二册以英语国家日常生活、商务活动、社会情况、百科知识、文学故事等题材为主;第三册以后,适当增加经济、科技、政治、文化等方面的内容。文体类型包括小说、散文、小品文、戏剧、传记等多种体裁,其中以叙事体为主。

(2) 每课课文后列有该课生词表,每册后列有该册总词汇表。第一册后附有学生在学习本教程前应掌握的 1 200 个词汇及应认知的 740 个词汇,这些词汇所列出的含义一般不再视为生词。第一、二册全部生词采用英文、中文注释,均标注音标(少数符合读音规则的单音节生词,不标注音标);第三册开始逐渐减少中文释义。生词的中文释义力求先交代原意,再注出该词在本课中的准确含义。每册均保留 4—6 个学生虽已见过但是意义或用法却是新的生词由学生自己查找工具书(使用英英词典),以培养学生自学习惯和独立工作的能力。课文中出现的常用搭配和习惯用法,一般单列成项,并加以注释。

(3) 课文注释与理解。第一部分为课文注释,第二部分为课文理解检查题。课文注释内容包括作者简介和文章出处以及语言难点和有关背景知识。课文理解检查题主要是多项选择题,供学生预习时参考,教师讲课时可据此对学生预习情况进行检查。

(4) 口语实践练习。包括两个方面:一是就课文内容相互问答和围绕课文进行简单对话或专题讨论;二是在课文题材范围内模拟交际活动。

2. Additional Tasks 课文练习

(1) 词汇练习。首先是借助构词法,大力扩充词汇。其次是通过介词搭配、习惯用语、短语动词、动词用法模式、同义词、一词多义等操练,打下扎实的语言基础。特别地,我们还强调掌握构成短语能力强的基本动词(phrasal verb)的使用,如 take, make, do 等动词的用法。

(2) 与课文结合的语法练习。本部分练习与课文密切关联,狠狠抓住中国学生的弱项进行操练(如从句、不定式、分词、动名词、介词短语的句法作用;句子的连接;主谓一致等等)。语法项目参考《高等学校英语专业基础阶段英语教学大纲》规定的内容,逐步安排到第二册为止,每课安排一至两个重点。

(3) 翻译练习。含汉译英与英译汉两种形式,目的是提升学生对语言的掌握和运用能力,注重活学活用,逐步增强学生的翻译技能。

(4) 写作练习。写作实践第一册以组句、造句为主,掌握最常用的 60 多个句型;第二册以段落拓展为主,掌握围绕主题句写作和常用的衔接技巧(表达因果关系、进行比较、学会起承转合等等);第三至四册以创造性写作和实用商务文体写作为主,熟悉各种写作技巧及方法(了解基本的修辞方法)。重视写作训练是本教程的重要特色之一。

3. Language in Use 语言在用

(1) 听力部分。语音:在系统整理、巩固、加深已学语音知识的基础上,着重训练学生在语流中运用语音语调知识和朗读技巧。第一册前几课集中复习英语发音和读音规则;后几课则集中回顾语调和朗读技巧训练。语感:第二、三、四册主要是通过朗读或背诵名

篇名段,进一步提高学生在语流中运用语音知识和朗读技巧的能力。这一部分也充分体现了我们重视文化内涵和人文价值的思路,希望通过潜移默化的影响来培养和提升学生高尚的情操。

(2) 语法部分。这部分的语法着重于帮助学生了解并巩固在商务语境下的语言表达,它与课文练习中的语法难点练习各有侧重。本部分采用教学语法的思路,以篇章为主,每课只出现语法练习,不出现讲解。有关讲解条目统一编为语法参考,放在书末。

(3) (商务)语言综合练习部分。本部分是在语篇层次上的综合练习,是教材中最有特色的亮点。所选的小文章短小精悍,材料新颖,体裁各异,语言地道,趣味性强;相当一部分材料具有强烈的时代气息和前瞻性,练习形式活泼多样。

4. Career Skills 职业技能

职业技能板块从第二册起开始出现,涵盖了商务场合中表达和沟通的各种基本职业技能训练。

5. Text B 商务文体阅读

本部分商务阅读选文注重难度适合,文章主要选取国外同类教材、商务报刊及与商务报道相关的短文,以叙事性和描述性文体为主。第一册主要选择商业故事,主题以商务知识入门为主。第二至四册,以商务英语活动的核心主题为主线,涵盖商务语境的各个重要方面,涉及工作所需要的多个学科的知识,如:国际贸易,涉外会计,市场营销,证券投资,电子商务、经济、金融、企业管理、商业文化、信息技术、旅游等。

为了方便教师使用,本教程配备了较为详尽的教师用书。每单元的教师用书由两部分组成:第一部分是 Text explanations,该部分按课文内容的顺序把课文分为若干部分,每一部分包括 Analysis 和 Language work,为教师提供了进入课文教学时引导性的问题、讲解词汇时所需要的例句;第二部分是 Key to exercises,在必要之处我们对所给答案作了简单的解释。我们的意图是把教师用书变成一本十分实用、使用方便的教学参考书。

本教程第一至四册的主编分别为上海工商外国语(职业)学院的陈明娟副教授、上海金融学院的吴慧副教授、上海理工大学的吕乐副教授和上海立信会计学院的陈雪翎教授。青岛职业技术学院的李永生教授负责编写第一至二册“语言在用”部分的语法练习。美籍商务英语教学专家 John Parker 审定教程所有英文部分。参加本教程第一册编写工作的有陈明娟、祝慧敏、尤佳、李冠群、王爱花、崔立棠、谢丽彬、张晶晶、李恒平、李永生、周婧、孙培军、朱晓云、苗慧等老师。

本教程在编写过程中得到常玉田教授(对外经济贸易大学)、邹为诚教授(华东师范大学)、陈洁教授(上海对外贸易学院商务英语学院)、王大伟教授(上海海事大学)、张武保副教授(广东外语外贸大学商务英语学院)、井升华教授(商务英语专家)等多位英语界和商务英语教学界专家的支持,在此一并对他们表示衷心的感谢。

何兆熊

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目 录

	Unit 1	
Text A	How to Get Straight A's	1
	Unit 2	
Text A	A Brand-new Pair of Shoes	8
	Unit 3	
Text A	The Making of a Success Story	14
	Unit 4	
Text A	The Top Five Inventions That Shrunk the World	21
	Unit 5	
Text A	Beauty and Love	28
	Unit 6	
Text A	If Only	34
	Unit 7	
Text A	A Good Heart to Lean on	41
	Unit 8	
Text A	Pets — A Part of American Family	48
	Unit 9	
Text A	Doing Well by Doing Good	55
	Unit 10	
Text A	If I Were a Boy Again	62

Unit 11

Text A A Lesson Learned at Midnight 69

Unit 12

Text A Ask, Ask, Ask 76

Unit 13

Text A The Littlest Fire-fighter 83

Unit 14

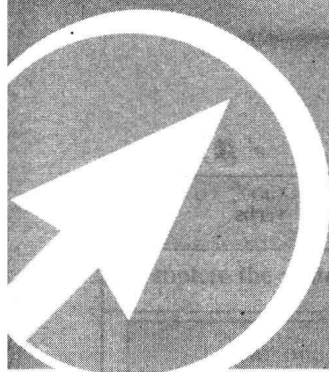
Text A The Daffodil Principle 90

Unit 15

Text A My Forever Valentine 97

Unit 16

Text A The Midnight Visitor 104



Text A

How to Get Straight A's

Vocabulary related to Text A

Additional Tasks

1. Word Formation.

1) Study how the words “wonderful” and “assignment” are formed. Find out the meanings of the suffixes “-ful” and “-ment” with the help of a dictionary. Fill in the first blank with the word stem and the second with the suffix.

wonderful: _____ + _____
assignment: _____ + _____

2) Fill out the table below, changing the given nouns or verbs into adjectives by adding the suffix “-ful”, and the adjectives into nouns or verbs by deleting the suffix.

Examples: harm (n.) + ful → harmful (a.)
helpful (a.) → help (v., n.)

nouns / verbs → adjectives		adjectives → nouns / verbs	
beauty		graceful	
care		hopeful	
cheer		faithful	
doubt		powerful	
plenty		shameful	
thought		skillful	

nouns / verbs → adjectives		adjectives → nouns / verbs	
cup		trustful	
arm		successful	
waste		soulful	
use		rightful	

3) Fill out the table below, changing the given verbs into nouns by adding the suffix “-ment”, and the nouns into verbs by deleting the suffix.

Examples: assign (v.) + ment → assignment (n.)

development (n.) → develop (v.)

verbs → nouns		nouns → verbs	
equip		management	
govern		movement	
improve		requirement	
install		settlement	
invest		payment	
judge		shipment	
refresh		statement	
develop		shipment	
announce		replacement	
argue		confinement	

4) Complete the sentences based on the Chinese given in the brackets.

- (1) How can she be so _____ (开心的) at six o'clock in the morning?
- (2) The award was made as an out-of-court _____ (和解) by the driver's insurance firm.
- (3) America is one of the world's most _____ (强大的) nations.
- (4) We asked the company for a discount for _____ (支付) by cash.
- (5) Coal is cheap and _____ (丰富的) in that country.
- (6) The _____ (管理层) were extremely cooperative in that private-owned corporation.
- (7) She was a tall girl, slender and _____ (优雅的).
- (8) The wealth generated allowed _____ (投资) to be made in many new industries.

- (9) It is _____ (未必会的) whether these plans have any lasting effect.
 (10) Your _____ (行动) and telephone conversations are recorded by the police.

2. Complete the sentences with the following expressions. Use the proper forms.

clear one's mind	pay attention to	keep up with	keep in mind
keep track of	do one's best	hum a tune	

- 1) The library has a new system for _____ all its books.
- 2) John was _____ to himself as he drove along the highway.
- 3) She tried very hard to _____ what he was saying at the meeting.
- 4) How do you _____ the latest styles in popular music? They change so quickly.
- 5) What made me so tired was that there were so many questions to be _____.
- 6) My uncle brought me up. He _____ for me, but he only had the money he earned as a taxi driver.
- 7) I want to _____ of everything that happened before the fire.

3. Restate the sentences, replacing the underlined parts with expressions from the text.

- 1) We'll set off an hour earlier to take into consideration delay or stops on the way.
- 2) If you stopped smoking and drinking, your health would improve.
- 3) I know his face, but I can't remember where I've met him before.
- 4) The plane for London is about to leave, and I've failed to bring my ticket.
- 5) I've been looking for a new job for ages, but nothing suitable has happened yet.
- 6) Make sure that you record in writing every word the speaker says.
- 7) You really must make a short informal visit some time and have dinner with us.
- 8) Jane's having trouble in remaining level with the rest of the class.
- 9) The air was full of the sound of children's laughter.
- 10) I don't think you've given attention to hearing a word I said!

4. Complete the sentences with the following verbal phrases in their proper forms.

talk about	talk against	talk around	talk back	talk down
talk of	talk into	talk out	talk over	talk up

- 1) You'll have to _____ a bit, we can't hear you with all this noise of traffic.
- 2) If your son goes on behaving like that, he could get himself _____ in the town.
- 3) I'd like to _____ that article you wrote about our company.
- 4) I must ask you to cease _____ me in their society.
- 5) I think the whole question has now been _____.
- 6) _____ Australia — have you ever been there in winter?
- 7) I was against going to America, but Jane eventually managed to _____ me _____.

- 8) Don't let yourself be _____ doing anything you don't want to do.
 9) The lawyer, armed with a briefcase full of facts and figures, had little difficulty in _____ his opponent.
 10) I don't like people who _____ me instead of with me.

5. Provide the verbs from the text that are followed by the nouns / noun phrases listed below, and then translate the Chinese into English.

- 1) to _____ these five easy steps (Para. 1)
 (1) 指导某人的行动 (2) 向……走去 (3) 加快步伐 (4) 听到脚步声
 (5) 步调一致 (6) 当心台阶 (7) 小心走路 (8) 采取措施
- 2) to _____ notes (Para. 2 & 3)
 (1) 整理笔记 (2) 对笔记 (3) 编写注释 (4) 记笔记
 (5) 拆开来信 (6) 封信
- 3) to _____ information (Para. 2)
 (1) 吸收知识 (2) 积累知识 (3) 将信息分类 (4) 搜集情报
 (5) 提供情报 (6) 获取信息 (7) 掌握信息 (8) 窃取情报

6. Examine the meanings and uses of "attend" and "pass" in the sentences below. List other possible ways of using these words.

Only attending class is not enough. (Para. 2) (to attend + n.)
 Don't talk with your friends or pass notes. (Para. 2) (to pass + n.)

- 1) She didn't attend to what I was saying.
- 2) Two nurses attended night and day on the dying patient.
- 3) They attend diligently to their work.
- 4) The wedding of John and Jane was largely attended.
- 5) Mr. Smith's illness was attended by weakness.
- 6) The time for action had already passed.
- 7) I can't pass an opinion on your work without seeing it.
- 8) Water passes from a liquid to a solid state when it freezes.
- 9) He passed the evening away looking at his collection of stamps.
- 10) His grandfather passed away peacefully last night.

Other possible uses of "attend" and "pass".

attend:

pass:

7. Translate the following into English, using the words and expressions given in the brackets.

- 1) 每天要去买东西真是个负担! (chore)
- 2) 你如果停止呼吸,很快就会失去知觉。(breathe)
- 3) 他将去印度为他的报纸完成某项任务。(assignment)
- 4) 他喝了一杯啤酒提提神。(refresh)
- 5) 我星期二不能出去,因为有个约会。(engagement)
- 6) 我理解这个概念,但对详细内容我没有把握。(concept)
- 7) 风在天黑后才会变强。(strengthen)
- 8) 因为这门课没有教科书,学生们只好把教授讲的逐一记录下来。(take notes)
- 9) 我想他今天是会来的,但我要打电话去问个明白。(make sure)
- 10) 他向父亲借这辆汽车,但是他父亲直截了当地拒绝了。(right away)

8. Fill in the missing words.

It's been three years since I opened my GCSE (General Certificate of Secondary Education) results but the headlines are still the same — "Exams get easier", "School leavers can't read, write or count."

So what are our parents thinking? In how many homes across UK will success turn to "failure"? How many parents will be left thinking their child is not as clever as they were?

Let's face it. No matter what your results are, you can't win — if you get the highest (1) _____ possible, your achievements are undermined because everyone believes exams are getting easier and if you just scrape through, everyone thinks you're stupid.

I only hope that parents remember how hard their children have worked and don't fall into the trap of believing that they (2) _____ failures.

Think of your child as one of the thousands of people (3) _____ run the London marathon every year. Just because they're not first over the finish line, they're (4) _____ all winners.

The point of having exams is to highlight the student's personal level of achievement and not every child is capable of (5) _____ with A or B grades, no matter how much "easier" exams have got.

Whatever headlines read, your child needs your support and congratulations. You're probably thinking "of course they will get my support and love" but no one is immune to what they (6) _____ in the news.

If your child comes to you with their results and you (7) _____ a twinge of disappointment, maybe it's because you had an unrealistic idea of how well your child could do, because you were hoping for too much. This kind of pressure will only make them feel bad about themselves.

I think parents see a child's results as a reflection of themselves, and young people see their results as a way to make parents proud.

So remember your child's GCSE exam results will not be the determining factor in whether your child succeeds in life, it's your reaction to them that will make all the difference.

1. Combine each pair of sentences following the model. Use the conjunctions in the brackets.**Model:**

The single most important practice to use, *when hoping* to achieve wonderful grades, is listening. (Para. 2)

Taking notes in class is important, but *if not done* correctly, it's more harmful than help. (Para. 3)

- 1) He was frightened. He managed to run. (although)
- 2) You got instructed. Do not leave the building. (unless)
- 3) She appeared at the door. She was given a warm welcome. (when)
- 4) The bird is taken good care of. The bird can live as long as five years. (if)
- 5) I read the newspaper. I was attracted by a colorful advertisement. (while)
- 6) The soldiers were surrounded. They were not discouraged. (though)
- 7) The book was published. The book caused a remarkable stir. (once)
- 8) I am invited. I won't go to the party. (even if)
- 9) I visited a foreign country. I sometimes found it difficult to make myself understood. (when)
- 10) You were left alone on a desert island. What would you do first? (if)

2. Improve the following sentences.

- 1) To smoke does a lot of harm to one's health.
- 2) Walk for 5 to 10 minutes after a meal is good for one's health.
- 3) Having read different kinds of books can enlarge your range of knowledge.
- 4) To stand in the rain for such a long time is no good.
- 5) To talk without any action is no use.

- 6) To paint wooden buildings helps to protect them from damage from weather.
- 7) Seen a lot of the world in one's youth is a good thing.
- 8) He sees so much in the war has made him more thoughtful.
- 9) You drink so much wine is not good for health.
- 10) Jack suddenly disappearing made them worried.

Sentence Writing related to Text A

Additional Tasks

Rearrange the words or phrases into correct sentences and translate them into Chinese.

- 1) should, late, I, coming to school, to my teacher, apologize for
- 2) the, Guangdong Province, located in, city, in which, lives, is, the South-east, of, he
- 3) you, I, graduated, the first person, in English, from university, talked with were, after, I
- 4) what, I, passed the examination, had, wanted, every student, that, is, to say
- 5) they, by bike, drove, as, the day before yesterday, they, the same way, had, come
- 6) contract sides, on this point, there is no reason, cannot, why, the, reach an agreement
- 7) we, the current situation, shall, have to, read, keep up with, the daily newspaper, to
- 8) this month, she, will, have, by the end of, received a letter, from Europe

Text A



A Brand-new Pair of Shoes

Vocabulary related to Text A

Additional Tasks

1. Word Formation.

- 1) Study how the words “repay” and “lovely” are formed. Find out the meanings of the prefix “re-” and suffix “-ly” with the help of a dictionary.

repay: _____ + _____

lovely: _____ + _____

- 2) Form new words by adding the prefix “re-” to the following words and then translate them into Chinese.

- | | |
|-------------|------------|
| (1) adjust | (2) appear |
| (3) arrange | (4) count |
| (5) do | (6) fill |
| (7) fund | (8) gain |
| (9) lay | (10) make |
| (11) marry | (12) build |
| (13) set | (14) play |
| (15) print | (16) unite |
| (17) write | (18) new |

- 3) Distinguish the underlined words ending with the suffix “-ly”.

Examples: They looked lovely on the girl's feet. (adjective)

... the rest of us have been treated more kindly, also. (adverb)

- (1) He was beaten so badly that his brother didn't recognize him.
 (2) “The cat threw up all over the carpet!” “Lovely!”