

高等学校英语专业三年制

# 综合英语 教程

曾肯干  
陈道芳 主编

  
外教社

上海外语教育出版社

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高等学校英语专业三年制

# 综合英语教程

An Integrated English Course

第二册

主编 陈道芳 曾肯干  
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何学文

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## 编者说明

- (一) 本教程的使用对象为高等学校英语专业三年制学生,也可供程度相当的英语函授学生或自学者使用。
- (二) 本教程以一般高等学校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,学生应已掌握基本的英语语音和语法知识,应能认知 1,600 个英语单词(掌握其中, 1,200 个),并在听、说、读、写等方面受过初步训练。在学完本教程后,学生应在英语语言知识和语言的实际运用能力方面达到略高于高等学校英语专业第四级结束时的水平,能从事一般英语工作。
- (三) 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,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、写四项基本技能进行全面的严格训练,培养学生对所学知识的准确理解与灵活表达的能力,要求在熟练掌握语言技能的同时,初步具备恰当运用所学语言进行交际的能力。

本教程从学生的实际水平与需要出发,力求思想健康、题材广泛、体裁多样、文字新颖、难度适当、安排合理,达到思想性、科学性、针对性三者的统一。

- (四) 本教程共分 6 册,即每学期一册。第一至四册,在学生原有基础上,系统安排语音、语法等基础语言知识,其内容以《高等学校英语专业基础阶段教学大纲》所列项目为依据;第五、六册在继续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。

在编写体例方面,教学内容具体安排为:第一册 15 课,第二至四册各 14 课,第五、六册各 12 课。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。每课内容由课文、生词表、学习指导、语音、语法及练习等部分组成。现将各部分的编写特点和使用中应注意的问题,分别说明如下:

### 1. 课文

- 1) 鉴于学生入学水平不同,对课文的起点难度作了适当控制。
- 2) 为便于学生朗读与背诵,课文长度第一、二册每课一般为 400—600 字;第三、四册每课 600—800 字;第五册以后,逐步放长到每课 1,000—1,400 字左右。
- 3) 课文的题材内容,第一、二册以英语国家日常生活、社会情况、百科知识、文学故事等题材为主;第三册以后,逐步增加政治、经济、科技等方面的内容。文体类型包括小说、散文、小品、戏剧、传记等多种体裁,其中以叙事体为主。

### 2. 生词表

- 1) 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,这些词汇不再视为生词。
- 2) 第一、二册全部生词均用中文注释,但少数符合读音规则的单音节生词,不注音标。第三册开始逐渐增加英文释义,并保留 10% 至 30% 的生词由学生自己查找,以培

养学生自学习惯和能力。第五、六册每课后不再列生词表。

- 3) 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。课文中出现的常用搭配和习惯用法,均单列成项,并加以注释。

### 3. 学习指导

- 1) 学习指导分为两个部分,第一部分为课文注释,第二部分为自学理解检查题。
- 2) 课文注释内容包括作者简介和文章出处,超出学生实际理解水平的语言难点和有关背景知识。第一、二册一律使用中文注释,第三册以后逐步增加英文注释比例,第五、六册全部用英文注释。
- 3) 自学理解检查题分为问答题与多项选择题两种,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。课文问答与多项选择题自第五册起列入练习部分。

### 4. 语音

- 1) 在系统整理、巩固、加深已学语音知识的基础上,着重训练在语流中运用语音语调知识和朗读技巧。
- 2) 第一册第一至六课集中复习英语发音和读音规则。第七课以后至第二册结束,在继续复习发音的同时,逐课安排语调和朗读技巧训练。每课配备语音练习 4—5 个,并附短诗一首。
- 3) 第三、四册主要是通过朗读或背诵课文,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。

### 5. 语法

- 1) 语法项目按《高等学校英语专业基础阶段英语教学大纲》规定的内容,逐步安排到第三册为止,每课安排一至两个重点。第四册以后,通过练习对重点项目进行巩固和加深。
- 2) 语法注解一律用中文,力求简练。所用术语,力求以《大纲》为依据。
- 3) 语法练习形式取决于不同项目,前三册每课配备练习 5—6 个(第一册第一至六课重点复习语音时例外)。其中三个配合本课重点,两个为不规则动词变化和传统的动词或介词等段落填空。第四册以后,保持一定综合性练习。

### 6. 词汇练习与口、笔语实践练习

- 1) 词汇练习力求结合当课出现的常用词汇与句型。当课词汇、短语填空、单句或段落汉译英与综合填空为每课固定项目。
- 2) 口语实践练习包括两个: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。为便于开展上述活动,适当选配了一些有关情景的口语材料。
- 3) 笔语实践每课一般安排两个项目。第一至二册以组句、组段、复述课文或(从第二册开始)书写各类便条为主,第三册以后转入写与课文题材相近的短文和各类书信。对短文的写作列有简明的指导提纲,对各类书信及应用文的写作则提供有关格式和用语。

(五) 本书的编写得到了中国人民解放军外国语学院教务部和英语系领导的大力支持。在编写中,胡斐佩教授提供了第一至四册部分语法练习,张朝宜教授和李经伟教授提供了第二、三册部分课文练习,李绍山教授提供了第四册部分课文练习。在试用中,有关教师提出了宝贵意见。特此致谢。

1999 年 1 月

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## Lesson 1

### TEXT

## PLAN YOUR WORK AND WORK YOUR PLAN

- 1 One of the wisest but most difficult rules of studying is to set a definite schedule and then follow it. This is difficult to do because there are often unexpected interruptions. Nevertheless, if you are really interested in studying well, try to follow the rule: Plan your work and work your plan.
- 2 There are enough hours in the day for fun and relaxation as well as for studying, but you may not get it all done unless you plan your time. If you do not have a time-table to keep you on schedule, you may waste your time. This means that your homework assignments will accumulate. The longer you wait, the more homework there will be. The more homework there is, the less you feel like starting it. Clearly it is not sensible to allow your homework to accumulate.
- 3 The kind of study schedule you plan will depend upon your class schedule, your school and social activities, and the time that you eat and sleep. The exact distribution of time is not important. What is important is that you make a schedule that is realistic, one that takes your other activities into consideration. Of even more importance, of course, is that you follow your schedule regularly.
- 4 Before you plan a time-table for studying, analyze your weekly class schedule. Count the number of class hours for each subject, and the number of hours that will be necessary to complete the outside assignments. Here are some important points to keep in mind:
- 5 1) For courses which depend largely on recitation (such as languages), plan a study period just before class. For example, in the evening before your English class, read the assignment, check your comprehension, and record any vocabulary you do not know. Then plan time just before class to review the reading and vocabulary. This kind of thorough preparation will give you confidence in class and increase your interest in the material.
- 6 2) For courses that depend largely on lectures, plan a study period immediately after the class. However, if there is an outside reading assignment, do the reading before the lecture. This will make the material more meaningful, and, because it will be familiar, you will be able to make better notes. Then immediately after the lecture, plan to revise your notes while the material is still fresh in your mind. This kind of review will also help when examination time comes.
- 7 3) Distribute your study hours rather than mass them all together. Experiments have

## Lesson One: Plan Your Work And Work Your Plan

shown that learning is more effective if you space your practice. For example, three separate one-hour study periods are better than three solid hours of uninterrupted study. It is also better not to study a single subject for more than several hours at a time. You begin to tire and it becomes difficult to concentrate. Plan a short break during each hour, and change the subject you are studying.

- 8 4) Do not expect to learn material during the last few days before an examination by cramming. Somewhere in your schedule allow time for a weekly review. During short, regularly spaced periods of review, you can refresh your memory and bring yourself up to date.
- 9 5) Most important of all: "Trade your time, don't steal it." Naturally there will be unexpected events which will interrupt the time you planned for study. When this happens, rearrange your schedule so that the time is substituted elsewhere and not completely lost.

## VOCABULARY

### New Words

definite	/ 'definit /	a.	明确的, 确切的
<u>schedule</u>	/ 'fedʒʊəl, 'skedʒʊəl /	n.	计划(表); 日程安排(表)
unexpected	/ ,ʌnik'spektid /	a.	没有料到的; 意外的
interruption	/ ,intə'rʌpʃən /	n.	中止; 打扰, 干扰
<u>nevertheless</u>	/ ,nevəðə'sles /	conj.	然而, 不过
interested	/ 'intristid /	a.	感兴趣的; 关心的
relaxation	/ ,rilæks'eɪʃən /	n.	放松; 休息; 消遣
<u>accumulate</u>	/ ə'kju:mjuleit /	vi.	堆积; 积累
sensible	/ 'sensəbl /	a.	明智的
activity	/ æktivəti /	n.	活动; [常作复数](某一领域的)特殊活动
exact	/ ig'zækt /	a.	精确的
<u>distribution</u>	/ ,distri'bju:ʃən /	n.	分发; 分配
realistic	/ ,riəl'istik /	a.	现实的; 实际可行的
consideration	/ kən'sidə'reɪʃən /	n.	考虑
regularly	/ 'regjʊləli /	ad.	定时地, 定期地
analyze	/ 'ænəlaɪz /	vt.	分析
weekly		a.	一周的; 每周的
count	/ kaunt /	v.	数; 计数
largely		ad.	大部分; 主要地
<u>recitation</u>	/ ,resɪ'teɪʃən /	n.	朗诵; 背诵(课文)
check	/ tʃek /	vt.	检查

## Lesson One: Plan Your Work And Work Your Plan

comprehension	/ˌkɒmpriˈhenʃən/	n.	理解
vocabulary	/vəʊˈkæbjʊləri/	n.	词汇
review	/riˈvjuː/	vt.	复习
thorough	/ˈθʌrə/	a.	彻底的;全面的
preparation	/ˌprepəˈreɪʃən/	n.	准备;预习
confidence	/ˈkɒnfɪdəns/	n.	信心;自信
however	/haʊˈevə/	conj.	然而,可是
meaningful	/ˈmiːnɪŋfʊl/	a.	有意义的,富有意义的
<u>revise</u>	/riˈvaɪz/	vt.	修订,修改
<u>distribute</u>	/dɪˈstrɪbjʊt/	vt.	分发;分配
experiment	/ɪkˈsperɪmənt/	n.	实验;试验
effective	/ɪˈfektɪv/	a.	有效的
separate	/ˈsepəreɪt/	a.	分开的,不连接的
<u>solid</u>	/ˈsɒlɪd/	a.	不停顿的,整整的
uninterrupted	/ˌʌnɪntəˈrʌptɪd/	a.	不中断的;连续不断的
single	/ˈsɪŋɡl/	a.	单一的,一个的
tire	/ˈtaɪə/	vi.	感到疲劳,感到累
<u>cram</u>	/kræm/	vi.	(为应付考试)死记硬背功课
space		vt.	分隔开
<u>refresh</u>	/rɪˈfreʃ/	vt.	使变得新鲜;使(记忆)犹新
memory	/ˈmeməri/	n.	记忆力;记忆
trade		vt.	互相交换;用……进行交换
naturally	/ˈnætʃərəli/	ad.	自然地,当然
interrupt	/ˌɪntəˈrʌpt/	vt.	打断;打扰
rearrange	/ˌriːəˈreɪndʒ/	vt.	重新调整
<u>substitute</u>	/ˈsʌbstɪtjuːt/	vt.	代替;调换
elsewhere	/ˌelsˈhweə/	ad.	在别处;到别处
completely	/kəmˈplɪtli/	ad.	完整地;完全地

### Useful Expressions

set / make a schedule	制定计划;安排日程
keep one on schedule	使某人按计划行事
feel like (doing sth.)	想要(做某事)
depend upon / on	依靠,依赖
take... into consideration	考虑到……
follow a / one's schedule	遵循计划,按某人的计划
be of (more) importance	具有(更大的)重要性
at a time	每次,一次
be fresh in mind	记忆犹新
refresh one's memory	加深某人的记忆

bring one up to date

使某人了解最新情况

## HELPS TO STUDY

### I. Notes to the text:

1. Plan Your Work and Work Your Plan  
work 作为及物动词,意思是 make work or function (使运转,开动)。如:  
Don't work yourself too hard.  
You can work the machine by pressing the button here.  
课文中 work your plan 的意思是 carry out or follow your plan.
2. The longer you wait, the more homework there will be.  
the more... the more / less... 是常见句型,意思是“越……越……”。例如:  
The harder you work, the better your English will be.  
The more Bill worked on the mathematic problem, the more confused he became.
3. Distribute your study hours rather than mass them all together.  
rather than 用于表示说话人的倾向,意思是“……而不是……”,通常用于平行结构中。如:  
My jacket is blue rather than yellow.  
You ought to finish your assignment now rather than leave it to the last minute.
4. Trade your time, don't steal it. 好好调配时间,不要乱挤时间。  
此处 trade your time 意思是 substitute your time elsewhere so as to make up for the lost time; 而 steal time 意思则为 use an interval of time for an unscheduled purpose。如:  
He managed to steal some time every day for tennis.

### II. Answer the following questions according to the text:

1. What is one of the most difficult rules of studying?
2. Why is it difficult?
3. What rule must we follow if we really want to study well?
4. Why must we plan our time in our studies? What will happen if we don't?
5. What is a realistic schedule?
6. What is even more important after we have made a study schedule?
7. How do you plan your time for different courses?
8. What is the desirable way of distributing your study hours?
9. Does cramming before an exam help you much? Why or why not?
10. What should we do if there are unexpected interruptions?

### III. Choose from the following answers the one that best completes the sentence:

1. "If you do not have a time-table to *keep you on schedule*, you may waste your time." The italicized part can be explained by \_\_\_\_\_.  
a) make you busy all the time

- b) allow you to keep the plan
  - c) keep you doing things on time
  - d) make you busy making a schedule
2. According to the author, when making a realistic schedule for study, a student must find time for \_\_\_\_\_.
- a) class hours only
  - b) outside assignments
  - c) sleeping and eating
  - d) social activities as well
3. "Then immediately after the lecture, plan to *revise your notes* while the material is still fresh in your mind." The italicized part can be best replaced by \_\_\_\_\_.
- a) read through and improve your notes
  - b) correct the mistakes in your notes
  - c) compare your notes with others'
  - d) study the notes again
4. "Somewhere in your schedule allow time for *a weekly review*." The italicized part may refer to \_\_\_\_\_.
- a) a magazine published once a week
  - b) a newspaper published once a week
  - c) a relaxation at the end of a week
  - d) a review of your lessons every week
5. The text is intended to teach us how to \_\_\_\_\_.
- a) distribute our study hours
  - b) study more effectively
  - c) deal with unexpected interruptions
  - d) analyze our weekly class schedule

## PHONETICS

### 辅音连缀

#### Consonant Clusters

在英语单词中,常有两个或两个以上的辅音连在一起,构成一个紧密结合的辅音群,即辅音连缀。如:

class / kl- /

banks / -ŋks /

辅音连缀主要发生在词尾和词首。朗读或说话时,前一个辅音要读得轻而短促,并尽快过渡到后一个辅音,切勿在两个辅音之间加入元音 / ə /。英语中常见的辅音连缀由两个或三个辅音构成,但也有四个、甚至更多辅音连缀在一起的。如:

texts / -ksts /

thousandths / -zndθz /

## Lesson One: Plan Your Work And Work Your Plan

另外,还有两种特殊的连缀现象:

1. 当爆破音/p/ /k/ /t/出现在 /s/之后时,这些爆破音则吐气不足或基本不吐气,切勿读成英语中相应的浊辅音 /b/ /g/ /d/。如:  
spell /spel/                      school /sku:l/                      instead /in'sted/
2. 辅音群 /tr/ /dr/ /ts/ /dz/的发音,由于受音的同化的影响,各自辅音特点已不明显,似乎形成单音,有的语音学家甚至将这四对音列入破擦音。

### Exercises

#### I. Recite the text with good pronunciation and intonation.

#### II. Read the following, paying attention to the consonant clusters:

act / exact / affect / product / films / next / texts / risks  
quick / quiz / question / quality / strength / depths / rhythm  
attempt / stopped / asked / stretched / cloths  
glimpse / collapse / interrupt / recitation / consideration  
twice / twin / twist / twinkle / between  
best manager / next Sunday / twelfth night / fifth floor  
page twenty / a strange dream / that's true / last week

#### III. Read the following words for practice of l-clusters:

play / place / plane / plan / plant / pleasure / please  
plenty / plastic / complete / reply / explain / explosion  
bless / blame / black / blank / bleed / blood / blue / blind  
blow / blond / blast / blouse / blazer / blossom / problem  
class / clean / clock / close / cloud / clip / club / climb  
clash / clue / clever / climate / cluster / clumsy  
glad / glass / glide / globe / glance / glare / glue / glitch  
glove / glow / gloomy / glory / glitter / glimpse / glossary  
fly / fleet / flip / flesh / flag / flaw / flow / flood / floor  
flash / flame / flock / flu / flirt / flight / float / flower  
sleep / slip / slim / slap / slave / sleeve / slide / slot / sly  
slush / slow / slice / slight / slender / slaughter / asleep

#### IV. Read the following sentences for a review of the falling tone:

1. One of the wisest but most difficult rules of studying is to set a definite schedule and then follow it.
2. This is difficult to do because there are often unexpected interruptions.
3. Clearly it is not sensible to allow your homework to accumulate.
4. What is important is that you make a schedule that is realistic.
5. Plan to revise your notes while the material is still fresh in your mind.
6. Distribute your study hours rather than mass them all together.

7. Trade your time, don't steal it.
8. There are enough hours in the day for fun and relaxation as well as for studying.
9. Do not expect to learn material during the last few days before an examination by cramming.
10. Experiments have shown that learning is more effective if you space your practice.

V. Read aloud the following:

Little Drops of Water

Little drops of water,  
Little grains of sand,  
Make the mighty ocean  
And the pleasant land.  
  
And the little moments,  
Little as they are,  
Make the history go  
Far and far.

GRAMMAR

动词不定式(一)

The Infinitive I

动词不定式是一种非谓语形式,由“不定式符号 to + 动词原形”构成。不定式短语由不定式和它的宾语或状语构成。

动词不定式及其短语在句子中可起名词作用,担任主语、表语、宾语或补足语;也可以起形容词或副词作用,担任定语或状语。

I. 作主语

*To see* is to believe.

*To talk with him* is a great pleasure.

*To get to Beijing by train* will take 14 hours.

不定式短语作主语时,往往放在谓语之后,用先行词 *it* 作语法主语。如:

It is a great pleasure *to talk with him*.

It will take 14 hours *to get to Beijing by train*.

II. 作表语或主语补足语

The report proved *to be true*.

Her duty is *to take good care of the sick*.

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### III. 作宾语

They want *to know the answer*.

She decided *not to try again*.

### IV. 作宾语补足语

The doctor advised him *to take a good rest*.

We saw him *go out of the building*.

He helped me (*to*) *lift the heavy box*.

注意:在 feel, have, hear, let, listen to, make, notice, see, watch 等动词后面做宾语补足语的不定式不带 to; 在 help 后面的不定式则既可带 to, 也可不带 to。

### V. 作定语

They didn't have a chance *to talk* last time.

Is there someone *to look after the children*?

He is always the first *to come* and the last *to leave*.

### VI. 作状语

He went to Shanghai *to attend a meeting*.

I will be very glad *to meet you again*.

He doesn't have enough time *to read the story*.

注意:

1. wh-word + 不定式可在句子中作主语、宾语或表语。如:

*When to start* remains undecided.

We didn't know *what to do next*.

The question is *who to play the role of Hamlet*.

2. 动词不定式的逻辑主语可以由介词 for 来引出。如:

It's quite necessary *for us* to get everything ready before the meeting.

There is a lot of work *for us* to do.

## Exercises

- I. Form adverbs by adding the suffix *-ly* to the following adjectives and pay attention to the changes in spelling:

real	full	sole	whole	fortunate
near	busy	new	happy	suitable
true	angry	shy	simple	frightful

- II. Replace the group of words in italics by an infinitive or an infinitive construction:

Example: It's important *that he should understand this*.

It's important *for him to understand this*.

1. It's better *that he should hear it from you*.



2. There was no bench *on which we could sit*.
3. He was the only one *who realized the danger*.
4. I will come again this evening *so that I may discuss it with you*.
5. You must learn *how you ought to behave yourself*.
6. *They believe that* he is an honest person. (He ...)
7. *It is said that* the film is a great success. (The film ...)
8. He is so inexperienced *that he cannot do that*.

**III. Insert to** where necessary before the infinitives in the brackets:

1. She was made (do) it all over again.
2. I let him (go) early as he wanted (meet) his uncle.
3. He will be able (swim) very soon.
4. I advised him (ask) the bus conductor (tell) him where (get) off.
5. She told me (try) (come) before the others.
6. They all worked hard in order (finish) their job in time.
7. He is expected (arrive) in a few days.
8. Before he let us (go), he made us (promise) (not tell) anyone what he had seen.
9. We hurried off so as (not miss) the plane.
10. That is far too heavy for one person (carry), let me (help) you.
11. I saw the driver (open) the car door and (throw) the box into the river.
12. The old woman watched Joseph (walk) down the street.

**IV. Fill in the blanks with an interrogative word:**

Harry: I don't know \_\_\_\_\_ to go for my holiday in June.

Brown: Have you decided \_\_\_\_\_ to do?

Harry: Well, I would like to go fishing, and I would like to go climbing, but I don't know \_\_\_\_\_ to choose.

Brown: Do you know \_\_\_\_\_ to climb rocks?

Harry: Not very well.

Brown: Why don't you ask a Travel Bureau \_\_\_\_\_ to find easy climbing and fishing?

Harry: I don't know \_\_\_\_\_ to ask.

Brown: I can tell you names of people who can tell you \_\_\_\_\_ to go and \_\_\_\_\_ to get there.

Harry: Thank you, Brown. That would be very useful. Have you decided \_\_\_\_\_ to start your holiday?

Brown: Yes, in May. And I'm going to travel with my wife and children.

Harry: Oh, that's a good idea!

**V. Give the comparatives and superlatives of the following adjectives and adverbs:**

thin	fast	fine	true	old	happy
good	bad	new	easy	early	pretty