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Unit 1

How to Improve Your Study Habits

背景知识 (Background Knowledge)

1. 普通智力 (Average Intelligence)

说一个人智力如何,是一种印象的、模糊的说法。所谓的 I.Q. 或智商测试,就是通过一系列问题测量一个人的智力水平,一般来说达到 80 ~ 100 为中等。正如《学习的革命》一书中所说:“这些方法在测试一定的能力方面起到了很好的作用,但是它们不能测试所有的能力。更糟的是,它们导致了智力是生来不变的观点。而智力不是固定不变的。”

2. 略读与扫读 (Skimming and Scanning)

Skimming 和 Scanning 是两种常见的阅读技巧。Skim 指快速排除次要内容而了解文章大意和中心思想的能力,读者感兴趣的是文章的要点,而不是细节及其它相关的内容,即略读就是寻找主要的原则。Scan 指尽可能地找出文章的特别信息,读者的目的不是全面理解文章,而是在短时间内找到所需信息或事实,即,扫读就是寻找具体的信息。

3. 影响学习效果的两个因素:学习方法和学习习惯

不同的人有不同的学习方法,不同的学习方法又适合不同的人。正如《学习的革命》一书所指出的:“有些人用一种方法会学得最好,有些人用另一种方法学得更好。有些人喜欢独自一个人阅读,其他人则在群体中会学得更好。有些人喜欢坐在椅子上学习,其他人则喜欢躺在床上或地板上学习。”

每个人都有一种偏爱的学习类型,有些人主要是视觉学习者:喜欢看照片或图表;有些人是听觉学习者:喜欢听;有些人则是触觉学习者:通过触觉学得更好;有些人是偏重印刷文字的:通过读书会轻易地学会东西;有些人是“群体相互影响”学习者:在与其他人相互影响时学得最好。确定自己的学习类型,发挥自己的特长,采用适合于自己的学习方法,才能提高学习效率。学习的方法因人而异,而学习的习惯尤为重要,学习习惯直接影响一个人的学习结果。良好的学习习惯会帮助你提高学习成绩。

语篇学习 (Discourse Studies)

I 课文概要 (Outline of the Text)

In this article the author tells us that even students of average intelligence can be top students without additional work if they improve their study habits. Then he puts forward some good suggestions for improving study habits. His suggestions include planning your time carefully, finding a good place to study, skimming before you read, making good use of your time in class, studying regularly and developing a good attitude about tests. The author concludes that improving your study habits will improve your grades.

II 语篇欣赏 (Discourse Appreciation)

面对类似于“怎样改进你的学习习惯”这类话题,如何才能避免平板、严肃、枯燥,把一个难于直观的事理阐述得清楚、明白而又易为读者接受?这是在写作事理说明类文章时常常会遇到的难题。仔细阅读分析《怎样改进你的学习习惯》这篇文章,会使我们受到不少启发,从而在写作这类文章时起到指导和借鉴的作用。

写作“怎样改进你的学习习惯”这一主题,似乎无从下笔,难以破题。但作者巧妙地从此类文章“提供方法,解决问题”这一目的出发精确定位,在第一段中指出:“Even students of average intelligence can be top students without additional work”,把本文阅读的对象定位于急欲成为优等生且智力一般的普通学生。由此入手,破题作文,使原本比较笼统的题目找到了一个明确的突破口,收到了驭繁就简的效果。

找到了下笔之处,并不意味着文章的成功。作者针对主题,采用分条罗列的说明方法逐条分析。这样一来,既使作者提供的方法条理清晰,便于分层深入论述,又使读者能够一目了然,易于理解和接受。在分条罗列的过程中,作者并非随意地排列,而是依据学习过程来分层,使每条建议之间都存在着内在的逻辑联系,层层相接,环环相扣。如果读者按照本文所提供的方法来改进自己的学习习惯,那么从时间的安排、学习的方法、课堂内外关系的处理到迎接考试,就构成了一个科学合理的有机体。结果会是:“You can receive better grades if you want to.”

主题确立了,结构、脉络清楚了,说明的内容也应相应地增强。事理性说明文必须做到言之有物,言之有理。作者在“分条”的基础上展开“缕析”,分层深入地阐述自己的主张与具体方法。阐述如下:

1. Plan your time carefully. (仔细安排你的时间)

Hows:

- (1) Make a list of your weekly tasks.
- (2) Make a schedule or chart of your time.
- (3) Filling in committed time.
- (4) Decide on good regular times for studying.
- (5) Set aside enough time to complete your normal reading and work assignments.
- (6) Set aside time for relaxation, hobbies and entertainment as well.

Effects:

- (1) Make you more aware of your time.
- (2) Enable you to plan your activities well.

2. Find a good place to study. (找一个合适的地方学习)

How:

Choose one place comfortable, without distractions.

Effect:

You are able to concentrate on the subject.

3. Skim before you read. (阅读之前先略读)

Hows:

- (1) Look over a passage quickly before you read.
- (2) Skip less important part.

Effects:

- (1) Skimming helps double your reading speed.
- (2) Skimming helps improve your comprehension.
4. Make good use of your time in class. (充分利用课堂上的时间)

Hows:

- (1) Listen to your teacher.
- (2) Sit where you can hear and see well.
- (3) Take notes.

Effects:

- (1) You'll do less work later.
- (2) You'll be helped to remember your teacher's words.

5. Study regularly. (学习要有规律)

Hows:

- (1) Go over notes soon after class.
- (2) Review important, confusable part.
- (3) Prepare next reading.

Effects:

- (1) The material will be more meaningful to you.
- (2) You'll remember the material longer.

6. Develop a good attitude about tests. (树立正确的考试观)

Hows:

- (1) You should be aware of the purpose of a test.
- (2) Don't worry too much about a single failure.

Effects:

- (1) A test will let you know what you need to spend more time studying.
- (2) It'll make your new knowledge permanent.

在分析阐述中,作者考虑问题全面周详,提供的方法具体可行,对问题的认识深入细致,为读者提供了一个实践意义与可操作性极强的具体方案。

除此之外,作者的文笔也极为活泼生动,使一篇严肃的说明性文字增添了几分生动性,特别是文章的开端:“Want to know how to improve your grades without having to spend more time studying? You can receive better grades if you want to,”引人入胜,能够紧紧抓住读者的好奇心,从而使其一读为快。文章的结尾:“Improving your study habits will improve your grades.”也显得平易、朴实,余意未尽,一语道破了改进学习习惯的重要性,使读者在阅读中增长了知识。

作者巧用第二人称“you”的手法来驾驭这篇说明性的文字,更使文章具有了可读性与感染力,仿佛面对读者,娓娓道来,加深了双方的理解和交流,也使文章的风格突破了传统事理说明文的樊篱,使读者更乐于接受,从而收到较好的说明效果。

本文为议论文(Argumentation)。根据内容可分为三部分。第一部分(Para. 1)是引言段(Introductory Paragraph),作者认为在不增加学习负担的情况下,即使中等智力水平的学生也能成为优等生。第二部分(Paras. 2~7)是课文的正文。作者提出了六条有助于提高学习效率的建议。第三部分(Para. 8)是结论性段落,作者断言改进学习习惯一定会提高成绩。

课文详解 (Detailed Study of the Text)

I 重点结构 (Key Structures)

1. **It's important to set aside time for relaxation, hobbies, and entertainment as well.** (Lines 11 ~ 12) 重要的是,给休息、业余爱好和娱乐活动留出一定的时间。

(1) [句型]: **It's important to do sth.** 在本句型中动词不定式用作主语,放在句尾,在主语的位置上用“it”起形式主语的作用。类似的结构有:

It's hard (good, easy, difficult, necessary, impossible, etc.) to do sth.

It's good not to behave like that. 不那样举止无理就好。

It's impossible for a beginner to get everything perfectly right. 一个初学者不可能把每样东西都掌握好。

(2) [句型]: **It's important that S V** 与上一个句型类似,只不过主语换成了 that 引导的主语从句。that 从句中要用虚拟语气“should(常省略)+动词”。我们可以用一个简洁的模式来表述这一句型的用法:

It's important that $\begin{cases} S + V \\ S + \text{not} + V \quad (S: \text{主语}; V: \text{谓语,下同}) \\ S + \text{be} + V\text{-ed} \end{cases}$

[说明]:不管从句中的主语是第几人称,单数还是复数,谓语动词都用原形(should 常省略);否定句 not + 动词原形;被动句 be + 过去分词。可以用于这一句型的形容词有:

necessary, vital, desirable, essential, advisable, urgent, desired, etc.

It's necessary that you be present at the discussion. 你有必要参加讨论。

It's desired that he not be late again. 希望他再不要迟到了。

(3) **as well** 和 **as well as** 的用法:

as well: also; too; in addition 也,还,同样 A and B as well A 还有 B

Tom likes playing football and basketball as well. 汤姆喜欢踢足球,也喜欢打篮球。

as well as: in addition to 和...一样;既...又 A as well as B A 和 B

as well as 起连词作用,联接相同结构的词或短语。

Lily as well as Mary was in mourning. (连接两词作主语)莉莉以及玛丽都在服丧。

John can speak Chinese as well as French. (连接两词作宾语)约翰不仅会说法语,还会说汉语。

The conflict spread everywhere, into villages, as well as into the cities. (连接两介短语作补语)斗争不仅在城市展开,而且在农村也展开了。

[注意]:如果 as well as 联接的两词或短语作主语的话,谓语动词与前一个主语在人称和数上保持一致。

Tom as well as two of his classmates was invited to the party. 汤姆以及他的两位同学一起被邀请参加晚会。

2. ..., **but it will make you more aware of how you spend your time.** (Lines 13 ~ 14) 但是它会使你比较清楚地了解你是怎样使用你的时间的。

(1) [句型]: **make sb. aware of...** 使……注意到;使……意识到;这是一个 SVOC 句型(主

一动一宾一宾补),形容词用作宾语补足语,说明宾语保持的状态或发生变化后的状态。可以用于本句型的动词有:find, like, get, turn, drive, keep, have, hold, make, etc.

I like my tea strong. 我喜欢喝浓茶。

The death of her husband drove her almost mad. 她丈夫的去世使她几乎发疯了。

(2) **be aware of/that...** 意识到;注意到

[说明]:be aware of + 名词或 wh-从句;be aware + that 从句

He is aware of his danger. 他意识到了他的危险。

The manager was aware of what had happened. 经理已经知道发生了什么事。

We are quite aware that there will be many difficulties. 我们很清楚我们将会有许多困难。

3. **“so that”** (Lines 14 ~ 15)

- (1) 在本文中“so that”引导了一个目的状语从句,相当于“in order that”,“为了”“以便”。从句中谓语动词一般和 may, can, should 等情态动词连用;有时也可由 would, will 等构成谓语(见[注意]中第一个例句)。

They gave their lives so that we might live a happy life. 他们牺牲生命是为了使我们过幸福生活。

We study well so that we can work better in the future. 我们好好学习是为了将来更好地工作。

从句若为否定结构,谓语多用 should 构成:

He looked down so that she should not see his eyes. 他低头往下看,好不让她看到自己的眼神。

- (2) “so that”还可以引导结果状语从句,“以致于”“使得”“因此”。结果状语从句中“so that”前常用逗号和主句分开,从句中谓语动词用过去时、现在时或完成时。

It was raining, so that we didn't go out. 当时正下雨,所以我们没有出去。

I got up early, so that I caught the train. 我早早起床,赶上了火车。

[注意]:“so that”目的状语从句中,有时可以省略“so”;而“so that”结果状语从句中可以省略“that”。

I shall put the book he wants here (so) that he will see it when he comes. (目的)我将他想要的书放这儿,以便他来时就会看到。

We worked hard, so (that) we fulfilled our task in time. (结果)我们努力工作,所以按时完成了任务。(结果)

4. **go over your notes as soon as you can after class.** (Line 29) 课后要及时复习笔记。

as...as one can 尽可能;尽力。as...as 的中间用 adj./adv. 的原级,第二个 as 后是一个省略的从句。

Come as soon as you can. 尽早来。

I hope you'll tell me about yourself as much as you can. 我希望你尽可能多地讲讲你自己的事。

II 语言要点 (Language Points)

1. **Want to know how to improve your grades without having to spend more time studying?**

- (1) **know** 不能直接跟 to do 作宾语,但是可以跟 wh- + to do 的形式作宾语。所以我们不

说

know to do sth. , 而说 know what/how to do sth. 。

Do you know what to do next? 你知道下一步做什么吗?

The students don't know how to deal with the situation. 学生们不知道如何来应付这种局面。

(2) **improve**: vi. become better

vt. make better

[用法]: 主语 + improve 改进; 改善

主语 + improve in 在...改进; 改善

主语 + improve sth. 改进...; 改善...

He has much improved since he went to school. 上学以来他进步了许多。

You are improving in English. 你的英语大有进步。

We'll do more exercises to improve our health. 我们要多加锻炼, 增进健康。

(3) [辨析]: **spend, cost, take** 这三个词都可以作“花费”解, 但搭配不同。

spend 的主语必须是人、机构, 宾语可以是时间、金钱、精力等。用法如下:

主语 (sb.) spend some time on sth. / (in) doing sth.

cost 表示花费时, 主要指花费金钱、劳动等, 主语是某一事物, 而不是人。用法如下:

主语 (sth.) cost sb. some money, It cost(s) sb. some time to do sth.

take 表示“花费”时, 指需要占用空间、时间或精力等, 主语常是一件事。用法如下:

It take(s)/took sb. some time to do sth.

Each person spent 200 yuan a month on food. 每个人一个月在伙食上要花 200 元钱。

The dictionary cost me 50 yuan. 这本辞典花了我 50 元钱。

It will cost you much money to travel by plane. 乘飞机旅游要花很多钱。

It took the workers half a year to build this classroom building. 工人们花了半年时间建这座教学楼。

2. **Sounds too good to be true?** 听起来好得难以相信?

(1) **sound**: vi. seem when heard 听起来, 表示感官的动词如: look, taste, smell, feel, sound 等均可作系动词, 但具有被动的意义。用法如下:

sound adj./n./like + n./as if S V

That sounds very reasonable. 听起来很有道理。

Your idea sounds like a good one. 你的主意听起来是个好主意。

It sounds as if there is a knock at the door. 听起来好像有人敲门。

[注意]: sound 后可以跟形容词表语, 但不能跟副词。

(2) **too...to do** 太……以致不能, 其动词不定式有否定意义。

[注意]: 它的变体意义: not/never too...to do 不太……所以能, 并非太……而不能做某事; all too 实在太; be only too glad [pleased] to 求之不得, 当然非常愿意; too...not to do 很……不会不

He is too old to do the job. 他太老了, 干不了这个工作。

I'm not too busy to come. 我不是忙得来不及了。

The holidays were all too short. 假期真是太短了。

I'm only too happy to be with you. 很高兴和你们在一起。

He is too smart not to see your point. 他很聪明,不会不明白你的意思。

3. **How to improve your study habits.** — How to make you develop good study habits. 怎样改进你的学习习惯。

[辨析]: **habit, custom, hobby**

habit 指某一动作因某人反复地做,习惯成自然。即个人不自觉地形成的习惯,可以是好习惯,也可以是坏习惯。

custom 是由于某一群人不断沿用而形成的社会风俗、习惯。

hobby 指有意识培养起来的个人爱好,业余爱好。一般是健康的、有益的。

the habit of smoking 吸烟的习惯

The students should form good habits of reading. 学生应养成良好的阅读习惯。

Chinese have the custom of eating moon cake on the Mid-autumn Festival. 中国人有中秋节吃月饼的习惯。

Stamp-collecting is his hobby. 集邮是他的业余爱好。

4. **You do well enough in school.** (Lines 1~2) — You study quite well in school. 你的学习成绩不错。

(1) **do well**: succeed in... 在比赛和考试中取得好成绩

He does well in the exam. 他这次考得很好。

(2) **enough**: adj. “充足的”“足够的”,作定语时可位于所修饰的名词前或后。

enough: adv. “够……”作状语时放在所修饰的形容词、副词或动词后面。

enough...to do... “足够……能”

We have enough time (或 time enough) to read the reference books. 我们有足够的时间阅读参考书。

This hall is big enough to hold a hundred people. 这大厅足可容纳 100 人。

5. **This is not necessarily the case, however.** (Line 3) — But this is not the fact. 然而,情况并非如此。

be the case: be true “真的”“真实情况”

[注意]: **case** 前必须有“the”, **case** 要用单数。

Is that the case? No, that's not the case. 事实是这样吗? 不,事实并不是这样。

It's the case with everybody. 人人情况如此。

6. **You can receive better grades if you want to.** (Lines 3~4) 你要想取得更好的分数,也是能做到的。

[辨析]: **grade, score, mark, point** 都可以用来表示学生在学校的成绩、考试分数。但是,只有 **mark** 和 **point** 两词前可以直接用数字来修饰,为可数名词。**grade** 表示分数,分数级。

The monitor often gets full marks / the best marks. 班长常得满分 / 常得最高分。

John has made a good score. 约翰获得了好成绩。

I got 80 points in that exam. 我那次考试得了 80 分。

He got 70 marks out of 100. 他考了 70 分(百分制)。

He only scored nine hundred and twenty marks. 他只考了 920 分。

He always got a grade of B on the tests in school. 他在学校考试中总得 B。

7. **make a list of** 把……列出来,习惯搭配。课文中类似的表示还有:make a schedule of your time,制订一张时间表;make a chart of your time 制订一张时间分配图
8. **Fill in committed time such as eating, sleeping, meetings, classes, etc.** (Lines 7~8) — Write in the time you think necessary to spend such as eating... 把用于吃饭、睡觉、开会、上课等一些非花不可的时间填上。
- (1) **fill in**: write in, put in “填写”“填充”
Fill in the blanks. 填空。
Fill in the form. 填表。
- (2) **committed time** 非花不可的时间
commit vt.
1) assign to certain use 调配……供使用,用法如下: commit sth. to doing sth.
The management can't commit any more money to improving the workers' working conditions. 资方无力拨款改善工人的工作条件。
2) do sth. bad or wrong “犯罪”“犯错误”,习惯搭配有: commit an error 做错事; commit murder 杀人; commit suicide 自杀; commit a mistake 犯错误。
9. **Then decide on good, regular times for studying.** (Lines 8~9) — Then choose proper, regular periods of time for studying. 然后选合适的固定时间用于学习。
decide on: choose or determine 选定,作出决定
decide on a career 选定一种职业; decide on a plan 决定一个计划; decide 的其它 搭配: decide to do sth./decide that S V
10. **Be sure to set aside enough time to complete your normal reading and work assignments.** (Lines 9~10) — Don't fail to leave enough time to finish your normal reading and homework. 一定要留出足够的时间来完成正常的阅读和课外作业。
- (1) **be sure to do**: not fail to do “一定”,“务必”
Be sure to tell me all the news. 务必把所有的消息都告诉我。
Be sure not to forget what I tell you. 一定不要忘记我对你所讲的话。
sure 的其它搭配: be sure of sth./be sure that S V
We are sure of success. 我们一定会成功。
I'm sure that you'll pass the test. 我确信你会通过考试的。
- (2) **set aside**: save for a special purpose 留出,留下待用。用法如下:
set aside...for sth./to do sth.
Our teacher asked us to set aside half an hour for reading every morning. 老师让我们每天早晨留出来半小时时间阅读。
Uncle Li will set aside some money every month to buy a colour TV. 李叔叔想每月攒一些钱买一台彩电。
- (3) [注意]: **assignment** 是可数名词,而 **homework** 是不可数名词。
We have many assignments today.
There is not much homework for us today.
11. **...studying shouldn't occupy all of your free time on the schedule.** (Lines 10~11) — studying shouldn't take up all of your free time on the timetable..学习不应该占去作息表上的

全部空余时间。

occupy: vt. take up 占用(空间、时间), 习惯搭配: be occupied in doing/be occupied with sth. 忙于(某事)

The table occupies too much room. 桌子占了太多的地方。

He is occupied with daily work. 他忙于日常工作。

12. **solve**: vt. find the solution to a problem 解决, 解答, 动宾搭配有: solve a difficulty 解决困难; solve a crossword puzzle 解字谜; solve a problem 解决问题。
solution: n. solution to a problem 解决问题的方法

13. **Furthermore, it will enable you to plan your activities so that you have adequate time for both work and play.** (Lines 14 ~ 15) 此外, 它还将使你能够安排好各种活动, 以便既有足够的时间工作, 又有足够的时间娱乐。

- (1) **furthermore**: besides, in addition 而且, 此外, 是连接副词表示添加关系。可以置于句首, 句中或句尾, 但需逗号与句子其他部分隔开。如果置于句中的话, furthermore 前面用分号“;”, 后面用逗号“, ”和句子隔开。

Employees in this company are well-paid; furthermore, they enjoy free medical care. 这个公司的雇员工资高, 而且享受免费医疗。

- (2) **enable sb. to do**: make sb. able to do 使得……能够做某事

The school tries to enable every student to develop morally, intellectually and physically. 校方努力使每一个学生在德、智、体几方面都得到发展。

Your help enabled us to fulfil the task ahead of time. 你的帮助使我们提前完成了任务。

- (3) **adequate** 足够的, 充分的, 反义词 inadequate, 习惯搭配: be adequate to... 胜任 be adequate for... 对……是足够的

[辨析]: adequate, enough, ample 这三个词都有“充足”之意, 但具体意义及用法不同。

adequate 强调数量上和质量上恰好满足需求, 不多不少; enough 强调数量上和程度上满足需要, 不能用于说明质量; ample 表示“充足”而“富裕”, 不仅满足需要, 而且充足有余。

take adequate measures 采取适当措施

The food is enough for ten people. 食物足够 10 人吃。

There is ample time, so you don't have to hurry. 时间充足, 你用不着匆忙。

14. **distraction (distract vt.):**

- (1) sth. that turns away thought or attention. 分散注意力的东西(可数)

Noise is a distraction when you are trying to study. 你要学习时, 噪音会分散你的注意力。

There are too many distractions here to study properly. 这儿令人分心的东西太多, 学不好。

- (2) 娱乐(场所)(可数)

The cinema is my favorite distraction. 电影院是我最喜爱的娱乐场所。

- (3) 神经错乱(状态)(不可数)

He loves her to distraction. 他爱她几近疯狂。

distract: vt. turn away thought or attention 分散注意力; 使人分心。习惯用法: distract sb. from doing sth.

The noise distracted me from my reading. 喧闹声使我不能专心读书。

15. **You should be able to concentrate on the subject.** (Line 19) — You should be able to direct your attention to your lessons. 你应该能够全神贯注学你的功课。

(1) [注意]: able 和 capable 都表示“能够”,但是搭配能力不同。用法如下: be able to do sth./be capable of doing sth.

Mary is not able to come to class today. 玛丽今天不能来上课。

Our people are capable of overcoming all difficulties. 我们的人民能克服一切困难。

(2) **concentrate on**: focus one's attention, thoughts, etc. to 全神贯注于,集中精力
concentrate on one's work 专心致志地工作; concentrate one's attention on sth. 把注意力集中于某事上

16. **This means looking over a passage before you begin to read it more carefully.** (Lines 20 ~ 21) — This means reading a passage quickly... 这意味着在你仔细阅读一篇文章之前,先迅速浏览一遍。

(1) **mean** 带 doing 或 that 从句表示“意味着”,主语用 sth.; 而带“to do”表示“企图”“打算”主语常用 sb.

To raise wages means increasing purchasing power. 增加工资意味着提高购买力。

This meant that the girl would be out of work again. 这意味着那姑娘会再次失业。

Silence means consent. 不说话意味着默许。

His work means a lot [means everything] to him. 工作对他来讲太重要了(工作就是他的一切)。

I only mean to help. 我只是想帮忙。

I've been meaning to write to you for weeks. 好几周了,我一直想给你去信。

(2) **look over**: examine, inspect 检查,翻阅,浏览

We must look over all the accounts before going home. 我们必须回家前审查一下所有的帐目。

The teacher is busy looking over our examination papers. 老师正忙于批阅考卷。

17. **As you preview the material you get some idea of the content and how it is organized.** (Lines 21 ~ 22) — When you preview the material you know something about the content and how it is organized. 在预习材料时,你就对它的内容及其结构有所了解。

(1) [构词法]利用构词法记忆单词:

pre- (在……之前), + view (看) — preview 先看,预习; re- (再,又), + view (看) — review 复习; inter (相互) — interview 会见

(2) **get some idea of**: know sth. about 对……有所了解,类似表示法有: have a clear idea of... 清楚地知道; get the general idea of... 了解大意

(3) **content** 当“内容”解时,只可用单数。如:

I like the style of the book but I don't like the content. 我喜欢这本书的风格,但是不喜欢它的内容。

18. **Skimming helps double your reading speed and improves your comprehension as well.** (Lines 24 ~ 25) — Skimming helps you read faster and understand better what you read. 略读不仅会使你的阅读速度提高一倍,还有助于提高你的理解能力。

double: v. make or become twice as great 加倍,使增加一倍

double one's income 使收入加倍

The population of the village doubled in ten years. 这个村的人口在10年内翻了一番。

19. **Make good use of your time in class.** (Line 26) — use your time well in class. 很好地利用课堂时间。

make use of sth.: use sth. 利用,运用, use 前常用一些修饰词,表示程度。如: make full (good/great/much/the best/the most) use of

We should make good use of our natural resources. 我们应充分利用自然资源。

We must make great use of our time in and out of class to practice our spoken English. 我们得好好地利用课内外时间练习口语。

20. **go over:** review, examine 复习,检查

Go over your lessons regularly. 定期复习功课。

My deskmate went over his examination paper before he handed it in. 我的同桌交卷前又检查了一遍。

21. **remain confused about...** (Line 31) — be still confused about... 对……仍然混淆不清。

I remain confused about the difference between those two words. 我仍弄不清这两个词的区别。

22. **If you review your notes and textbook regularly, the material will become more meaningful and you'll remember it longer.** (Lines 33 ~ 35) — If you review your lessons regularly, you'll have a clear idea of what you learn and have a good memory of it. 如果你定期复习笔记和课本,你就能更深刻地领会这些材料的内容,你也会记得更牢。

23. **Regular review leads to improved performance on tests.** (Lines 35 ~ 36) — If you review regularly, you'll certainly improve your grades on tests. 定期复习是提高考试成绩的有效途径。

lead to sth.: cause, result in sth. 导致,使……通往。lead 还可以跟宾语补足语。用法如下: lead sb. to sth./lead sb. to do sth.

His laziness leads to his failure in the exam. 懒惰致使他考试不及格。

Investigations led us to the conclusion. 调查研究使我们得出这样的结论。

What led you to think so? 是什么使得你这样想的呢?

24. **attitude:** n. way of looking at or thinking about sth. 看法,态度。习惯搭配: take/have/develop an attitude to/towards/about sth.

The economists take an optimistic attitude towards the economic crisis in Asia.

经济学家们对亚洲经济危机持乐观态度。

What's your attitudes about women's rights? 你对妇女权利问题有什么看法?

25. **The purpose of a test is to show what you have learned about a subject.** (Lines 37 ~ 38) —

The purpose of a test is to have you know what you have learned about a subject. 考试的目的在于显示你掌握某一科目的程度。

the purpose of... is to do... ……的目的是……,这是一个常用来表述目的的句式。

The purpose of English contest is to arouse our interest in English study. 这次英语竞赛的目的是激发我们学英语的兴趣。

The purpose of this article is to tell us how important good study habits are. 这篇文章的目的是

告诉我们良好的学习习惯是多么重要。

26. **The world won't end if you don't pass a test, so you won't worry excessively about a single test.** (Lines 38 ~ 39) — Your career of learning will not end if you fail in a single test, so you don't have to worry too much about a single test. 一次考试不及格,没什么了不起的,因此用不着过分担心。
27. **share sth. with sb.:** use or have sth with others 和人分享,合用
share joys and hardships with sb. 和某人同甘共苦
I share the bedroom with 5 other classmates. 我与另外 5 个同学同住一个寝室。
28. **helpful:** beneficial 有益的,有用的。be helpful to sb./sth..
Exercises are helpful to our health. 锻炼对健康有益。

同步测试 (Synchronous Test)

I Vocabulary and Structure

- Would you please ____ your name and telephone number here?
A. provide B. fill in C. make out D. put on
- Some people think he's dishonest, but that's ____.
A. no excuse B. no matter C. not the way D. not the case
- Reading detective stories is one of his favourite ____.
A. occupations B. hobbies C. engagements D. habits
- That heroic deed ____ him his life.
A. spent B. took C. cost D. expended
- The travellers were not aware ____ where they were.
A. with B. for C. to D. of
- The students are expected to ____ their lessons regularly.
A. go in B. go out C. go down D. go over
- We made ____ of the fine weather and spent the dawn on the beach.
A. advantage B. opportunity C. use D. chance
- Neither Bill nor his parents ____ at home.
A. are B. is C. was D. have
- The ____ of the sugar is to sweeten the medicine.
A. purpose B. reason C. cause D. need
- The government will do its best to ____ the problem of unemployment.
A. answer B. decide C. solve D. open
- She speaks ____ for me to hear her.
A. too quiet B. quietly enough C. enough quietly D. too quietly
- The family gathered together to ____ the holiday meal.
A. swallow B. divide C. share D. receive
- The doctor's mistakes in judgement ____ the death of the patient.

- II Identify the errors in the following sentences and correct them.**

- | A | B | C | D |
|---|---|---|---|
|---|---|---|---|

- ### III Cloze

14

official to 52 the various companies' offers, decide which was the most suitable, and then advise the Minister of Works which of them to choose.

After some months, the choice was 53 and work was about to begin when one of the companies which had not been successful 54 to the Minister. They said the official who had been responsible for 55 him on the choice of a company to do the work had accepted bribes (贿赂).

The Minister at once ordered an inquiry into the whole matter, and after a month had 56 that the official had indeed taken bribes. He therefore sent 57 him and asked for 58.

The official admitted that he had taken big bribes. "But," he said, "I did not just take one from the 59 to which I recommended that you should give the work. I took a bribe from each company to favour it in my choice of the one to 60."

"Well, then," said the Minister, "61 did you finally make your choice? Did you choose the one that gave you the biggest bribe?"

"Certainly 62, sir!" answered the official, deeply 63 that the Minister should accuse him 64 such dishonesty. "I was very careful to take 65 the same bribe from each of the companies that were trying to get the job, and then choose the one that I thought would do the work best and most cheaply, of course."

- | | | | |
|-----------------------|-------------------|---------------|--------------|
| 46. A. up | B. down | C. forth | D. forward |
| 47. A. no | B. a | C. any | D. the |
| 48. A. it | B. them | C. which | D. that |
| 49. A. since | B. before | C. if | D. until |
| 50. A. that | B. which | C. one | D. some |
| 51. A. one | B. that | C. job | D. work |
| 52. A. excuse | B. examine | C. look | D. see |
| 53. A. made | B. taken | C. done | D. chosen |
| 54. A. conduct | B. concerned | C. complained | D. connected |
| 55. A. asking | B. proposing | C. suggesting | D. advising |
| 56. A. proof | B. production | C. problem | D. process |
| 57. A. to | B. at | C. for | D. out |
| 58. A. an explanation | B. an examination | C. a research | D. a detail |
| 59. A. Minister | B. building | C. office | D. company |
| 60. A. take | B. recommend | C. choose | D. give |
| 61. A. However | B. How | C. What | D. Which |
| 62. A. not | B. no | C. yes | D. so |
| 63. A. felt | B. hit | C. hurt | D. injured |
| 64. A. for | B. with | C. at | D. of |
| 65. A. greatly | B. exactly | C. half | D. not |

IV Reading Comprehension

The questions of what children learn and how they should learn is continually being debated and re-debated. Nobody dares any longer to defend the old system, the learning of lessons parrot-fashion, the grammar-with-a-whip system, which was good enough for our grandparents. The theorists of modern psy-

chology have stepped in to argue that we must understand the needs of children. Children are not just small adults; they are children who must be respected as such.

Well, you may say, this is as it should be, and a good idea. But think further. What happens? "Education" becomes the responsibility not of teachers, but of psychologists. What happens then? Teachers worry too much about the psychological implications of their lessons, and forget about the subjects themselves. If a child dislikes a lesson, the teacher feels that it is his fault, not the child's. So teachers worry whether history is "relevant" to modern young children. And do they dare to recount stories about violent battles? Or will this make the children themselves violent? Can they tell their classes about children of different races, or will this encourage racial hatred? Why teach children to write grammatical sentences? Verbal (口头的) expression is better. Sums? Arithmetic? No, no: real life mathematical situations are more understandable.

You see, you can go too far. Influenced by educational theorists, who have nothing better to do than write books about their ideas, teachers leave their teacher-training colleges filled with grand psychological ideas about children and their needs. They make elaborate, sophisticated preparations and try out their "modern methods" on the long-suffering children. Since one "modern method" rapidly replaces another, the poor kids will have had a good bellyful by the time they leave school. Frequently the modern methods are so sophisticated that they fail to be understood by the teachers, let alone the children; even more often, the relaxed discipline so essential for the "informal" feeling the class must have prevents all but a handful of children from learning anything.

Short Answer Questions:

66. Why do people not dare to defend the old system?

67. What do the modern psychologists maintain?

68. What happens when teachers pay too much attention to the psychology of their lessons?

69. Why are grammatical sentences regarded as unimportant?

70. According to the passage, who understands the modern methods?

Translate the underlined parts.

71. _____

V Writing

Directions: For this part, you are allowed 30 minutes to write a composition on the topic: *My College Life*. You have been given the topic sentence for each paragraph.

My College Life

1. Everything seemed fresh to me when I entered the college.
2. My college life is entirely different from the life in middle school.
3. College life is an important stage in my life.