



高等院校
英语专业
系列教材

湖南省高等教育21世纪课程教材
2001年荣获国家级教学成果二等奖
2001年荣获湖南省教学成果一等奖



◎ 英语专业阅读课系列

英语阅读技巧与实践

English Reading Skills And Practice

计时阅读

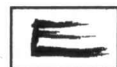
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修订本

◆ 湖南师范大学出版社

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English Reading Skills and Practice

计时阅读 BOOK 3

修订本

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修订说明

《英语阅读技巧与实践》1~4册于1990年出版,1991年获湖南师范大学优秀教材奖,1995年获湖南省教学成果三等奖,1996年获湖南省优秀教材二等奖。1996年,经专家评审,该书被湖南省教委确定为湖南省高等教育“九五”重点教材。1997年,我们对1~4册进行了全面修订并续编了5~6册。2000年,又经专家评审,该书被省教育厅确定为湖南省高等教育21世纪课程教材后,我们再次对其进行了修订并新编了第7册。2001年,“英语阅读课教材、教学方法及测试改革(含教材)”获国家级教学成果二等奖和省级教学成果一等奖。

该书自出版以来一直受到广大教师的好评和广大学生的厚爱。为了更好地为使用者服务,此次我们对全书又做了如下修订:

1. 更新了部分内容,使内容更符合时代精神。
2. 练习中增加了一些新题型,以便让读者熟悉 PETS(公共英语等级考试)和 IELTS(雅思)等的阅读理解题型。
3. 在每册的最后部分增加了词汇表,以方便读者。
4. 为了既方便教师,又克服以前练习答案附在书上使学生有依赖思想而不认真阅读的弊病,此次,我们把教材上的答案全部去掉,另外新编了一本《英语阅读技巧与实践(1~7册)教学参考书》。《教学参考书》共分三大部分:第一部分为教学使用说明;第二部分为“语言重点及难点”(教材上已用注释号标出);第三部分是“练习参考答案”以及难题解析。
5. 我们还将开本扩大,以便使读者使用起来更加方便。

编者

2004年6月于湖南师范大学外国语学院

序

黄源深

阅读对于学习语言的重要性是不言而喻的。古人有言，“读书破万卷，下笔如有神”，指的就是阅读对掌握语言、提高写作能力所起的作用。另一说“读万卷书，行万里路”，也包含着类似的意思。至于“青灯黄卷”、“寒窗苦读”，则除了倡导发愤学习，还说明了对大量阅读的重视。

语言学习是相通的。大量阅读对掌握外语也同样重要。阅读有助于培养语感。对一种语言的感受，是建立在对该语言的频繁接触上的。对在母语环境里的外语学习者来说，可以说没有大量阅读就不可能产生对所学外语的语感，而没有语感，则只能得语言之皮毛。大量阅读也有助于增加语汇和表达方式，无论是本国语还是外语，我们所掌握的用以书面传递思想的词汇和句法，大多是通过阅读得来的，书读得越多，掌握的表达方式也越多，表达能力也越强。阅读对写作所起的作用更为直接。通常，写不好的根本原因，除了思想贫乏、逻辑混乱等内在智力因素外，主要还应归结于读得太少，没有从阅读别人的文章中学得自己写作所需的语汇和表达方式。阅读还能丰富我们的文化知识，培根就认定“读书使人充实”，而掌握有关国家的文化背景知识，对外语学习者来说尤为重要。一篇域外的文章，一部外国的小说，都会向我们展示一个新的世界，都有助于我们对其语言的了解和领悟。阅读对学习外语的重要性是怎么强调也不会过分的。

如果把英语学习中的阅读分为精读和泛读两类的话，那么现时人们的注意力往往过多地置于精读，而忽略了泛读。精读不能说不重要，古人也有“熟读唐诗三百首，不会吟诗也会吟”之类强调精读之说。问题在于我们大多着眼于试验田式的小块文章上的“精耕细作”（不厌其烦地释义，反反复复地解释语法，不无炫耀地解析词

序

汇等等), 而把“大量阅读”放在极其次要的地位。虽然设有泛读课, 但大多泛读不“泛”, 阅读量极其有限, 说到底不过是精读的变种。尽管对一小篇课文的研读可以把文中的词汇与句式搞得滚瓜烂熟, 对英语学习也有所帮助, 尽管这种试验田里的悉心耕耘有着一定的必要性, 但我们忽视了将其推向“大田”, 即放松了对语言学习至关重要的“大量阅读”, 无法获得真正的大面积丰收。小块文章的狭窄语境(加之缺乏重复)限制了学习者对词语的理解和领悟; 靠反复诵读而记住的词汇和结构往往难以活用, 导致生搬硬套而出错; 很小的阅读量当然无法培养语感。其结果, 学习者不得不依赖记忆中的语法条条和结构来遣词造句, 所得句子也许语法无误, 但往往不地道, 甚至出现笑话, 这应当说是轻视“大量阅读”所造成的恶果。

近几年来, 这个问题已引起了部分院校的注意, 开始在大量阅读上下功夫, 其中我知道比较突出的例子是湖南师范大学外国语学院。他们采取了周密的措施来加强学生的阅读, 尤其是课外阅读。说实在的, 一种外语光靠课内的几个学时是无论如何也学不好的, 必须大力开拓课外空间才行。湖南师范大学外国语学院的老教师们深谙这个道理, 并努力付诸实施。他们通过各种途径自筹经费, 买来一批批课外读物, 年复一年, 日积月累, 建立了一个粗具规模的图书室。每学期之始, 教师开出书单, 规定学生要读完这些书, 并定期用口头和书面(写读书报告)的方式进行检查, 检查结果计入成绩, 作为学业评估的一个重要部分。几年坚持下来, 学生的英语水平大幅度地提高, 为其他院校所瞩目。除了因为该校的英语教学管理得当之外, 这不能不说是落实大量阅读的一大功绩。

湖南师范大学外国语学院对阅读的重视, 还体现在由刘学明教授牵头、有蒋洪新教授等参加, 精心编写了一套《英语阅读技巧与实践》的阅读教材, 对学生进行较系统的阅读技巧指导, 使课内外阅读互相呼应。这套教材针对性强, 注重实用, 富有特色。它把讲授阅读理论与技巧同大量的阅读实践结合起来, 使学生能在有关阅读理论的指导下, 通过“大运动量”的阅读训练, 掌握“根据上下文判断推理、抓大意、快速阅读”等技巧, 达到最终提高阅读能力的目的。全套教材由浅入深, 从基本阅读技巧入手, 逐步过渡到有相当难度的评判性阅读和鉴赏性阅读, 便于学生吸收和掌握。此外, 该套教材内容丰富, 体裁多样, 涉及小说、散文、诗歌等。书中的文章短小精悍, 富有时代气息, 趣味性强, 极具吸引力。总之, 这是一部系统性强、富有创意、便于操作、编得相当出色的教材, 特予以推荐。

2000年6月30日
于上海

前言

《英语阅读技巧与实践》是为高校英语专业学生编写的一套阅读（以前称为泛读）教材。全书共 7 册，可供英语专业本、专科生（1~7 册）使用。本教材也可供教师进修学院、函大和夜大的英语专业学员使用。

该书依据《高等学校英语专业基础阶段英语教学大纲》和《高等学校英语专业高年级教学大纲》编写。按《大纲》的要求，基础阶段以事实性阅读为主，高年级阶段以评判性和鉴赏性阅读为主。

该书编写的目的是：教给学生阅读理论和技巧，培养他们细致观察语言的能力和假设判断、推理验证等逻辑思维能力；培养他们阅读的兴趣，使他们在较短的时间里尽快扩大词汇量和知识面，提高思想和文化素养，从而提高阅读水平和能力，通过阅读更快更好地获取世界上各国有用的政治、经济、文化和科技等方面的信息，为我国的改革开放和社会主义建设服务。

该书的特点是：1. 编排和论述的独特性。全书以阅读理论和技巧为主线，使学生在理论和技巧的指导下进行实践。2. 内容的广泛性。书中既有政治、社会、经济、文化、历史、天文、地理、科普、图表等内容，也有小说和诗歌等。3. 所选材料的知识性。学生在学语言的同时学到很多领域方面的知识；扩大视野。4. 课文的精练性。课文短小精悍，适合于课堂使用，避免文章太长而使学生产生厌烦情绪，以及过长

的 silent reading 而使课堂死气沉沉(长篇阅读在课外阅读中解决)。5. 练习的丰富性。“练习部分”具有很强的针对性和实用性,能牢牢吸引学生的注意力。

第1册为四个单元,集中介绍各种重要的阅读理论和技巧,并在技巧指导下进行实践。在第2~4册中,每册有40个 passages,每篇后注明有单词数并配有各种练习,便于学生综合运用各种技巧,进行计时阅读。第5册为评判性阅读,共四个单元。第6册为报刊阅读,共三个单元。第7册为鉴赏性阅读,共三个单元。

使用该书时,要求学生不进行预习(评判性和鉴赏性阅读除外),否则很多练习(尤其是猜新词和理解练习)将失去意义,而且教师也无法了解学生对技巧的掌握及他们的阅读速度和理解率。

全书主编刘学明(教授)。1、2册由刘学明编著。3、6册由吴丁娥(教授)编著,4、5册由刘金玲(教授)编著,第7册由蒋洪新(博士、教授)和郑燕虹编著。

该书的编写和出版得到了湖南省教委、湖南师范大学、湖南师范大学出版社及湖南师范大学外国语学院等的大力支持,我们深表谢意。湖南省各高校的英语阅读教师对该书提出了很多宝贵意见,我们在此一并表示感谢。

由于水平有限,尤其是对高年级阅读教材的编写经验不足,书中一定会有许多不足之处,敬请广大读者,尤其是使用该书的同行们提出宝贵意见,以便进一步修正。

编 者

2000年5月于湖南师范大学

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PASSAGE 1

Shooting a Film^①

[1] There is excitement in the film studio. They are shooting a scene^② from the film "The Path of Power". The Director of the film is there with a team of technicians. His task is a difficult one. He has to be creative, but at the same time he has to satisfy popular taste. He has to consider many different elements such as the story and the scenario, the dialogue and the action, the camerawork and lighting, and he has to get them all combined into an intelligible motion picture. His assistants — the cameraman, the make-up artist and several others — are all helping him in his task. The Director has told his chief cameraman in what part of the stage set the action is going to take place. The chief cameraman has the camera set up, adjusted and focused by his assistants. An assistant brings in new film^③ and the chief cameraman has the camera loaded with it. The actors are on the set. The set is a large apartment, expensively furnished. The Director tells the actors, for the last time, what the action is going to be and how he wants to have it performed. He is quite satisfied with the rehearsals he has had already. The actors take up their positions. The cameramen get the camera focused on the scene^④. The man in charge of the lighting has the set lit up with the necessary lights. The chief technician has two microphones hidden out of sight of the camera. These are to catch the words of the actors. In the recording room the Director of Sound gets the recording apparatus adjusted to record the dialogue between the actors. The chief cameraman has the electric current turned on. The current is needed to drive the motors of the cameras^⑤. Everything is ready for the shooting of the scene.

[2] Now the Assistant Director gets the studio door shut. A buzzer signals that the scene is going to be shot. The Director's voice calls out, "Silence! Get ready." A green light comes

on. A board, giving the details of the scene and shot number, is held before the camera. The camera is switched on^⑥. The board is then removed, leaving the camera focused on the actors. This is the moment when the action begins. The whirr of the camera indicates that the shooting of the scene is taking place. The leading actor speaks his line^⑦. "Cut!" shouts the Director. The camera stops immediately. All look round in surprise. The Director angrily tells the make-up artist to fix the actor's beard.

[3] Instinctively the actor's hand goes up to his chin. The beard is not there! He hurriedly gets it fixed by the make-up artist. The shooting of Scene 10—Shot 12 begins again. The action and dialogue continue without interruption. "Cut!" shouts the Director. "What's wrong this time?" asks an angry actor who has been on the set for two whole hours^⑧. "There's nothing wrong. It's perfect." Smiles back the Director. Everyone sighs with relief. (about 500 words)

Exercises

I. Are these statements True or False?

1. A Film Director has to consider many different things when he is making a film. ()
2. Directors do not usually take any notice of popular taste. ()
3. All the scenes are carefully rehearsed before they are shot. ()
4. The make-up artist is responsible for focusing the cameras. ()
5. Special lights are needed when filming is taking place. ()
6. Hidden microphones help to light up the set. ()
7. The voices of the actors are recorded at the same time as their actions are photographed. ()
8. The same length of film can be used over and over again for shooting scenes. ()
9. The Director shouts "Cut!" when he wants the shooting to begin. ()
10. If an actor's false beard falls off, he has to go on acting without it until the scene is finished. ()

II. Answer these questions.

1. Who directs the film?
2. Who switches on the lighting?
3. Who makes the actors up?
4. Who looks after the cameras?

III. Put the letter of the suitable definition next to each word.

- | | |
|--------------------------|--|
| 1. _____ studio(1) | A. a set of instruments |
| 2. _____ scenario(1) | B. understandable |
| 3. _____ intelligible(1) | C. a room or place where films are made |
| 4. _____ apparatus(1) | D. the acts to learn and practice for later performance |
| 5. _____ rehearsals(1) | E. written outline of a play or film with details of the scene |
| 6. _____ whirr(2) | F. the sound like beating against air |

IV. Cloze test.

Birds use many different materials to 1 nests. Some 2 use bits of grass. The tailor-bird of Africa and India 3 grass to sew leaves together. 4 birds find twigs and pebbles useful.

Building a 5 takes time and effort. But some starlings 6 Australia have had human help. People in Inham, a town 7 northern Queensland, cut rope 8 short lengths. The 9 was frayed and dyed in bright colors. Then the pieces were left for the 10 to find.

The result pleased the people as 11 as the birds. In one week the starlings had 12 a large tree into a blaze of color.

V. Fast reading.

Most people know that water is unevenly distributed over the earth's surface in oceans, rivers and lakes. Few realize, however, how very uneven the distribution actually is. It is important to think of the total amount of water on the planet Earth, the areas where the water occurs, and the longterm importance of the findings.

The oceans of the world cover 140 million square miles of the Earth's surface. The average depth of the ocean basins is about 12 500 feet. If the basins were shallow, seas would spread far onto the continents. Dry land areas would consist mainly of a few major island groups with high mountain ranges rising above the sea.

Considered as a continuous body of fluid, the atmosphere is another kind of ocean. Yet, in view of the total amount of rain and snow on land areas in the course of a year, one of the most amazing water facts is the very small amount of water in the atmosphere at any given time. The volume of the lower seven miles of the atmosphere — the realm of weather events — is roughly four times the volume of the world's oceans. But the atmosphere contains very little water. It is chiefly in the form of invisible vapor, some of which is carried over land by air currents. If all vapor suddenly fell from the air onto the Earth's surface, it would form a layer only about one inch thick. A heavy rainstorm on a given area may use up only a small

percentage of the water from the air mass that passes over. How, then, can some land areas receive more than 400 inches of rain per year? How can several inches of rain fall during a single storm in a few minutes or hours? The answer is that rain-yielding air masses are in motion and as the driving air mass moves on, new moist air takes its place.

The basic source of most water vapor is the ocean. Evaporation, vapor transport, and precipitation make up a major arc of the hydrologic cycle — the continuous movement of water from ocean to atmosphere to land and back to the sea. Rivers return water to the sea along one chord of the arc. In an underground arc of the cycle, flowing bodies of water discharge some water directly into rivers and some directly in to the sea. (400 words)

- What is the average depth of the ocean basins?
A. 5 500 feet. B. 12 500 feet. C. 23 500 feet. D. 24 000 feet.
- How high into the atmosphere does weather occur?
A. Three miles. B. Five miles. C. Six miles. D. Seven miles.
- The atmosphere is described as a continuous body of _____.
A. gases B. fluid C. particles D. oil
- The basic source of atmospheric water is _____.
A. rivers B. streams C. lakes D. oceans
- How much annual rainfall do some areas receive?
A. 60 inches. B. 250 inches. C. 400 inches. D. 500 inches.
- This article is concerned primarily with the _____.
A. atmosphere B. ecology of oceans C. water pollution D. water cycle
- According to the author, most people realize that _____.
A. water is distributed unevenly on the earth
B. precipitation never falls in some parts of the world
C. some lakes are deeper than oceans
D. water is rare
- We may describe the author's style as _____.
A. factual and informative B. light-hearted and humorous
C. instructive and helpful D. ironical
- The process of water returning to the atmosphere is called _____.
A. condensation B. evaporation C. precipitation D. running
- According to the author, a change in the ocean's depth would have an effect on _____.
A. the size and shape of dry land areas B. our water and food supplies
C. the delicate balance of the water cycle D. climates

PASSAGE 2

Hitch-hikers

[1] Mr Machin felt somewhat^① tired. He had been driving all day, and now, the evening drawing on, he could have done with a little nap. However, he was only a hundred miles away from his destination. The food-canning firm he worked for had a rule prohibiting salesmen from picking up hitch-hikers, but he often ignored it; therefore on seeing the two young men^② thumbing a lift^③, he immediately pulled up^④.

[2] They seemed decent enough. The thinner one with the crew-cut had an engaging smile and a polite manner. While his pal^⑤, harmonica in one hand, travel-bag in the other, looked shy but amiable. In any case, Mr Machin, totally ignorant of their intentions, was happy to have someone to chat to and keep him awake until he arrived home.

[3] "I can take you boys as far as Ashville," he said after introducing himself and learning that the one next to him was Paul and the one behind was David.

[4] "Thanks a lot, sir," Paul said. "Just where we were heading. Hoping to find a job, I'm a great carpainter. Mechanic, too. Made big money. Just come from Arizona. Anything doing in Ashville?"

[5] "Well, now. There might be something I could do for you," their host said.

[6] It was an ideal set-up — just what they had been looking for. They had been hitch-hiking for the last four days without coming across a likely victim. Mind you, they had been given plenty of lifts from truckdrivers or soldiers; once two Negro prize-fighters^⑥ in a pink Cadillac had stopped for them. But Machin suited them to a T^⑦. As they drove on, he and Paul made small-talk. David felt inside one of the pockets of the leather windcheater he was wearing. The pocket bulged with a bottle of pills^⑧, and a jagged rock wrapped up in a

handkerchief. He unfastened his belt, gold-buckled and studded with multicoloured beads. He took it off. He laid it across his lap. He waited, watching the landscape rolling by. He was waiting for Paul to say: "Hey, David, got a match?"

[7] It was getting darker. Ahead, the road was straight, with neither a building nor a human being in sight. All David could see was land stripped bare by the winter. "This is the time," he thought, "right now." He stared at Paul as if to communicate the fact. Paul's lips were quivering. Sweat was beginning to show above his mouth. A few such little signs indicated that Paul had already come to the same conclusion.

[8] Yet when Paul finally did speak, it was only to tell their host another joke. Mr Machin had a hearty sense of humour. David was getting edgy. He was impatient.

[9] Then: "Hey, David, got a match?"

David raised his hand. The rock was on the verge of coming down^③. But just at that moment something extraordinary happened. Out of the blue^④ there appeared another hitch-hiker, a G.I.^⑤. "The more the merrier," Machin said, braking his car. (about 520 words)

Exercises

I. Tick off the best choice according to the information given in this passage.

1. Mr Machin _____.

- A. was a food-canner B. fell asleep at the wheel
C. stopped for a short nap D. didn't always observe the company regulations

2. Which statement is true?

- A. Paul and David were mechanics.
B. Paul and David were not what they seemed.
C. Paul and David were from Arizona.
D. Paul and David made big money.

3. The boys had not attempted anything with the Negroes because _____.

- A. the Negroes had no money
B. it would have been too risky
C. Paul and David were not racially prejudiced
D. the Negroes were driving a pink Cadillac

4. Mr Machin "suited them to a T" because _____.

- A. he probably had some money on him B. he was going to Ashville
C. he would put up a fight D. he had given them a lift

5. "This is the time," David thought, "right now," because _____.
A. he was becoming impatient
B. he loved the winter-time
C. the circumstances were perfect for an attack
D. it was getting dark
6. Paul said: "Hey, David, got a match?" _____.
A. to keep the conversation going
B. to make Mr Machin laugh
C. as a signal for David to strike
D. because he wanted a light
7. Although Mr Machin didn't know it, the G. I. _____.
A. appeared in the nick of time
B. wanted a lift
C. came from out of the blue
D. was extraordinary
8. "It was an ideal set-up" means _____.
A. it was fine in theory
B. everything was fixed
C. things couldn't have been better
D. it was the perfect crime
9. "David was getting edgy" means _____.
A. he was sweating with fear
B. he was beginning to lose his nerve
C. he was getting ready
D. he was becoming angry
10. "On the verge of coming down" means _____.
A. on its way down
B. far from descending
C. about to drop
D. almost at its target

II . Fill in the blank with a suitable word of its correct form.

1. forbid, prohibit
A. Children are _____ from smoking.
B. I _____ you to do so.
2. amiable, amicable
A. We came to an _____ agreement.
B. Mary is a sweet, gentle, _____ girl.
3. communicate, communication
A. We have been _____ by mail.
B. The purpose of language is _____.
4. ignore, ignorant, ignorance
A. Please forgive our _____.
B. She _____ his question.
C. Tom is quite _____ of Latin.

III . Topics for discussion:

1. Was the robbery successful? Why do you think so?