



教育部职业教育与成人教育司推荐教材
技能型紧缺人才培养培训教材

供护理、涉外护理、助产等相关医学专业使用

医护综合英语

基础(三)

Comprehensive Nursing English

审定专家 童敏梓 秦小云

主 编 美中教育交流协会
北京孚华德国际护士培训中心

执行主编 潘素勤 王伟 林小勤



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内 容 简 介

本套教材集听力、口语、精读、快速阅读、泛读、语法、写作和翻译为一体,重在训练和提高学生的听、说、读、写、译的英语综合能力。全套书共分四册,每册侧重不同,但语法知识、各种能力的培养贯穿始终,难度呈阶梯性增加。

第一册侧重基础英语知识的学习,包括基本语法介绍、音标发音矫正、简单的阅读理解等,词汇掌握量在2000~2500个左右。

第二册侧重较高层次语法知识的学习,课文的长度和难度较第一册有所提升,词汇掌握量在3500~4000个左右。

第三册侧重更高层次语法知识的学习,同时着重训练学生的写作能力,词汇掌握达到5000~5500个左右。

第四册侧重医护科普阅读和写作技巧的训练,学生的词汇量应掌握在6500~7000个左右。

本套教材根据初中及高中毕业生的英语水平设置,只要按部就班地学完全部四册教材后,学生的英语水平可以达到托福考试550分的标准。

本套教材体例格式活泼,选材广泛,内容生动有趣,有助于调动学生学习英语的兴趣。教材将公共英语和初级护理英语相结合,为学生今后学习《护理英语口语》打下了坚实的基础。本套教材适合初、中级学者使用,更适合作为护士、护生和有意谋求海外护理工作人士的理想英语学习教材。

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前 言

涉外护理专业技能型紧缺人才培养培训工程中的一个关键环节是大力加强英语教学, 有效提高涉外护士的英语水平和技能。而要实现这一目标, 必须首先使学生学好基础英语, 为他们今后学习掌握护理专业英语, 达到国际化水准护士的标准打下坚实的语言基础。但由于各种原因, 我国多数护理院校使用的基础英语教材比较陈旧、单薄, 没有突出护理专业的特色, 加之学校的英语课时少, 对学生系统构建知识结构、有效打牢英语基本功较为不利。

为切实改进这种状况, 我们根据国家教育部护理专业“技能型紧缺人才培养培训工程”的工作方针, 针对五年制高职和三年制中职学生的英语基础, 以初中及高中毕业为起点, 以达到托福考试 550 分为目标, 精心编写了这套针对英语初级或中级水平学生的通用性教材——《医护综合英语》。

本套教材一共四册, 每册 16 课。每课开篇为句型操练(第 4 册和第 1、2、3 册中的第 8 课和第 16 课除外), 然后是一段根据句型操练编写的听力练习, 课文 A、语法、课文 B 和课文 C。每部分均配有一定量的练习, 集听、说、精读、快速阅读、泛读、语法、写作和翻译为一体。章节的长度和难度循序渐进, 呈阶梯性递增。

本教材的每篇文章力求知识性、趣味性和实用性相结合, 重在训练和提高学生听、说、读、写、译的英语综合能力, 其特点是公共英语和医护科普英语相结合: 整套教材中, 课文 A 为公共英语的内容, 课文 B 和课文 C 为医护科普内容, 文章选自国外相关教材。同时, 本教材强调的是实用性: 重在提高学生的英语实用能力, 强化阅读理解力和提升阅读速度。

虽然编者的初衷良好, 工作严谨, 但由于水平有限, 时间仓促, 所以不当之处在所难免, 恳请读者热心反馈意见、建议, 以便我们再版时及时修正。

编 者

2005 年 2 月

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Lesson One

Pattern Drills 句型操练



感叹句

- Drill 1.** — What a lovely day we have today!
— Yes. I really enjoy the sunshine.
— After a few days' rain, we finally have the sun.
— Yeah. Let's go swimming today!
a sunny day / the sunshine / go to the beach
a beautiful day / the blue sky / go to the park
a nice day / the beautiful weather / go roller-skating
a fine day / the warm weather / go biking in the hills
- Drill 2.** — How neat the room is!
— I have just had it cleaned. It took the cleaner four hours to finish the work.
— What a lazy boy you are!
— Well, you know I hate doing housework.
tidy / put in order / a good girl / messy rooms
nice / repainted / a genius boy / looking at the same color
warm / warmed up / a considerate girl / cold rooms
beautiful / decorated / a wonderful boy / looking at bad taste decorations
- Drill 3.** — Look at you! How formally you dress today!
— I am going to a job interview. So, I have to dress very formally.
— Really! I wish you good luck.
— Thanks! What a sweet girl you are!
casually / a barbecue party / casually / you a good time
beautifully / a wedding / very well / you a good time
well / meet my girlfriend's parents / very well / you a good luck
nice / a very important meeting / very nicely / you a good day
- Drill 4.** — What good news! Congratulations!
— Thank you! After the tests and interview, I finally got the job!
— You deserve it! You are qualified for the job.
— I am glad I made it!
wonderful / hard work / the best candidate for the job
exciting / one discussion after another / the most talented one

fantastic / competing with so many candidates / the most able person
unbelievable / the fierce competition / the most promising one



Practice

Please listen to the dialogue twice and choose the best answer to each question according to it.

1. What are the two people talking about?
A. Job interview. B. Job offers.
C. Big companies. D. Small companies.
2. What is true about John?
A. He has got a job.
B. He hasn't got any interview yet.
C. He hasn't got a job yet.
D. He hasn't written any application letters yet.
3. How many offers has John got?
A. None. B. One. C. Two. D. Many.
4. Does John want to take any of the offers?
A. Yes, both.
B. No, neither.
C. Yes. He wants to take the one that is far away from his home.
D. Yes. He wants to take the one from a big company.
5. Why doesn't John want to work in a big company?
A. Because it is too far away.
B. Because it is a small potato.
C. Because it is hard to get a promotion there.
D. Because it is not satisfying.
6. How many job offers has Tom got?
A. One. B. Two. C. Three. D. None.
7. Does Tom want to take any of the offers?
A. He wants to choose one. B. He wants to refuse all of them.
C. He wants to find a new one. D. He hasn't decided yet.
8. What kind of job does Tom want?
A. A job paid high. B. One with low pressure.
C. One with possible promotion. D. One in a small company.

Text A 课文 A

The Difference Between Play and Sport

I like pain. Although this is an acquired taste and can be overdone, pain is important

to me. This rather bizarre taste makes me an avid player of all sports and a fantastic spectator.¹ Pain raises sport from the level of entertainment to that of human achievement, and I consider it central to a humane education.²

I become conscious of the difference between play and sport when I helped organize a sandlot football team at the age of twelve. Since this was a “child-directed” (i. e., our parents didn’t know where we were) activity, we had to figure out what we would do. The first thing was to schedule a game with a similar team from a nearby town.

It never occurred to us to practice or prepare for the game except to do what we had done for years—run around, pass the football and yell. The result was catastrophic. Our opponents were prepared. They slaughtered us. Half the team was injured, and all of us were humiliated.

It dawned on us that we were engaged in a sport, not in play. If we were to play decently, let alone win, we would have to prepare, and the only way was to learn the discipline of practice.

Looking back, I realize that at that moment we underwent a profound experience. We entered into a social contract that bound us together with ties still strong after more than 30 years.

Our quarterback imposed his role on us. He was never elected captain or coach, but simply assumed these offices. His voice was stentorian, and his will was indomitable. He focused my attention on the importance of pain and the reaction to it.

Our opponent was larger and stronger and it pushed us around unmercifully. On our 5-yard line, he told the team he would take the ball on every play until we lost it. And from the look in his eye, we all knew we had better not lose it. He was not large and it seemed folly to plunge into the center of the line, especially since he had no pads or helmet to protect him.

The first rush caught the other team by surprise, and he went for 10 yards. On the second plunge, they stiffened, but we still moved. For 60 yards, we inched forward. After the first few rushes, it was clear that our offense consisted of one play—up the center. By the time we had penetrated to their 30-yard line, our quarterback was covered with dust and blood, but still giving the same command, “Snap the ball to me on three.”³

A surprising thing happened. The opposition collapsed. We moved 5, then 10, then 15 yards until the touchdown was made.

One boy, determined to break his opponents regardless of personal agony, demoralized 11 other boys, all as big as (or bigger than) he, and as good (or better) football players.⁴ Their undoing was their inability to understand how the human will can drill the body to do things that defy reason.

I have never forgotten that day and the lesson I learned. Like my teammates, I had a healthy fear of pain, but I realized that this fear could be overcome and that the man who could overcome it had a distinct advantage.⁵ At that moment, I became a sports nut.

In the years since, I have used that lesson well. Pain of one sort or another is everywhere. It is painful to confront a problem in mathematics that you can’t solve. It is excruciating to roll blank paper into a typewriter and have no words come for hours.⁶ It

hurts to give a lecture that puts students to sleep or it is worse to give a lecture that is terrible but applauded.

These are mental agonies, but they are no less real than the physical ones, and I am convinced that learning to live with and transcending physical pains can give one the strength to conquer the mental variety. ⁷

And so I have continued to punish myself. Even at the slow pace I run, it hurts; my pass patterns in touch football are becoming fuzzy and less clean; the weights get heavier to lift, even when they add up to the same total; I don't bounce quite so lightly any more in a judo throw. ⁸ It is still worth it, for my will remains firm though I must lower my physical sights. ⁹

And more and more I have become a faithful spectator, for what I think I see in sports is the process by which young people become mature men and women. ¹⁰ I realize that modern psychology has claimed that sports do not build character. It is true that sports may not improve a person, just as a college education is often wasted.

I choose to teach because I thought (and think) that a humane education can and must create better people, and I firmly believe that sports are a fundamental part of that education. To know what one is capable of, both mentally and physically, is to know the scope of one's freedom. And that is what education is all about.



New Words and Expressions

acquire /ə'kwaɪə/

overdo /'əʊvə'duː/

bizarre /bi'zɑː/

avid /'ævid/

fantastic /fæn'tæstɪk/

spectator /spek'teɪtə; 'spekteɪtə/

entertainment /entə'teɪnmənt/

achievement /ə'tʃiːvmənt/

organize /'ɔːgənaɪz/

humane /hju'meɪn/

sandlot /'sændlɒt/

catastrophic /kætə'strɒfɪk/

opponent /ə'pəʊnənt/

slaughter /'slɔːtə/

injure /'ɪndʒə/

humiliate /hju(:)'mɪli'eɪt/

decently /'diːsntli/

discipline /'dɪsɪplɪn/

undergo /'ʌndə'gəʊ/

profound /prə'faʊnd/

vt. 获得, 学到, 取得

vt. 做得过分, 过度, 夸张

adj. 奇异的, 古怪的

adj. 渴望的, 热心的

adj. 幻想的, 奇异的, 空想的

n. 观众(指比赛或表演中的)

n. 娱乐, 消遣, 乐趣

n. 成就, 功绩

v. 组织, 组织起来

adj. 仁慈的, 人道的, 有人情的

n. 沙地, 小孩们运动的空地

adj. 悲惨的, 灾难的

adj. 对立的, 对抗的 *n.* 对手, 反对者

n. & v. 无情批判, 彻底击败; 残杀, 屠杀

v. 损害, 伤害

v. 羞辱, 使丢脸

adv. 高雅地, 端正地, 正派地

n. 纪律, 训练; 学科 *v.* 训练, 惩戒

vt. 经历, 遭受, 忍受

adj. 深刻的, 意义深远的

bind /baɪnd/	v. 绑, 约束, 结合, 强迫使成一体
quarterback /'kwɔ:tə,bæk/	n. (橄榄球)四分卫
impose /ɪm'pəuz/	v. 利用, 施加影响
elect /ɪ'lekt/	v. 选举, 推选
captain /'kæptɪn/	n. 队长, 首领
coach /kəʊtʃ/	n. 教练; 轿式马车, 长途公共汽车
assume /ə'sju:m/	vt. 假定, 设想
stentorian /sten'tɔ:riən/	adj. 声音洪亮的
will /wɪl, wəl/	n. 意志, 决心, 意向
indomitable /ɪn'dɒmɪtəbl/	adj. 不屈服的, 不屈不挠的
unmercifully /ʌn'mɜ:sɪfʊli/	adv. 无情地, 残忍地
pad /pæd/	n. 垫, 衬垫
helmet /'helmit/	n. 头盔, 帽盔, 防护帽
rush /rʌʃ/	n. (橄榄球)跑动带球
stiffen /'stɪfn/	v. 变坚强, 变硬, 变顽固
offense /ə'fens/	n. 进攻, 得分率
penetrate /'penɪtreɪt/	vt. 穿透, 渗透
opposition /ɒpə'zɪʃən/	n. 反对派, 对手, 敌对
collapse /kə'læps/	v. 倒塌, 崩溃, 瓦解, 失败
touchdown /'tʌtʃdaʊn/	n. (橄榄球)攻方持球, 触地, 触地得分
agony /'ægəni/	n. 苦恼, 极大的痛苦
demoralize /di'mɔ:rəlaɪz/	v. 士气受挫
undoing /ʌn'du:ɪŋ/	n. 崩溃, 毁灭
inability /ɪnə'bɪləti/	n. 无能, 无能力
drill /drɪl/	v. 操练, 训练, (反复)练习
defy /di'faɪ/	v. 不服从, 藐视, 挑衅, 违抗
lesson /'lesn/	n. 教训
teammate /ti:meɪt/	n. 队友
distinct /dɪs'tɪŋkt/	adj. 截然不同的, 独特的
advantage /əd'vɑ:ntɪdʒ/	n. 优势, 有利条件, 利益
nut /nʌt/	n. 狂热者, 入迷的人; 坚果
confront /kən'frʌnt/	vt. 使面临, 对抗
excruciating /ɪk'skru:ʃi:ɪtɪŋ/	adj. 极痛苦的, 折磨人的
blank /blæŋk/	adj. 空白的, 空着的
typewriter /'taɪpraɪtə/	n. 打字机
applaud /ə'plɔ:d/	v. 拍手喝彩, 称赞, 赞同
transcend /træn'send/	vt. 超越, 胜过
conquer /'kɒŋkə/	vt. 征服, 战胜, 克服(困难等)
variety /və'raɪəti/	n. 变化, 多样性, 种种
punish /'pʌnɪʃ/	vt. 惩罚, 处罚
fuzzy /'fʌzi/	adj. 模糊的, 不清楚的

bounce /baʊns/	v. (使)反跳,弹起,弹跳
judo /'dʒu:dəʊ/	n. 柔道(日本的一种拳术)
mature /mə'tjʊə/	adj. 成熟的
psychology /sai'kɒlədʒi/	n. 心理学,心理状态
fundamental /ˌfʌndə'mentl/	adj. 基础的,基本的
scope /skəʊp/	n. (活动)范围
become conscious of	意识到
figure out	合计为,计算出,领会到
be engaged in	从事于
let alone	更不用说
look back	回顾,追忆
bind...together with	把……与……捆绑/粘在一起,用……把……
	捆绑在一起
focus...on...	把……集中于
plunge into	投入,跳入
by surprise	出其不意地
inch forward	一步一步地前进
consist of	由……组成
be covered with	盖着,覆盖着
regardless of	不管,不顾
have a fear of	害怕,担心
roll...into	把……卷入
be convinced +that 从句	确信,承认
add up to	总计为,合计达;加进,加到



Notes

1. 英语中有一些及物动词后面除了有宾语以外,还可以有宾语补足语。补足语常由名词、代词、形容词、动词不定式、分词、介词短语、副词和从句充当。常用的可带宾语补足语的动词有:call, make, name, choose, elect, find, keep, think, consider, see, hear, watch等。本句中的 an avid player 和 a fantastic spectator 就是宾语 me 的补足语,用来补充说明 me 的特征,和 me 有逻辑上的主、谓关系。这句话的意思是:“这种颇为古怪的滋味使我成为一个对所有体育运动都非常投入的选手和极其热心的观众。”

2. 本句中的 that 代替前面提到的 level,后面的 it 是指前面的半句话所说的内容。central 是宾语 it 的补足语, to a humane education 是状语,修饰 central。这句话的意思是:“疼痛将体育运动从娱乐的层次提升到了人类的成就这一高度,我认为这对于人文教育来说是至关重要的,它是人文教育的核心。”

3. 前面说过,当 by 后面 + 过去的时间状语时,跟它相关的句中的谓语动词要用过去完成时,所以这里用了 had penetrated, 后面的 giving 和前面的 was covered with 共用 was 这个助动词。这句话的意思是:“当我们进入到他们的(对方的)30 码线的时候,我们的四分卫身上到处都沾满了尘土和血,但他却仍然在发出同一个命令:在中后卫处将球快速传

给我。”

4. 本句中的 *determined...* 是分词短语作状语, 相当于 *because he was determined to... agony, one boy demoralized...*; 后面的 *all as big as* 和 *as good...* 是两个带有比较状语从句的介词短语作定语, 相当于 *who were as tall as he and as good football players (as he)*, 在 *players* 后面省去了 *as he*。这句话的意思是: “因为一个男孩下决心要不顾个人的痛苦坚决打败对手, 他才战胜了 11 个其他的男孩, 这些男孩子们身材都跟他一样高大(或者比他高大), 都跟他一样是很好的橄榄球运动员(或者比他还好)。”

5. 本句中的 *healthy* 是指“相当大的”, *teammate* 是由 *team + mate* 构成, 知道 *roommate, classmate*, 就能正确猜出 *teammate* 的意思了。这句话的意思是: “像我的队友一样, 我也很害怕疼痛, 但是我认识到了这种害怕是可以克服的, 并且认识到能够克服它的人一定具有独特的优势。”

6. 本句中的 *it* 是形式主语, 真正的主语是 *to roll blank... for hours; have no words come* 是根据固定句型 *have sb. / sth. do...* 变化而来的。这句话的意思是: “当你将一张白纸卷到打字机上, 却很长时间想不出要写什么时, 这种感受是令人极其痛苦的。”

7. 本句中 *learning to live with and transcending physical pains* 是 *that* 引出的宾语从句中的主语。句尾的 *variety* 是“变化, 同类中的不同事物”的意思, 实际是指“*agonies*”。这句话的意思是: “这些是精神上的痛苦, 但它们并不比身体上的疼痛轻, 并且我相信学会忍受和战胜身体上的疼痛就能给人一种战胜精神痛苦的力量。”

8. 本句中的 3 个分号将句子分开, 实际上相当于 4 个并列的句子, 因为关系密切, 所以放在了一个句子中。句中的 *weights* 是指身体各部位的重量。由于作者现在年纪大了, 所以发出如此慷慨。这句话的意思是: “即使我跑得慢了, 但仍感到疼痛; 拿到球后, 传球时的那种感觉变得越来越模糊不清, 而且也没有当时那么美好了; 即使身体各部位的重量加起来仍和原来的体重一样, 但行动起来感到身体沉重; 在柔道摔跤中弹跳起来也没那么轻松了。”

9. 本句中的 *it* 是指体育锻炼, 自我痛苦; *for* 是连词, 意思是“因为”; *sights* 本身是“视力, 眼界”的意思, 但这里应转译为“目标, 要求”。这句话的意思是: “它仍然是值得的, 因为我的意志仍然很坚强, 虽然我不得不降低对身体的要求。”

10. 本句中 *what I think I see in sports* 是 *is* 的主语, *for* 是引出并列句的连词表示原因。这句话的意思是: “渐渐地我变成了一个忠实的观众, 因为我想我在体育运动中所看到的是年轻人变成成熟的男人和妇女的过程。”



Exercises

1. Answer the following questions according to the text.
 - 1) What makes the writer become an avid player of all sports and a fantastic spectator?
 - 2) What makes the writer realize the difference between play and sport?
 - 3) What is the difference between play and sport?
 - 4) What kind of boy do you think the quarterback was?
 - 5) What does the writer think about “fear”?
 - 6) When did the writer become a sports nut?
 - 7) What is the writer convinced about physical pains and mental agonies?
 - 8) How does the writer continue to punish himself?

- 9) Why does the writer become a faithful spectator?
10) Give two examples that cause pains in your life.
2. Complete the following sentences according to the text.
- 1) Before they played with the team from a nearby town, what the writer's team had done for years was to _____
_____.
- 2) After they were beaten by the team from a nearby town, they learnt that _____
_____.
- 3) Their quarterback just simply took the position though _____
_____.
- 4) The other team was _____
_____.
- 5) The surprising thing is that _____
_____.
- 6) The other team's undoing was that they were unable to _____
_____.
- 7) The writer became a sports nut at the moment he realized that _____
_____.
- 8) As long as a man learns to live with and transcend. Physical pain, it can give the man _____
_____.
- 9) The writer thinks what he sees in sports is a process _____
_____.
- 10) The writer thinks that education can and must create better people, letting them know _____ so as to know the scope of their freedom.

3. Choose the best verb phrase or expression from the box for each sentence.

be conscious of	be engaged in	let alone
bind... together with...	focus... on...	plunge into
consist of	be covered with	regardless of
be convinced that		

- 1) At present, the media _____ their news report _____ the development of the domestic economy.
- 2) About 50 workers _____ this new project and they plan to complete it in 3 months.
- 3) A passer-by _____ the river and swam toward the boy who was crying for help.
- 4) Looking out, I found that everything _____ snow. What a beautiful white world it was!
- 5) The board members of the company _____ the fact that they must improve the quality of their product.
- 6) Our university _____ 9 departments and 5 research centers.
- 7) We _____ only Bob can really help Mary.

- 8) John rushed into the house _____ the fire and carried the old man out of it.
 9) The team leader _____ the group _____ strict discipline and the love of their career.
 10) He can't even buy a bicycle, _____ a car.

4. Match the words in Column A with the explanations in Column B.

A:

B:

- | | |
|------------------|---|
| 1) spectator | A. general head of a team or group |
| 2) entertainment | B. a cover to protect head |
| 3) avid | C. capable of doing what is right, or fully grown mentally |
| 4) opponent | D. to win or to beat by a large amount in sports; kill |
| 5) slaughter | E. amusement or things such as movies, TV programs, performance to bring people amusement |
| 6) humiliate | F. enthusiastic, spending as much time as possible |
| 7) captain | G. make people lose face or feel humble |
| 8) unmercifully | H. a person of the opposite side in a game, fight or contest |
| 9) helmet | I. an observer or a person watching sports, matches, games or contests |
| 10) mature | J. without pity, mercilessly |
5. Choose the right word or phrase for each blank.
- 1) Do you know the _____ (different, difference, differ) between the two words, "manner" and "behavior"?
 - 2) We hope parents can take part in the _____ (child-direct, child-directing, child-directed) activities with their children.
 - 3) If we don't try our best to _____ (prepare, preparing, preparation) for the exam, we are sure to fail it.
 - 4) That's a very _____ (simple, simply, simplify) problem. Any student can solve it.
 - 5) We should understand the _____ (important, importantly, importance) of this event and try to prevent such things from happening again.
 - 6) They made a/an _____ (merciful, unmerciful, mercilessly) attack on the enemy and killed most of them.
 - 7) We'd better not talk about other's _____ (person, personally, personal) agonies.
 - 8) I know it is _____ (painful, pain, painfully) to see your beloved suffering from illness without being able to do anything.
 - 9) My friend had a very _____ (health, healthy, healthful) baby last week.
 - 10) Bob is _____ (firm, firmness, firmly) against my plan to hold a party for his birthday.
6. Tell whether the underlined words are right or wrong. If wrong, correct them.
- 1) Music education raises singing from the level of entertainment to that of human achievement.
 - 2) Can you tell me the difference from training and education?

- 3) What is your parents reaction for your desire to study abroad?
 - 4) I'm sorry for not being able to help you now because I have to prepare about my English exam tomorrow.
 - 5) We all have a fear of failure in our career, but sometimes we have to face the reality.
 - 6) He was very busy in the moment when I got to his office.
 - 7) When we confront a problem at chemistry or physics, we must try to solve it. We can't just rely on others' help.
 - 8) Learning to live for pains and agonies can help us have a strong will.
 - 9) I don't think John is capable in solving this problem.
 - 10) We know that pain of one sort or another is everywhere.
7. Learn how to use adjectives and adverbs.

• 形容词用作定语、表语或补足语。如:

John is a good student. 约翰是一个好学生。(定语)

John is good at singing. 约翰歌唱得很好。(表语)

That story sounds interesting. 那个故事听起来很有趣。(表语)

This dish smells delicious. 这个菜闻起来很香。(表语)

I think it good. 我认为它很好。(宾语补足语)

注意:形容词作定语一般放在名词前面,但如果名词是 everything, anything, something, nothing 的时候,形容词要放在它们后面。如:

I have nothing important to say. 我没有什么重要的事情要说。

• 副词用来修饰动词、副词、数词、形容词和分词。如:

This picture is very beautiful. 这张画非常漂亮。(修饰形容词)

Bob has an especially designed car. 鲍勃有一辆特别为他设计的轿车。(修饰分词)

The weather changed suddenly. 天气突然发生了变化。(修饰动词)

The boy ran out of the room happily. 那个男孩高高兴兴地跑出了房间。(修饰动词)

Mary can run very quickly. 玛丽能够跑得很快。(修饰副词)

John works really hard. 约翰工作真的很努力。(修饰副词)

I have only 5 books. 我只有5本书。(修饰数词)

注意:

1) 大多数形容词后面 +ly, 可变成副词。如: beautiful → beautifully

2) 有些形容词和副词形式相同。如: fast, late, hard

3) 有些词后面 +ly, 词义发生很大变化。如: hard(硬的;困难的;努力地) → hardly(几乎不)

4) 个别表示方位的副词可以作定语,但要放在名词后面。如: the people there(那里的人), the rooms upstairs(楼上的房间)

Tell whether the following underlined parts are right or wrong. If they are wrong, correct them.

- 1) We should do our work well, if not perfect.
- 2) He came back lately last night.
- 3) Helen plays the piano very good.