

THOMSON



# 英语短文经典阅读

*Building Reading Fluency*

## 社会百态篇

Sarabel Kass Cohen



大连理工大学出版社

英

语短文经典阅读

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Sarabel Kass Cohen

钱进译

大连理工大学出版社  
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Sarabel Kass Cohen: Building Reading Fluency

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# Preface

本书针对具有中等以下水平的ESL/EFL学生为对象，目的是提高他们的阅读流利程度并拓展他们的词汇量。

显然，兴趣与阅读的快慢是密不可分的，而没有有趣的文章，阅读就缺少兴趣。依据本人二十一年来的课堂教学经验，本书选择收纳了这些文章。

ESL/EFL学生尤为感兴趣的是他们美国同龄人的生活方式以及问题，例如：婚前同居(亚特·布赤瓦德)；吸毒(刘易斯·格雷扎德)；大学生活的预算(西维亚·波特)；找工作(科尔比·W·斯坦尼特)；结交异性(征婚广告)。他们喜欢描写人性一类故事(《求子心切，险酿悲剧》；《阿比与安妮的建议》)。他们喜爱幽默(“不要对外国人说‘让我们来个聚会’”)。他们对政治问题(总统任期)和世界领袖感兴趣(“肯尼迪”；“卡特”)。他们关心社会问题(丹尼斯·普瑞格；柴特·福勒)。他们想更多地了解英语(理查德·瑞夫；罗伯特·克利本)。而每篇文章前的简介能让学生对即将阅读的文章有个大概的了解。

本书分为两部分：第一部分由前十篇文章组成，其他六篇构成第二部分。无论是第一部分还是第二部分所选的阅读材料都是原汁原味的，并且随后有各式各样旨在提高阅读流利程度以及扩展词汇的练习及活动。然而，第二部分是在掌握第一部分所学的技巧之上而设立的。亦即，第一部分全面丰富词汇，而第二部分以根据上下文猜词义为主。由于伴随词汇学习的注释是按一定顺序排列的，所以前十章应该依次教授。剩下的章节可以随意安排完成，也可以在第六

单元完成之后即引入学习。

## 关于练习

**阅读理解** 每篇阅读文章后的阅读理解练习是为了提高阅读流利程度而设。这些练习帮助读者辨认中心大意,注意重要的细节,并做出必要的推测;它们包括有关所选文章的问题,判断正误,从多个选项中选出正确的答案等。而释义练习引导读者更好地理解比较难的段落。

**讨论题** 根据阅读文章设立的讨论题往往都是发人深省的,能够引导人们就一些具有争议的话题热烈地交换意见。这些讨论要求学生能够联系自身的经历和态度。(有些讨论题目可以用做阅读前的讨论题。)

**词汇扩展** 词汇扩展不能流于随意,因此,本书很大一部分篇幅是词汇的学习。前十篇文章每篇都跟有词汇表。表中列出较难的单词。每个词给出了其定义以及在上下文中的那一部分的词性。(多音节词中,重读音节下画线。)这些阅读文章也是很好的介绍和学习习语、复合词、多义词、多词性词、同反义词、动词短语、前后缀的素材。

大量的书面及口语练习:选择同义词和反义词;从所列单词中选择适当的完成句子;指出不属于同一组的词;根据上下文确定多义词的适当的词义;用动词短语完成对话;辨认使用不当的动词短语;造句;猜词义等练习为学生提供了使用新学词汇的机会。

# Introduction

This reading and vocabulary text for pre-academic intermediate ESL/EFL students has two purposes: to develop reading fluency and to expand vocabulary.

It is obvious that motivation is essential to reading fluency and that without interesting texts, there is a little motivation. My choice of reading selections for this text is based on my twenty-one years' experience in the classroom.

ESL/EFL students are particularly interested in the lifestyles and problems of their American counterparts: living together before marriage (*Art Buchwald*); drug abuse (*Lewis Grizzard*); budgeting in college (*Sylvia Porter*); getting a job (*Kirby W. Stanat*); meeting people of the opposite sex (*personal ads*). They enjoy human interest stories (*Desire for a Child Was Nearly Tragic*; *letters to Ann Landers and Abigail Van Buren*). They like humor (*Don't Say 'Let's Get Together' to a Foreigner*). They are interested in government issues (*The Presidency*) and world leaders (*Kennedy and Carter*). They are concerned with social issues (*Dennis Prager*; *Chet Fuller*). And they want to know more about the English language (*Richard Reeves*; *Robert Claiborne*). The introductions to the readings give students an idea of the subject matter with which they will be dealing.

The text is in two parts: the first ten chapters and the remaining six. Both **Part One** and **Part Two** consist of authentic reading selections followed by various exercises and activities aimed at developing reading fluency and expanding vocabulary. However, **Part Two** is based on skills learned in **Part One**; that is, glossaries are furnished throughout **Part One**, whereas **Part Two** focuses on guessing meaning from context. The first ten chapters should be taught in sequence because of the explanations that accompany some of the word study exercises; the remaining chapters may be studied at random and may begin to be introduced after completion of Chapter 6.

## The Exercises

**Reading Comprehension:** The reading comprehension exercises that follow each reading selection are aids in developing reading fluency. These exercises help readers recognize main ideas, focus on important details, and make necessary inferences; they include questions about the selections, true/false statements, and multiple-choice items. The interpretation exercises guide readers to a better understanding of the most difficult passages.

**Questions for Discussion:** The discussion questions, based on the reading selections, are thought-provoking and can lead to spirited exchanges about some rather controversial subjects. The discussions require students to relate their own experiences and attitudes to the reading. (Some of these questions can be used as a basis for pre-reading discussions.)

**Vocabulary Development:** Vocabulary development should not be left to chance; thus, much of this text is devoted to vocabulary study. Each of the first ten reading selections is followed by a list of the more difficult words in the selection; each word is defined and labeled a part of speech according to context. (In words of more than one syllable, the syllable of major stress is underlined.) The readings also serve as an excellent source for introducing and explaining idioms; compound words; words with multiple meanings; words used as different parts of speech; synonyms and antonyms; phrasal verbs; and words changed by prefixes and suffixes.

A wide variety of exercises, both written and oral, provides an opportunity for students to use the new vocabulary: choosing synonyms and antonyms; choosing appropriate words from a list to complete sentences; identifying the word that does not belong in a group; determining the appropriate meaning from context when a word has more than one meaning; completing conversations using phrasal verbs; recognizing inappropriate phrasal verbs in sentences; writing original sentences; and guessing meaning from context.

**S.K.C.**

## Reading Credits

- Chapter 1** (pages 2–3): Art Buchwald, *Daughter's 'Friend' Is a Boy*.  
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- Chapter 2** (pages 10–11): Jimmy Carter, *Why Not the Best?*  
Nashville: Broadman Press, 1975, 16–18. All rights reserved. Used by permission.
- Chapter 3** (pages 20–21): Lewis Grizzard, *They Mourned Steve Vann in Silence*.  
The Atlanta Journal Constitution, ©1989 Cowles Syndicate, Inc., reprinted with special permission of Cowles Syndicate, Inc.
- Chapter 4** (pages 30–32): Excerpt from *Kennedy* by Theodore Sorenson.  
©1965 by Theodore C. Sorenson. Reprinted by permission of Harper & Row Publishers, Inc.  
Theodore C. Sorenson, *Kennedy as I Knew Him* (Kent: Hodder & Stoughton Limited).
- Chapter 5** (pages 42–43): Doane R. Hoag, *Desire for a Child was Nearly Tragic*.  
The Atlanta Journal Constitution.
- Chapter 6** (pages 54–55): Excerpt from *Sylvia Porter's New Money Book for the 80's*.  
©1975, 1979 by Sylvia Porter. Used by permission of Doubleday, Dell Publishing Group, Inc.
- Chapter 7** (pages 60–63): Advice from Abby and Ann.  
Dear Abby letters: ©Universal Press Syndicate. Reprinted with permission. All rights reserved.  
Ann Landers' letters: The Atlanta Journal ©Chicago Tribune, Chicago, IL.
- Chapter 8** (pages 70–72): *Job Hunting Secrets*.  
Kirby W. Stanat with Patrick Reardon, *Job Hunting Secrets & Tactics* (Piscataway, NJ: New Century Publishers, Inc., 102–107
- Chapter 9** (pages 84–85): Richard Reeves, *American English: A World Language*.  
©1983, Universal Press Syndicate. Reprinted with permission. All rights reserved.
- Chapter 10** (pages 92–94): Dennis Prager, *Happiness is a Serious Problem*.
- Chapter 11** (pages 104–105): Art Buchwald, *Don't Say 'Let's Get Together' to a Foreigner*.  
The Atlanta Journal Constitution. ©1984 Los Angeles Times Syndicate, Los Angeles, CA.
- Chapter 13** (pages 112–113): Chet Fuller, *He Was as Easy for Me to Read as the Pages of an Open Book*.  
©1988, The Atlanta Constitution, Atlanta, GA; June 27, 1988
- Chapter 14** (pages 116–118): Excerpted from *President of the United States*.  
The World Book Encyclopedia (Volume 15, 762–763, 766–767, 771). ©1989, World Book, Inc.
- Chapter 15** (pages 120–122): *Let's Get Personal*.  
©The Atlanta Journal and Constitution, Atlanta, GA.
- Chapter 16** (pages 124–125): Robert Claiborne, *From Our Marvelous Native Tongue: The Life and Times of the English Language*.  
©1983 by Robert Claiborne. Reprinted by permission of Times Books, a division of Random House, Inc., and of the author.
- Chapter 16** (page 127): *Funk & Wagnall's Modern Guide to Synonyms*. Edited by S. I. Hayakawa.  
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Every effort has been made to trace all the sources of information but if any have been inadvertently overlooked, the publisher will be pleased to make the necessary arrangements at the first opportunity.

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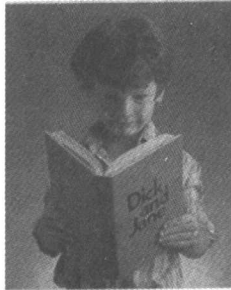
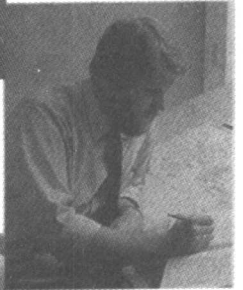
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# Part One





## Daughter's 'Friend' is a Boy

by Art Buchwald

*A humorist is a person who writes or tells funny stories. Art Buchwald is a well-known humorist. His syndicated column<sup>1</sup> appears in 550 newspapers throughout the world. Mr. Buchwald makes fun of American society, public officials in particular. In **Daughter's 'Friend' is a Boy**, he writes about a "problem" that some parents in the United States, and perhaps in your country, are having to face.*

幽默作家是专门写作或讲述幽默的、令人发笑的故事的。阿特·布赤瓦德就是一位著名的幽默作家。世界各地 550 份报纸联合刊登他的专栏。布赤瓦德先生嘲弄美国社会,尤其是政府官员。在《女儿的“朋友”是男孩》这篇文章中,他讲述了一个困扰着一些美国父母的问题。也许在你所在的国家同样面临着这个问题。

WASHINGTON — In the good old days when your daughter said she was bringing home a friend for the weekend, it meant she was bringing home a girl friend — and when your son said he was bringing home a friend for the weekend, it was a boy.

- 5 ● This is not the case anymore, and it is causing tremendous houseguest problems throughout the country. Since there is never any mention of the sex of the friend on the phone, most parents don't know what to expect or how to handle it.

I was over at Ripley's house the other evening when his daughter, Joan, arrived home for the weekend with her "friend", a tall strapping fellow named Mickey.

- 10 ● Mrs. Ripley was very flustered and said, "Well, Mickey, I guess you want to put your things away."

"Put them in my room," Joan said.

"Mickey can sleep in the attic," Mrs. Ripley said nervously.

"Why can't he sleep in my room?" Joan asked.

Mr. Ripley blew up. "Because I know he'd rather sleep in the attic."

- 15 ● "Joan's room is fine with me," Mickey said.

"Well, it isn't fine with me," Mr. Ripley snarled. "Mickey, do you mind if we talk to Joan alone? There's a beer in the ice box. Make yourself at home."

As soon as Mickey left the room, Joan said, "How could you humiliate me in front of my friend?"

20 ● "How did we humiliate you?" Mrs. Ripley wanted to know.

"By asking Mickey to sleep in the attic when you know perfectly well there are two beds in my room."

"It's not a question of the number of beds," Mr. Ripley puffed. "There's a certain propriety about people sharing rooms when they're not married."

25 ● "What propriety?" Joan wanted to know.

Mrs. Ripley said, "I know we're old-fashioned and out-of-date, but your father and I get very nervous when we know two unmarried people of the opposite sex are in the same room under our roof."

30 ● "But Mickey and I aren't strangers," Joan protested. "Where do you think we live in Cambridge?"

"I don't want to know where you live in Cambridge. You're not in Cambridge this weekend! You're in our house!" Mr. Ripley yelled.

"I thought it was my house, too," Joan said.

35 ● "It is your house, dear — but it's not Mickey's house. After all, it would seem to me you would enjoy one weekend sleeping alone in your own room," Mrs. Ripley said.

"If I'd known this was going to be such a big deal," Joan said, "I wouldn't have come home."

"It's not a big deal," said Mr. Ripley. "It's a simple question of moral standards. Ours seem to be different from yours. They may not be better but they are different."

40 ● "And that's why you want to ruin our weekend?" Joan asked.

"We're not trying to ruin your weekend, dear," Mrs. Ripley said. "What we're offering you are separate but equal accommodations..."

"That's very funny," Joan said. "But all the way down in the car Mickey was counting on sleeping in my room. He wouldn't have come if he had known he had to sleep in the attic."

45 ● Mr. Ripley said, "He'll sleep in your room over my dead body."

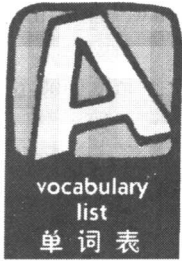
I decided to intercede. "I have a suggestion. Since Mickey was counting on sleeping in Joan's room, why don't you let him sleep there and have Joan sleep in the attic?"

All three looked at me.

50 ● Then Mr. Ripley said, "Wait a minute. Suppose Joan decides to come down from the attic in the middle of the night?"

"It's simple," I said. "Make Mickey promise to lock his door."

<sup>1</sup> *Syndicated newspaper columns are columns appearing in a number of newspapers at the same time.*



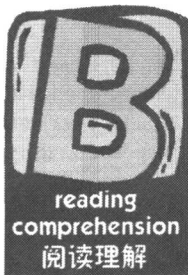
The more difficult words in the selection are defined in the list below.\* You may already know what some of the words mean; you may be able to guess the meanings of others from their context (what comes before and after a word); or you may want to refer to the list as you would look up in a dictionary. Notice that in each word the stressed syllable is underlined; this will help you with your pronunciation of English words.

所选文章中较难的单词已在下表中列出并给出定义\*。有些也许你已经知道;有些可以根据上下文猜出其含义;或者你可以像查字典一样参照下面单词表。注意:为了有助于你的发音,已在每个单词的重读音节下面划线。

- tremendous** (*adj.*) ..... very great; enormous (*line 4*) 巨大的
- handle** (*v.*) ..... to deal with (a problem or situation) (*line 6*) 处理, 解决
- strapping** (*adj.*) ..... tall, strong, healthy-looking (*line 8*) 高大健壮的
- flustered** (*adj.*) ..... nervous, confused (*line 9*) 紧张慌乱的
- attic** (*n.*) ..... space just below the roof in a house and above the other rooms (*line 12*) 阁楼
- snarl** (*v.*) ..... to growl angrily and show one's teeth (like a dog); speak angrily (*line 16*) 咆哮; 厉声地说
- humiliate** (*v.*) ..... to shame; cause to feel ashamed (*line 20*) 使蒙羞; 使丢脸
- puff** (*v.*) ..... to breathe quickly and hard (*line 23*) 喘息(如跑后)
- propriety** (*n.*) ..... proper behavior (*line 25*) (行为和道德之)正当
- out-of-date** (*adj.*) ..... old-fashioned (*line 26*) 过时的
- ruin** (*v.*) ..... to spoil; destroy (*line 40*) 使毁灭
- accommodations** (*n.*) .. rooms (for rent) in a house, hotel, etc. (*line 42*) [复, 美]住所
- count on** (*two-word v.*) .. to express with certainty, depend on (*line 43*) 指望; 依赖
- intercede** (*v.*) ..... to interfere in order to bring about an agreement between or among others (*line 46*) 说情, 调解

\* Each of the first 10 reading selections is followed by a vocabulary list. Each word is defined and labeled a part of speech according to context.

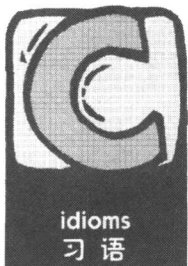
\*所选前十篇文章,每篇后面都跟有单词表。每个单词表都根据其所在上下文注明定义并标明词性。



### TRUE/FALSE STATEMENTS 判断正/误

Answer the following statements True or False.

1. True/False Mr. Buchwald implies (does not directly state) that Joan telephoned her parents to let them know she was bringing home a guest for the weekend.
2. True/False Joan had been living away from home.
3. True/False Joan and Mickey had never shared a room.
4. True/False The reader can conclude that there were two extra beds in the Ripley's house the weekend Joan and Mickey were there.
5. True/False Mr. Ripley remained calm throughout the conversation with the young people.
6. True/False Mickey asked for some beer because he was thirsty after the long drive.
7. True/False Joan couldn't understand her parents' point of view.
8. True/False Mr. and Mrs. Ripley had the same standards of "right and wrong" as their daughter.

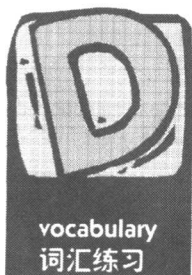


An **idiom** is an expression whose meaning cannot be understood from the meaning of each word in the expression. For example: "He's always *in hot water*" means "He's always *in trouble*." "He *kicked the bucket*" means "He *died*." Sometimes you can guess the meaning of an idiom from its **context** — what comes before and after the idiom.

习语是一种无法就字面理解其含意的表达方式。例如：“He's always in hot water”意思是“He's always in trouble.”“He kicked the bucket”意为“He died.”有的时候，你可以根据习语所在的上下文猜测其含义。

The following excerpts come from the reading selection. Choose the best meaning for each of the underlined idioms.

1. "Why can't he sleep in my room?" Joan asked. Mr. Ripley blew up. "Because I know he'd rather sleep in the attic." (lines 13 - 14)
  - a. took a deep breath
  - b. lost his temper
  - c. made a loud noise
  - d. hit something
2. "There's a beer in the ice box. Make yourself at home." (line 17)
  - a. Drink some beer.
  - b. Don't leave the house.
  - c. Get a place to live.
  - d. Relax and be comfortable.
3. "If I'd known this was going to be such a big deal," Joan said, "I wouldn't have come home." (lines 36 - 37)
  - a. so immoral
  - b. so impossible
  - c. so important
  - d. so large



## ◆ COMPOUND WORDS 复合词

A **compound word** combines two or more words. For example: *house + guest = houseguest* (line 4). Check your English-English dictionary to determine whether a compound word is written as one word (*houseguest*) or two words (*alarm clock*), or whether it is hyphenated (*old-fashioned*). The first part of a compound word is usually stressed.

复合词是将两上或两个以上的词结合到一起。例如: *house+guest=houseguest* (line 4) 请查一下英-英字典以确定一个复合词是否写做一个词(*houseguest*)或两个词(*alarm clock*), 或是否需要连字符(*old-fashioned*)。复合词的第一部分往往要重读。

**Each compound word below combines *house* with another word. Fill in the blank with the appropriate compound word. The first one is done for you.**

housebound (*adj.*)  
housecoat

housekeeper  
housemate

housewife  
housework

1. A mother who works outside the home needs a good housekeeper.
2. After she took a shower, she put on her \_\_\_\_\_ and went into the kitchen to make breakfast.
3. In the good old days, a typical girl looked forward to becoming a \_\_\_\_\_. Now she looks forward to becoming a corporate executive.
4. Women nowadays expect their husbands to share in the \_\_\_\_\_.
5. Kumiko's \_\_\_\_\_ paid half the rent and shared the other household expenses.
6. Because of the heavy snow, everyone was \_\_\_\_\_.

**Look through the reading selection and circle all the compound words.**

## MULTIPLE MEANINGS — HANDLE 一词多义—handle

In English, a word can have more than one meaning. Its use within a sentence determines whether it is a noun, verb, adjective, etc. For example, in line 6 of the reading selection, *handle* is a **verb** and means *to deal with* (a problem or situation); but your English-English dictionary tells you the verb *handle* has several other meanings. You will also find that *handle* can be a **noun**.

英语中,有的词不止一个含义。它在句中的使用决定它是否是名词、动词、形容词等。例如,在文中第6行,handle 是一个动词,意思为解决(问题或局面);但英-英字典中告诉你动词 handle 还有其他含义。而且你会发现 handle 还可以用作名词。

**han·dle**<sup>1</sup> /'hændl/ n **1** a part of an object which is especially made for holding it or for opening it **2** fly off the handle *informal* to lose one's temper.  
**handle**<sup>2</sup> v -dled, -dling [T] **1** a to feel in the hands **b** to move by hand: Glass — handle with care. **2** to deal with; control: He handled a difficult argument skillfully. | Mrs. Brown handles the company's accounts. | A good teacher must know how to handle children. **3** to use (goods) in business; DEAL in: We don't handle that sort of book. — **handleable** adj.

Study the various meanings of *handle* in the dictionary entries listed above. Complete the sentences below using the appropriate form of *handle* and any other words necessary to the meaning of the sentences. The first sentence is done as an example.

1. That shop on the corner handles newspapers and magazines.
2. I can't open the car door because \_\_\_\_\_.
3. Don't \_\_\_\_\_ until you wash your hands.
4. I dropped the cup of coffee because \_\_\_\_\_.
5. Nurses who work in hospitals are trained to \_\_\_\_\_.
6. The woman's husband died, and with the help of her many friends, she \_\_\_\_\_ with courage.
7. A person can accidentally shoot himself if he doesn't know how to \_\_\_\_\_.
8. Dan forgot to do his homework for five consecutive days. His teacher finally lost her patience and \_\_\_\_\_.



## TWO-WORD VERBS 双动词

A **two-word verb**, also called **phrasal verb**, is a verb followed by a preposition or an adverb (particle) that changes the meaning of the verb. For example: the verb *count* has a different meaning when it is combined with *on*. *Count on* (line 43) means *to expect with certainty*. It can also mean *to depend on*.

双动词,又称动词短语,是由动词接介词或副词构成,改变原先动词的含义。例如:动词 *count* 与 *on* 连用具有不同的含义。*Count on* (line 43) 意为 (*expect with certainty*) 指望。它也有 (*depend on*) 依靠的含义。

There are a vast number of two-word verbs in the English language, but there are no rules for learning them. The more you read and listen to English, the easier it will be for you to recognize these verbs, to learn their meanings, and to use them correctly.

英语中有大量的双动词,但是学习起来却没有一定的规律。你读和听的英语越多,越容易认出这些动词,了解它们的含义并做到正确使用它们。

**Study the two-word verbs and their definitions listed below. Fill in each blank in the following sentences with the appropriate two-word verb. Be sure to use the correct tense of the verb in each sentence.**

**count (someone) in (S)\*** — to include (someone) 计算在内

**count (someone) out (S)** — 1. to exclude (someone); 排除在外, 不包括  
2. to declare (a fallen boxer) the loser when he cannot stand up after 10 seconds  
have been counted 判……被击倒

**count off (S)** — to subtract, deduct 减去, 扣除

**count on** — to expect with certainty; to depend on 依靠; 指望

1. I \_\_\_\_\_ you to help me study for my exam.
2. I enjoy going to your parties. Please \_\_\_\_\_ me \_\_\_\_\_ when you plan another!
3. My teacher always \_\_\_\_\_ two points for each misspelled word.
4. Angelina doesn't like to swim in the ocean, so her friends \_\_\_\_\_ her \_\_\_\_\_ when they go to the beach.
5. Shanika \_\_\_\_\_ going\* to the dance with Antonio, but at the last minute he got sick.
6. The referee \_\_\_\_\_ the boxer \_\_\_\_\_ in the first round of the fight.

Notice that the *-ing* form of the verb is used after a two-word verb.

**\*(S) = Separable:** A noun or pronoun object may separate (come between) the verb and the particle (preposition/adverb.) Example: *Turn on the TV. Turn the TV on. Turn it on.*

名词或代词宾语可以插在动词和介词或副词之间。例如: *Turn on the TV. Turn the TV on. Turn it on.*

Note: A pronoun object usually comes between the verb and the particle.

Right: Turn it on.

Wrong: Turn on it.

**Inseparable:** An inseparable two-word verb cannot have an object between the verb and the particle. Example: *Jane counts on her parents to send her money for tuition. Jane counts on them.*

不可分隔的双动词和介词或副词之间没有宾语。例如: *Jane counts on her parents to send her money for tuition. Jane counts on them.*

Note: All intransitive two-word verbs (two-word verbs that do not take objects) are inseparable.

Example: I got up early this morning. Ali gets along well with all his classmates. Whether a two-word verb is separable or inseparable must be memorized along with its meaning.