

ENGLISH

江苏省五年制高等职业教育试用教材

# 英语

## 第三册

《英语》编写组 编

苏州大学出版社

江苏省五年制高等教育试用教材

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英 语

(第三册)

《英语》编写组 编

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## 前 言

从1995年起,原国家教委先后批准我省部分重点中专校试办五年制高职班,对我省职业教育的发展和提高起到了很大的促进作用。为确保高职教育的培养目标与教学质量,努力办出高职特色,1996年11月初,在原国家教委的关心指导下,省教委在无锡召开了“江苏省五年制高职教育工作研讨会”,就中专办高职的办学指导思想和管理、教学计划的制定与修订、教材建设、师资队伍建设等问题进行认真研讨,会上成立了“江苏省五年制高职教育学校协作委员会”及语文、英语、数学、物理四门公共课教材编写组,会后即组织所有试办高职班的学校的有关教师与专家,经过近两年的反复研讨,六易其稿,编写了这四门公共课的教学大纲及试用教材。

编写五年制高职公共课教材的指导思想是为了逐步构建一套适合于高职教育的公共课教材体系。在编写过程中,首先强化培养目标,开发好课程大纲,并以课程大纲为依据来组织教学内容,尽可能地体现五年制高职教育中公共课的基础性和实用性。在教学内容的安排和取舍上,遵循“尊重学科,但不恪守学科性”的原则,删旧增新,减少理论推导,着重阐明实践应用价值,强调公共课与相关学科之间的横向连接,注意与专门课程的接口,力求做到立足实践与应用,拓宽基础知识面,强化能力训练和迁移,使一般能力的培养和职业能力的培养相结合。教学内容留有适当的弹性,使不同专业和学有余力的学生可灵活选用与自学。本套教材主要适用于五年制高等职业教育,同时也可作为五年制专业班和四年制中专的教材或参考书。

四门公共课教材的编写工作,由省教委职教办组织,省高职协作会具体负责。教材编写采用主编负责制,主审协助主编把好教材质量关。编写五年制高职教材是新的探索,我们力求编好,但限于经验和水平,教材的缺点和不完善之处在所难免,请使用本教材的师生及同行们予以指正,使这套教材在实践中不断完善。

江苏省五年制高等职业教育教材编审委员会  
1998年5月

## 编写说明

本教材从高等职业教育培养目标的实际出发,根据《江苏省五年制高等职业教育英语教学大纲》编写而成。

英语是学习知识,吸收人类文明成果,进行人际交往和开展国际交流合作的重要工具,是高等职业教育中一门重要的基础课程。高职英语课程的任务是:传授必要的基础知识,有针对性地对学生进行英语基本技能训练,着重培养学生使用英语进行人际沟通的能力;学生毕业后应具备职业岗位所需要的一定的听说能力、较强的阅读和翻译本专业一般技术资料的能力、书写常用应用文的能力并为今后学习和运用英语打下扎实的基础。高职英语教学大纲所确定的英语课程的性质和任务,是编写本教材的出发点和选择教材内容的依据。

高职英语课程的教学分两个阶段:基础英语阶段和专业英语阶段。前三年为基础英语阶段。本套教材共三册,供高职各专业基础英语阶段使用,原则上每学年一册。一、二册编写体例相同,每个教学单元由会话、课文、阅读及相应的配套练习组成,部分单元设有语法内容。第三册体例略有变化。本教材侧重选用语言共核方面的材料,注意与初中英语与专业英语的衔接。从具体内容看,教材力求反映以下特色:(1) 会话内容,贴近生活;(2) 语法知识,不强调完整性和系统性;(3) 应用文和科普文章篇幅较多;(4) 练习设计,重在语言能力训练;(5) 教材容量留有余地,以便不同门类的学校结合专业需要加以调整和变更。

使用本教材时,应打破以语法讲授为纲、以解释语言知识为目的的教学模式,提倡以学生为主体,突出教学过程交际化的施教途径,通过语言技能训练,形成运用英语的实际能力。

本套教材可作为中等职业教育的教材或参考书。中专使用本书时,每个单元的阅读材料,可不列入课堂教学要求,也可根据学生基础水平和专业实际情况,删去一部分篇目。

成书过程中,参阅了部分国内外出版物。毛云萍、徐广鸿、张仁华、张春明、程道光 and 钱学欣为本书做了不少文字工作。苏州卫生学校、苏州大学出版社对本教材的编写与出版给予了很大支持。江苏省试办高职的所有学校都参与了教学大纲的撰写工作。在此一并致以诚挚的谢意。

编写高职英语教材实属首次,涉及的专业多、专业差异性大,探索之中缺点难免。我们殷切希望广大师生提出宝贵意见,以便不断改进,更臻完善。

《英语》编写组

1998年3月

## 修 订 说 明

高职英语教材出版以来,使用该教材的学校师生给予了充分肯定,并对进一步完善教材提出了许多有益的建议。此次修订,主要进行了以下几方面的工作:

1. 调整了部分单元的教学内容,以期增强可读性;
2. 对阅读材料中出现的生词加注了音标,以便于学生自学;
3. 增写了部分练习,以期加强语言能力训练。

参加本册修订工作的有:(以姓氏笔画为序)朱盘宝、胡兴国、侯志燕、谢煜山、廖芝顺。谢煜山负责统稿。徐鹏教授审阅了修订稿。

《英语》编写组

2000年7月

# Contents

|  |    |
|--|----|
| <b>Unit 1</b> .....                                      | 1  |
| Text      On Reading                                     |    |
| Reading   Books Are Our Best Companions                  |    |
| <b>Unit 2</b> .....                                      | 13 |
| Text      A Jazz King                                    |    |
| Reading   The Basketball Game                            |    |
| <b>Unit 3</b> .....                                      | 21 |
| Text      World Trade                                    |    |
| Reading   Market Economies                               |    |
| <b>Unit 4</b> .....                                      | 30 |
| Text      If I Were a Boy Again                          |    |
| Grammar   The Subjunctive Mood( I )                      |    |
| Reading   Drug Abuse of American Teenagers               |    |
| <b>Unit 5</b> .....                                      | 40 |
| Text      What We Eat and Drink                          |    |
| Grammar   The Subjunctive Mood( II )                     |    |
| Reading   Food Preservation                              |    |
| <b>Unit 6</b> .....                                      | 51 |
| Text      Equality of Opportunity and Competition        |    |
| Reading   Man's Abilities                                |    |
| <b>Unit 7</b> .....                                      | 59 |
| Text      Would There Be Enough Food for So Many People? |    |
| Reading   Population Explosion                           |    |
| <b>Unit 8</b> .....                                      | 70 |
| Text      Best Teacher I Ever Had                        |    |
| Grammar   Elliptical Sentences                           |    |
| Reading   Clean Your Room                                |    |
| <b>Unit 9</b> .....                                      | 80 |
| Text      The Earth's Spreading Deserts                  |    |
| Reading   The Heat Is On                                 |    |
| <b>Unit 10</b> .....                                     | 89 |
| Text      Eureka!  |    |
| Reading   Great Inventions                               |    |



|                      |                                      |
|----------------------|--------------------------------------|
| <b>Unit 11</b> ..... | 99                                   |
| Text                 | How Does Television Affect Us?       |
| Grammar              | Subject-verb Concord                 |
| Reading              | Who Does English Belong to?          |
| <b>Unit 12</b> ..... | 111                                  |
| Text                 | Physical Fitness                     |
| Reading              | Walking                              |
| <b>Unit 13</b> ..... | 121                                  |
| Text                 | Electric Peasants Head for the Hills |
| Reading              | The Changing Workplace               |
| <b>Unit 14</b> ..... | 131                                  |
| Text                 | A Pound of Butter                    |
| Grammar              | Inversion                            |
| Reading              | Know before You Go                   |
| <b>Unit 15</b> ..... | 143                                  |
| Text                 | Life in the Universe                 |
| Reading              | Exploring the Ocean's Depths         |
| <b>Unit 16</b> ..... | 152                                  |
| Text                 | The Id, the Ego, the Superego        |
| Reading              | Daydream a Little                    |
| <b>Unit 17</b> ..... | 165                                  |
| Text                 | Never Say Good-bye                   |
| Grammar              | The Use of <i>It</i>                 |
| Reading              | Life Expectancy                      |
| <b>Unit 18</b> ..... | 176                                  |
| Text                 | How to Give a Good Speech            |
| Reading              | Winning Images                       |
| <b>Unit 19</b> ..... | 186                                  |
| Text                 | Alfred Nobel                         |
| Reading              | Marco Polo                           |
| <b>Unit 20</b> ..... | 195                                  |
| Text                 | What I Admire about China            |
| Grammar              | Word-formation                       |
| Reading              | The Value of Time                    |
| <b>Unit 21</b> ..... | 208                                  |

|                               |   |            |
|-------------------------------|---|------------|
| Text                          | Starting Your Own Business                |            |
| Reading                       | Choosing a Career                         |            |
| <b>Unit 22</b>                | .....                                     | <b>218</b> |
| Text                          | The Successful Interview                  |            |
| Reading                       | A Letter of Application                   |            |
| <b>Supplementary Readings</b> | .....                                     | <b>227</b> |
| < 1 >                         | An Official Letter of Introduction        |            |
| < 2 >                         | A Private Letter of Introduction          |            |
| < 3 >                         | An Invitation for an Exhibition           |            |
| < 4 >                         | A Letter of Self-recommendation           |            |
| < 5 >                         | A Letter of Employment                    |            |
| < 6 >                         | To a Friend Who Is Ill                    |            |
| < 7 >                         | Directions for Medicine Administration    |            |
| < 8 >                         | Instructions for Air Conditioner          |            |
| < 9 >                         | Inquiring about the Property of a Product |            |
| < 10 >                        | A Purchase Contract                       |            |
| < 11 >                        | A Brief Introduction to a Hotel           |            |
| < 12 >                        | A Graduation Certificate                  |            |
| < 13 >                        | An Autobiography                          |            |
| < 14 >                        | A Résumé                                  |            |
| < 15 >                        | An Application for a Bilingual Secretary  |            |
| <b>Vocabulary</b>             | .....                                     | <b>244</b> |
| <b>Irregular Verbs</b>        | .....                                     | <b>274</b> |

# Unit 1

## Text

### On Reading

The Authors' Club  
London, S. W. 1  
2nd January, 1990

Dear Francisco,

I'm glad to know you enjoyed the books I sent you for Christmas. Your letter of thanks was very well written and I congratulate you on being able to write so well.

You ask me for advice on reading. That's a very difficult request. I always hesitate to advise my friends on what to read. How can I possibly know what will interest other people? And you don't say in your letter what you want to read.

What you do say is that you're very fond of reading, and I'm delighted by that. Do you know the essays of Francis Bacon, who lived about the same time as Shakespeare? They're full of good advice about reading. Here is a bit from the essay *Of Studies*.

"Some books are to be tasted, others to be swallowed, and some few to be chewed and digested."

I can't give you better advice than that. It tells you how to read books of different kinds. I suppose most travel books are "to be tasted", it's enough to dip into them and read bits here and there. If you're fond of stories, you will, if you're like me, read them quickly; you'll "swallow" them. And there are books that you'll read slowly and carefully. If a book's on an important subject and a subject you're interested in, you'll want to "chew and digest" it.

If the book's in English, that may mean slow progress for you. But I don't advise you to read too slowly. When I was living in Tokyo many years ago, I used to go to the second-hand bookshops. They were full of English books. The first twenty or thirty pages of many of them had their margins filled with pencilled notes and there were dozens of words and phrases underlined. The owners, probably earnest students, had started out very seriously, determined to master the books. Then, as I turned the pages over, I found clean white margins, with not a single note. It was clear that the reader had given up in despair.

I suppose that's a common experience in many countries with books in a foreign language. The reader starts out, full of hope and determination. Then the need to turn to a dictionary or a reference book, perhaps ten or even twenty times a page, tires him out.

There are two or three answers to this problem. The first is: Don't start reading a book unless you see, from the first few pages, that it's one you can read with ease and understanding. Don't try to run before you can walk. There are plenty of books that have been rewritten in simple language – and shortened too, if necessary.

My second answer to this question of difficult vocabulary is, I think, a much better one. Don't stop every time you come to a word or phrase you don't know. Read the whole chapter quickly. Quite often you'll find the unknown word comes again, perhaps several times, and by the end of the chapter you'll have guessed its meaning. That's how we learn the meaning of words in our own language, isn't it? When we're children, I mean. When I'm telling a story to children, they seldom stop to ask what a word means. Even when they read, they don't turn to the dictionary every time they see an unknown word.

Read a chapter quickly, and then go back and read it more slowly. This time, use your reference books when necessary. But try to judge what is worth looking up and what is not.

You'll tell me that it's difficult, very often, for you to judge whether an unknown word is important or not. I agree that this is often true. But it's not always difficult. You're going to be an architect, so words used in architecture are important to you. If they're new to you, you'll look them up. But if the reader is not interested in architecture, he could pass them by. They're not at all necessary for his enjoyment of the book.

When I read my *Times* these days I often find articles about the uses of atomic energy. There are sometimes words I don't know – and some of them are so new that they're not yet in the dictionaries. But I'm slowly beginning to understand what some of the words mean – simply by meeting them so often.

Well, that's my advice to you. I hope you'll find it helpful. It isn't perfect, I know. There will be times when, if you decide not to look up a reference, you'll miss something that may be important.

But I feel I'm right in advising you not to be too thorough in your use of reference books – except when you are studying your own special subject. If you're too thorough, you'll lose heart and perhaps give up.

Good luck to you in your reading. Do write again, and if you think I can help you in any way, please don't hesitate to ask.

Yours ever,  
John Churchman

## New Words and Expressions

- author [ˈɔːθə] *n.* 作者;作家  
advise [ədˈvaɪz] *vt.* 劝告;向……提意见  
essay [ˈeseɪ, ˈesi] *n.* 小品文,随笔;文章  
Shakespeare [ˈʃeɪkspiə] *n.* 莎士比亚  
swallow [ˈswɒləʊ] *vt.* 吞下,咽下;吞没;耗尽  
digest [diˈdʒest, daɪˈdʒest] *vt.* 消化(食物);领会,领悟  
dip [dɪp] *vt.* 浸;汲出 *vi.* 浸一浸;翻阅一下,浏览  
Tokyo [ˈtəʊkjəʊ] *n.* 东京[日本首都]  
margin [ˈmɑːdʒɪn] *n.* 页边的空白;余地,余裕;差数;(成本与售价的)差额  
pencilled [ˈpenslɪd] *a.* 用铅笔写的;用画笔画的  
dozen [ˈdʌzn] *n.* (一)打,十二个;[复]几十;许多  
phrase [ˈfreɪz] *n.* 短语,词组;习惯用语  
underline [ˌʌndəˈlaɪn] *vt.* 在……下划线  
earnest [ˈɜːnɪst] *a.* 认真的;诚挚的  
master [ˈmɑːstə] *vt.* 做……的主人;控制;统治;制服;精通  
single [ˈsɪŋɡl] *a.* 单一的;单个的  
despair [dɪsˈpeə] *n.* 绝望  
rewrite [ˈriːraɪt] *vt.* 改写(故事等);重写  
shorten [ˈʃɔːtn] *vt.* 缩短;减少;减少……的力量  
vocabulary [vəˈkæbjʊləri] *n.* 词汇表;词汇,语汇;词汇量  
unknown [ˈʌnˈnəʊn] *a.* 不知道的;未知的  
chapter [ˈtʃæptə] *n.* (书的)章,回  
seldom [ˈseldəm] *ad.* 很少,不常,难得  
architect [ˈɑːkɪtekt] *n.* 建筑师;设计师  
reader [ˈriːdə] *n.* 读者  
enjoyment [ɪnˈdʒɔɪmənt] *n.* 享受;享有;享乐;欢乐  
perfect [ˈpɜːfɪkt] *a.* 完美的;完全的 [pə(:)ˈfekt] *vt.* 使完美,使完善;改善

## Notes

1. S.W.1 是邮政区号。伦敦按方位划区。S 代表 South, S.W. 代表 Southwest。S.W.1 是西南一区。
2. *Of Studies = On Studies*:《论学习》。  
of 是旧的用法,现在一般用 on,如: *On Reading*。 *Of Studies* 的作者是弗朗西斯·培根 (Francis Bacon [ˈfrɑːnsɪs ˈbeɪkən], 1561—1625), 英国哲学家及作家。
3. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

有些书应当浅尝,有些书应当吞咽,有少数书是应当细嚼和消化的。

这是比喻说法,大体相当于“浏览”、“速读”和“精读”。

others to be swallowed, and some few to be chewed and digested 等分句中均省略了 are。在并列句中,后面分句内如有与前面分句中相同的部分,常省略。

4. There are plenty of books that have been rewritten in simple language – and shortened too, if necessary.

有许多书已用简单的语言改写过,而且如果需要,还经过缩短。

句中的 if necessary 等于 if it is necessary,也是一种省略现象。下文还有 when necessary。在时间、条件等状语从句中,如果谓语动词含有 be,常省略主语和动词 be。又如:

If necessary, I'll have the letter rewritten.

如有必要,我请人把信重写一下。

When necessary, I should like to visit the city.

在必要时,我希望访问该市。

5. But if the reader is not interested in architecture, he could pass them by.

但如果读者对建筑不感兴趣,就让它过去。

pass by 是一个短语动词,意为 to pay no attention to; to take no notice of。有关由 pass 构成的短语动词的用法,见课文练习 IV。

6. *The Times*: 《泰晤士报》。

7. Good luck to you in your reading.

祝你阅读顺利。

good luck to somebody in something 意为祝某人在某方面顺利。

## Exercises

### I. Answer the following questions.

1. On what subject does Francisco ask the writer for advice?
2. Why does the writer consider Francisco's request a difficult one?
3. What's the advice Bacon gave on reading?
4. Did the writer explain Bacon's advice to Francisco? How?
5. Why do many students give up after reading a few pages of a book in a foreign language?
6. When should we use a reference book?
7. Is it necessary to look up every unknown word when we read?
8. How can the writer understand the new words which are not yet in the dictionaries?
9. What does the writer advise Francisco to do while reading an important book in a foreign language?
10. What do you think of the writer's advice "not to be too thorough in your use of reference books"?

## II. Choose the best answer.

1. The writer's purpose in writing the letter is to \_\_\_\_\_.
  - A. congratulate Francisco on being able to write a letter of thanks very well
  - B. offer some suggestions about reading
  - C. tell Francisco to read Bacon's essay *Of Studies*
  - D. advise Francisco not to use dictionaries because they are useless
2. In this letter, the writer offers all the following suggestions except \_\_\_\_\_.
  - A. to read books of different kinds in different ways
  - B. to choose a book which is not too difficult for you to understand
  - C. to learn to judge what unknown word is worth looking up and what is not
  - D. to read *The Times* frequently
3. \_\_\_\_\_ is a book to which we go for information.
  - A. A notebook
  - B. A novel
  - C. A reference book
  - D. An essay
4. Books which are on important subjects and subjects you're interested in, you should \_\_\_\_\_ them.
  - A. chew and digest
  - B. dip into
  - C. taste
  - D. pass by
5. If you come to some unknown words in an article which is not important to you, you may \_\_\_\_\_.
  - A. pass them by
  - B. look them up
  - C. have them underlined
  - D. turn to reference books
6. The writer thinks that his advice on reading is \_\_\_\_\_.
  - A. perfect
  - B. worthless
  - C. better than Bacon's
  - D. not perfect but useful
7. These earnest students started out very seriously and \_\_\_\_\_.
  - A. were determined to master the book
  - B. decided to taste the book
  - C. were ready to dip into the book
  - D. planned to read a few pages of it
8. Which statement is not true?
  - A. You can pass some unknown words by because you will not miss something important.
  - B. When the writer is telling a story to children, they rarely stop to ask what a word means.
  - C. If you turn to the dictionary every time you see an unknown word, you will be tired out.
  - D. When you read books on your own special subject you will look up the unknown

words that are important to you.

**III. Fill in each blank with a phrase from the list given below, changing the form where necessary.**

start out      be delighted by      dip into      tire out      in despair  
dozens of      here and there      lose heart      with ease      pass by

1. I \_\_\_\_\_ the news of our basketball team taking first place.
2. There are \_\_\_\_\_ new words and phrases in Unit One.
3. Yesterday I went to the bookstore in the centre of the city on foot. The long walk \_\_\_\_\_ me \_\_\_\_\_.
4. Though there are grammatical mistakes \_\_\_\_\_, your composition as a whole is well written.
5. At last he gave up the attempt \_\_\_\_\_.
6. No matter what difficulties may come our way, we must never \_\_\_\_\_.
7. I have only \_\_\_\_\_ the book but I find it rather interesting.
8. The company \_\_\_\_\_ with only twenty employees.
9. This book is written in simple language and I think you can read it \_\_\_\_\_.
10. If small mistakes are \_\_\_\_\_ they may lead to more serious ones.

**IV. Fill in each blank with a phrasal verb from the list given below, changing the form where necessary.**

pass as/for – to be (mistakenly) accepted as or considered as  
pass away – to die  
pass by – to pay no attention to; to take no notice of  
pass off – to take place and be completed  
pass on – to move on; to give to another person  
pass out – to faint

1. He always \_\_\_\_\_ at the sight of blood.
2. Read the note and then \_\_\_\_\_ it \_\_\_\_\_.
3. He \_\_\_\_\_ me \_\_\_\_\_ as though he did not know me.
4. His English is so good that he could \_\_\_\_\_ a native.
5. The meeting \_\_\_\_\_ with success.
6. Let us now \_\_\_\_\_ to the next subject.
7. He had a bad fall and \_\_\_\_\_.
8. It is strange that such a man should \_\_\_\_\_ a scientist.
9. In 1910, Florence Nightingale, a very tired woman of 90, \_\_\_\_\_ quietly in her sleep.



## V. Cloze test.

I want to persuade you to mark up a book when you read an important book because it can help you digest a book and make the book a part of 1.

Why is marking up a book necessary to reading? First it keeps you awake. In the second place, reading, 2, is thinking and thinking 3 express itself in words. 4, writing helps you remember the thoughts you had, or the thoughts the author expressed.

If reading is to 5 anything more than passing time, it must be active. Now an 6 piece of light fiction (轻松小说) doesn't require the more active kind of reading. 7 you should do is 8. But a great book, rich 9 ideas and beauty, demands the most active reading 10 you are capable.

You may say that this business of marking books is going to slow up your reading. It probably will. That's one of the reasons 11. Most of us have been 12 by the notion 13 speed of reading is a 14 of our intelligence (智力). There is no 15 the right speed for intelligent reading. Some things should be read quickly and effortlessly and some should be read slowly and laboriously. The sign of intelligence in reading is the ability 16 different things differently according to their 17. 18 good books, the point is not to see how many of them you can get through, but rather how many you can make your own. If this be your aim, as it should be, you will not be impatient if it 19 more time and effort to read a great book than 20 a newspaper.

- |                        |                  |                     |                       |
|------------------------|------------------|---------------------|-----------------------|
| 1. A. you              | B. yours         | C. your             | D. yourself           |
| 2. A. if it active     | B. if is active  | C. if it is active  | D. if being active    |
| 3. A. tends to         | B. means         | C. intends          | D. comes to           |
| 4. A. In the end       | B. Last          | C. Finally          | D. Eventually         |
| 5. A. finish           | B. arrive        | C. accomplish       | D. progress           |
| 6. A. ordinary         | B. original      | C. oriental         | D. orange             |
| 7. A. Which            | B. That          | C. This             | D. What               |
| 8. A. to digest        | B. dip into it   | C. to dip into      | D. absorbed it        |
| 9. A. on               | B. in            | C. at               | D. for                |
| 10. A. to which        | B. of which      | C. of that          | D. which              |
| 11. A. for doing it    | B. why doing it  | C. because doing it | D. on doing it        |
| 12. A. taken after     | B. taken up      | C. taken to         | D. taken in           |
| 13. A. that            | B. which         | C. what             | D. this               |
| 14. A. program         | B. progress      | C. procession       | D. measure            |
| 15. A. such a thing as | B. such thing as | C. such thing that  | D. such a thing which |
| 16. A. reading         | B. to read       | C. read             | D. of reading         |
| 17. A. price           | B. expense       | C. worth            | D. cost               |