

总主编 何其莘 [美] 杨孝明

超越概念 Beyond Concept

高等院校英语专业系列教材

Teacher's Manual for
Intensive Reading 1

精读 教师用书
(第一册)

主编 康成翠 庞建荣
[美] 高雄亚 [美] 韩爱果
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 中国人民大学出版社

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总序

培养高校英语专业学生的文化素养要有合适的教材：不是那种仅仅文字漂亮却没有太多文化内涵的传统教材，而是具有时代特征，选自政治、经济、社会真实交往，含有丰富文化内涵的读本，同时兼有能够启发学生思考和分析的活泼、互动的教学方法以及配套的课外实践活动。这就是中国人民大学出版社推出“超越概念”这套英语专业系列教程的宗旨。

“超越概念”是一套完整的高校英语专业本科系列教程，涵盖了2000年教育部颁布执行的《高等学校英语专业英语教学大纲》中规定的“英语技能”和“英语知识”两大课程板块中的所有课程，由一批长期从事国内高校英语专业本科教学的中国教师和一批美国学者（均为20世纪80年代赴美留学，而后在美国大学获得博士学位和终身教职的华裔教授）合作编写而成。

与国内高校当前使用比较广泛的几套英语专业教材相比，“超越概念”有以下几个特点：

第一，教材采用了中美教授、学者合作编写的形式。由中外学者合编教材国内已有先例，但是本套教材无论从编撰者的数量到编写人员的素质，从双方合作的广度到相互交流的深度，从教材种类所涵盖的范围到其内容的真实性，都是前所未有的。编写初始由中方编者提出编写思路、选材要求，之后将要求交付美方编者，由美方编者在美国选材。在选材过程中，双方经过多次讨论，最后确定每一篇课文的内容与长度。然后由中方编者根据所选内容编写配套的练习，最后由美方审读并润色。这种分工方式最充分地利用了双方的优势：中方编者不但有在国外学习、工作、获取学位的经历，而且长期在国内高校从事英语教学，对国内学生的需求以及国内现有教材的情况了如指掌，可以准确地把握教材的内容和难易程度。而美方编者的优势在于对西方，特别是美国的英语教学和文化的认知与了解。他们出国前均为国内高校英语教师，并有在美国大学英语系不低于20年的教学经验。他们不但对国外的英语教学了如指掌，更重要的是对英语语言和文化有一种直觉的感知，而这种感知是从任何教科书中学不到的。凭着这种感知，他们不但可以在教材的最终审定过程中杜绝那种语法全对但读起来不像英语的中式英语，更能够在选材的过程中准确把握住西方文化核心的东西。

第二，教材以主要英语国家的文化为切入点，全部课文采用英文原文。教材的配套练习有很强的针对性，适合我国高校英语专业课堂教学使用。以精读教材为例，从第一册的第一课起，全部的课文均采用有实质内容的英文原文，从而彻底摒弃了无文化内容的以句型练习为主的课文。另外，语法讲解和练习均出自课文中出现的语法现象，而不是脱离课文内容、为语法而讲语法的训练。这样安排语法的讲解和练习就是将语法放在一个从属的地位。语法仅仅是对语言现象的描述与诠释，而不是规范语言对错的标准。与课文的文化内涵和语言的活力相比，语法理应处于从属地位。无论是以书面语为主的精读、泛读课文，还是形式活泼的听力、口语课文，有很多句子是“不符合语法规则”的。然而正是这些看似不符合语法的句子才是语言的生命，是有血有肉的活生生的语言。而我们的学生就是要感悟、学习并掌握这种有生命力的活的语言，而不是那些完全按语法规则编造出来的僵死的语言。

过去社会上对于高校英语专业的毕业生有这样一种指责,说他们只是一个“传声筒”。当然,这种指责讲的并不是在翻译中,特别是口译中,即从一国语言转换成另外一国语言的过程,而是嘲笑英语专业的学生没有思想。虽然,在翻译过程中译者不能随意添加或删减原文中的内容,但是如果译者没有足够的思想文化素养,那么很可能在理解上出问题,或是在用另一种语言转述时出现纰漏。这是我们作为外语教师 and 我们的学生都不愿意看到的局面。我们编著本套教程的指导思想之一就是使学生接触有文化内涵、有生命力的真实语言,从而避免在语法规则内闭门造车,避免“传声筒”式的教学。

第三,在注重培养学生听、说、读、写、译英语综合运用能力的同时,努力锻炼学生对外国文化的分析、批判和吸收的能力。不同课型的教材相互呼应,相互配合。突出教材的文化特征是本套教程最大的特点。英语专业学生文化素养的培养起码应该涵盖以下3个方面的内容:(1)要熟悉所学语国家的文化;(2)要了解所学语国家文化深层的内容;(3)要有鉴别、分析、批判和吸收外国文化的能力。本套教程的编写就是基于以上三个文化方面的内容。首先,教材内容涵盖了主要英语国家的政治、经济、历史、地理、哲学、宗教、社会等诸多方面。学生通过学习课文不仅了解其中丰富多彩的内容,同时锻炼对包括历史渊源、宗教背景,政治、经济、地理诸领域之间盘根错节的联系的分析能力。其次,教材的内容要蕴含深层的文化内涵,要有强烈的时代感。要在有限的课文中详尽地反映出几百年甚至上千年的文化内涵是不可能的,因此必须做出选择,有取舍地遴选教材的内容。本套教程的选材原则是兼顾经典和现当代题材,以反映当代文化题材为主。如全部精读和泛读教材的128篇课文中,只有一篇选自18世纪爱尔兰裔英国作家斯威夫特(Swift)的作品。其他文章均为现代和当代作家的作品。而这些文章所涉及的主题并非西方文化所独有,很多文化现象,包括环保、就业、商业和技术对教育的冲击等等问题在世界各国均有普遍性,有些也是中国目前所面临的实际问题。另外,所选文章不仅体现出当代文化的特征,更重要的是这128篇课文中所涉及的问题均以议论文、辩论文的形式出现,没有一篇是一般人物或事件介绍性的文章。况且,很大一部分课文均以对西方传统、主流思潮批判的形式来阐述某个问题。这也是本套教程与国内其他教材一个重要的不同之处。由于议论文、辩论文旨在与读者进行交流,学生是以参与者的身份去接触课文中所涉及的内容,而不是被动的接受者。这就为学生对西方文化的内涵进行分析和批判提供了必要的途径与方法。

国内高校英语教材的编写不仅反映出不同时代西方文化的不同内涵,同时也折射出中国与西方世界的互动关系。20世纪五六十年代的英语教材以古典主义为主,所选内容多为西方文学经典,而中国学生对这一部分的西方文化大体上是被动地接受。七八十年代的英语教材主要以功能训练为主,学生学英语是为了掌握一门工具。而本套教程是以文化交流为宗旨,学生通过学习英语增加对西方文化的了解,全方位地参与到世界事务中去。这也是当前中国发展的真实写照与必然结果。

在教材编写过程中,我们得到了中国人民大学的大力支持,在此,我们代表全体编写人员向校方和相关职能部门表示由衷的感谢。

何其莘 杨孝明

2009年11月

编者说明

本书为“超越概念——高等院校英语专业系列教材”之《精读》教材，全套共4册，每册含16个单元，供大学本科一至二年级及水平相当的学习者使用。

一、选材原则

1. 课文素材以美国原版教材为主，报纸、杂志及网络文章为辅。选材在突出时代感的同时兼顾经典语篇的分析与欣赏；
2. 课文内容重点介绍以美国为代表的英语国家的文化内涵与价值，关注当今人类面临的各种挑战与热点，使学习者在提高英语语言知识与技能的同时，开阔视野，增强独立思考与分析批判的能力，形成理性思维的习惯；
3. 课文编排架构照顾选文作者的代表性与写作风格的多样性，注重题材与体裁的合理搭配。

二、编写原则

1. 以《高等学校英语专业英语教学大纲》为编写依据，以《普通高中英语课程标准》为参照起点，以满足学生学习需要为目标，在注重基本功训练的同时，拓宽学生的视野，提高学生的欣赏水平、思考能力及解决问题的能力；
2. 全部选用国外出版物，在教材编写过程中，对于原素材不做任何删减与改动，保持其原汁原味；
3. 课文编排循序渐进，由浅入深，相互重叠，课文字数大致控制在第一册800~1 400，第二册900~2 200（剧本除外），第三册1 100~2 000，第四册1 600~2 800；
4. 语言与文化并重，兼顾学生英语听、说、读、写、译能力的全面训练与培养。

三、词汇表设计

1. 生词及短语以它们在课文中出现的顺序排列；
2. 每个生词一般标注两个释义，基本意思在先，课文中意思在后（如课文中意思为该词的基本意思，则只标注一个释义）；
3. 每个生词及短语以双语注释，英文释义在先，中文释义在后，以便帮助不同基础的学生迅速学习、理解、掌握词义；
4. 生词通过 [*informal. AmE*]、[*sing./U*]、[*usu. pass.*]、[*only before noun*] 等来标注其词性与用法。

四、练习设计

练习内容与题型设计以提高学生的各种语言技能为主要目的, 兼顾帮助学生备考, “不同阶段有不同的要求”, 全部围绕课文中出现的新词汇及语言点而设计, 总体分为 **Pre-reading Activities**, **Understanding the Text**, **Grammar**, **Exercises** 与 **Writing Assignments** 五大部分:

第一部分: Pre-reading Activities 为课前预习题或称热身题, 旨在引导学生带着问题进入课文的预习。

第二部分: Understanding the Text 为阅读理解题, 含 **Questions for Critical Thinking** 与 **Questions on Language in Context** 两部分。前者侧重对包括文化内涵在内的整篇课文内容的深入理解与思考, 后者侧重对课文中难句及重要语言点的理解, 旨在引导学生在上下文中理解词义, 观察语言在特定语境中的实际用法。

第三部分: Grammar 为根据课文中出现的语法现象而进行的简单的语法讲解, 并为后面的“语法练习”作铺垫, 旨在引导学生进一步复习、练习和巩固以往学过的语法知识。如在第一册的第一单元中, 编者有意设计了一个综合时态练习 **Tense Shifts**, 来帮助刚步入大学的学生梳理一下以往学过的英语时态, 以免他们在日后的口语会话或写作时再次出现中国学生常见的时态混乱现象。

第四部分: Exercises 为包括语法在内的词汇、语音、口语及写作等的练习。

I 为根据 **Grammar** 中讲到的课文中出现的语法现象而设计的练习, 旨在帮助学生进一步练习、巩固中学学过的语法基础(或为翻译题, 或为填空题, 形式因各单元或各册内容而异);

II 为根据 **Grammar** 中讲到的构词法而出的练习题, 旨在扩大学生词汇量(或为翻译题或为填空题, 形式因各册而异);

III 为根据课文中出现的词汇而设计的“词形填空题”, 旨在帮助学生扩大词汇量并掌握词的用法(形式因各册而异);

IV 为根据上下文的“词汇替换题”, 旨在通过同义词练习来帮助学生扩大词汇量并掌握词的用法;

V 为根据课文中出现的词汇而设计的“选词填空题”, 旨在引导学生通过上下文理解来练习重点词的搭配与使用;

VI 为“完形填空题”, 旨在引导学生在语篇环境下理解、练习单词与短语动词的搭配与使用, 并培养学生根据上下文猜测词义的能力;

VII 为“短语汉译英题”, 旨在帮助学生快速习得课文中的一些常用短语和地道的英文表达;

VIII 为“句子翻译题”, 一至二册特别设计了部分课文中句子的 **back translation** (回译练习), 即要求学生根据句子后面附的单词或短语将汉语返译成课文中的英语原句, 旨在帮助学生进一步了解、比较中英文的差异, 从而加深对课文中英文句子的理解, 并帮助学生迅速掌握运用标准英语表达自己思想的能力;

IX 为“语音练习”, 第一册为对音标中 48 个音素的读音练习, 所选单词多为本册课文中的词汇, 第二册为单词重音练习, 所选词汇均为每一课中的词汇, 旨在帮助学生在大学一年级的基础阶

段进一步巩固正确语音、重音，纠正错误发音习惯及消除乡音对其英语语音的影响，以掌握正确的英语语音；

X为根据课文主题而设计的“讨论题”，旨在培养和锻炼学生的英语交际能力与口语表达能力，同时进一步巩固和练习正确运用本单元中所学的词汇与地道的表达法。

第五部分：Writing Assignments是按照循序渐进的原则所设计的“写作练习”。形式有“造句”、“要点综述”、“连句成段”和“短文写作”等，旨在引导学生活学活用，即尽量使用在各个单元内所习得的表达方法或观点来自由阐述自己的思想、感情与观点，从而培养学生用标准英语写作的能力。

总体上说：本套练习包括“语法练习”、“词汇练习”、“翻译练习”、“口语练习”和“写作练习”五大部分。

所有练习题型与题量各册相对固定，也因各单元内容而异。各类练习例句遵循语言标准，可诵、可仿、可用。

五、编写队伍

“超越概念”是一套中美合编的英语专业系列教材。精读教材美方主编均为美国大学教学一线资深英语语言教学专家与终身制教授，负责搜集素材及大部分背景资料的提供、课后练习模式的制定及最后书稿的把关；中方主编及各册编者为中国人民大学英语教学一线教师，负责课文选材、课后练习及教师用书的设计与编写。

编 者

2010年4月

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Unit 1

In Search of...Something

Background Information

I. About the Author and the Text:

Concepts are abstractions—but they operate in the practice of everyday life. People's concepts prompt them to make particular decisions and to avoid making others. And in the rolling unreflective experience of everyday life, good writers come along and remind us how our concepts work. In this essay, Skye Bass shakes loose some common thinking about education, particularly how it gets sold to college students as an illusion. After she breaks the illusion, she offers a more realistic understanding of the concept.

II. Related Information:

American College Education

1. College

There are two types of colleges: two-year and four-year. Both types of institutions offer a variety of programs and degrees that can lead to employment in good-paying jobs.

A. Two-year Colleges

Many careers, from barber to brokerage clerk, from photographer to programmer, may be learned in two-year associate's degree programs offered by local community colleges. Community colleges are a good fit for students who prefer not to jump into a four-year college, but want to continue their education beyond high school. As a result, two-year degrees are one of the fastest growing and most popular education programs in Indiana and nationwide.

Associate of Arts (A.A.) or Associate of Science (A.S.) degrees are granted to students who complete two-year programs of study.

Associate of Applied Science (A.A.S.) degrees are awarded to students who complete two-year technical or vocational programs. These programs often require an apprenticeship.

Students also attend two-year schools to take advantage of the cost-savings and then transfer their degrees/credits to other colleges and universities to pursue a bachelor's degree.

B. Four-year Colleges

Four-year colleges offer studies that lead to an academic degree. A four-year college may be one of three types: public, private or proprietary.

Colleges and universities offer two kinds of undergraduate degrees:

- Bachelor of Arts (B.A.) degrees are often found in the liberal arts. They generally require courses in humanities, math, English, sciences, social sciences and language.
- Bachelor of Science (B.S.) degrees prepare people for careers in areas such as accounting, engineering and education. Like the B.A., the B.S. degree requires general courses in math, English, sciences, and social sciences, but usually fewer courses in the humanities.

College students earn these degrees after completing four years of full time study. To save money, students sometimes complete the first two years of study at a two-year college and then transfer to the four-year school to complete their degree.

In addition, university systems offer postgraduate masters, academic doctorates and professional degrees, such as doctors of medicine and law.

C. Post-secondary Education

Post-secondary education in the United States is known as college or university and commonly consists of four years of study at an institution of higher learning. Like high school, the four undergraduate grades are commonly called freshman, sophomore, junior, and senior years (alternately called first year, second year, etc.). Students traditionally apply to receive admission into college, with varying difficulties of entrance. Schools differ in their competitiveness and reputation; generally, the most prestigious schools are private, rather than public. Admissions criteria involve the rigor and grades earned in high school courses taken, the students' GPA, class ranking, and standardized test scores (such as the SAT or the ACT tests). Most colleges also consider more subjective factors such as a commitment to extracurricular activities, a personal essay, and an interview. While numerical factors rarely ever are absolute required values, each college usually has a rough threshold, below which admission is unlikely.

Once admitted, students engage in undergraduate study, which consists of satisfying university and class requirements to achieve a bachelor's degree in a field of concentration known as a major. (Some students enroll in double majors or "minor" in another field of study.) The most common method consists of four years of study leading to a Bachelor of Arts (B.A.), a Bachelor of Science (B.S.), or sometimes another bachelor's degree such as Bachelor of Fine Arts (B.F.A.), Bachelor of

Social Work (B.S.W.), Bachelor of Engineering (B.Eng.), or Bachelor of Philosophy (B.Phil.). Five-Year Professional Architecture programs offer the Bachelor of Architecture Degree (B.Arch.)

Unlike in the British model, degrees in law and medicine are not offered at the undergraduate level and are completed as graduate study after earning a bachelor's degree. Neither field specifies or prefers any undergraduate major, though medicine has set prerequisite courses that must be taken before enrollment.

Some students choose to attend a community college for two years prior to further study at another college or university. In most states, community colleges are operated either by a division of the state university or by local special districts subject to guidance from a state agency. Community colleges may award Associate of Arts (A.A.) or Associate of Science (A.S.) degree after two years. Those seeking to continue their education may transfer to a four-year college or university (after applying through a similar admissions process as those applying directly to the four-year institution). Some community colleges have automatic enrollment agreements with a local four-year college, where the community college provides the first two years of study and the university provides the remaining years of study, sometimes all on one campus. The community college awards the associate's degree, and the university awards the bachelor's and master's degrees.

2. Economic Value of Education

In general, more education means more money, greater employment options and better job security. On average, a college degree is worth an extra \$23,000 a year.

Consider the following statistics from the U.S. Department of Labor and Census Bureau:

- College graduates made an average of \$51,554 in 2004. Those with advanced degrees made \$78,093.
- Adults with a high school diploma made \$28,645.
- High school dropouts averaged \$19,169.
- Seventy-five percent of future jobs are likely to want employees with at least a license or certificate.

Occupations that require a bachelor's degree are projected to grow the fastest, nearly twice as fast as the national average for all occupations.

3. Chart from the U.S. Department of Labor

Education attained	Median weekly earnings in 2003 (Dollars)
Doctoral degree	1,349
Professional degree	1,307
Master's degree	1,064
Bachelor's degree	900

Associate degree	672
Some college, no degree	622
High-school graduate	554
Some high-school, no diploma	396

Additional Notes on the Text

1. ***The Boxcar Children*** is a children's literary franchise originally created and written by American writer and first-grade school teacher Gertrude Chandler Warner and which today includes well over 100 titles. The series is aimed at middle readers in Grades 2-4. Originally published in 1942, the original *The Boxcar Children* novel tells the story of four orphaned children who run away from their grandfather and start a new life of independence in an abandoned boxcar. Eventually they are reunited with their grandfather. Subsequent stories follow the further adventures of the titular children and their various adventures. As she wrote the story, Warner read it to her classes and rewrote it many times so the words were easy to understand. Some of her pupils spoke other languages at home and were just learning English, so *The Boxcar Children* gave them a fun story that was easy to read. Warner once wrote that the original book "raised a storm of protest from librarians who thought the children were having too good a time without any parental control! That is exactly why children like it!"
2. **"Pick me up"**: a colloquial expression to ask someone to give you a ride. The expression is used here with two connected meanings. One is alluded to the Executive Order for education that Bush signed which is called "No One Left Behind." That means everybody should have an opportunity to be educated. So all of a sudden, going to college has become a bandwagon. And there is a common expression in English—jump on the bandwagon, which means to do something by following the crowd without much thinking. The alluded image is that someone, fearing for being left behind, is yelling to the crowd, "Don't leave me behind. Pick me up." It is a phrase used by the author to satirize those who do something without thinking.

Exercises with Answers

- I Study the verb tense used in the passage from the text below and revise the sentences following the passage to eliminate inappropriate tense shifts. One of the sentences is correct.

For instance, my first year of college, I took a sociology class. In class, we were taught about Third World country poverty and income inequalities. We learned that our quality of life

would be almost impossible for an average person in those countries to achieve. Over the years, consuming ideas of grandeur and money-oriented passions filled my thoughts. The more I read about people suffering from starvation, the more I began to examine my own desire to be insanely rich. To always lust after money felt selfish when knowing others had none at all. Learning about other society's financial situations forced me to look beyond what I wanted. To closely examine another country's financial reality meant that I had to look past what I had always assumed. Learning is challenging because it doesn't allow the same way of thinking. A student could go into college believing one thing and come out changing his or her beliefs all together. Being enlightened about the rest of the world required me to examine my own world and desires.

1. While you were turned around, a miracle happened. The line drive hits the base runner, so no runs were scored.
2. Just when Katya thought her homework was finished, she remembers she has history questions to answer.
3. Grandma Rodriguez seemed totally bored with the baseball game when suddenly she jumps up and screams, "Park it, Jimmy!"
4. Many educators in the United States believe in the principle of grouping students according to ability because as long as bright students were competing against other bright students, they performed better.
5. By the end of her essay exam, Jeanine had her facts all confused; she is positive, though, that she passes the multiple-choice section of the test.
6. The governor announced a new tax proposal and explained that he is confident it will solve the state's budget problems.
7. Young people in the 60s demanded a religion that calls for a simple, clean, and serene life.
8. Marty asked Lynn if she wants to go out with him, but she brushed him off and left with Jerome.
9. As Sue collected her clubs and new golf balls, she thinks how difficult this tournament will be.
10. Consequently, we can see that the human race has progressed or at least seemed to have progressed.
11. Correct the errors in the following paragraph to eliminate unwarranted tense shifts:

Theatre has a long history. The Chinese first performed dramalike dances in temples; later a playhouse is used that is a platform without curtains and a roof like that of a temple. The ancient Japanese developed a form of theatre called Kabuki that was also performed on a platform with a temple roof. In ancient India, dramatic performances were given on raised platforms with drapes for background. The ancient Greeks developed a form of drama performed to audiences seated on a hillside. The play took place on a grassy circle, and a

building called a skene is used for the entrances of actors, dressing, and scenic background. In the Middle Ages, the Christian church condemns drama, but later religious drama becomes an important part of church life. During the reign of Elizabeth I, the English theatre takes a leap forward and the first playhouse is built, known simply as "The Theatre." Soon other theatres were built, including the Globe, where many of Shakespeare's plays were performed. The audience stood in a pit, in front of and around the sides of the stage, or were seated in boxes around and above the stage. Our modern theatre had its beginnings with these early English theatres.

♣Answers:

1. The line drive hit the base runner, so no runs were scored.
2. ...she remembered she had history questions to answer.
3. ...when suddenly she jumped up and screamed, "Park it, Jimmy!"
4. ..., because as long as bright students are competing..., they perform better.
5. ...she was positive, though, that she passed...
6. The governor announced...and explained that he was confident it would solve...[or "correct," depending on the meaning desired.]
7. Young people...demanded a religion that called for...
8. Marty asked Lynn if she wanted to go out with him, but she brushed him off and left with Jerome.
9. As Sue collected...she thought how difficult this tournament would be.
10. ...we can see that the human race has progressed or at least seems to have progressed.
11. ...later a playhouse was used that was a platform...and a building called a skene was used
...the Christian Church condemned drama, but later religious drama became an important part...the English theatre took a leap forward and the first playhouse was built.

II Evaluate the meanings of the following words with the suffix *-ian*. Choose the appropriate nouns to complete the sentences below, changing their forms when necessary.

electrician	technician	politician	magician	musician	physician
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1. We leave educational promotion to the most impressive individuals like our fabulously famous celebrities and our powerfully pleasing _____.
2. A/An _____ is a person who plays music, whether as a job or a pastime.
3. The machine has broken down, but one of our _____ will repair it.
4. The _____ are required to report case of dangerous contagious diseases like SARS or bird flu as public-health hazards.

5. They need a/an _____ to repair the electrical equipment.
 6. The _____ pulled a rabbit from the empty hat.

❖Answers:

1. politicians 2. musician 3. technicians 4. physicians 5. electrician 6. magician

III Fill in each blank in the chart with the correct form/forms of the word given.

	NOUN	VERB	ADJECTIVE	ADVERB
1	<i>evaluation</i>	evaluate	_____	_____
2	<i>glamour</i>	glamorize	<i>glamorous</i>	<i>glamorously</i>
3	fascination	<i>fascinate</i>	<i>fascinating/fascinated</i>	<i>fascinatingly</i>
4	commercial/commerce	<i>commercialize</i>	<i>commercialized/commercial</i>	<i>commercially</i>
5	_____	_____	<i>fabulous</i>	fabulously
6	guarantee/guarantor	<i>guarantee</i>	<i>guaranteed</i>	_____
7	prescription	<i>prescribe</i>	<i>prescribed/prescriptive</i>	<i>prescriptively</i>
8	<i>magnificence</i>	_____	magnificent	<i>magnificently</i>
9	formula	<i>formulate</i>	<i>formulaic</i>	_____
10	<i>dissection</i>	dissect	_____	_____
11	sociology/sociologist	_____	<i>sociological</i>	_____
12	<i>enlightenment</i>	<i>enlighten</i>	enlightened/enlightening	_____

IV Replace the underlined words or expressions with similar ones from the text.

- The girl is waiting at the gate of the school for her father to collect her.
- They had become used to living without electricity, and missed it very little.
- She longs for the attention of him.
- British universities grew at an unprecedented rate at the end of 20th century.
- As children they were forced to learn religion.
- The young man wants a fast car very much.
- We live in a community in which people respect their elders and consider their knowledge and experience to be important.
- Employment decisions shouldn't be based on misconceived opinions or believes about age.
- The noticeable sign didn't appear until a few days after you had been infected by the disease.
- The report is a plan for the reform of the nation's tax system.

❖Answers:

- | | | | | |
|----------------|------------------|---------------|-------------|---------------|
| 1. pick her up | 2. accustomed to | 3. craves for | 4. expanded | 5. force-fed |
| 6. lusts after | 7. value | 8. notions | 9. symptom | 10. blueprint |

V Complete the following sentences with the expressions in the box, changing their forms where necessary.

go together	stimulate	present...with	propel	evaluate
program	justification	leave...to	in the form of	passion
guarantee	anticipate	crave for	all ears	fill with
hold true	symptom	pleasing		

- Churches are often built _____ a cross.
- Don't worry. Just _____ everything _____ me.
- It _____ me a great deal that he still seems to want my advice.
- I can't give you any _____ now.
- The _____ of flu may last several days.
- His wife _____ him _____ a brand new suit.
- Her eyes _____ tears.
- Human beings are genetically _____ to learn certain kinds of language.
- Stephen was eagerly _____ the break from the routine of business.
- The government has decided to take new measures to _____ the economy of the country.
- I think his views still _____ today.
- The teaching of each faculty member is _____ once a term in the university.
- Well, tell me what he said; I'm _____.
- The film's success _____ her to stardom.
- High crime rates often _____ with unemployment.
- What's the _____ for paying the workers so little?
- Lewis still _____ the recognition he feels he lacks in America.
- He and his family share a _____ for classical music.

❖Answers:

- | | | |
|--------------------|----------------|---------------------|
| 1. in the form of | 2. leave...to | 3. pleases |
| 4. guarantee | 5. symptom | 6. presented...with |
| 7. are filled with | 8. programmed | 9. anticipating |
| 10. stimulate | 11. hold true | 12. evaluated |
| 13. all ears | 14. propelled | 15. go together |
| 16. justification | 17. craves for | 18. passion |