

普通高等教育“十五”国家级规划教材  
教育部推荐使用大学外语类教材

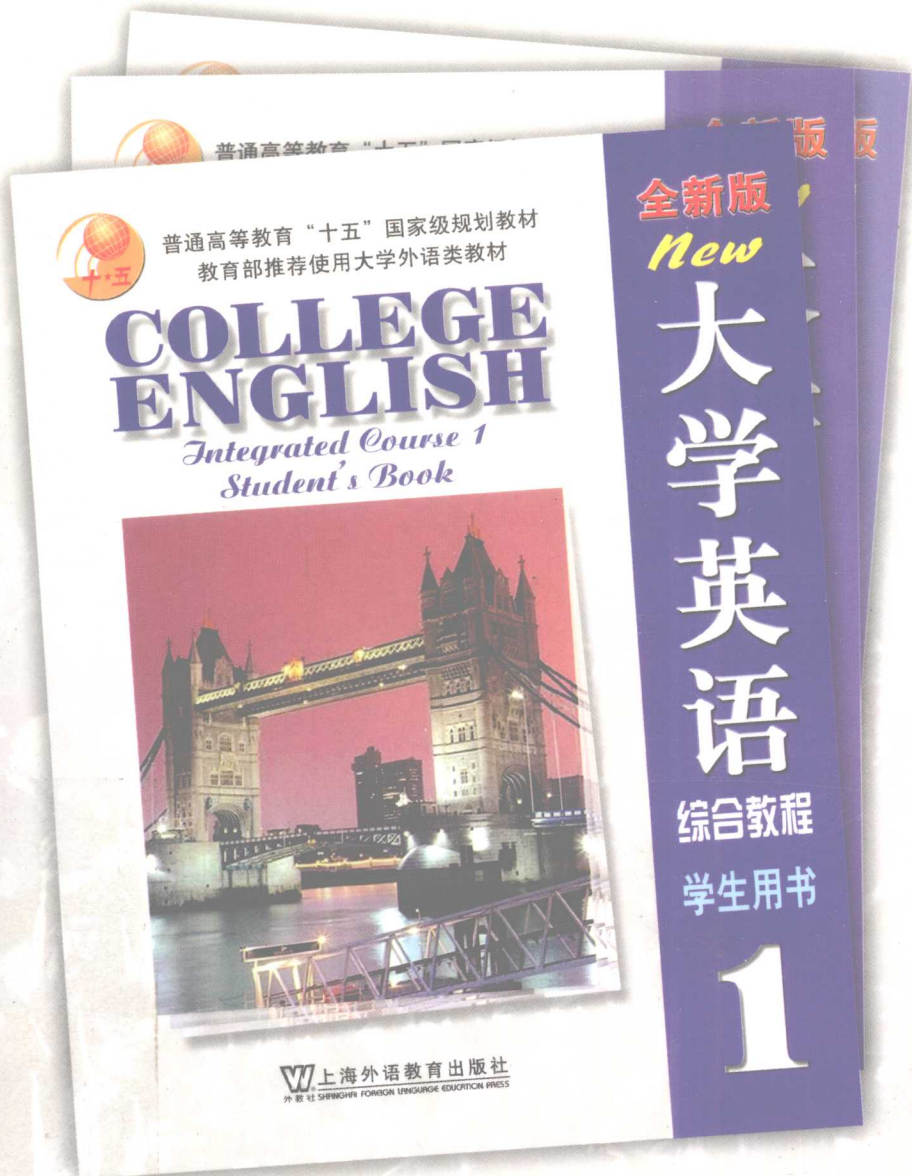
全新版

# 大学英语

综合教程

一课一练

# 1



W 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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## 编者的话

《大学英语》(全新版)是一套适应新大纲、新标准、新形式、新要求的新教材,出版以来,倍受广大师生的青睐。为了进一步开发该教材的教学潜力,我们根据教材内容,组织编写了与《大学英语》(全新版)综合教程配套的《一课一练》。

《一课一练》的内容与教材密切相关,以**Text A**为主,适当考虑**Text B**;参照课文上的练习题型,以主观题为主,客观题为辅。全套书共分四册,每册8个单元。每单元包括词汇、语法、改错、综合填空、阅读理解、翻译、写作及听力填空题练习。所有的练习都围绕教材中出现并要求掌握的语言点进行设计与编写,其难度也控制在教学目标要求之内。学生每学完一单元可得到一次测试的机会,这样他们既可以了解自己的学习情况,又可以复习消化刚学过的内容,得到一次综合训练。《一课一练》无疑对学生更全面地掌握教材中的语言点大有裨益。

《一课一练》由上海对外贸易学院陈洁、毛梅兰任主编,司耀龙、于虹音任副主编。参与编写的老师有唐沛、李名峰、毛静(按单元编写顺序排列)。毛静担任全书的校对。

在本书的编写过程中,得到上海外语教育出版社有关人员的大力支持和帮助,谨向他们表示衷心的感谢。

由于时间仓促,加之编写者水平有限,不足之处在所难免,敬请大家指正。

编者

2003年11月

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# UNIT I

## *Growing Up*

### I. Vocabulary

#### Part One

Directions: Match the words in column A with definitions in column B.

- |               |   |
|---------------|---|
| 1. tackle     | a. stand for or be a sign or symbol of            |
| 2. inspire    | b. try to deal with                               |
| 3. distribute | c. act against                                    |
| 4. violate    | d. bring back to the mind; remember               |
| 5. associate  | e. divide and give out among people, places, etc. |
| 6. recall     | f. fill (sb.) with confidence, eagerness, etc.    |
| 7. represent  | g. attraction; interest                           |
| 8. appeal     | h. join or connect together; bring in the mind    |

#### Part Two

Directions: Choose the proper words and expressions and put the numbers in the blanks (capitalise the first letter where necessary).

- |                |                        |                  |                 |
|----------------|------------------------|------------------|-----------------|
| (1) decent     | (2) anticipate         | (3) what is more | (4) voluntary   |
| (5) takes hold | (6) appeals            | (7) on purpose   | (8) reputation  |
| (9) comprises  | (10) off and on        | (11) as it were  | (12) discipline |
| (13) tedious   | (14) were plunged into |                  |                 |

- The house \_\_\_\_\_ three bedrooms, two bathrooms, a kitchen and a living room.
- We \_\_\_\_\_ civil war by the attempted secession of the eastern provinces.
- He is my best friend, my second self, \_\_\_\_\_.



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4. His offer was entirely \_\_\_\_\_, nobody pushed him.
5. All over the world his \_\_\_\_\_ was as high as he had once longed for it to be.
6. They were brave, and \_\_\_\_\_, they hated violence.
7. Old habits die hard. That's why you should stop smoking before the habit \_\_\_\_\_.
8. He went to town \_\_\_\_\_ to sell one of his paintings.
9. \_\_\_\_\_ over the last two years, I have it discussed.
10. Does she say anything that \_\_\_\_\_ to you especially?

**Part Three**

Directions: Complete each of the following sentences with the appropriate form of the word given in brackets.

1. He used his time in Europe \_\_\_\_\_ in the learning of several languages. (*fruit*)
2. They felt a lack of warmth in the exceeding formal \_\_\_\_\_ he gave them. (*congratulate*)
3. I became aware of his \_\_\_\_\_ to hear. (*able*)
4. The teacher is respectable, so we are all \_\_\_\_\_ to him. (*respect*)
5. The foreman is responsible for the \_\_\_\_\_ of jobs. (*assign*)
6. The company will send a \_\_\_\_\_ to New York. (*represent*)
7. Everything stood \_\_\_\_\_ bathed in bright, metallic light. (*motion*)
8. A healthy person offers more \_\_\_\_\_ to disease than a weak person. (*resist*)
9. Professor Li spent all weekend grading the student's essay and returned the \_\_\_\_\_ paper yesterday afternoon. (*grade*)
10. We will order tea for twelve people on the \_\_\_\_\_ that all twelve people will come. (*assume*)

**Part Four**

Directions: Choose the ONE that best completes the sentence from the four choices given under each sentence.

1. A season ticket \_\_\_\_\_ the holder to make as many journeys as he wishes within the stated period of time.  
A. entitles                      B. grants                      C. titles                      D. promises
2. The old New England villages have changed relatively little \_\_\_\_\_ a gas station in recent decades.  
A. except for                      B. in addition to                      C. except                      D. besides
3. The French pianist who had been praised very highly \_\_\_\_\_ to be a great disappointment.  
A. turned up                      B. turned in                      C. turned out                      D. turned down
4. Our son doesn't know what to \_\_\_\_\_ at the university. He can't make up his mind about his future.  
A. take in                      B. take up                      C. take over                      D. take after

5. All I request \_\_\_\_\_ you is that you should be early.  
A. in                      B. of                      C. by                      D. at
6. New words are constantly added to our vocabulary while some old words go \_\_\_\_\_.  
A. out of date                      B. out of sight  
C. out of work                      D. out of touch
7. To be an inventor, one needs profound knowledge as well as \_\_\_\_\_ imagination.  
A. vivid                      B. lifelike                      C. colored                      D. both A and B
8. The picture \_\_\_\_\_ my school days to my mind.  
A. reminded                      B. recollected                      C. remembered                      D. recalled
9. We \_\_\_\_\_ a beautiful woman, pleasant woman. Which of these is **WRONG**?  
A. regarded her as                      B. looked her upon  
C. thought her to be                      D. considered her to be
10. Mr. Smith had an unusual \_\_\_\_\_: he was first an office clerk, then a sailor, and ended up as a school teacher.  
A. profession                      B. occupation                      C. position                      D. career
11. People could hardly \_\_\_\_\_ their anger when they found millions of dollars of public funds had been used to build luxurious houses for city officials.  
A. hold back                      B. draw back                      C. keep back                      D. hold up
12. It is not considered \_\_\_\_\_ to litter in public.  
A. respected                      B. respectable                      C. respectful                      D. respective
13. He seemed to have come to a deadlock in solving the puzzles, so he simply \_\_\_\_\_ whatever came into his head.  
A. put aside                      B. put away                      C. put down                      D. put back
14. You don't have to \_\_\_\_\_ the dictionary when you meet with a new word while reading a novel.  
A. refer to                      B. turn to                      C. look in                      D. all of the above
15. In children' minds the Spring Festival is \_\_\_\_\_ with nice food and presents.  
A. connected                      B. joined                      C. combined                      D. associated
16. People \_\_\_\_\_ that vertical flight transports would carry millions of passengers as do the airliners of today.  
A. convinced                      B. anticipated                      C. resolved                      D. assured
17. The history professors were dealing with these in historical \_\_\_\_\_.  
A. sequence                      B. succession                      C. series                      D. success
18. Putting in a new window will \_\_\_\_\_ cutting away part of the roof.  
A. contain                      B. comprise                      C. include                      D. involve
19. There is no reason why you shouldn't tell them in \_\_\_\_\_ that you are going.  
A. mind                      B. motion                      C. advance                      D. anticipation
20. I need one of you to \_\_\_\_\_ the examination papers to the class for me.  
A. attribute                      B. contribute                      C. distribute                      D. tribute





## II. Structure

### Part One

Directions: Choose the ONE that best completes the sentence for each of the following.

1. It is essential that he \_\_\_\_\_ in extracurricular activities.  
A. participate      B. participates      C. will participate      D. shall participate
2. *A Dream of the Red Mansion* 《红楼梦》 is said \_\_\_\_\_ into dozens of languages in the last decade.  
A. to have been translated      B. to translate  
C. to be translated      D. to have translated
3. \_\_\_\_\_ might be expected, the response to the question was very mixed.  
A. It      B. As      C. What      D. That
4. He talked as if he \_\_\_\_\_ the incident.  
A. had witnessed      B. witnessed      C. witness      D. have witnessed
5. \_\_\_\_\_ table tennis was accepted as a regular part of the Olympic Games.  
A. Not until 1986      B. It was not until 1986 that  
C. It was in 1986 when      D. It was until 1986 that
6. Scientists say it may be five or ten years \_\_\_\_\_ it is possible to test this medicine on human patients.  
A. since      B. before      C. after      D. when
7. Research findings show we spend about two hours dreaming every night, no matter what we \_\_\_\_\_ during the day.  
A. should have done      B. would have done  
C. may have done      D. must have done
8. It was impossible to avoid \_\_\_\_\_ by the stormy weather.  
A. to be much affected      B. being much affected  
C. having much affected      D. to have been much affected
9. You will see this product \_\_\_\_\_ wherever you go.  
A. advertised      B. advertising      C. advertise      D. to be advertised
10. Although he knew little about the large amounts of work done in the field, he succeeded \_\_\_\_\_ other more well-informed experimenters failed.  
A. which      B. that      C. what      D. where
11. Not that John doesn't want to help you, \_\_\_\_\_ it is beyond his power.  
A. but that      B. for that      C. and that      D. in that

12. I don't mind \_\_\_\_\_ the decision as long as it is not too late.  
A. you to delay making  
B. your delaying making  
C. your delaying to make  
D. you delay to make
13. The professor could hardly find sufficient grounds \_\_\_\_\_ his arguments in favor of the new theory.  
A. on which to base  
B. which to base on  
C. to base on  
D. to be based on
14. I \_\_\_\_\_ you the money. Why didn't you ask me?  
A. can have lent  
B. could has lent  
C. could have been lending  
D. could have lent
15. They are teachers and don't realize \_\_\_\_\_ to start and run a company.  
A. what it takes  
B. what takes it  
C. what they take  
D. what takes them
16. The residents, \_\_\_\_\_ had been damaged by the flood were given help by the Red Cross.  
A. all their homes  
B. all whose homes  
C. all of whose homes  
D. all of their homes
17. The letters \_\_\_\_\_ which she \_\_\_\_\_ grew fewer, then stopped altogether.  
A. of...hungered  
B. for... hungered  
C. to...hungered  
D. by...hungered
18. After the Arab states won independence, great emphasis was laid on expanding education with girls as well as boys \_\_\_\_\_ to go to school.  
A. to be encouraged  
B. been encouraged  
C. being encouraged  
D. be encouraged
19. The king commanded that enough money \_\_\_\_\_ to fund the project.  
A. be collected  
B. must be collected  
C. is collected  
D. can be collected
20. Frankly speaking, I'd rather you \_\_\_\_\_ anything about it for the time being.  
A. didn't do  
B. haven't done  
C. don't do  
D. have done

### Part Two

Directions: *Identify the underlined part which is incorrect in each sentence and correct it.*

1. Hydrogen, the nine most abundant element in the Earth's crust, is an odorless, colorless and

A B C



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tasteless gas.

D

2. He thought that it was not worth the effort to do the job.

A

B

C

D

3. Steel is composed iron and a number of other elements.

A

B

C

D

4. According to the conditions of their scholarships after finishing their degrees, the university

A

B

C

will employ them for three years.

D

5. He faced with the severe financial burden of caring for a wife and five children.

A

B

C

D

6. There was no choice but hand in the composition assigned by our English teacher this afternoon.

A

B

C

D

7. The news on the local radio station as well as newspaper accounts confirm that the prison riot

A

B

C

was serious.

D

8. It was until almost thirty years after his death that a plaque in memory of Dylan Thomas

A

B

C

was placed in Westminster Abbey.

D

9. We anticipate to run into problems in carrying out the medical welfare reform.

A

B

C

D

10. When he arrived, he found nothing but the aged and the sick at home.

A

B

C

D

### III. Cloze

#### Part One

Directions: Fill in each gap with word you think fit.

Listening is an important language skill. We must 1 this skill for success and enjoyment throughout life. Just think how much time we 2 every day listening. We listened to the radio,

television programs, concerts, tapes and disks. We also   3   to teachers, friends, our family members and other people   4  . The better we listen, the   5   we succeed in our work and study.

Listening is basically the understanding of words and   6   between sentences. Bad listeners only listen to   7   words and separate sentences. They try to understand every word or sentence. This is impossible even when we listen in our own   8  . A good student will constantly examine his listening habits so that he can find out his   9   and weaknesses. In this way he can   10   his listening skills.

### Part Two

Directions: Fill each blank with the best one of the four choices.

Many teachers believed that the responsibilities for learning lie with the student   1   a long reading assignment is given, instructors expect students to be familiar with the   2   in the reading even if they do not discuss it in class or take an examination. The   3   student is considered to be   4   who is motivated to learn for the sake of   5  , not the one interested only in getting high grades. Sometimes homework is returned   6   brief written comments but without a grade. Even if grade is not given, the student is   7   for learning the material assigned. When research is   8  , the professor expects the student to take it actively and to complete it with   9   guidance. It is the   10   responsibility to find books, magazines, and articles in the library. Professors do not have the time to explain   11   a university library works; they expect students,   12   graduate students, to be able to exhaust the reference   13   in the library. Professors will help students who need it, but   14   that their students should not be   15   dependent on them. In the United States professors have many other duties   16   teaching, such as administrative or research work.   17  , the time that a professor can spend with student outside of class is   18  . If a student has problems with classroom work, the student should either   19   a professor during office hours   20   make an appointment.

- |                  |                |                |                 |
|------------------|----------------|----------------|-----------------|
| 1. A. if         | B. although    | C. because     | D. since        |
| 2. A. suggestion | B. context     | C. abstract    | D. information  |
| 3. A. poor       | B. ideal       | C. average     | D. disappointed |
| 4. A. such       | B. one         | C. any         | D. some         |
| 5. A. fun        | B. work        | C. learning    | D. prize        |
| 6. A. by         | B. in          | C. for         | D. with         |
| 7. A. criticized | B. innocent    | C. responsible | D. dismissed    |
| 8. A. collected  | B. distributed | C. assigned    | D. finished     |
| 9. A. maximum    | B. minimum     | C. possible    | D. practical    |
| 10. A. student's | B. professor's | C. assistant's | D. librarian's  |
| 11. A. when      | B. what        | C. why         | D. how          |



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- |                     |                |              |                 |
|---------------------|----------------|--------------|-----------------|
| 12. A. particularly | B. essentially | C. obviously | D. rarely       |
| 13. A. selections   | B. collections | C. sources   | D. origin       |
| 14. A. hate         | B. dislike     | C. like      | D. prefer       |
| 15. A. too          | B. such        | C. much      | D. more         |
| 16. A. but          | B. except      | C. with      | D. besides      |
| 17. A. However      | B. Therefore   | C. Further   | D. Nevertheless |
| 18. A. plentiful    | B. limited     | C. irregular | D. flexible     |
| 19. A. greet        | B. annoy       | C. approach  | D. attach       |
| 20. A. or           | B. and         | C. to        | D. but          |

#### IV. Reading Comprehension

Directions: Choose the best answer for each of the questions or unfinished statements after the reading passages.

##### Passage one

There are two basic ways to see growth: one as a product, the other as a process.

People have generally viewed personal growth as an external result or product that can easily be identified and measured. The worker who gets a promotion, the student whose grades improve, the foreigner who learns a new language — all these are examples of people who have measurable results to show for their efforts.

By contrast, the process of personal growth is much more difficult to determine, since by definition it is a journey and not the specific signposts or landmarks along the way. The process is not the road itself, but rather the attitudes and feelings people have, their caution or courage, as they encounter new experiences and unexpected obstacles. In this process, the journey never really ends; there are always new ways to experience the world, new ideas to try, new challengers to accept.

In order to grow, to new roads, people need to have a willingness to take risks, to confront the unknown, and to accept the possibility that they may “fail” at first. How we see ourselves as we try a new way of being is essential to our ability to grow. Do we perceive ourselves as quick and curious? If so, then we tend to take more chances and to be more open to unfamiliar experiences. Do we think we’re shy and indecisive? Then our sense of timidity can cause to hesitate, to move slowly, and not to take a step until we know the ground is safe. Do we think we’re slow to adapt to change or that we’re not smart enough to cope with a new challenge? Then we are likely to take a more

passive role or not try at all.

These feelings of insecurity and self-doubt are both unavoidable and necessary if we are to change and grow. If we don't confront and overcome these internal fears and doubts, if we protect ourselves too much, then we cease to grow. We become trapped inside a shell of our own making.

1. A person is generally believed to achieve personal growth when \_\_\_\_\_.
  - A. he has given up his smoking habit
  - B. he has made great efforts in his work
  - C. he is keen on learning anything new
  - D. he has tried to determine where he is on his journey
2. In the author's eyes, one who views personal growth as a process would \_\_\_\_\_.
  - A. succeed in climbing up the social ladder
  - B. judge his ability to grow from his own achievement
  - C. face difficulties and take up challenges
  - D. aim high and reach his goal each time
3. When the author says "a new way of being", he is referring to \_\_\_\_\_.
  - A. a new approach to experience the world
  - B. a new way of taking risks
  - C. a new method of perceiving ourselves
  - D. a new system of adapting to change
4. For personal growth, the author advocates all of the following **EXCEPT** \_\_\_\_\_.
  - A. curiosity about more chances
  - B. promptness in self-adaptation
  - C. open-mindedness to new experiences
  - D. avoidance of internal fears and doubts
5. Which of the following is **TRUE** according to the author?
  - A. Our sense of timidity can prompt us to make quick decision.
  - B. The feelings of insecurity and self-doubt are not inevitable and imperative if we want to change and grow.
  - C. For people, a willingness to take chances and face the unknown is necessary in order to grow to travel new roads.
  - D. The process is not a journey but a particular sign showing directions and distances as at a meeting of roads along the way.

### Passage Two

A good education should, among other things, train you to think for yourself. The examination system does anything but that. What has to be learnt is rigidly laid down by a syllabus, so the student



is encouraged to memorize. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they deprive the teacher of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects, they are reduced to training their students in exam techniques which they despise. The most successful candidates are not always the best educated; they are the trained in the technique of working under duress (强迫).

The results on which so much depends are often nothing more than a subjective assessment by some anonymous examiners. Examiners are only human. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of pressure as the candidates. And their word carries weight. After a judge's decision you have the right of appeal, but not after an examiner's. There must surely be many simpler and more effective ways of assessing a person's true abilities. Is it cynical to suggest that examinations are merely a profitable business for the institutions that run them? This is what it boils down to in the last analysis. The best comment on the system is this illiterate message recently scrawled on a wall: "I were a teenage drop-out and now I am a teenage millionaire."

6. It can be inferred from the passage that \_\_\_\_\_.
  - A. examination advocates regard examination as a simple and effective way of assessing a person's true abilities
  - B. teachers and students want examinations
  - C. the examinations system may not be perfect, but it's the best we have
  - D. those who have succeeded in final examination are the best educated
7. The disadvantages of examinations are that \_\_\_\_\_.
  - A. they restrict a student's reading
  - B. they induce cramming
  - C. they lower the standards of teaching
  - D. all the above
8. The assessment of candidates' work is subjective rather than objective because \_\_\_\_\_.
  - A. examiners are human and they may make mistakes
  - B. computers are widely used to mark specially devised tests
  - C. students are trained in the technique of working under pressure
  - D. institutions that run examinations aim at making money
9. The author's attitude toward examination is \_\_\_\_\_.
  - A. resentful
  - B. negative
  - C. praising
  - D. positive
10. The last sentence of the passage expresses a tone of \_\_\_\_\_.
  - A. deep sympathy for the unsuccessful candidates
  - B. mild sarcasm about examination system
  - C. sincere approval for examinations

D. undisguised disappointment about some anonymous examiners

### Passage Three

Do you find getting up in the morning so difficult that it's painful? This might be called laziness, but Dr. Kleitman has a new explanation. He has proved that everyone has a daily energy cycle.

During the hours when you labor through your work you may say that you're 'hot'. That's true. The time of day when you feel most energetic is when your cycle of body temperature is at its peak. For some people the peak comes during the forenoon. For others it comes in the afternoon or evening. No one has discovered why this is so, but it leads to such familiar monologues (自言自语) as: 'Get up, John! You'll be late for work again!' The possible explanation to the trouble is that John is at his temperature-and-energy peak in the evening. Much family quarrelling ends when husbands and wives realize what these energy cycles mean, and which cycle each member of the family has.

You can't change your energy cycle, but you can learn to make your life fit it better. Habit can help. Dr. Kleitman believes. Maybe you're sleepy in the evening but feel you must stay up late anyway. Counteract (对抗) your cycle to some extent by habitually staying up later than you want to. If your energy is low in the morning but you have an important job to do early in the day, rise before your usual hour. This won't change your cycle, but you'll get up steam (鼓足干劲) and work better at your low point.

Get off to a slow start which saves your energy. Get up with a leisurely yawn and stretch. Sit on the edge of the bed a minute before putting your feet on the floor. Avoid the troublesome search for clean clothes by laying them out the night before. Whenever possible, do routine work in the afternoon and save tasks requiring more energy of concentration for your sharper hours.

11. If a person finds getting up early a problem, most probably \_\_\_\_\_.
  - A. he is a lazy person
  - B. he refuses to follow his own energy cycle
  - C. he is not sure when his energy is low
  - D. he is at his peak in the afternoon or evening
12. Which of the following may lead to family quarrels according to the passage?
  - A. Unawareness of energy cycles.
  - B. Family monologues.
  - C. A change in the family member's energy cycle.
  - D. Attempts to control the energy cycle of other family members.
13. If one wants to work more efficiently at his low point in the morning, he should \_\_\_\_\_.
  - A. change his energy cycle
  - B. overcome his laziness
  - C. get up earlier than usual
  - D. go to bed earlier





14. You are advised to rise with a yawn and stretch because it will \_\_\_\_\_.
- help to keep your energy for the day's work
  - help you to control your temper early in the day
  - enable you to concentrate on your routine work
  - keep your energy cycle under control all day
15. Which of the following statements is **NOT TRUE**?
- Getting off to work with a minimum effort helps save one's energy.
  - Dr. Kleitman explains why people reach their peaks at different hours of day.
  - Habit helped a person adapt to his own energy cycle.
  - Children have energy cycles, too.

#### Passage Four

Reading is the key to school success, and like any skill it takes practice. A child learns to walk by practicing until he no longer has to think about how to put one foot in front of the other. A great athlete practices until he can play quickly, accurately, without thinking. Tennis players call that "being in the zone". Educators call it "automaticity".

A child learns to read by sounding out the letters and decoding (辨识) the words. With practice, he stumbles less and less, reading by the phrase. With automaticity, he doesn't have to think about decoding the words, so he can concentrate on the meaning of the text.

It can begin as early as in the first grade. In a recent study of children in Illinois schools, Alan Rossman of Northwestern University found automatic readers in the first grade who were reading almost three times as fast as the other children and scoring twice as high on comprehension tests. At fifth grade, the automatic readers were reading twice as fast as the others, and still outscoring them on accuracy, comprehension and vocabulary.

"It's not IQ, but the amount of time a child spends reading that is the key to automaticity," according to Rossman. Any child who spends at least 3.5 to 4 hours a week reading books, magazines or newspapers will in all likelihood reach automaticity. At home, where the average child spends 25 hours a week watching television, it can happen by turning off the set just one night in favor of reading.

You can test your child by giving him a paragraph or two to read aloud — something unfamiliar but appropriate to his age. If he reads aloud with expression, with a sense of the meaning of the sentence, he probably is an automatic reader. If he reads haltingly, one word at a time, without expression or meaning, he needs more practice.

16. The first paragraph tells us \_\_\_\_\_.
- what automaticity is
  - how accuracy is acquired
  - how a child learns to walk