

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

泛读教程

Reading Course

学生用书

第2版

王守仁 赵文书 康文凯 / 编

 上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
www.sflep.com

登录 课程中心



1

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

泛读教程

Reading Course

学生用书

第2版

王守仁 赵文书 康文凯 / 编

图书在版编目 (CIP) 数据

泛读教程 (1) 学生用书 / 王守仁, 赵文书, 康文凯编. —2版.

—上海: 上海外语教育出版社, 2018 (2019重印)

(新世纪高等院校英语专业本科生系列教材. 修订版)

ISBN 978-7-5446-5297-1

I. ①泛… II. ①王… ②赵…③康… III. ①英语—阅读教学—高等学校—教材
IV. ①H319.4

中国版本图书馆CIP数据核字 (2018) 第075311号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com>

责任编辑: 王冬梅

印 刷: 浙江省临安市曙光印务有限公司

开 本: 787×1092 1/16 印张 15.25 字数 425千字

版 次: 2018年5月第1版 2019年4月第2次印刷

印 数: 60 000 册

书 号: ISBN 978-7-5446-5297-1 / H

定 价: 44.00 元

本版图书如有印装质量问题, 可向本社调换

质量服务热线: 4008-213-263 电子邮箱: editorial@slep.com

新世纪高等院校英语专业本科生系列教材(修订版)

编委会名单

主任：戴炜栋

委员：（以姓氏笔画为序）

- | | | | |
|-----|---------------|-----|----------|
| 文秋芳 | 北京外国语大学 | 杨达复 | 西安外国语大学 |
| 王 岚 | 中国人民解放军外国语学院 | 杨信彰 | 厦门大学 |
| 王立非 | 对外经济贸易大学 | 邹 申 | 上海外国语大学 |
| 王守仁 | 南京大学 | 陈建平 | 广东外语外贸大学 |
| 王俊菊 | 山东大学 | 陈法春 | 天津外国语大学 |
| 王腊宝 | 苏州大学 | 陈准民 | 对外经济贸易大学 |
| 史志康 | 上海外国语大学 | 姚君伟 | 南京师范大学 |
| 叶兴国 | 上海对外经贸大学 | 洪 岗 | 浙江外国语学院 |
| 申 丹 | 北京大学 | 胡文仲 | 北京外国语大学 |
| 石 坚 | 四川大学 | 赵忠德 | 大连外国语大学 |
| 刘世生 | 清华大学 | 殷企平 | 杭州师范大学 |
| 刘海平 | 南京大学 | 秦秀白 | 华南理工大学 |
| 庄智象 | 上海外国语大学 | 袁洪庚 | 兰州大学 |
| 朱 刚 | 南京大学 | 屠国元 | 中南大学 |
| 何兆熊 | 上海外国语大学 | 梅德明 | 上海外国语大学 |
| 何其莘 | 北京外国语大学 | 黄国文 | 中山大学 |
| 张绍杰 | 东北师范大学 | 黄勇民 | 复旦大学 |
| 张春柏 | 华东师范大学 | 黄源深 | 上海对外经贸大学 |
| 张维友 | 华中师范大学 | 程晓堂 | 北京师范大学 |
| 李 力 | 西南大学 | 蒋洪新 | 湖南师范大学 |
| 李庆生 | 武汉大学 | 谢 群 | 中南财经政法大学 |
| 李建平 | 四川外国语大学 | 虞建华 | 上海外国语大学 |
| 李绍山 | 中国人民解放军外国语学院 | 蔡龙权 | 上海师范大学 |
| 李战子 | 中国人民解放军国际关系学院 | | |

总序

我国英语专业本科教学与学科建设，伴随着我国改革开放的步伐，得到了长足的发展和提升。回顾这30多年英语专业教学改革和发展的历程，无论是英语专业教学大纲的制订、颁布、实施和修订，还是四、八级考试的开发与推行，以及多项英语教学改革项目的开拓，无不是围绕英语专业的学科建设和人才培养而进行的，正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标，即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高，外语专业教学指导委员会还实施了“新世纪教育质量改革工程”，包括推行“十五”、“十一五”、“十二五”国家级教材规划和外语专业国家精品课程评审，从各个教学环节加强对外语教学质量的宏观监控，从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪，英语专业的建设面临新的形势和任务：经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快，世界各国之间的竞争日趋激烈，这对我国英语专业本科教学理念和培养目标提出了新的挑战；大学英语教学改革如火如荼；数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展；英语专业本科教育的改革和学科建设也呈现出多样化的趋势，翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社（简称外教社）在新世纪之初约请了全国30余所著名高校百余位英语教育专家，对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨，成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”，并被列入“十五”国家级规划教材，以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育，如何保证专业的教学质量，培养具有国际视野和创新能力的英语专业人才，是国家、社会、高校教师共同关注的问题，也是教材编撰者和教材出版者关心和重视的问题。

作为教学改革的一个重要组成部分，优质教材的编写和出版对学科建设的

推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要，与教材编写者们一起，力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”，以打造英语专业教材建设完整的学科体系。为此，外教社邀请了全国几十所知名高校40余位著名英语教育专家，根据英语专业学科发展的新趋势，围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究，并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识和相关专业知识三大板块，品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等，总数逾200种，几乎涵盖了当前我国高校英语专业所开设的全部课程，并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点，提供更多的选择。教材编写深入浅出，内容反映了各个学科领域的最新研究成果；在编写宗旨上，除了帮助学生打下扎实的语言基本功外，着力培养学生分析问题、解决问题的能力，提高学生的思辨能力和人文、科学素养，培养健康向上的人生观，使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成，其中多数是在各个领域颇有建树的专家，不少是高等学校外语专业教学指导委员会的委员，总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍，再次得到教育部的认可，荣列“普通高等教育‘十一五’国家级规划教材”。其专业技能板块的70多种教材更于2012年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。我深信，这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养，填补现行教材某些空白，为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋
教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长

前言

泛读是英语专业基础阶段一门重要课程，旨在帮助学生通过大量阅读来提高英语水平，扩大知识面。为满足我国高校英语专业泛读课教学需要，我们编写了《泛读教程》。

《泛读教程》的特征体现在“泛”与“读”两个方面。就“泛”而言，教材选用语言素材题材广泛，内容呈百科知识性，涉及英语国家的社会、历史、文化、文学、艺术、宗教、政治、经济、科技、体育、环境保护、风土人情等各个领域。同时，语言素材的文体呈多样性，精选记叙、说明、议论、新闻、广告、小说、诗歌、戏剧等语言风格不同的各类语篇。就“读”而言，《泛读教程》提供全面系统的阅读训练，指导学生掌握细读、略读、寻读等方法，学会快速、准确地获取并处理信息，并通过各种练习，培养假设判断、分析归纳、推理检验等逻辑思维能力。学生学了这套教材，可以提高英语的阅读理解能力和阅读速度，增强英语语感，扩大词汇量，增加英语国家文化背景知识。

《泛读教程》全套四册。每册十五单元，按阅读方法编为三到四组。每一单元分三个部分，结构如下：

第一部分（Section A）是为课堂教学设计的，一般不要求学生预习。

词汇测试（Word Pretest）所列单词选自第一部分的课文，大多为有可能妨碍理解的生词或重要的常用词。这一练习形式替代了生词表，其目的是帮助学生顺利阅读课文。

课文（Text）根据难易程度，由浅入深编排。课文长度从第一册的800词左右逐渐增加到第四册的1 300词左右。

阅读方法（Reading Skill）循序渐进地系统介绍各种阅读技能。第一册首先指导学生根据上下文判断生词的词义，熟悉英语句子结构，了解内容题材与中心思想的区别。第二册针对一年级学生阅读常常“只见树木、不见森林”的现象，重点培养学生把握文本中心思想的能力。第三册着重阅读速度和逻辑推导方面的操练。第四册进行阅读方法综合训练，提高学生对文本的批评鉴赏能力。阅读方法属单项技能强化训练，即同一种阅读技能要连续在几个单元内反复操练，以使学生能真正掌握，运用自如。

词汇练习 (Vocabulary Building) 在四册书中各有侧重, 第一册系统介绍常见构词法, 第二册除构词法外, 还有语义辨认、动词搭配、同义词及反义词等方面的练习, 第三、第四册进行词形变化训练, 第四册增加了习语、类比推理及词汇综合练习等内容。补充词汇 (Glossary) 增列与题材相关的单词, 旨在帮助学生扩大词汇量。

完形填空 (Cloze) 重点测验学生阅读理解能力, 培养学生语感。

第二部分 (Section B) 有四至五篇相关题材的短文, 主要用于快速阅读训练, 学生不得预习。阅读必须在规定时间内完成, 但教师可根据学生的情况对阅读时间进行适当调整。

第三部分 (Section C) 所选课文 (Text) 长度超过第一部分课文, 从第一册的1 000词左右逐渐增加到第四册的1 500词左右, 内容是对相关题材的深化或补充, 供学生课外阅读, 教师在课堂上进行检查, 也可结合第一部分的课文作适当讲解。

每个单元最后有两道思考题, 可供学生用作讨论或写作话题。

《泛读教程》的前身是1996年出版的《新编英语泛读教程》, 为全国多所高等学校所选用。在此基础上我们于2005年改编为《泛读教程》, 入选普通高等教育“十五”国家级规划教材。此次修订我们保持了原教材的基本框架, 但替换了部分课文, 并重新编排了相应的练习。我们希望《泛读教程》能适应新形势对英语专业人才培养的要求, 贴近学生生活实际, 体现时代性。

《泛读教程》于2012年11月入选第一批“十二五”普通高等教育本科国家级规划教材, 评审专家对我们的工作给予了充分肯定。在教材编写过程中, 我们得到了上海外语教育出版社庄智象社长的关心和指导, 高等教育事业部谢宇主任、许高编辑提出了很好的建议和意见, 在此一并致谢。

王守仁

2014年1月于南京大学

Contents

Reading Skill: Context Clues to Word Meaning 1

Unit 1	University Student Life	3
	Texts: Ten Commandments for a College Freshman	4
	Getting the Best Value for Time	12

Unit 2	Culture Shock	17
	Texts: Making a Cultural Change	18
	Culture Shock: A Fish out of Water	27

Unit 3	The Movies	33
	Texts: Why Some People Love Horror Movies	34
	How to Watch a Movie?	44

Unit 4	Food	49
	Texts: A Food Tour of the United States	50
	Eating the Sichuanese Way	59

Reading Skill: Understanding Sentences 63

Unit 5	Bible Stories	65
	Texts: Genesis	66
	The Birth of Jesus Christ	75

Unit 6	Business	79
	Texts: Levi Strauss & Company	80
	What Is the WTO?	89

Unit 7	Sports	95
	Texts: Nanjing Secures 2014 Youth Olympic Games	96
	How the Olympic Games Started?	106

Unit 8	Shyness	111
	Texts: Overcome Shyness	112
	How to Make a Good Impression?	121

Unit 9 Festivals and Holidays	125
Texts: Christmas	126
Celebrating the Chinese New Year at Home and Abroad	135
Reading Skill: Distinguishing Topic from Main Idea	141
Unit 10 Advertising	143
Texts: International Advertising as a Communication Process	144
How Advertising Is Done?	152
Unit 11 Psychology	157
Texts: Maslow's Hierarchy of Needs — Psychology in Business	158
General Psychology: The Study of Behavior	168
Unit 12 Information Technology	171
Texts: Open Education's Wide World of Possibilities	172
Apple's iPhone: The Untold Story	181
Unit 13 Physical Fitness	185
Texts: Eight Myths About Physical Fitness	186
Fitness Fundamentals: Begin and Maintain an Exercise Program	195
Unit 14 Pseudoscience	199
Texts: Analyze Yourself with the Help of Doodles	200
Horoscopes	210
Unit 15 Fiction	215
Texts: How to Read Fiction: A Letter from Howard Pease to a Fan	216
The Old Man and the Sea (An Excerpt)	224

Reading Skill: Context Clues to Word Meaning

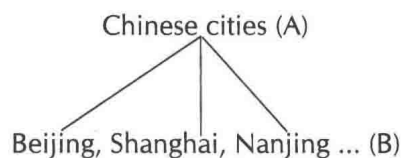
What do you do when you come across a new word in your reading? You take a guess, and then read on, because you expect the writer to give you some clues to the meaning of the new word. Actually, the meanings of many words will be clear from the context — the words or sentences before or after the item you do not know. You can figure out the meaning of an unfamiliar word by looking for clues provided by the context. For example, if you do not know the word “context” but have finished reading the previous sentence, you will have comprehended well enough what it means: “the words or sentences before or after the item you do not know.”

The context sometimes provides **definition clues**. Consider: “*Linguistics*, the scientific study of language, is very important for language students.” Notice the italicized word is clearly defined. Besides the formal definition, the writer may also give explanation after such punctuation marks as comma (,), dash (—) or parentheses [()]. Consider: “Some good readers find it helpful to use their sense to *visualize* — or picture — what they read.” Using information provided in the context, you would have some idea of the meaning of the italicized word “visualize”: “to form a picture of something in the mind.”

The context sometimes gives **example clues**. Consider: “Like horses, human beings have a variety of *gaits*: they amble, stride, jog, and sprint.” Notice several examples are given to shed light on the meaning of the italicized word “gait”: “a way of walking.” In sentences with example clues, the examples are usually signaled by certain words or phrases like *such as*, *including*, *for example*, *for instance*, or *to illustrate*. Consider: “*Phobias*, such as fear of height, fear of water, or fear of crowds, can be eliminated through conditioning.” With the help of the example clues given by the context, you can quite easily guess the meaning of the italicized word: “a strong, unnatural, and usually unreasonable fear.”

Besides, semantic (about the meaning of words) relationships are helpful in guessing unknown words. The two common semantic relationships are class relationship and contrast relationship. By analyzing these relationships, you can infer the meaning of a word you are not familiar with.

◆ **Class relationship.** Look at the following diagram:



Here Beijing, Shanghai, Nanjing, etc. are Chinese cities. This is the same as saying they are members of the class, Chinese cities. In this class-member relationship, *Chinese cities* is the higher-level term; Beijing, Shanghai, Nanjing, etc. are the lower-level terms. The higher-level term (A) includes the lower-level terms (B).

Now read this example: "Mr. Johnson's paintings show his attention to geometric shapes of all kinds. The paintings contain circles, squares, triangles, *pirrles*, etc." *Pirrles* must be an unknown word for you since it does not exist. Suppose you did not know this, and came across it in your reading. If you recognize the class relationship that exists between geometric shapes and circles, squares, etc., then, without using a dictionary, you know what *pirrles* means — some kind of geometric shape.

◆ **Contrast relationship.** Quite often a writer creates some opposite situation by using an antonym (a word with opposite meaning), like *hot and cold* or *left and right*. Contrast relationship helps you guess unfamiliar words.

Now read this example: "There was no *flip* seats available, so they had to buy expensive ones." The word *flip* in fact does not exist. Suppose you did not know this, and came across it in your reading. Recognizing the contrast relationship that exists in the sentence, you may reason out the meaning of *flip*: It probably means "cheap" or "inexpensive." In sentences containing contrast relationship, the following words are often used: *unlike, however, while, nevertheless, despite, although, even though, and on the other hand*.

Although context clues are useful in discovering the meaning of an unknown word, there are some limitations to this approach. The meaning you get from the context may be vague or general. Sometimes there is too much unfamiliar language to allow you to use the context. While you do not interrupt your reading to look up new words in a dictionary, you may still want to check your guess if you find that some words are used often and seem to be important in your field. In such cases, mark the unknown words when you are reading, and look them up later.



University Student Life

Section A

Directions: You are expected to study this section in class. Do not preview.

Word Pretest

For each italicized word, choose the best meaning below.

- "You shall honor your father and mother" is the fifth *commandment* from the Bible.

A an interesting episode B an old saying C an important rule
- A *cynic* might think that the governor visited the hospital just to gain votes.

A one who doubts or has negative opinion about others
B one who cannot get along with others
C one who cannot face the reality
- The school offers a variety of *extracurricular activities*.

A homework you do after class
B activities that are not part of the usual school course
C interesting and difficult assignments that take extra hours
- She's the *dean* of the university's business school.

A the head of a college or school of a university
B an outstanding professor at a university
C the director of a teaching or research group at a university
- We must all *strive* toward our goals.

A walk with long steps B attack forcefully C try hard
- Your computer needs regular *maintenance* to run smoothly.

A keeping updated B keeping in good condition
C keeping connected to the Internet
- The teacher tried to *involve* all the children in the game.

A cause someone to take part in
B make good use of someone's time and energy
C attract someone's attention
- The school tries to create an atmosphere *conducive* to learning.

A rhythmic B helpful C serious

Ten Commandments for a College Freshman

Dear J. B.

As you know I am asked from time to time to talk to high school students about college and how to prepare for it. Do you think something like the following would be helpful? I'm thinking of calling it: Ten
5 Commandments for a College Freshman. Give me your ideas about it.

I. You Shall Plan to Succeed.

Does this seem as obvious as the need for a quarterback on the football team? I don't mean hope to succeed. I mean that success in college will be
10 much more likely if you really draw up a schedule of hours for study, work, and play. Lay out your day and your week. Get in the habit in high school. This will be the secret of getting things done in college.

II. You Shall Handle Freedom Responsibly.

No one is going to tell you when to get up, go to eat, study, or go to bed. It's amazing that so many survive, and, of course, many don't.
15 Freedom such as a student has at college is disastrous for that freshman who has little sense of responsibility.

III. You Shall Spread the Joy of Learning.

Learning is an exciting adventure as you have already discovered in the best of your high school courses. Beware those who are "sent" to
20 college, for they will be taking the attitude that education is the enemy of fun. Beware the cynics. They're on every campus and their reaction runs like this, "poor food, dorm is like a jail, dull professors, why did you come here?"

IV. You Shall Play Down Those Reports on Sex and Liquor.

Not every co-ed takes the pill as routinely as most takes aspirin, and the extracurricular is not a perpetual beer party. Most fellows on campus
25 are still looking for the girl they want to marry. When you read of students getting deadly drunk, remember you're getting a minority report.

V. You Shall Plan to Have Fun — and Often.

The world of academia has two extremes. On any campus there's the
30 playboy who can't get a book open or the body to the library, and there's the bookworm who never finds a moment to enjoy himself. You should expect to study in diligence, but the bookworm learns less than the fellow who knows how to make learning the main thing and still plays with enthusiasm.

VI. You Shall Know at Least One Professor or One Dean Personally. 35

Even at the risk of seeming to make yourself a bore! But much more likely you will be welcomed as a student mature enough to relate to a mature person. Invite him for coffee; he might be surprised, but he'll go and he will be delighted by the invitation. At the small college this kind of relationship should come about readily, but often it doesn't. All the best universities are striving to make it happen more often. 40

VII. You Shall Be Concerned.

But not simply with war on the other side of the world and the social causes of our day. Keep informed, and do what you think is right about these. But what about the cook, the campus maintenance crew, and the night watchman? Just say, "We students appreciate you," and someone will go through the day as though it were Christmas. 45

VIII. You Shall Be Selective.

Student government, dances, ball games, dates, movies, etc., etc.! If you make them all, you're a loser; and if you miss them all, you're a failure. Don't spread yourself so thin that they would never miss you if you didn't show. But do choose a few, get involved, and get that good part of a college education which no classroom can ever provide. 50

IX. You Shall Strive to Keep Healthy.

It isn't sin, it's lack of sleep that ruins so many college careers. Physical education is required and that will get the body exercised, but there's no requirement that you eat sensibly and keep hours conducive to vigor. You will see many students just too tired to play well or to study at all. 55

X. You Shall Forget and Remember.

Take some time to sit down with yourself and recall those things of which you are ashamed and sorry — and then forget them. College is a new beginning. No one at college knows about that soiled baggage you've been carrying. Remember those relationships which have made life good. As a freshman, look back at those relationships which brought lasting joy and seek them again. Life is the fine art of forgetting — and remembering. 60
65

Well, there they are, J. B. What's missing and what needs to be said better? If you forget them all, do remember the love of all of us here.

Dad

The text is adapted from "Ten Commandments for a College Freshman" (1963) in *Higher Learning: Reading and Writing about College (3rd Edition)* by Patti See and Bruce Taylor (New York: Prentice Hall, 2012).

Total words: 788

Total reading time: _____

_____ min. _____ sec.

Reading Skill

Context Clues to Word Meaning

Guess what the italicized word or phrase means in each sentence. Underline the words which you think define the italicized word or phrase.

- 1 The *world of academia* has two extremes. On any campus there's the playboy who can't get a book open or the body to the library, and there's the bookworm who never finds a moment to enjoy himself.
- 2 Recall those things of which you are ashamed and sorry — and then forget them. College is a new beginning. No one at college knows about that *soiled baggage* you've been carrying.
- 3 A *carrel* is a small table with "walls" around three sides.
- 4 This revision should be *cumulative* — adding a bit to the total at a time, covering briefly all the work done so far in the term.
- 5 Put it in a *prominent*, or noticeable, place in your room, or carry it with you.

Reading Comprehension

According to the text, decide whether each of the following statements is True (T) or False (F).

- | | T | F |
|--|--------------------------|--------------------------|
| 1 The writer of this letter is a very stern father. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 One secret of succeeding in college is to plan ahead of time. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Freedom for a college student can be dangerous if not handled responsibly. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Education is the enemy of fun. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The father wants his playboy son to become a bookworm in college. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Colleges and universities encourage the students to get to know their professors personally. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 A small thing, such as giving a friendly smile to a campus worker, can be just as important as your knowledge about the big world. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Extracurricular activities are an important part of college education. | <input type="checkbox"/> | <input type="checkbox"/> |

Vocabulary Building

1 Word Match

Match the following words with their definitions within each group of five words.

- | | |
|---------------|---|
| career • | • helpful |
| vigor • | • lasting forever |
| conductive • | • energy or strength |
| perpetual • | • to strengthen |
| consolidate • | • a profession or job |
| assignment • | • of living things |
| biological • | • stressful; requiring effort and energy |
| flexible • | • overall |
| strenuous • | • not fixed |
| master • | • homework |
| recreation • | • a way to rest and enjoy yourself |
| estimate • | • first concern |
| enthusiasm • | • to calculate roughly |
| priority • | • great excitement for or interest in something |
| relaxation • | • activities done for enjoyment |

Complete the sentences by using the words above. Change the forms if necessary.

- My plans are _____. I can change them if necessary.
- I want to have a _____ as a teacher.
- She has always had a lot of _____ for her work.
- Today is a _____ day for me. I rearranged my furniture in my bedroom.
- As students, we must give _____ to our study. We should finish our homework before we go to the movies.
- Such a noisy environment was not _____ to a good night's sleep.
- After vacation, she returned to work with renewed _____.
- His favorite _____ are basketball and computer games.

2 Suffixes

Many verbs end with the suffix *-ize*. Study the examples, and then list some verbs that end with this suffix in the space provided. Add more if you can.

suffix	examples
-ize	realize, organize, criticize, characterize
-ize	1. _____ 2. _____ 3. _____ 4. _____ 5. _____

Many adverbs end with the suffix *-ly*. Study the examples, and then list some adverbs that end with this suffix in the space provided. Add more if you can.

suffix	examples
-ly	responsibly, really, routinely
-ly	1. _____ 2. _____ 3. _____ 4. _____ 5. _____