

创新大学英语 读写教程学生用书

2

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Part A: Reading Skills — Detecting Topic Sentences

As is known to all, the paragraph is a very important construction in most writings. Usually in each paragraph there is one controlling idea called the main idea or central idea. Sometimes, this idea is implied. Readers have to come to their own conclusions by reading all the materials provided in the paragraph. However, very often, writers want to make things easier for readers by explicitly stating the main idea in one of the sentences in the paragraph. We call this sentence the topic sentence. So, as the name suggests, a topic sentence is one that expresses the main or central idea of a paragraph.

According to the different structures of paragraphs, topic sentences occupy different positions in a paragraph. In most paragraphs, topic sentences occur at the beginning. When this happens, topic sentences point to the direction the author wants the readers to follow. Sometimes, topic sentences may be found at the end of paragraphs and they may serve the function of paragraph conclusions. Other topic sentences may need a brief introduction before they are introduced or may be followed by further explanations. When this happens, topic sentences may be put in other positions of paragraphs.

Practice

Underline the topic sentence of each paragraph if there is any and give reasons for your choice.

1. Albert Einstein, one of the world's geniuses¹, failed his university entrance examinations on his first attempt. William Faulkner, one of America's noted writers, never finished college because he could not pass his English courses. Sir Winston Churchill, who is considered one of the masters of the English language, had to have special tutoring² in English during elementary school. These few examples show that failure in school does not always predict failure in life.

Your Reasons: _____

2. Hurricanes³, which are also called cyclones, exert tremendous power. These violent storms are often a hundred miles in diameter⁴, and their winds can reach velocities⁵ of seventy-five miles per hour or more. Furthermore, the strong winds

¹ **genius:** 天才

² **tutor:** 教; 指导

³ **hurricane:** 飓风; 狂风

⁴ **diameter:** 直径

⁵ **velocity:** 速度; 速率

¹ **accompany:** 伴随² **release:** 释放³ **attain:** 获得⁴ **odd:** 奇数的⁵ **infinity:** 无穷大⁶ **nutritional:** 营养的; 滋养的⁷ **raw:** 生的⁸ **diet:** 通常所吃的食物⁹ **protein:** 蛋白质¹⁰ **anemia:** 贫血; 贫血症¹¹ **symptom:** 症状

and heavy rainfall that accompany¹ them can completely destroy a small town in a couple of hours. The energy that is released² by a hurricane in one day exceeds the total energy consumed by human kind throughout the world in one year.

Your Reasons: _____

3. Small families are the product of industrial society and always consist of two generations: parents and children. The good and bad sides of a small family are just the opposite of a large family. In my view, neither large family nor small family is ideal. The ideal model is middle-sized family, which should include three generations. In this kind of family, the old can help take care of the young; the former's experiences of life are a mirror to the latter. The most important thing of all is that we can take care of our parents when they get old and let them share the happiness we attain³.

Your Reasons: _____

4. Which do you think is larger: the number of all numbers, both even and odd⁴, or the number of even numbers only? Of course you would say the number of all numbers is larger because it contains in itself all even numbers and, in addition, all odd ones. But that is just your impression, and in order to get the exact answer you must use the above rule for comparing two infinities⁵. And if you use it, you will find to your surprise that your impression was wrong. In fact, the infinity of even numbers is exactly as large as the infinity of all numbers.

Your Reasons: _____

5. Nutritional⁶ studies have shown that a large amount of raw⁷ egg white in the diet⁸ is unhealthy. When the egg white is not cooked, one of its proteins⁹ combines with an essential B vitamin in the egg. Then the body cannot absorb this B vitamin. When researchers at the University of Georgia fed laboratory animals with raw egg white, the animals lost their hair, got anemia¹⁰, and became nervous. However, when the animals ate the egg that was cooked until the white was firm, all of these symptoms¹¹ disappeared.

Your Reasons: _____

6. A bus driver must answer questions while guiding a bus through heavy traffic. All day long the driver answers the same questions without becoming

angry. Every few minutes a bus driver has to ask passengers to step to the rear¹ of the bus. In spite of traffic snarls² and thoughtless passengers who cause delays, a bus driver is expected to cover his or her route on schedule.

Your Reasons: _____

7. I began the letter of application by pointing out my secretarial skills. Specifically, I noted that I type ninety words per minute and take dictation at one hundred and thirty words per minute. Next, I indicated my past work experience on three similar jobs. Finally, I gave a summary of the evaluations³ of my immediate superiors⁴ on the three previous jobs. In short, I stressed my secretarial skills, my experience, and my evaluations in the letter of application.

Your Reasons: _____

8. Camouflage is the art of hiding objects. People took the idea from nature's protective coloration of plants and animals. Camouflage is often used to hide military equipment and troops from an enemy. The army covers its large guns with earth and leaves from trees. During World War II, ships were painted to blend⁵ with the sea and the sky. Some armamen⁶ factories were camouflaged to look like golf courses from the air. People played golf on the roofs to make the camouflage even more realistic.

Your Reasons: _____

Reading Selection One

Before the First Reading-----

At first look, the title of the following selection may seem funny. People sleep with their eyes closed. How could they move their eyes during sleep? And move them rapidly? Scientists interested in the study of sleep have found that people not only move their eyes during sleep but this eye movement seems to be a necessary part of sleep.

Keep these questions in your mind while you read.

1. What is REM sleep?
2. Why do we need REM sleep?
3. Does everybody have the same REM time length?

¹ rear: 后面; 背后; 后方

² snarl: 混乱

³ evaluation: 评价

⁴ superior: 上司

⁵ blend: 交融; 混成一体

⁶ armament: 军备; 武器

¹ **cyclic(al)**: 周期的; 循环的

² **episode**: (一系列事件中的)一个事件

³ **investigate**: 调查

⁴ **indicate**: 表明

⁵ **paradoxical**: 自相矛盾的

⁶ **deny**: 拒绝; 不给

What Is REM (Rapid Eye Movement) Sleep?

During a night's sleep we do not merely fall into deeper and deeper sleep and then gradually wake up. Instead, our brain waves show a cyclical¹ pattern that repeats about every 90 minutes. First we fall into deeper and deeper sleep, but then we gradually return to a waking pattern. At this point, though, we do not wake up, as might be expected. Instead, we remain sound asleep and our eyes move rapidly back and forth under our closed eyelids. This stage is known as REM sleep. The average person has about four or five episodes² of REM sleep each night, totaling about 25 percent of sleep time, or from one and a half to two hours.

When researchers first observed REM sleep, they suspected that the stage might be related to dreaming. To investigate³ this, they woke subjects during the REM and Non-REM sleep and found that during REM periods dreams with vivid mental pictures occurred about 80 percent of the time. During Non-REM periods, in contrast, the storylike episodes that we normally consider dreams occurred far less frequently.

One interesting fact about REM sleep is that in some respects it seems similar to being awake. This is indicated⁴ by the brain wave pattern recorded that looks very much like that of someone who is awake. On the other hand, during REM sleep, people are very difficult to awaken and do not respond to touch or sound rapidly. For this reason REM sleep is sometimes called paradoxical⁵ sleep: people seem to be awake and yet deeply asleep at the same time.

Do we need REM sleep? Suspecting that dreams might in some way be essential to our psychological well-being, William C. Dement, a psychologist, interrupted sleepers' REM sleep over a series of nights. Whenever he saw the beginning of an REM period, he would awaken the sleeper. He found that it became harder to arouse the sleeper and that the longer he denied⁶ REM, the more frequent its appearance became. When, on the fifth night, he let the sleeper go into REM without interruption, he found that the total time spent in REM doubled over the person's normal level.

Although we apparently have a need for REM sleep, what REM sleep actually does for us is not clear. Any interrupting of sleep — whether REM or Non-REM — may make a person somewhat tired. But loss of our dream time seems to be no more psychologically troubling than loss of other kind of sleep.

Still, REM sleep may be of special value. Some evidence¹ suggests that REM sleep may be time when the brain adapts to² like experiences. In our study, for example, some medical students wore glasses with distorting³ lenses⁴ for several days. The students slept at night in the laboratory. While they were adapting to these lenses, they showed a greater than usual amount of REM sleep; but once they had become used to the lenses, REM sleep dropped back to normal.

REM sleep helps maintain⁵ the ability of the brain to respond. The evidence of this comes from the fact that REM time gradually reduces as people age⁶. New-born babies spend about half their sleep time in REM, babies under two years 30 to 40 percent, adults about 20 to 25 percent, and older people less than 5 percent. Some researchers suggest that dreams offer the brain a source of mental exercise. Such exercise may allow certain areas in the brain to prepare to respond to the outside activities during waking. The need for such exercise time is the greatest in the new-born baby and decreases with age, just as does REM time.

¹ evidence: 迹象

² adapt to: 适应

³ distort: 使变形

⁴ lens: 透镜

⁵ maintain: 保持

⁶ age: 变老

After the First Reading-----

Answer the following questions.

1. At what stage does REM sleep occur?

2. What is the interesting aspect of REM sleep?

3. Why is REM sleep necessary?

4. How does REM sleep change as people age?

During Further Readings-----

I . Underline the topic sentence of each paragraph if there is any and explain why you think so.

II . Form true statements by joining items in Column A with those in Column B according to the passage.

A

1. We are sound asleep
2. Dreams occur far more frequently
3. To say people seem to be “awake”
when they are deeply asleep
4. REM sleep increases
5. The mental exercise offered by dreams
may allow certain areas in the brain
6. The less REM sleep people get

B

- a. during REM periods.
- b. though we may move our eyes rapidly.
- c. to prepare for the outside activities during
waking.
- d. the harder it is to wake them up.
- e. we mean their brain wave pattern is similar
to that of someone who is awake.
- f. if the sleeper has been uncomfortable with
something in his life.

III. Answer the following questions.

1. During a night's sleep, what happens first and what happens later?

2. How do you explain the “paradoxical sleep?”

3. What was the purpose of William C. Dement's experiments?

4. What did the experiment on some medical students prove?

5. If a person is 40, what is the percentage of his or her REM sleep?

Reading Selection Two

Before the First Reading-----

Remembering or forgetting things is very common in people's daily life. Scientists are trying to probe into the reasons for this phenomenon. This following selection will tell you something about their perspectives and the application of their theories to your school life.

Keep these questions in your mind while you read.

1. How does time interfere with your memory?
2. How can people improve their ability to remember?
3. How many different ways are mentioned in the text that students can use to remember what they learn?

Remembering and Forgetting

Remembering is closely linked to learning. People need more than the ability to learn

swiftly and well. They must be able to remember what they learn.

Psychologists have tried to explain how people remember and why they forget many of the things they learn. No one has yet found all the answers, but there are several theories to explain remembering and forgetting.

It is believed that, when a person learns something, a physical change of some kind takes place. A trace, or pattern, is left in the brain. According to one theory, memories or the traces memory may leave in the brain simply fade away in the course of time. Thus, things learned long ago are forgotten before things learned more recently. This is largely true, but there are enough exceptions to make scientists look for further explanations of forgetting. Older people, for example, often remember clearly events of their childhood, but are unable to remember things they did only a few hours earlier.

According to another theory, memories of different things sometimes interfere with one another. When this happens, one displaces the other from memory. Something that you have just learned may cause you to forget something you already knew. Or something you have already learned may prevent you from learning and remembering something new.

The way you felt about a particular experience may also determine whether you remember it or forget it. In general, people are apt to forget things that are unpleasant or upsetting and remember things that are pleasant.

With some effort on your part, it may be possible to improve your ability to remember. In trying to recall a simple thing like a name or a word, it often helps to stop trying to remember and to think of something else. The forgotten name or word may pop up in your memory. Or you may recall a name that is not the one you are trying to remember but resembles it in some way. It may start with the same sound as the correct word, or it may rhyme with it. Looking at different features of the incorrect word may help you recall the correct one.

In order to remember something you are studying, it helps to go over the material a number of times, even after you have mastered it. This is called overlearning. (You must be careful, though, to go over the material correctly each time. You do not want to repeat and learn a mistake.)

In studying to understand and remember, it is important for the learner to be active. This does not mean that he must move around the room. But he must be awake and alert, and he must pay close attention to the film or demonstration he is watching, the book he is reading, or the lecture to which he is listening.

Students have many methods for getting more out of study. They may outline a chapter in a textbook as they read it or underline key passages (if they own the book). When they listen to a lecture, they may take notes so that they learn and remember what they are hearing.

Sometimes students are even advised to go through special routines to help them retain what they study. One of these routines is called the “SQ3R method”. “S” stands for surveying, or skimming, the material to see what is covered and to look for important topics. “Q” stands for questions that the student is advised to make up for each heading or topic. “3R” stands for reading, reciting, and reviewing. This means reading through the material to find answers for the questions that have been made up. Reciting means stopping every so often and, without looking at the book, trying to recall the material that has been covered. The third “R,” reviewing, means going over the material once it has been learned. Rereading and reciting may both be part of reviewing.

Students sometimes use another method to improve their memory of subjects they are studying. They invent categories into which they place the material they must learn. In studying the French Revolution, a student might invent such categories as “causes,” “major events,” “important figures,” and “results.”

People also help themselves remember facts by inventing special aids to memory, called mnemonics (from the Greek word for memory). If you wanted to memorize the names of the early presidents of the United States (Washington, Adams, Jefferson, Madison, Monroe, Adams, Jackson, and Van Buren), you might make up a saying like this: “When a just man makes a just Vow.” You would then remember the names, because the first letter of each word in the sentence stands for a president.

After the First Reading-----

Decide whether the following statements are true or false.

1. ____ Psychologists have already found all the answers that can explain remembering and forgetting.
2. ____ According to one theory, memories or the traces memory may leave in the brain simply fade away in the course of time.
3. ____ In general, it is easy for people to remember things that are pleasant or unpleasant.
4. ____ In order to understand and remember something you are studying, you must be awake and alert.
5. ____ Students can find many methods to improve their ability to remember what they learn.

During Further Readings-----

- I. **Underline the topic sentence of each paragraph if there is any and give reasons to support your choice.**

II . Match the words or expressions in Column A with those in Column B.

- | A | B |
|------------------|--|
| 1. to link | a. to take the place of |
| 2. swiftly | b. the act of showing some process in public |
| 3. to displace | c. to look or be like |
| 4. to resemble | d. to join |
| 5. demonstration | e. quickly |

III . Choose the answer that best explains each of the following sentences.

1. *"People need more than the ability to learn swiftly and well."*
 - A. People need more ability to learn very quickly.
 - B. People need something that goes beyond the ability to learn fast and well.
 - C. Learning quickly and well is what people need.
 - D. Learning quickly and well is not necessary compared to remembering.
2. *"...memories or the traces memory may leave in the brain simply fade away in the course or time."*
 - A. ... memories may leave the brain when traces fade away.
 - B. ... memories or memory traces easily fade away although they are imprinted on the brain.
 - C. ... as time goes on, what is remembered gradually dies out in the brain.
 - D. ... as time goes on, memory fades away before it can leave traces in the brain.
3. *"... one displaces the other from memory."*
 - A. ... a person puts another person wrongly in his memory.
 - B. ... one person replaces another in memory.
 - C. ... one thing takes the place of another in memory.
 - D. ... one memory is confused with another.
4. *"... it often helps to stop trying to remember and to think of something else."*
 - A. ... it is useful to think of other things instead of trying to remember.
 - B. ... it often benefits you if you stop trying either to remember or to think of anything else.
 - C. ... to remember often helps to stop trying to think of something else.
 - D. ... to think of something else helps to stop trying to remember.
5. *"It may start with the same sound as the correct word, or it may rhyme with it."*
 - A. It may have the same initial letter as the correct word, or it may have the same last letter.
 - B. The correct word may have the same sound which rhymes with it.

- C. Its first sound may rhyme with the last one.
 D. It may have the same first sound, or the same last sound.
6. *"But he must be awake and alert, and he must pay close attention to the film or demonstration he is watching."*
 A. He should concentrate his attention on what he is learning.
 B. He should not be sleepy when he is seeing a film.
 C. He should be ready to get up and attend the demonstration.
 D. He should be active in the film or demonstration.
7. *"They may outline a chapter in a textbook as they read it or underline key passages."*
 A. They may write a report on the textbook and draw a line under the passage where there's a key.
 B. They may write a summary of a chapter to get the key to the passages.
 C. They may conclude the main ideas of a chapter or draw a line under the important parts.
 D. They may make a chapter completely understandable by analyzing important parts.
8. *"... students are even advised to go through special routines to help them retain what they study."*
 A. ... students are advised to remember what they study by taking a set of steps.
 B. ... students are encouraged to study according to a timetable so that they can remember well.
 C. ... what students study helps them keep special routines.
 D. ... students should review special routines before they can keep in mind what they study.
9. *"... questions that the student is advised to make up for each heading or topic."*
 A. ... questions that the student is required to put into each heading or topic.
 B. ... questions that the student is supposed to ask about a specific heading or topic.
 C. ... questions that the student had better ask about each heading or topic.
 D. ... questions that are needed to complete each heading or topic.
10. *"They invent categories into which they place the material they must learn."*
 A. They invent different kinds of materials to learn.
 B. They put the materials they must learn in different places.
 C. They must learn all kinds of materials they invent.
 D. They put the materials to be learned into different classes.

Part B: Vocabulary Skills

Vocabulary Study

I . The following words and expressions are for your reference.

Adams /'ædəmz/ *n.* 亚当斯[姓氏]

Greek /gri:k/ *adj.* 希腊的

Jackson /'dʒæksn/ *n.* 杰克逊 [姓氏]

Madison /'mædɪsn/ *n.* 墨迪逊 [姓氏]

mnemonics /nɪ'mɒnɪks/ *n.* art of, system for

improving the memory

Monroe /mən'rəu/ *n.* 门罗 [姓氏]

overlearning /'əʊvələ:nɪŋ/ *n.* learning too much

Van Buren /væn'bjʊərən/ *n.* 范·布仑 [人名]

Washington /'wɒʃɪŋtən/ 华盛顿[姓氏]

II . Make a close study of the following words and expressions.

alert /ə'leɪt/ *adj.* quick to see and act: *He's an alert boy.*

apt /æpt/ *adj.* likely; having a tendency to do something

chapter /'tʃæptə/ *n.* one of the main divisions of a book or long article, usually having a number or title

demonstration /,demən'streɪʃən/ *n.* the act of demonstrating: *We asked for a demonstration of the machine.*

displace /dɪs'pleɪs/ *vt.* to put out of the right or usual position; to take the place of

every so often: from time to time; now and then

exception /ɪk'sepʃən/ *n.* (a case of) excepting or being excepted: *It's been very cold this month, but today's an exception; It's warm and sunny. / You must answer all the questions without exception.*

fade /feɪd/ *v.* to (cause to) lose strength, color, freshness, etc.: *Cut flowers soon fade. / The sun has faded the material.*

fade away: to disappear slowly; gradually become no longer present: *When the police arrived the crowd faded away.*

feature /'fi:tʃə/ *n.* a (typical or noticeable) part or quality: *Wet weather is a feature of life in*

Scotland.

heading /'hedɪŋ/ *n.* word(s) written as a title at the top of a piece of writing, or at the top of each part of it

incorrect /,ɪnkə'rekt/ *adj.* not correct

in general: usually, in most cases: *In general people like her.*

interfere /,ɪntə'fɪə/ *v.* to get in the way of another; block the action of another: *I don't like interfering with the young people.*

just /dʒʌst/ *adj.* in accordance with what is right and true; well-deserved: *This is a very just law. / You have received a just punishment.*

largely /'lɑ:dʒlɪ/ *adv.* to a great extent: *His success is largely due to luck.*

make up: to invent (a story, poem, etc.)

memorize /'meməraɪz/ *v.* to learn and remember on purpose

outline /'aʊləɪn/ *v.* 概括, 画出...的轮廓 | *n.* 大纲; 纲要; 轮廓; 外形

pop /pɒp/ *v.* to move, go, come, enter, etc. suddenly or unexpectedly: *I've just popped in to return your book. / I'm afraid she's just popped out.*

pop up: to happen suddenly; arise

psychology /saɪ'kɒlədʒɪ/ *n.* study or science of the mind and the way it works, and of behavior as

an expression of the mind

psychologist /saɪ'kɒ:lədʒɪst/ *n.* a person who has studied or is skilled in psychology

recall /rɪ'kɔ:l/ *v.* to remember: *I can't recall to my mind where I have seen him before. / The sight recalled the days of childhood to me.*

recite /rɪ'saɪt/ *v.* to say (something learned) aloud from memory: *The little girl can recite 10 poems. / I don't like reciting in public.*

resemble /rɪ'zembəl/ *v.* to look or be like: *She resembles her sister in appearance but not in character.*

retain /rɪ'teɪn/ *v.* to keep possession of; to hold in place: *She has a good memory that retains facts. / They have built a wall to retain the water of the lake.*

rhyme /raɪm/ *v.* (of words or lines of poetry) to end with the same sound

routine /ruːtɪn/ *n.* the regular fixed ordinary way of working or doing things: *Do it according to routine.*

skim /skɪm/ *v.* to read quickly to get the main ideas

stand for: to be a sign or short form of; represent; mean: *What does CIA stand for?*

survey /sə:'veɪ/ *v.* to examine for some specific

purpose; consider carefully; look at or consider in a general way: *They have been surveying the view. / The house has been surveyed.*

swift /swɪft/ *adj.* fast; ready or quick in action: *Mr. Johnson is a swift runner. / She gave a swift reply.*

swiftly *adv.*

topic /'tɒpɪk/ *n.* subject for conversation, talk, writing, etc.: *Politics and religion are always interesting topics of conversation.*

trace /treɪs/ *n.* a mark or sign showing the former presence or passing of some person or event: *Did the police find any trace of the murderer? / We've lost all trace of our daughter.*

underline /'ʌndə'laɪn/ *v.* to mark (one or more words) by drawing a line underneath, *esp.* to show importance or to give force

unpleasant /'ʌnplezənt/ *adj.* causing dislike; not enjoyable; displeasing: *The weather is very unpleasant here. / Do you smell something very unpleasant?*

upset /ʌp'set/ *v.* to cause to worry, not be calm, etc.: *Let him do what he wants, or you'll upset him.*

vow /vaʊ/ *n.* solemn promise or undertaking

Vocabulary Practice

I. Fill in the blanks with the given words and expressions, making changes where necessary.

displace, fade away, pop up, feature, swiftly, alert, routine, category

1. A sparrow is very _____ in movement.
2. This kind of animal has been grouped into two _____.
3. Television has _____ motion pictures as American's most popular form of entertainment.
4. The sound of the cheering _____ in the distance.
5. The exhibition has many _____ of interest.
6. The soldiers _____ from the tunnels to attack.

7. He will be able to take up his normal _____ shortly.

8. The lizard caught the fly _____.

II . Fill in each blank with an appropriate form of the right word.

1. *interfere, distract, disturb*

a. The music _____ him from his work.

b. He was further _____ when he noticed her superior air towards others.

c. As he was always _____, I told him to mind his own business.

2. *determine, decide*

a. It was unanimously _____ to go there by bike.

b. The part of speech to which a word belongs is _____ only by its function in the sentence.

3. *brain, mind, head*

a. She hasn't the _____ to see what I am driving at.

b. The human _____ is the centre of higher nervous system activity.

c. The rock fell and hit him on the _____.

d. They have not yet made up their _____.

e. Keep your _____ on what you are doing.

4. *course, cause*

a. What was the _____ of the movement spreading so quickly.

b. The president takes care to follow the _____ of events in the Middle East.

c. The ship continued to hold her _____ eastward.

d. More people are beginning to take up the _____ of children's rights.

5. *remember doing/to do sth., forget doing/to do sth., stop doing/to do sth.*

a. She nearly _____ (give) him a tip for his service.

b. I shall never _____ (hear) her singing that song.

c. You must _____ (go) to St. Smithin's when you are in London.

d. " _____ (talk)," the chairman shouted loudly.

e. On her way to the hospital, she _____ (buy) some flowers.

f. He seems to know me very well, but I cannot _____ (meet) him anywhere.

6. *method, means, way*

a. Fiction writing as a _____ of living is no easy task.

b. The committee met to devise some _____ to raise money for the purpose.

c. The new training _____ is not only effective but also enjoyable.

III. Make opposite pairs of the following.

A	B
1. ____ cause	a. common phenomenon
2. ____ remember	b. numb
3. ____ physical	c. vaguely
4. ____ fade away	d. for fear
5. ____ long ago	e. appear
6. ____ clearly	f. differ from
7. ____ particular	g. forget
8. ____ exception	h. upsetting
9. ____ demonstrate	i. result
10. ____ apt	j. unlikely
11. ____ pleasant	k. cover
12. ____ resemble	l. psychological
13. ____ in order	m. recently
14. ____ alert	n. general

Vocabulary Expansion

I. Give the meanings of the following words. No. 1 is done for you.

- childhood: state or time of being a child
- babyhood: _____
- girlhood: _____
- boyhood: _____
- motherhood: _____
- fatherhood: _____
- manhood: _____
- womanhood: _____
- brotherhood: _____
- sisterhood: _____
- neighbourhood: _____
- orphanhood: _____
- knighthood: _____
- falsehood: _____

II . List all the words in Reading Selection Two that begin with the prefix “re-” and see how most of them belong to one group.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

III . Give noun forms of the following words after the model.

Model: able → ability

- | | |
|-------------------|-------------------|
| 1. simple _____ | 2. capable _____ |
| 3. dense _____ | 4. possible _____ |
| 5. readable _____ | 6. scarce _____ |
| 7. clear _____ | 8. similar _____ |

IV . Say who does what:

- | | |
|------------------------|---|
| 1. ____ psychologist | a. explains why people act, think and feel as they do |
| 2. ____ scientist | b. studies how things are made up |
| 3. ____ chemist | c. studies the laws of nature |
| 4. ____ educationalist | d. drives a car |
| 5. ____ dentist | e. teaches people |
| 6. ____ motorist | f. treats tooth illnesses |
| 7. ____ soloist | g. sings by him/herself |
| 8. ____ physicist | h. deals with matter and energy |

V . Fill in the blanks with appropriate forms of the following words.

1. *explain*

- A. That text is not too difficult because it is followed by many _____ notes.
- B. Have you anything to say in _____ of your conduct?
- C. If he buys it, he would have no money to live on for the next two weeks. That _____ his hesitation.

2. *resemble*

- A. The portrait bears not the remotest _____ to her.
- B. Whales and fishes _____ each other in appearance but are different in nature.
- C. There are striking _____ between the twin sisters.

3. *demonstrate*

- A. The teacher _____ a chemical law in the laboratory.
- B. The fireman _____ great courage in saving the child.
- C. He was not an open or _____ man.
- D. Would you like me to give you a _____ ?

4. *interfere*

- A. We have to be very careful about what we do or say. Our new neighbor is an _____ woman.
- B. Does the lift _____ with radio or TV?
- C. The baby will scratch you if you _____ with what he wants.
- D. I couldn't hear the program because there was too much _____ .

5. *determine*

- A. _____ of the meaning of a word is difficult without the context.
- B. The independence movement has grown in strength and _____ .
- C. The sale of ice-cream is partly _____ by the weather.
- D. With their _____ efforts, they are sure to win the final victory.
- E. He is _____ to prove his friend's innocence.

6. *correct*

- A. He dug into his pocket for change and found the _____ coin.
- B. The _____ of his work took a long time.
- C. You are near-sighted. But don't worry, it is _____ .
- D. They failed to find the lost ship because of the _____ information they had been given.

Part C: Guided Writing and Translation

Introduction to narrative writing

Narration is basically story telling. A narrative piece of writing can either be invented or based on personal experiences or observations. In both cases, good narrative writers should make it clear to readers what has happened, why, how, where and when it happened and who was involved. The following are some of the points that writers keep in their mind when engaged in narrative writing.

1. *A narrative essay has its beginning, development and end. These basic elements are usually arranged in the order of time. This is called chronological sequencing, which makes it easy for readers to understand what is being told.*

2. *Narrative writers are supposed to base their details on the answers to the "who", "what", "where", "when", "why" and "how" questions. They will leave out unnecessary details to make the essay neat and well organized.*

3. *Narrative writers frequently make use of conversations to advance the story, bring out an important point, or add liveliness.*

4. *A narrative essay usually makes a specific point that is either stated or implied.*

5. *As time plays a key role in narration, narrative writers pay close attention to the uses of tense, time expressions and time adverbial clauses. Clue words denoting¹ time and sequence are often used to introduce ideas so that they can be more easily recognized and understood by the reader. These clue words include: after, afterward(s), at the same time, before, earlier, first, in the meantime, next, now, once, second, soon, not ... until, then, third, today, tomorrow, yesterday, etc.*

Exercises:

I . The following are some sentences in a narrative paragraph. Put them in time order so that the story will flow smoothly.

1. Some years ago there lived in a village a poor but worthy clergyman², who had to support a family of seven on the small stipend³ of forty pounds a year.
2. The honest clergyman, however, refused to use any of the money until he found out its owner.
3. One day when walking through the fields and meditating⁴ on his poverty, he found a purse of gold.
4. After a short time the purse was claimed by a gentleman living nearby, but on returning it the founder received no reward other than thanks.
5. Seeing no one near was likely to claim it, he carried it home and showed it to his wife, who suggested using it to help them out of the difficult situation.
6. The clergyman's wife could not refrain⁵ from reproaching⁶ the owner of it with ingratitude⁷, and at the same time criticizing what she called the over-scrupulous⁸ honesty of her husband.
7. A few months afterwards, the poor but honest man received an invitation to dine with the gentleman whose money he had found.
8. In reply he only quoted the well-known saying, "Honesty is always the best policy."
9. The clergyman thanked his benefactor⁹, returned with joy to his wife and told her the happy change in their circumstances.
10. After entertaining his guest, the gentleman presented him with a living worth three hundred a year, at the same time putting into his hands fifty pounds to relieve¹⁰ his present necessities.
11. Talking to his wife, he added that he hoped she was now convinced that in

¹ **denote:** 表示

² **clergyman:**
牧师, 教士

³ **stipend:** 定期生活津贴

⁴ **meditate:** 思考

⁵ **refrain:** 克制

⁶ **reproach:** 责备

⁷ **ingratitude:**
忘恩负义

⁸ **over-scrupulous:**
过分严格认真的

⁹ **benefactor:** 恩人

¹⁰ **relieve:** 减轻; 解除

¹ destination: 目的地

² distressing: 悲伤的; 烦恼的

³ superstition: 迷信

their case honesty had proved to be, as it always is, the best policy.

II. Below are the first and last sentences of a possible narrative paragraph. Fill in the blank space with four different events that will make the paragraph into a story in time order.

1. Last Sunday, I went for an outing with my classmates.

2. _____

3. _____

4. _____

5. _____

6. We were already tired by the time we reached our destination¹.

III. Choose any topic from the following list and write a short story in 120 to 150 words in 30 minutes.

1. Tell a story that describes a single, specific school experience.

2. Narrate an event or a moment that was embarrassing, amusing, distressing² or puzzling to you or someone else.

3. Write an account of your happiest birthday or your proudest moment. You may start your essay in one of the following ways:

a) I will never forget the time

b) I was never so happy/embarrassed/proud/distressed as when

c) The first time I ... I learned

IV. Translate the following paragraphs into English.

人们往往会忘记很久以前学过的东西。老人甚至会忘记几小时前做过的事。原先留在人脑中的记忆都会因时间的推移而逐渐消失。增强记忆与人们的生活和工作密切相关。人们可以通过努力来增强记忆力。

首先,学习时必须全神贯注,勤于记笔记,善于抓要点。其次,不时复习学过的东西也很有用。还有,大脑需要时间来消化所学的东西,因而需要经常休息。休息后就能记住更多的东西。另外,对所学材料提一些问题或进行归纳,也有助于加强记忆。

Part D: From Reading to Writing

Directions: Do you believe in superstition³? Or at least have you heard of any superstitious beliefs or practices? For example, when people feel hot in their ears, some of them may think that somebody must be speaking ill of them. You may wonder what kind of belief this is and why they

should have such kind of beliefs. The following passage will help you answer these and more questions. Now read the passage and then discuss with your friends or classmates some of the popular superstitious beliefs and practices in China. Finally write a short report on your discussion.

Fact or Fantasy¹

A superstition is a belief people hold which is not based on reason. There is no logic to superstitions. These beliefs often go against the laws of nature as we know them. People who have superstitions, or who are superstitious, believe that they can either bring themselves good luck or avoid bad luck or disasters by acting in certain ways. An example of this involves salt. When some people spill salt, they immediately take some of it and throw it over their left shoulder. In this way, they feel they will avoid bad luck.

Why do people believe in superstition? How did they begin to think that they could control their luck?

We read earlier about some of the Greek, Roman, and Norse² gods. People in ancient times believed that these gods controlled their lives and all of nature. They tried to keep their gods happy by giving them gifts. When there were natural disasters, people thought that the gods were angry with them, so they tried to make the gods happy again. This is how we got the idea that we could affect our fate by certain actions.

Many superstitions have been held by people for centuries. Yet there is little need for them today, since people in most parts of the world don't believe that there are a lot of gods. We no longer try to make the gods happy with gifts or to keep them from anger with certain actions. Somehow, however, many of the actions continue in modern times. We still have our superstitions.

In ancient times, people thought that their gods lived on the tops of mountains. They therefore believed that everything above them was nearer to the gods. Naturally, they thought that birds were messengers³ from the gods. People also believed that birds carried their souls⁴ to the gods when they died. There were many beliefs about how to treat birds. Some people even believed that killing a bird was an act against the gods and would bring bad luck. In some parts of the United States, people still believe that if they hear an owl in the early evening, it means death. Another link with these past beliefs is in an

¹ **fantasy:** 幻想

² **Norse:** 挪威的

³ **messenger:** 信使

⁴ **soul:** 灵魂

¹ owl: 猫头鹰

² albatross: 信天翁

English expression. People no longer believe that birds are messengers of the gods, but when someone knows a secret about another person, he or she might say, “A little bird told me about it.”

We know, of course, that birds can’t talk and that owls¹ don’t really mean death, yet we still have these superstitions. Many sailors believe that if they see an albatross², it will bring bad luck to their ship. People all over the world use the dove as a symbol of peace and feel good when they see one. North Americans think of the eagle as a symbol of freedom, and some people still hold that dreaming of a bird means that they are seeing the loss of a soul.

It seems that almost everyone is superstitious in one way or another. We all want to be able to tell the future, control the world around us, or have some luck. Now that science is the way of the world, we still hold many of our ancient superstitions. Do they work? Are they fact? Of course not. Or are we sure?

Now work in groups and have a discussion on the superstitious beliefs and practices in China. When you have finished your discussion, write a short report on the topic. At the end of the report, you may give some comments on why people have the kind of beliefs and practices they do, using some of the ideas suggested by the author in the above reading passage. You can begin your report in this way.